

Three-Year Local School District/ Charter School Technology Plan

July 1, 2007 through June 30, 2010

County: Somerset County Code: 35

District/Charter School or Affiliation: North Plainfield
School District

District Code: 3670

Grade Levels: K-12

Web Site: www.nplainfield.org

Date Technology Plan approved by school board or
governing body _____

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

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

Name: (print) Ronald Fisher

Title: Director of Technology & Informaton Services

E-mail: ron_fisher@nplainfield.org

Phone 908-769-6000 x 3136

Signature: _____ Date: _____

Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Dr. Marilyn Birnbaum

E-mail: marilyn_birnbaum@nplainfield.org

Phone 908-769-6060

Signature: _____ Date: _____

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

Signature: _____ Date: _____

Three-Year Local School District/ Charter School Technology Plan Template July 1, 2007 through June 30, 2010

Directions: Indicate in the *PAGE #* column of the template, the page number where the corresponding information can be found.

Page #	I. Stakeholders
1	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
Page #	II. EXECUTIVE SUMMARY
2	<i>Describe the school district's or charter school's vision or mission statement</i>
III. TECHNOLOGY OVERVIEW	
Page #	A. Technology
3	<i>1. Provide an inventory of current technology networking and telecommunications equipment</i>
4-14	<i>2. Describe the technology inventory <u>needed to improve</u> student academic achievement through 2010 including, but not limited to:</i> <ul style="list-style-type: none"> • <i>Technology equipment and networking capacity</i> • <i>Software used for curricular support and filtering</i> • <i>Technology maintenance policy and plans</i> • <i>Telecommunications services</i> • <i>Technical support</i> • <i>Facilities infrastructure</i> • <i>Other services</i>

15-17	3. Describe how the district integrates assistive technology devices into the network to accommodate student needs
17-19	4. Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)
20-21	5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
Page #	B. Cyber Safety
22-23	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
66	2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.
25	3. Explain how students are educated about online safety awareness.
26	4. Provide information on how parental resources regarding online safety are made available to parents.
Page #	C. Needs Assessment
27-29	1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and establish necessary changes through goals and objectives.
27	a. Evaluate <u>staff's current practice</u> in integrating technology across

27	<i>the curriculum.</i>
	<i>b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.</i>
	<i>c. Determine the current educational environment and barriers by describing how:</i>
27	<i>i. staff are assured access to technology to facilitate technology integration,</i>
29	<i>ii. often students have access to technology in their learning environment,</i>
28	<i>iii. the needs of staff are evaluated,</i>
28	<i>iv. the needs of students are evaluated,</i>
29	<i>v. past professional development addressed the staff and students' needs for technology integration,</i>
28	<i>vi. past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or library media center,</i>
28	<i>vii. ongoing, sustained professional development was provided in 2006-2007 for all <u>staff</u> to further the effective use of technology in the classroom or library media center,</i>
29	<i>viii. ongoing, sustained professional development was provided in 2006-2007 for administrators to further support the effective use of technology in the classroom or library media center,</i>
29	<i>ix. supports were provided for staff other than professional development,</i>
29	<i>x. professional development needs and barriers related to using educational technology as part of instruction have been identified.</i>
29-30	<i>2. Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology.</i>
30	<i>3. Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
Page #	A. History
31-32	<i>1. List the goals from the 2004-07 plan.</i>

31-32	<i>2. Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
32	<i>3. Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.</i>
Page #	B. Goals and Objectives for 2007-2010
33-36	<i>1. List and support the goals that continue from the '04-'07 plan.</i>
33-36	<i>2. Modify goals or write new goals to meet the needs identified from the assessments. Goals for '07-'10 should support district need and align with the state plan.</i>
33-36	<i>3. Add to the goals the specific objectives for integrating technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards (including software and other electronically delivered learning materials). Also, include a timeline for such integration and the corresponding measures (also known as indicators) that are evidence that the goals or objectives have been achieved.</i>
Page #	V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)
38-47	<i>A. Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
47	<i>B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</i>
47-48	<i>C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
48	<i>D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>

Page #	VI. FUNDING PLAN (July 2007 – June 2008)
49-52	<i>A. Provide the anticipated costs for 2007-2008 and then indicate the projected funding for 2008-2010 of the technologies to be acquired and expenses such as hardware/software, digital curricula including <u>NIMAS</u> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
52-55	<i>B. Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>teachers</u> are prepared to integrate technology effectively into curricula and instruction</i>
I - II	<i>C. Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>

Page #	VII. PROFESSIONAL DEVELOPMENT
56	<i>A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.</i>
56-61	<i>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
57-58	<i>1. How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs).</i>
58	<i>2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>

58-59	<p><i>3. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.</i></p> <p><i>4. How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.</i></p> <p><i>5. The professional development opportunities and resources that exist for technical staff.</i></p> <p><i>6. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i></p>
59-60	
60	
61	
62	<p><i>C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i></p>
63	<p><i>D. Identify the financial and time resources to keep staff current in learning about new technologies.</i></p>
63	<p><i>E. Project professional development activities that will continue to support identified needs through 2010, including all partners</i></p>

Page #	VIII. EVALUATION PLAN
64	<p><i>Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i></p> <p><i>1. integrating technology into curricula and instruction,</i></p> <p><i>2. enabling students to meet challenging state academic standards, and</i></p> <p><i>3. developing life-long learning skills.</i></p>
64	
65	

STAKEHOLDERS

Title	Name	Signature
Assistant Superintendent	Dr. Robert Rich	
Director of Technology & Information Services	Ronald Fisher	
Principal of Elementary School	Cathy Kobylarz	
Director of Adult High School	Rosemary McGuinness	
Director of Guidance	Linda Remolino	
Supervisor of Math/Science	Patricia Marseglia	
Board Member	David Branan	
Principal Intern & Elementary Teacher	Marilyn Pinto	
Computer Teacher and Webmaster	Sharon Beim	
Computer Teacher , Computer Facilitator & Webmaster	Larry Cohen	
Elementary Teacher, Computer Facilitator & Webmaster	Carla Basile	
Elementary Teacher & Computer Facilitator	Roseanne Caruso	
Special Education Teacher	Alexis Holbrook	
Special Education Teacher	Robert Meringolo	
Special Education Teacher	Ann Ryan	
Community Member	Bryan Worthey	

EXECUTIVE SUMMARY

Technology Mission Statement

Every student will be given equitable opportunities to utilize technology in order to access, analyze, apply, create and communicate information effectively.

Technology Vision Statement

The students entering and attending North Plainfield schools will graduate and live in the 21st Century. Their needs will be dictated by a rapidly changing society. It is the responsibility of the North Plainfield school district to prepare its students to live in and adapt to these changes. Decisions made today will significantly impact the quality and effectiveness of the educational process.

Technology is a major force in today's world; consequently, students must be prepared to utilize the tools of technology in education, business, industry, and daily life. North Plainfield recognizes its responsibility to educate students and staff in the appropriate uses of technology in order to enhance the educational process.

Members of our learning community interact successfully in an increasingly technological environment. Our students learn with and about technology as they prepare to fill the expanding need for a technologically competent workforce and to contribute as involved citizens in our rapidly changing society. Students and staff support each other as they learn to skillfully and responsibly use technology to access, retrieve, apply, create and communicate information effectively within the local and world community. Students, staff and community members become technologically literate life-long learners.

The vision is accomplished as:

- The curriculum is supported by the integration of technology into student centered learning environments with real-world connections leading to improved student learning.
- Students engage in learning practices that, through the use of appropriate technologies, encourage new ways of thinking, understanding, constructing knowledge, and communicating results.
- Learners interact successfully in their technological environment to reach higher personal and educational levels of achievement.
- All members of the learning community are provided with access to information technologies which are used in a thoughtful, ethical and equitable manner.
- North Plainfield is committed to providing all students with the knowledge and skills necessary to function effectively in a technology-based society.

TECHNOLOGY OVERVIEW

A. Technology

Instructional Computers

Building	Number of Students Projected for 2007	Number of Classrooms Areas (2007-2010)	Multimedia Classroom Computers 2007-2010 Column 1	Lab/Wireless Cart Computers 2007-2010 Column 2	Multimedia Library Computers 2007-2010 Column 3	Total Multimedia Computers *Ratio: 3 :1 Columns 1-3
East End	445	27	27	100	6	133
Stony Brook	265	22	22	86	6	114
West End	505	34	34	114	6	154
NPHS	1430	103	103	330	20	453
Somerset	490	35	35	144	12	191
Totals	3135	221	221	774	50	1045

TECHNOLOGY INVENTORY

Hardware and Networking

Description	Capabilities 2007	Potential By 2010
Student to Computer Ratio	3.9:1	3.0:1
District Computers (labs)	361	400
District Computers (libraries)	37	55
District Computers (classrooms)	227	300
District Computers (offices)	100	120
District Computers (wireless laptops on carts)	252	504
District Computers (laptops-mobile)	16	30
District Computers (all areas)	993	1409
Video conferencing units	1	1
Digital cameras	22	35
Data/ Video Projectors	25	50
Desktop printers	3	3
Networked printers	72	90
Scanners	5	5
Internet Bandwidth—connection speed	3.0 mbs	6.0 mbs
Switches 100 mbps	45	55
Hubs (10/100 mbps)	5	0
Routers	7	7
LAN Network Servers (data)	7	10
Terminal Services servers	13	25
Firewall	1	7
Web Server	1	2
Electronic Mail server	1	2
Student Administration System Server	1	1
Plotters for AutoCAD	1	1
Monitors for video-conferencing	2	4
Cameras for video-conferencing	2	8
Speakers and microphones for video-confer	12	24

B. Technology Inventory Needed to Improve Student Academic Achievement through 2010

Area of Need: Technology Equipment

In order to improve achievement, computer technology will be a necessary component in all curriculum areas. Computers will manage information to support learning and is aligned with the district's goal of providing the best education possible to improve achievement and to prepare all students to succeed in all opportunities they may encounter.

Current educational practices place an emphasis on teaching the core subjects and skills, adopting new educational delivery methods and models, providing for ongoing holistic assessment, and acquiring new tools needed to achieve success. Students and teachers must understand how to use technology, and how to apply it effectively in home, school, and work.

In an effort to improve student achievement, the district has an electronic mail server which provides an email address for all staff members; voicemail for all staff members; online learning; centralized student management system; web-based instructional resources for staff, students, and parents; and access to district programs from any computer within or outside the district.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p>The district will need to purchase the following equipment:</p> <p style="text-align: center;">High School (grades 7-12)</p> <ul style="list-style-type: none"> • 30 Replacement Windows computers with XP or Vista Professional Operating system • 40 Thin-clients • 6 laser printers • 6 Video projectors • 2 carts of laptops –total 28 computers • Replacement of irreplaceable laptops for current carts • 2 digital cameras • 6 interactive whiteboards • 2 terminal servers <p style="text-align: center;">Somerset (grades 5-6)</p> <ul style="list-style-type: none"> • 1 terminal server • 10 thin-clients • 3 laser printers • 3 video projectors • 2 digital cameras • 6 interactive whiteboards <p style="text-align: center;">Elem. Schools (grades K-4)</p> <ul style="list-style-type: none"> • 50 Replacement classroom computers or thin clients • 6 Video projectors • 6 Laser printers • 3 Carts of laptops – total 56 computers • 18 interactive whiteboards • 3 terminal servers 	<p>The district will need to purchase the following equipment:</p> <p style="text-align: center;">High School (grades 7-12)</p> <ul style="list-style-type: none"> • 30 Replacement Windows computers with XP or Vista Professional Operating system • 20 Thin-clients • 6 laser printers • 6 Video projectors • 2 carts of laptops –total 28 computers • 6 interactive whiteboards • 2 terminal servers <p style="text-align: center;">Somerset (grades 5-6)</p> <ul style="list-style-type: none"> • 1 terminal server • 10 thin-clients • 3 laser printers • 3 video projectors • 6 interactive whiteboards <p style="text-align: center;">Elem. Schools (grades K-4)</p> <ul style="list-style-type: none"> • 30 Replacement classroom computers or thin clients • 6 Video projectors • 6 Laser printers • 2 Carts of laptops – total 56 computers • 18 interactive whiteboards • 3 terminal servers 	<p>The district will need to purchase the following equipment:</p> <p style="text-align: center;">High School (grades 7-12)</p> <ul style="list-style-type: none"> • 30 Replacement Windows computers with XP or Vista Professional Operating system • 20 Thin-clients • 6 laser printers • 6 Video projectors • 2 carts of laptops –total 28 computers • 6 interactive whiteboards • 2 terminal servers <p style="text-align: center;">Somerset (grades 5-6)</p> <ul style="list-style-type: none"> • 10 thin-clients • 3 laser printers • 3 video projectors • 6 interactive whiteboards <p style="text-align: center;">Elem. Schools (grades K-4)</p> <ul style="list-style-type: none"> • 20 Replacement classroom computers or thin clients • 6 Video projectors • 6 Laser printers • 2 Carts of laptops – total 56 computers • 18 interactive whiteboards • 3 terminal servers

Area of Need: Networking Capacity

Our wireless wide-area network will provide the opportunity for our district to use an infrastructure to support fast internet and network access across the district.

An increase in our high speed network will allow the district to support digital video conferencing, on-line courses for students and teachers, and maintain the speed necessary for the terminal servers in the schools.

It will also allow the district to research the possibility of implementing a low cost telephone server over fiber or fast wireless wide area network. It will replace the wireless access between schools which have proven to be too slow for new technologies. The centralized purchase order system will provide faster speeds for access and eliminate the printer problems we now experience on this system. As the students administrative system becomes a regular and daily part of teacher access, increased speed is now a necessity.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p style="text-align: center;">District</p> <ul style="list-style-type: none"> Investigate a fiber connection between the high school and other district buildings. <p style="text-align: center;">High School (grades 7-12)</p> <ul style="list-style-type: none"> Purchase and install Cisco wireless access points where the signal is weak in the LAN. Testing will be completed before these purchases are made. Current backbone is fiber and local area network runs at 100mbs. <p style="text-align: center;">Elementary Schools (Grades K-4)</p> <ul style="list-style-type: none"> Purchase and install Cisco wireless access points where the signal is weak. Testing will be completed before these purchases are made. Current backbone runs at 100mbs. Wire (Ethernet) those classrooms where the wireless signal is very slow. (approximately 30 classrooms district-wide) Install networking necessary for cafeteria automation 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> Install a fiber connection between the high school and Watchung, Stony Brook, and Harrison. <p style="text-align: center;">High School (grades 7-12)</p> <ul style="list-style-type: none"> Purchase and install Cisco wireless access points where the signal is weak. <p style="text-align: center;">Somerset School (grades 5-6)</p> <ul style="list-style-type: none"> Provide additional wireless access points where the signal is weak. <p style="text-align: center;">Elementary Schools (Grades K-4)</p> <ul style="list-style-type: none"> Purchase and install Cisco wireless access points where the signal is weak. Testing will be completed before these purchases are made. Current backbone runs at 100mbs. Wire (Ethernet) those classrooms where the wireless signal is very slow. (approximately 20 classrooms district-wide) <p style="text-align: center;">District</p> <ul style="list-style-type: none"> Assess the district wide wireless network which is currently installed at 54mbs. Remove the ISDN connections between schools. 	<ul style="list-style-type: none"> Install a fiber connection between the high school and Somerset.

Area of Need: Software used for Curricular Support

Software is uniform across the district. Students use terminal services in the labs and can access these in the classrooms. The curriculum for the students in grades K-4 is the same across all three elementary schools. Researched based software is studied and implemented in specific content areas and the district is now observing the benefits as student achievement in these areas is analyzed.

Teachers are constantly updated with innovative approaches to using technology. They are knowledgeable about how to use computers as productivity tools to apply higher order concepts into their classrooms. It is the norm for technology to be emphasized as a regular component of instruction. Teachers are now using computers to model and to help students better visualize concepts. There is an emphasis for teachers to move away from drill and practice software to ones which emphasize higher order thinking skills.

As teachers become more expert and comfortable with the technology, they expand to other uses and new applications that encourage student self-directed learning and problem solving, and also create new approaches to implementing the curriculum. Assistive tools and technology are used with some special education students. Digital libraries are available and virtual laboratories have been explored. The district has setup goals and objectives for each grade level. Technology is included in the local curriculum and there is a current emphasis to integrate technology into all content areas.

The district has contracted with Edgate to provide lesson plans which are correlated to the NJ Core Curriculum Content Standards. All teachers and administrators have been trained in its use and are currently using lesson plans or links that provide lessons correlated to these standards, and in many situations, integrate the technology. The district plans to move away from Edgate and begin using Schoolwires and a variety of other curriculum resources for technology integration.

The student information system is a district wide system and provides demographics, attendance, scheduling, report cards, parent access, etc. for all students.

Area of Need: Software used for Curricular Support

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p>Provide the following links on the district and/or school website:</p> <ul style="list-style-type: none"> • District curriculum resources • High School Course of Studies • Special Education policies • Staff web pages • Use Edgate, Schoolnotes and Schoolwires to attain lesson plans for staff to integrate technology into all content areas. Also use these resources to find non-technology based lessons. • Provide licensing and updates to • Microsoft Office • Appleworks • Hyperstudio • KidPix • Typing Master • Dreamweaver • Microsoft Terminal Services • Geometer Sketchpad • Filemaker • True Basic • SkillsTutor • Macintosh iLife series • University of Chicago School Mathematics resources • Investigate and purchase on-line software to improve NJ ASK and GEPA scores. 	<p>Continue to: Provide the following links on the district and/or school website:</p> <ul style="list-style-type: none"> • District curriculum resources • High School Course of Studies • Special Education policies • Staff web pages • Use Edgate, Schoolnotes and Schoolwires to attain lesson plans for staff to integrate technology into all content areas. Also use these resources to find non-technology based lessons. • Provide licensing and updates to • Microsoft Office • Appleworks • Hyperstudio • KidPix • Typing Master • Dreamweaver • Microsoft Terminal Services • Geometer Sketchpad • Filemaker • True Basic • SkillsTutor • Macintosh iLife series • University of Chicago School Mathematics resources • Investigate and purchase on-line software to improve NJ ASK and GEPA scores. 	<p>Continue to: Provide the following links on the district and/or school website:</p> <ul style="list-style-type: none"> • District curriculum resources • High School Course of Studies • Special Education policies • Staff web pages • Use Edgate, Schoolnotes and Schoolwires to attain lesson plans for staff to integrate technology into all content areas. Also use these resources to find non-technology based lessons. • Provide licensing and updates to • Microsoft Office • Appleworks • Hyperstudio • KidPix • Typing Master • Dreamweaver • Microsoft Terminal Services • Geometer Sketchpad • Filemaker • True Basic • SkillsTutor • Macintosh iLife series • University of Chicago School Mathematics resources • Investigate and purchase on-line software to improve NJ ASK and GEPA scores.

Area of Need: Filtering Capacity

The district recognizes the need to filter content across the district for both students and teachers. The internet is filtered using the K12 SecureSchool content filtering system. Symantec Corporate virus protection is already running on all servers and windows desktop computers. The district continues to update resources to control SPAM in its email system. The district will continue to use security policies on its computer networks so that students only use programs that are grade appropriate.

The need for content filtering has helped greatly as teachers are more secure as they use the internet with students of all age levels regularly. It is a necessity for the district to continue with this service.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • Continue the contract for SecureSchool filtering software for the internet. • Use Windows 2003 group policies and Fortres security software to secure desktops and monitor programs which are used in the classrooms. • Investigate antispam software and make recommendations for purchase. 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • Continue the contract for SecureSchool filtering software for the internet. • Use Windows 2003 group policies and Fortres security software to secure desktops and monitor programs which are used in the classrooms. • Purchase antispam software and monitor its effectiveness 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • Continue the contract for SecureSchool filtering software for the internet. • Use Windows 2003 group policies and Fortres security software to secure desktops and monitor programs which are used in the classrooms. • Evaluate the antispam software and continue licensing

Area of Need: Technology Maintenance Policy and Plans

The technology director and support staff are responsible for the initial repair of the computers. These can be initiated at any level (administrator, teacher, computer facilitator, secretary) by contacts to the director of technology. The technicians are then contacted with a schedule of repairs that are necessary. In cases where the repair is beyond the capabilities of in-house staff, repairs are made by outsourcing.

Maintenance contracts are continued each year for the support of the servers and software for administrative systems such as purchase orders, budget, payroll, staff attendance, etc. Additional contracts are continued for support for student administrative systems which provide programming and updates for demographics, scheduling, attendance, state reports, report cards, IEPs, etc.

Support contracts are also continued for all telecommunications equipment and software to provide systems support for the telephone system, wireless networks, and digital networks.

The district continues its contracts for software and hardware licensing and programs for curriculum. These include terminal services, thin-clients, laptops, computer desktops, etc.

The two district network coordinators/technicians have provided the best in-house support for the district. A new position, Education Systems Analyst was added to the budget for 2007-08. This person will maintain all servers in the district.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • The district will continue to provide maintenance plans for the following: • Student Administrative System software and programming • Student Administrative System hardware support (IBM) • Email (First Class) software support contract • Email server support • Terminal Server support – hardware (15 servers) and new servers • Data systems support (15 servers) • Wireless network: LAN and WAN • Laptop support • Thin client support • Printer support contracts • Add staff: Educational Systems Analyst 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • The district will continue to provide maintenance plans for the following: • Student Administrative System software and programming • Student Administrative System hardware support (IBM) • Email (First Class) software support contract • Email server support • Terminal Server support – hardware (15 servers) and new servers • Data systems support (15 servers) • Wireless network: LAN and WAN • Laptop support • Thin client support • Printer support contracts 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • The district will continue to provide maintenance plans for the following: • Student Administrative System software and programming • Student Administrative System hardware support (IBM) • Email (First Class) software support contract • Email server support • Terminal Server support – hardware (15 servers) and new servers • Data systems support (15 servers) • Wireless network: LAN and WAN • Laptop support • Thin client support • Printer support contracts

Area of Need: Telecommunications Services

Effective communications with parents and students is facilitated by an email system for all staff members. Plans are underway to implement upgrades to the district's student administrative system so that parents can have web-based access to attendance, grades, and other demographic information. Parents will be able to track their child's homework assignments, test scores, and attendance via the internet.

The phone system provides voicemail for all staff members. The parents and community at large can send voicemail to all teachers, improving communication. The ConnectEd communications system has allowed the district to send out communications to the entire educational community in a short amount of time.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
District	District	District
<ul style="list-style-type: none"> • Continue the installation of phones into every classroom. Investigate IP telephony as a replacement for the current system. • Provide voicemail accounts for all staff members who do not currently have one. • Continue with the ATM connections to the internet. Investigate the feasibility of additional ATM lines to increase connections from all schools. • Investigate fiber as a connection between buildings as an alternative or addition to the wireless WAN. 	<ul style="list-style-type: none"> • Continue the installation of phones into every classroom. Investigate IP telephony as a replacement for the current system. • Provide voicemail accounts for all staff members who do not currently have one. • Continue with the ATM connections to the internet. Investigate the feasibility of additional ATM lines to increase connections from all schools. • Install fiber between the high school and Watchung, Stony Brook, and Harrison 	<ul style="list-style-type: none"> • Continue the installation of phones into every classroom. Investigate IP telephony as a replacement for the current system. • Provide voicemail accounts for all staff members who do not currently have one. • Continue with the ATM connections to the internet. Investigate the feasibility of additional ATM lines to increase connections from all schools. • Install fiber between the high school and Somerset. • Investigate voice over IP.

Area of Need: Technical Support

The district provides in-house support for hardware, infrastructure, and software applications. Budgeting for two network coordinators/technicians has provided on-going support and has ensured that the equipment and infrastructure will be available and effective.

Teachers, administrators, and secretaries call the Director of Technology or one of the network coordinators/technicians with computer or network problems. Much of the troubleshooting is done from one of two central locations. Whenever there is a need to go onsite to resolve problems, these are usually completed within one day. Outsourcing is selected and strategically used to reduce cost and improve levels of service. An emphasis on staff training through the district's professional development program has helped many users to resolve many of their own problems without resorting to approaching the technology department.

Computer facilitators have minimized the number of technical issues that need to be resolved by the technicians.

Outdated, high total-cost of ownership hardware has been eliminated when problem arise with them. Computers which are too slow for labs cannot accept upgraded operating systems, or do not work efficiently with terminal services, are eliminated.

Area of Need: Technical Support

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<p style="text-align: center;">Continuation of the Computer Facilitators positions:</p> <ul style="list-style-type: none"> • These are teachers who provide training in small groups or individually throughout the day. • These teachers also do demonstration lessons and provides after school courses. Assistance for installing names and passwords onto the network and installation of software is done by these people. • These staff members also provide simple technical solutions. <p style="text-align: center;">Network Coordinators / Technicians:</p> <ul style="list-style-type: none"> • Services are provided everyday by two certified network engineers who repair computers and peripherals, resolve networking problems, and perform installations. <p style="text-align: center;">Director of Technology:</p> <ul style="list-style-type: none"> • Provides assistance to administrators, teachers, and support staff. • Coordinates the training and technical assistance. <p style="text-align: center;">Educational Systems Analyst:</p> <ul style="list-style-type: none"> • (new position)-will support the director of technology to support the student administrative system, phone communications system, and training 	<p style="text-align: center;">Continuation of the Computer Facilitators positions:</p> <ul style="list-style-type: none"> • These are teachers who provide training in small groups or individually throughout the day. • These teachers also do demonstration lessons and provides after school courses. Assistance for installing names and passwords onto the network and installation of software is done by these people. • These staff members also provide simple technical solutions. <p style="text-align: center;">Network Coordinators / Technicians:</p> <ul style="list-style-type: none"> • Services are provided everyday by two certified network engineers who repair computers and peripherals, resolve networking problems, and perform installations. <p style="text-align: center;">Director of Technology:</p> <ul style="list-style-type: none"> • Provides assistance to administrators, teachers, and support staff. • Coordinates the training and technical assistance. <p style="text-align: center;">Educational Systems Analyst:</p> <ul style="list-style-type: none"> • Will support the director of technology to support the student administrative system, phone communications system, and training 	<p style="text-align: center;">Continuation of the Computer Facilitators positions:</p> <ul style="list-style-type: none"> • Teachers who provide training in small groups or individually throughout the day. • These teachers also do demonstration lessons and provides after school courses. Assistance for installing names and passwords onto the network and installation of software is done by these people. • These staff members also provide simple technical problems. <p style="text-align: center;">Network Coordinators / Technicians:</p> <ul style="list-style-type: none"> • Services are provided everyday by two certified network engineers who repair computers and peripherals, resolve networking problems, and perform installations. <p style="text-align: center;">Director of Technology:</p> <ul style="list-style-type: none"> • Provides assistance to administrators, teachers, and support staff. • Coordinates the training and technical assistance. <p style="text-align: center;">Educational Systems Analyst:</p> <ul style="list-style-type: none"> • Will support the director of technology to support the student administrative system, phone communications system, and training

Area of Need: Facilities Infrastructure

Technology is sufficiently available to all teachers and students to use on a regular basis. Substantial access to computer labs or carts of laptops is available regularly. Access to broadband connectivity is available from every computer lab, cart, or classroom. There is a plan to increase the number of carts of laptops that are available to staff and students and to update computers or thin clients located in labs.

Teachers have access to technology for both teaching and planning. All faculty room areas have a computers and a printer.

There is still a need to increase the number of available locations or computers which can be used by staff members when they are not teaching for planning purposes.

Describe for 2007 - 2008	Describe for 2008 - 2009	Describe for 2009 - 2010
<ul style="list-style-type: none"> • Maintain the newly installed wireless LAN and wireless WAN. These are both needed, and the speed they provide, to enhance the curriculum by integrating technology. Already wireless carts of laptops are used, but there are some areas with weak signals. During this school year, these areas need to be upgraded. • Evaluate the speed of the wireless WAN and investigate a second T1 line or replace the ATM line with T3. • Provide additional access points to help increase the speed of the wireless LAN. • Provide additional areas with networked computers and connect these to the LAN at each school. These would be used by teachers to plan lessons which integrate technology. 	<ul style="list-style-type: none"> • Maintain the newly installed wireless LAN and wireless WAN. These are both needed, and the speed they provide, to enhance the curriculum by integrating technology. Already wireless carts of laptops are used, but there are some areas with weak signals. During this school year, these areas need to be upgraded. • Install the fiber network on the schools in closest proximity to the high school. • Provide additional access points to help increase the speed of the wireless LAN. • Provide additional areas with networked computers and connect these to the LAN at each school. These would be used by teachers to plan lessons which integrate technology. 	<ul style="list-style-type: none"> • Maintain the newly installed wireless LAN and wireless WAN. These are both needed, and the speed they provide, to enhance the curriculum by integrating technology. Already wireless carts of laptops are used, but there are some areas with weak signals. During this school year, these areas need to be upgraded. • Provide additional access points to help increase the speed of the wireless LAN. • Provide additional areas with networked computers and connect these to the LAN at each school. These would be used by teachers to plan lessons which integrate technology.

Area of Need: Other Services

Provisions must be made to allow community members and students with access to the computers and networks during after school hours. Access will also be considered to allow students and teachers to use networked programs from home and access their files from home.

Assistive learning technology is used for some special education students. Investigations will be made to provide tools for these students.

Describe for 2004 – 2005	Describe for 2005 – 2006	Describe for 2006 – 2007
<ul style="list-style-type: none"> • Increase the number of terminal server licenses across the district. Purchase site licenses for each school. • Provide training to staff, students, and the community to access the terminal server network. • Provide learning on-line activities and access correlated to the NJ Core Content Standards and directly related to improving NJ ASK, GEPA, and HSPA scores. • Purchase equipment needed by special education students so that they can use the same technology as other students. 	<ul style="list-style-type: none"> • Increase the number of terminal server licenses across the district. Purchase site licenses for each school. • Provide training to staff, students, and the community to access the terminal server network. • Provide learning on-line activities and access correlated to the NJ Core Content Standards and directly related to improving NJ ASK, GEPA, and HSPA scores. • Purchase equipment needed by special education students so that they can use the same technology as other students. 	<ul style="list-style-type: none"> • Increase the number of terminal server licenses across the district. Purchase site licenses for each school. • Provide training to staff, students, and the community to access the terminal server network. • Provide learning on-line activities and access correlated to the NJ Core Content Standards and directly related to improving NJ ASK, GEPA, and HSPA scores. • Purchase equipment needed by special education students so that they can use the same technology as other students.

How the District Integrates Assistive Technology Devices into the Network to Accommodate Student Needs

The district will follow the Individuals with Disabilities Education Act (IDEA), a federal law reauthorized in 1997, which requires schools to consider a student's need for assistive technology devices and services whenever an Individualized Education Program (IEP) is written. In addition, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require schools to provide assistive technology for students with disabilities, if needed to assure equal access to the school's programs and services.

Since assistive technologies have the ability to change dramatically the lives of students with physical disabilities and learning disabilities, the district is making it possible for them to access the curriculum and focus on achieving academic standards. Because assistive technologies are so powerful, it is important for our educators to be aware of their capabilities. An understanding of the field will help school personnel make informed decisions when they evaluate students' needs for assistive technologies. This knowledge will help the district develop educational environments and programs that will help meet the needs of all students, regardless of whether they have been referred for special services. It is with this goal in mind that this technology plan was developed.

According to the Individuals with Disabilities Education Act (IDEA), assistive technology is defined as “. . . any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

In order for students to get the maximum benefit from assistive technologies, there must be broad administrative support for their use in the schools. The district will continue to include assistive technologies when planning its infrastructure and budget for technology purchases. Instructional staff members will continue to be trained to ensure that the use of assistive technology is integrated into the daily activities of the students who require it.

One of the most important ways the district will support the use of assistive technology is to provide professional development, for instructional staff, administrators, and others involved with purchasing and using these devices and services. It is clear why teachers need training on devices that their students will be using.

Assistive technologies provide creative solutions that enable students with disabilities to be more independent and productive. These tools will help students with disabilities participate more fully in both the academic and social activities in a school.

Assistive technology devices are grouped into three categories: low-tech, mid-tech and high-tech. Low-tech devices are typically easy to use, inexpensive to purchase, widely available, and involve little or no training. Mid-tech devices are somewhat more

complex, often requiring a battery. High-tech devices tend to be more costly and frequently require some training.

Low-Tech Devices

Some examples of low-tech devices that will be used to help students with disabilities to participate in the general curriculum include:

- **Reading frames**, cut from cardboard or heavy paper, to help readers focus on one line of text at a time.
- **Sticky notes** and **removable highlighter tape** to help students or teachers mark important words or sections of text.
- **Graph paper** or **paper grids** to help students who have difficulty aligning numbers when doing mathematical computations.
- **Small whiteboards** or **blackboards** to help students answer questions in class silently.
- **Timers** to help students pace themselves through activities.
- **Line magnifiers**, to enlarge a line of text, to help students with vision impairments, as well as students with learning disabilities.

Mid-Tech Devices

Some examples of mid-tech devices that can help students with disabilities:

- **Recorded books** will allow struggling readers to listen to text as they look at the words in printed books.
- **Tape recorders** will be used to provide a way for students to practice reading aloud.
- **Amplifiers** will be used by students with hearing impairments, as well as for students who have difficulty focusing on what the teacher is saying.
- **Specialized calculators**, with large displays will be used by students with vision impairments.

High-Tech Devices

Some examples of high-tech devices that will be used to help students with disabilities:

Alternative keyboards for desktop computers to assist students with cognitive or visual limitations; programmable keyboards will be used for a greater degree of customization.

Mouse emulators to allow physically challenged students to operate computers in a variety of ways.

Scanners will be used in conjunction with optical character recognition (OCR) software.

Digital whiteboard devices will be used to make it possible to save and print anything that is written on a whiteboard.

Text-to-speech software will be used on computers to speak digital text.

Talking word processing software will provide students with auditory feedback, enabling them to more easily correct spelling and grammar errors.

Screen reading software will be used to speak the text in documents.

Word prediction software will be used to help students with learning disabilities, as well as students with physical disabilities, to minimize the number of keystrokes needed to complete a word or a sentence.

Speech recognition software will allow students to speak into the computer through a microphone and have the text appear on the computer screen.

Graphic organizers software will allow teachers and students to organize ideas electronically and view the information in various formats.

How the District Web Site is Accessible to all Stakeholders

1. All students will have the opportunity to use technology to achieve the New Jersey Core Content Standards and will have access to all the District student resources in the classroom, the media center and any other technology access area (for students) that is located throughout the district. Standards will be implemented to assure equal access for all students, including those with disabilities. Equitable access for all students will include content software, online resources and data bases that will become an integral part of the curriculum.
2. The North Plainfield School District will have a ratio of 3 students to one multimedia computer and these computers are connected to the Internet.
3. The North Plainfield School District is connected to a broadband, high speed data network and is researching an increase to its speed as well as broadband voice and video networks.

Community:

Our goal is intended to expand our schools and services to the community and to establish access during the evening for those who do not have computers with internet at home. This initiative is not just about access to technology but is also intended to launch early literacy awareness in multi-culturally friendly environments. The district will use the research that is already available to provide learning centers for the community at large.

To assure equitable access to educational technology our administrators, community members, parents, school board members, and teachers must contribute to making this goal a reality for all students.

Strategies and Activities for Administrators

- Ensure that all students within the school and school district have equal opportunity and access to computers.
- Give every student the opportunity to acquire the skills and training necessary to be successful in the future.

- Provide every student with equitable access to technology and the use of technology through well-trained teachers using state of the art technology.

Strategies and Activities for Community Members

- Keep current as to how technology is being used in the classroom.
- Find community resources to upgrade technology in the schools.
- Seek ways to increase access to technology in the community.
- Inform schools and families of places in the community where there is access to technology.
- Use and improve your own technology skills.

Strategies and Activities for Parents

- Insist that all students have access to technology and that it is integrated into the curriculum.
- Assist their children with technology skills and support what they are doing at school.
- Seek alternative technology resources that are available in the community if access to technology is limited.
- Attend school sponsored technology related activities.

Strategies and Activities for School Board Members

- Ensure that all schools within the District are equitably equipped
- Provide teachers with adequate training to assist all students with the use of technology.
- Obtain the resources needed to bring all schools to equitable levels of technology hardware, to train teachers on computer software, and to assist in the integration of technology into the curriculum.

Strategies and Activities for Teachers

- Recognize that all students, no matter what their race, gender, socioeconomic, or academic level need training and access to technology.
- Be open and willing to increase your computer skills through classes and in-service.
- Learn how to use software that the students will use.
- Learn how to integrate technology into the curriculum.

Assistive Technology

- Avail external support that can be used to enhance a person's ability to function within his or her environment.
- Avail any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The Alliance for Technology Access operates in accordance with the following principles:

- People with disabilities have the right to maximum independence and participation in all environments, without barriers.
- Technology can be harnessed to diminish or eliminate environmental barriers for people with disabilities.
- People with disabilities have the right to control and direct their own choices, and the right to access the information they need in order to make informed decisions according to their goals and interests.
- People with disabilities have the right to employ assistive technologies, strategies for implementation, and necessary training support to maximize their independence and productivity.

As the district updates its web site, the following techniques will be planned and implemented to better accommodate all stakeholders.

- Provide text alternatives for non-text elements. This includes image map regions, animations, graphical buttons, audio tracks of video, and video.
- Ensure that all information conveyed with color can also be viewed without color.
- Create tables that have column and row headings and are labeled and easy to follow. They will be summarized as well.
- Ensure that pages that feature new technologies can still be read easily in all browsers.
- Ensure that time sensitive content is changed at the appropriate time.
- Blinking will be used at a minimum on web pages and allow the user to control blinking.
- Provide keyboard shortcuts to important links.
- Provide information so that users may receive documents according to their preferences (e.g. language, content type, etc.)
- Title and describe frames to facilitate navigation.
- Clearly identify the target of links.
- If search functions are used, enable different types of searches for different skill levels and preferences.
- Ensure that documents are clear and simple.

Plan to Replace Obsolete Computers/Technology Technology

In order for a new replacement computer to be connected to the district's network, each computer should have a minimum of:

- Network Interface Card (NIC)—wired or wireless, depending on location
- **Windows:** Pentium Class Central Processing Unit (CPU) or equivalent OR
- **Macintosh:** PowerPC Class Central Processing Unit (CPU)
- RAM should be 256 MB or better
- Hard drive should be 40 GB or better
- SVGA Video Card or built in equivalent monitor and connection
- Minimum of 1024 x 800 resolution
- Sound Card
- 17 inch or better (SVGA) Monitor
- Other options are thin clients which can access a Microsoft Terminal Server and provide video and sound.

District networked technology includes the following at a minimum:

- Desktop computers, thin clients, and laptops
- Print services
- Student Management System
- Business Management system
- Telecommunications
- Security integration
- Multimedia integration

The Director of Technology and Network Coordinators/Technicians are responsible for repair of all computers and peripherals. It is this department's responsibility to determine whether the computer needs to be repaired, updated, or replaced.

If the cost to repair the equipment meets or exceeds the replacement value, it will be at the discretion of the Director of Technology to determine if the equipment will be disposed of or replaced and then a recommendation to do this will be made to the board of education.

In an application driven network, the requirements necessary to run applications properly will help to determine the specifications of hardware, software, and peripheral acquisitions.

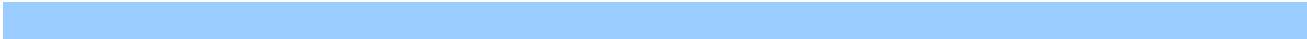
All computers must be able to run Internet Explorer 6.0 or higher.

All windows computers must be able to run remote desktop connection software or Citrix client and operate in Windows98ME or better.

District's Criteria for Obsolescence

If the cost to repair the equipment meets or exceeds the replacement value, it will be at the discretion of the Director of Technology with support from Network Coordinators/Technicians to determine if the equipment will be disposed of or replaced.

Type of Equipment	Plan for Obsolescence
Server	If the server is too slow to meet the needs of the building network, then it will be relocated into classrooms or offices and will be used as a desktop computer.
Desktop computers	<p>If the computer has less than a Pentium processor (Windows) or less than PowerPC (Macintosh), then it will be recommended to the board of education to be disposed and it will be replaced.</p> <p>If the computer's meets the specifications for Pentium or PowerPC, and has a NIC (wired or wireless), then it will be placed into use in classrooms using Citrix and/or Microsoft Terminal Services.</p> <p>The district continues to have a high percentage of recycling computers into new locations due to the cost savings of terminal services, reducing the total cost of ownership greatly.</p> <p>All computers which can run Internet Explorer 6.0 and meet the CPU requirements will continue to be used.</p>
Printers	<p>Inkjet printers which need repair will be replaced with laser printers as it is not cost effective.</p> <p>Laser printers and solid ink printers where the cost of repair is more than 50% of its value will be replaced.</p>



District Filtering Methods

SecureSchool Internet Filter

SecureSchool is an Internet appliance which combines Internet filtering, proxy server, firewall, and several other functions to keep students out of sites like myspace and keeps them from evading filtering by blocking use of outside proxy filters. **SecureSchool** filters using multiple methods including: URL and domain filtering, content phrase filtering, PICS filtering, MIME filtering, file extension filtering, inside and outside proxy blocking. The SecureSchool appliance becomes the connection between our network and the internet, filtering and monitoring all internet traffic.

Categories currently included: Advertising, Aggressive. Audio/Video, Chat, Diversions, Drugs, Entertainment, Gambling ,Hacking, Job Search, Mail, News, Online Auctions, Online Games, Online Payment, Phishing, Plagiarism, Pornography, Proxy, Social Networking, Sports, Spyware, Violence, Virus Infected, Warez and our own custom lists

Other Features of SecureSchool

Time Restrictions - Limit Internet access by setting time restrictions.

Port Access - Allow port access (Normal/HTTP or SSL/HTTPS).

Authentication Exceptions - Maintain our own list of websites that do not require authentication.

Caching Exceptions - Maintain our own list of websites that should not be cached.

IP Exceptions - IP exceptions are workstation that will be filtered for a specified period of time.

Top-Level Domain Blocking - Block websites by their top-level domain (for example, **.com** is a top-level domain).

Weighted Words and Phrases work by looking at all the text that appears on a web page, then giving combinations of words and phrases described in the Rules a positive or negative weight value.

Categories currently include: Bad foreign language words, Chat words, Drug Advocacy words, Gambling words, Game words, Gore words, Illegal Drugs, Intolerance words, Legal Drugs words, Peer to Peer file sharing, Personal words,

Pornography words, Positive words, Proxy words, Violence words, Warez and Hacking words, Weapons words, Web mail words, and our own custom list.

Weight Threshold - Weight values defined in the Rules are added together as a web page is searched to give the page a total weight. If the total weight exceeds the Weight Threshold, the web page is blocked.

PICS Filtering - PICS filtering is based on a system established by the Internet Content Rating Associated. This system relies on voluntary self-rating of web pages.

File Extension Blocking - Allow or Block by file extension. The current list contains over 60 file extensions that can be blocked and/or unblocked with just one click.

URL Filtering - Block websites by words contained in the URL (including prefixes and suffixes). Categories currently included: Advertising words, Pornography words, Pornography Search words, Proxy Words, Search Control words and our own custom list.

MIME (Multipurpose Internet Mail Extensions) Filtering - Block by MIME type. MIME is a specification for formation non-ASCII messages to that they can be sent of the Internet. Many e-mail clients support MIME, which enables them to send/receive graphics, audio and video files via the Internet. In addition to e-mail, Web browsers also support various MIME Types. This enables the browser to display output files that are not in HTML format. The current list contains over 120 MIME types that can be blocked with just one click of your mouse.

Search Engine Control Center – We can set global filters to force our users to use the safe search options offered by the top search engines (AltaVista, Dogpile, Excite, Google, Hotbot, MSN, WebCrawler, and Yahoo).

Anti-Proxy Center – We can set global filters to stop users from using bypass proxies. This option turns on the appropriate filters under URL Filtering, Website Access, Block IP Addresses, Weighted Words & Phrases, Firewall Rules and Port Access. Each one of the options can be turned on or off.

Anti-Personal Publishing Center – We can set global filters to stop users from accessing personal publishing websites (social networking services, web-based e-mail sites).

Anti-File Sharing Center – We can set global filters to block peer to peer file sharing programs.

E-mail Control Center – We can set global filters to control access to e-mail servers. This includes settings for Web Site Access, Weighted Words and Phrase

and Mail Protocols (block SMTP, POP3 and IMAP access to all IP addresses except from those we list as exceptions.)

URL Access Reports – We can view activity by URL. Sort by URL, Hits or Kilobytes of Traffic. We can search options included. View by month/year.

Log Files - (search by User, workstation IP address)

Acceptable Use Policies (AUP)

The North Plainfield Board of Education adopted Acceptable Use Policy is included as Appendix A.

How students are educated about online safety awareness

The district will implement the following curriculum units into the computer curriculum for grades K-8.

Unit	Lesson	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8
Safety	Private identity information	X	X	X	X
	Epals		X	X	X
	Chat and message safety			X	X
	E-mail safety			X	X
Manners	Respecting the law			X	X
	Computer ethics	X	X	X	X
	Netiquette		X	X	X
Advertising	Recognizing commercial intentions	X	X	X	X
	Privacy		X	X	X
Research	Search engines and directories		X	X	X
	The nuts and bolts of searching	X	X	X	X
	Evaluating web sites	X	X	X	X
	Homework help			X	X
	Library	X	X	X	X
Technology	Communications inventions	X	X	X	X
	What is cyberspace	X	X	X	X
	How does the internet work			X	X
	Future of the internet			X	X

Cyber Safety for Students in Grades 9-12

Prior to using the computer labs or carts of laptops, teachers will review the Acceptable Use Policy as it affects the students' computer use. Since students will use the computers and the internet across the curriculum, the review of the AUP will be repeated several times throughout the year.

Information on how parental resources regarding online safety are made available to parents.

The district will make use of its web site to inform parents of internet safety. There is a link from the web page for Parent Resources and this link will be updated regularly to inform parents of the following:

- Acceptable Use Policy which must be signed by parents for all students
- Research online resources for parents such as NetSmarz
- Provide FAQs for parents about Internet Safety
- Provide links to videos about Internet Safety on the district web site
- Announcements of Parent Academy on Internet Safety

Needs Assessment

1. The district conducts a needs assessment as part of the NJ Technology Survey each spring. These surveys were completed by school.

In addition, the district conducted a needs assessment in January 2007 for all staff members (teachers and administrators). A copy of this needs assessment is included in Appendix B.

Summary of Technology Needs Assessment

Description	Summary
Staff's current practice in integrating technology across the curriculum.	<ul style="list-style-type: none"> • Approximately 20% of the teachers in K-12 use the computers for the specific purpose of integration of technology. • Approximately 50% of the time, computers are used by students for word processing. • Approximately 10% of the students use the computers for skill development • The computers are mostly (65%) used to do internet searches as it relates to research.
Summary of teacher and library media personnel proficiency in the use of technology within the district	<ul style="list-style-type: none"> • Approximately 50% of the staff is moderately proficient in the use of technology based on a survey. • Close to 20% consider themselves proficient enough to train others. • Only 6% feel that they would need a lot of help to become proficient.
Are staff assured access to technology to facilitate technology integration	<ul style="list-style-type: none"> • Every classroom has at least one computer connected to the building networks and can be used to use all software programs placed on the server as well as email and the internet. • In addition, there are carts of laptops in each school which teachers may use in their classrooms. • Teachers may also sign up to bring their classes to the computer labs.

Description	Summary
Are students given access to technology in their learning environment	<ul style="list-style-type: none"> •Students use the library computers before and after school and any other part of the day. •Some students use the computers located in the classroom, carts of laptops, or computer labs. •All students are given equal access to computers throughout the day.
What are the needs of the staff	<ul style="list-style-type: none"> •Training in interactive whiteboards •United Streaming training •Pod casting training •Student administrative system (Genesis) online gradebook
What are the needs of the students	<ul style="list-style-type: none"> •Creating pod casts and vodcasts •Creating online web sites and portfolios
Did past professional development address the staff and students' needs for technology integration	<ul style="list-style-type: none"> •In-service days have been used to provide all teachers with professional development with an emphasis on technology integration. •Professional Development courses which take place after school are free to staff and provided to all staff
Did past professional development for all administrators further the effective use of technology in the classroom or library media center	<ul style="list-style-type: none"> •All administrators are trained with teachers or by the director of technology at administrative meetings. •Administrators have encouraged or required teachers to integrate technology. •There has been an increase in the integration of technology during the 2006-2007 school year. •The library has been given interactive whiteboards, computers, and LCD projectors to further develop the media center staff's use of the technology.
Was there ongoing, sustained professional development provided in 2006-2007 for all staff to further the effective use of technology in the classroom or library media center	<ul style="list-style-type: none"> •Professional development has been ongoing through after school and free courses for the entire staff. •Computer facilitators provide weekly training during the day or after school

Description	Summary
Was there ongoing, sustained professional development provided in 2006-2007 for administrators to further support the effective use of technology in the classroom or library media center	<ul style="list-style-type: none"> •Professional development has been ongoing through after school courses and out of district workshops. •Computer facilitators provide on-going training during the day or after school
Was there support for staff other than professional development	<ul style="list-style-type: none"> •There are five computer facilitators housed in each school. They provide professional development to all staff in their buildings. •Two full-time computer technicians provide the staff with other support such as resolving network problems, repairing computers and printers, and training.
Identify the professional development needs and barriers related to using educational technology as part of instruction	<ul style="list-style-type: none"> •There have not been any barriers to professional development as this has been a district priority. •There continues to be a need to further train the staff as technology changes.

2. Indicate the needs of the district to improve academic achievement for all students through the integration of technology

- The district continues to develop methods to improve NJASK, GEPA, and HSPA scores and student understanding of the concepts integrated into these tests. The district is using and plans to expand its use of the following:
 - i. Skills Tutor online program to practice and assess skills
 - ii. United Streaming to provide students with a more visual method to better understand concepts
 - iii. Increase the writing skills by using word processing programs
 - iv. Improve higher order thinking skills by assigning the students projects in which they will create Powerpoint, Appleworks or Hyperstudio slide shows.
 - v. Utilize all of the senses of the students by using interactive whiteboards.
- All of the methods above will take place in the content areas.
- A listing of specific needs are:
 - i. Communication skills
 - ii. Math skills
 - iii. Reading skills
 - iv. Research Skills
 - v. State test scores

vi. Writing skills

3. Prioritize the needs from part 2 above.

i. State test scores

ii. Math skills

iii. Reading skills

iv. Writing skills

v. Communication Skills

vi. Research Skills

Three-Year Goals and Objectives

A. History

Goals from the 2004-07 Technology Plan

GOAL I: ALL STUDENTS WILL INCREASE THEIR ACADEMIC ACHIEVEMENT IN GEOMETRIC MEASUREMENT BY JUNE 2007.

Although we experienced some success with this goal, there is a growing need for students to have more experiences to improve their state test scores in geometric measurement. We plan to expand this goal to involve additional technologies in 2007-2010.

GOAL II: STUDENTS WILL INCREASE THEIR WRITING SKILLS BY JUNE 2007.

This goal has been implemented fully but will continue as it is extended and combined with another goal for 2007-2010. State test scores have been improved in some areas but there is still a need for additional improvement.

GOAL III: STUDENTS IN GRADES 7-12 WILL INCREASE THEIR WRITING SCORES ON STATE TESTS BY JUNE 2007.

There is evidence that this goal has produced positive results. It will be combined with Goal II above and extended to involve additional technology.

GOAL IV: BY JUNE 2007, STUDENTS IN GRADES 6-12 WILL IMPROVE THEIR INQUIRY SKILLS BY FORMULATING HYPOTHESIS, PLAN LAB EXPERIMENTS, CONDUCT OBSERVATIONS, INTERPRET AND ANALYZE DATA, DRAW THEIR OWN CONCLUSIONS, AND COMMUNICATE THE RESULTS.

There has been extensive use of technology in science as this has been a very successful goal for the district. It will be revised and extended for the new plan to include pod casts.

GOAL V: STUDENTS WILL IMPROVE THEIR ABILITY TO USE AUTHENTIC RESOURCES BY JUNE 2007.

This goal has allowed and required the use of technology in the district to better integrate technology in all curriculum areas. It has been successful and will not continue in the 2007-2010 plan.

GOAL VI: STUDENTS WILL CONNECT CULTURE TO LANGUAGES VIVIDLY IN WORLD LANGUAGE BY JUNE 2007.

This goal had some successes in that world language teachers used the internet regularly. They did not have opportunities to use digital editing software but the students did participate in some EPAL activities and found and used authentic resources.

Unexpected outcomes or benefits specifically linked to the educational technology in place.

Barriers:

- Due to budget constraints, the district could not purchase as many carts of laptops as it had planned. This put a restriction on how often teachers could use these computers with their classes to integrate technology.

Benefits:

- The professional development plan had a very positive impact on the use of technology in the district. All teachers now use the district email system to communicate; update their web pages regularly; and use the student administrative system to post grades for report cards.
- All staff members have a computer in the classroom and other areas such as faculty areas, library, and offices.
- The curriculum for grades K-8 is aligned to the NJ Core Content Standards.
- Administrators and supervisors have a better understanding of the technology in place and how it can be used to integrate technology into the other content areas.

B. Goals and Objectives for 2007-2010

GOAL I: ALL STUDENTS WILL INCREASE THEIR ACADEMIC ACHIEVEMENT IN GEOMETRIC MEASUREMENT BY JUNE 2010. *(continued from 2004-2007 plan)*

- Objective 1A:** Students in grades 7-12 will use the Geometer's Sketchpad software program to develop geometric concepts and solve geometry word problems.
- Objective 1B:** All students will explore simulations and applications to develop logical thinking and problem solving skills.
- Objective 1C:** Students will graph and analyze data using graphing calculator programs in grades 7-12.
- Objective 1D:** Students in grades 4-6 will use computer software programs to develop an understanding of geometry measurement properties.
- Objective 1E:** Students will develop podcasts to present solutions to problems involving geometric measurement.

Strands and Cumulative Progress Indicators for this Goal

- Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
- Solve problems individually and/or collaboratively using computer applications.
- Design and produce a basic multimedia project using text, graphics, moving images, and sound.
- Choose appropriate electronic graphic organizers to create, construct, or design a document.

GOAL II: STUDENTS IN GRADES 3-12 WILL INCREASE THEIR WRITING SKILLS/ WRITING SCORES ON STATE TESTS BY JUNE 2010. *(modified from 2004-2007 plan)*

- Objective 2A:** Students in grades 3-12 will revise and edit their own writing according to the NJ Writing Rubric
- Objective 2B:** Students will develop skills in persuasive and narrative text writing.

Objective 2C: Students will use grade appropriate word processing programs to develop their writing skills.

Objective 2D: Students will use online resources to help improve and promote their writing skills.

Objective 2E: Students will use presentation technology to communicate their writing and collaborate with other students.

Objective 2F: Students will use EPALS/letter writing to communicate their writing with other students or partnerships

Strands and Cumulative Progress Indicators for this Goal

- Input and access text and data, using appropriate keyboarding techniques or other input devices.
- Produce a multi-page document using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print.
- Create and present a multimedia presentation using appropriate software.
- Create and maintain files and folders.
- Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to on-line resources and databases.

GOAL III: BY JUNE 2010, STUDENTS IN GRADES 6-12 WILL IMPROVE THEIR INQUIRY SKILLS BY FORMULATING HYPOTHESIS, PLAN LAB EXPERIMENTS, CONDUCT OBSERVATIONS, INTERPRET AND ANALYZE DATA, DRAW THEIR OWN CONCLUSIONS, AND COMMUNICATE THE RESULTS. *(continued from 2004-2007 plan)*

Objective 3A: Students will search the Internet for scientific solutions to problems.

Objective 3B: Students will participate in virtual lab experiments and develop their own presentations.

Objective 3C: Students will use partnerships to communicate with people who have careers and can provide input to their experiments.

Objective 3D: Students will develop podcasts to communicate scientific information.

Objective 3E: Students will create electronic databases to note patterns in natural phenomena

Strands and Cumulative Progress Indicators for this Goal

- Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- Use network resources for storing and retrieving data.
- Choose appropriate electronic graphic organizers to create, construct or design a document.
- Produce a multi-page document using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print.
- Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.

GOAL IV: STUDENTS WILL CONNECT CULTURE TO LANGUAGES VIVIDLY IN WORLD LANGUAGE BY JUNE 2010. *(new goal)*

- Objective 4A:** Students in world language classes will use the internet to gain an understanding of other countries by using photograph downloads, foreign film trailers and virtual tours.
- Objective 4B:** Students will use the Internet and digital editing software to create multimedia projects.
- Objective 4C:** Students will create cooking demonstrations, and word processed documents bilingually.
- Objective 4D:** Students will research authentic translations of historic material and compare these primary sources of written text and music with today.
- Objective 4E:** Students will communicate with others in foreign languages using EPALS.

Strands and Cumulative Progress Indicators for this Goal

- Produce a multi-page document using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print.-.
- Produce a multi-page document using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print.

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GOAL V: STUDENTS WILL DEVELOP AN UNDERSTANDING OF MUSIC COMPOSITION AND ARRANGEMENT BY JUNE 2010. (new goal)

Objective 5A: Students will create and arrange music within specified guidelines.

Objective 5B: Students will use the internet to research various topics related to music composition.

Strands and Cumulative Progress Indicators for this Goal

- Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including internet access, copyrighted materials, and on-line library resources.

GOAL VI: STUDENTS WITH SPECIAL NEEDS WILL USE ASSISTIVE TECHNOLOGY TOOLS TO ACHIVE SUCCESS IN THE NJ CORE CURRICULM STANDARDS BY JUNE 2010. (new goal)

Objective 6A: Students with special needs will use hardware to achieve success in the classroom.

Objective 6B: Students with special needs will use software to achieve success in the classroom.

Objective 6C: Students with special needs will use primary assistive technology tools to achieve success in the classroom.

Objective 6D: Students with special needs will use secondary assistive technology tools to achieve success in the classroom


Strands and Cumulative Progress Indicators for this Goal

- Input and access text and data, using appropriate keyboarding techniques or other input devices.
- Use a graphic organizer.
- Recognize the need for accessing and using information.
- Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.

The specific goals and objectives for using technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards, including goals and objectives for integrating technology into curricula and instruction.

The North Plainfield School District has made a commitment to provide technology to every classroom so that students can experience innovative methods to learn. The integration of technology is included in all curriculum contents areas in the district. Through the use of technology, students will be able to use which tools they plan to use to obtain information, analyze, synthesize, and then to present it in an acceptable manner. This integration of technology is now expected.

The goals and objectives included in this plan provide teachers the opportunity to integrate technology into the curriculum. It is already accepted that the integration of technology into instruction and learning, will help students develop a higher level of proficiency in the NJ Core Curriculum Content Standards and finally into skills which students will need as they pursue jobs or further education. The key areas in which the district focused this integration includes productivity applications such as word processing, spreadsheets, presentation software, research through the internet, and a knowledge to be better prepared for future innovations in technology.



Three-Year Implementation Strategies/Activity Tables

A. How all students will acquire information technology literacy skills:

1. During the next three years, educational technology will be infused into the curriculum through various instructional activities.
2. Our school district will review the present curricula and make changes that will include technology regularly.
3. Through prescribed rubrics, our students will demonstrate proficiency in using technology which will promote learning and increase productivity.
4. Equitable access for all students will include content software, online resources and data bases that will become an integral part of the curriculum. Universal design will be considered to ensure that the needs of students with disabilities will be met.
5. All students will have access to the Internet to help to foster collaboration, as well as interaction with their peers from all over the world.
6. All students will use technology to solve problems that will lead to project-based learning and authentic assessment.

GOAL I: ALL STUDENTS WILL INCREASE THEIR ACADEMIC ACHIEVEMENT IN GEOMETRIC MEASUREMENT BY JUNE 2010.

Objective 1A: Students in grades 7-12 will use the Geometer's Sketchpad software program to develop geometric concepts and solve geometry word problems.

Objective 1B: All students will explore simulations and applications to develop logical thinking and problem solving skills.

Objective 1C: Students will graph and analyze data using graphing calculator programs in grades 7-12.

Objective 1D: Students in grades 4-6 will use computer software programs to develop an understanding of geometry measurement properties.

Objective 1E: Students will develop podcasts to present solutions to problems involving geometric measurement.

Goal I and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 1A	Use Geometer Sketchpad and other mathematics software, including tutorials, applications, and simulations	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); mathematics teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, podcasts, written work and observations
Objective 1B	Use mathematics software and websites designed to problem solve	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); mathematics teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, podcasts, written work and observations
Objective 1C	Use graphing programs designed to collect data for analyzing	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); mathematics teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, podcasts, written work and observations
Objective 1D	Software simulations and applications	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); mathematics teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, podcasts, written work and observations
Objective 1E	Use pod casts	July 2007 To June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); mathematics teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, podcasts, written work and observations

GOAL II: STUDENTS IN GRADES 3-12 WILL INCREASE THEIR WRITING SKILLS/ WRITING SCORES ON STATE TESTS BY JUNE 2010.

Objective 2A: Students in grades 3-12 will revise and edit their own writing according to the **NJ Writing Rubric**

Objective 2B: Students will develop skills in persuasive and narrative text writing.

Objective 2C: Students will use grade appropriate word processing programs to develop their writing skills.

Objective 2D: Students will use online resources to help improve and promote their writing skills.

Objective 2E: Students will use presentation technology to communicate their writing and collaborate with other students.

Objective 2F: Students will use EPALS/letter writing to communicate their writing with other students or partnerships

Goal II and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 2A	Students will use the NJ Writing Rubric; create their own rubrics; and practice state testing formatted writing prompts.	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 2B	Students will practice writing in the language arts classes. Practice will be extended to other subject areas.	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

Goal II and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 2C	Students will use appropriate and available word processing software to develop their writing skills.	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 2D	Students will use computer labs and laptops to access appropriate internet sites in order to develop better writing. Students will communicate with authors of age appropriate literature to learn more about various writing styles.	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 2E	Students will create Hyperstudio, Appleworks, or Powerpoint slide shows to communicate their writing to their classes.	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 2F	Students will use appropriate word processing software to develop letter writing skills	July 2007 to June 2010	Supervisor of Language Arts, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); Language Arts teacher (grades 6-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

GOAL III: BY JUNE 2010, STUDENTS IN GRADES 6-12 WILL IMPROVE THEIR INQUIRY SKILLS BY FORMULATING HYPOTHESIS, PLAN LAB EXPERIMENTS, CONDUCT OBSERVATIONS, INTERPRET AND ANALYZE DATA, DRAW THEIR OWN CONCLUSIONS, AND COMMUNICATE THE RESULTS.

- Objective 3A:** Students will search the Internet for scientific solutions to problems.
- Objective 3B:** Students will participate in virtual lab experiments and develop their own presentations.
- Objective 3C:** Students will use partnerships to communicate with people who have careers and can provide input to their experiments.
- Objective 3D:** Students will develop podcasts to communicate scientific information.
- Objective 3E:** Students will create electronic databases to note patterns in natural phenomena

Goal III and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 3A	Students will search the internet for answers to questions for science projects.	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Science teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 3B	Students will use teacher prepared Hyperstudio or Powerpoint virtual labs. Links to appropriate internet sites will be provided on these projects.	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Science teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

Goal III and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 3C	Students will use EPALS to communicate in partnerships with scientists.	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Science teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 3D	Students will develop podcasts to document lab procedures and results. Students will present their podcasts to various audiences	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Science teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 3E	Students will create electronic databases to document patterns in natural phenomena	July 2007 to June 2010	Mathematics and Science Supervisor, building principals, assistant superintendent, director of technology	Science teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

GOAL IV: STUDENTS WILL CONNECT CULTURE TO LANGUAGES VIVIDLY IN WORLD LANGUAGE BY JUNE 2010.

- Objective 4A:** Students in world language classes will use the internet to gain an understanding of other countries by using photograph downloads, foreign film trailers and virtual tours.
- Objective 4B:** Students will use the Internet and digital editing software to create multimedia projects.
- Objective 4C:** Students will create cooking demonstrations, and word processed documents bilingually.
- Objective 4D:** Students will research authentic translations of historic material and compare these primary sources of written text and music with today.

Objective 4E: Students will communicate with others in foreign languages using EPALS.

Goal IV and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 4A	Students will search the internet for authentic photographs as they discuss different cultures.	July 2007 to June 2010	Director of World Languages, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); World Language Teacher	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 4B	Students will create Appleworks slide shows, Powerpoint or Hyperstudio presentations by synthesizing their resource materials found on the internet, foreign films and virtual tours.	July 2007 to June 2010	Director of World Languages, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); World Language Teacher	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 4C	Students will create world cuisines and demonstrate their methods using appropriate word processing software bilingually.	July 2007 to June 2010	Director of World Languages, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); World Language Teacher	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 4D	Students will use authentic translations available on the Internet of historical documents.	July 2007 to June 2010	Director of World Languages, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); World Language Teacher	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

Goal IV and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 4E	Students will use EPALS writing as an email activity with students in other countries.	July 2007 to June 2010	Director of World Languages, building principals, assistant superintendent, director of technology	Classroom teacher (k-5); World Language Teacher	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

GOAL V: STUDENTS WILL DEVELOP AN UNDERSTANDING OF MUSIC COMPOSITION AND ARRANGEMENT BY JUNE 2010.

Objective 5A: Students will create and arrange music within specified guidelines.

Objective 5B: Students will use the internet to research various topics related to music composition.

Goal V and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 5A	Students will use Garage Band and or other appropriate music composition software to compose music in several distinct styles	July 2007 to June 2010	Visual and Performing Arts Supervisor, building principals, assistant superintendent, director of technology	Visual and performing arts teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 5B	Students will select and use appropriate technology tools to efficiently collect, analyze and display data.	July 2007 to June 2010	Visual and Performing Arts Supervisor, building principals, assistant superintendent, director of technology	Visual and performing arts teacher in grades 6 -12	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

GOAL VI: STUDENTS WITH SPECIAL NEEDS WILL USE ASSISTIVE TECHNOLOGY TOOLS TO ACHIEVE SUCCESS IN THE NJ CORE CURRICULM STANDARDS BY JUNE 2010.

Objective 6A: Students with special needs will use hardware to achieve success in the classroom.

Objective 6B: Students with special needs will use software to achieve success in the classroom.

Objective 6C: Students with special needs will use primary assistive technology tools to achieve success in the classroom.

Objective 6D: Students with special needs will use secondary assistive technology tools to achieve success in the classroom

Goal VI and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 6A	Students will use Alpha Smart Systems, FM Systems, CD Players, Headphones, large calculators, modified computer keyboards, delayed auditory feedback systems, and tape recorders.	July 2007 to June 2010	Supervisor of Special Education principals, assistant superintendent, director of technology	General Education & Special Education Classroom teacher (grades PK-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 6B	Students will use Dolphin Easy Reader, Picture Exchange Communication, Dragon Naturally Speaking 7.0, Victory Reader, ReadOutLoud, write:outloud, co-writer. Reading for the Blind & Dyslexic Software.	July 2007 to June 2010	Supervisor of Special Education principals, assistant superintendent, director of technology	General Education & Special Education Classroom teacher (grades PK-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

Goal VI and Objective Number	Activity	Timeline	Person Responsible	Person Facilitating Activity (if applicable)	Documentation
Objective 6C	Students will use non-rod pencils, vista markers, loop scissors, highlighters, pencils grips, extra large/tactile numbers/letters, chubby crayons, PEC Binders	July 2007 to June 2010	Supervisor of Special Education principals, assistant superintendent, director of technology	General Education & Special Education Classroom teacher (grades PK-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations
Objective 6D	Students will use slant boards, wedges, dividers, Rifkin chair, koosh balls, wikki sticks, whisper phones/listening tubes, large therapeutic balls, Coin-u-lator	July 2007 to June 2010	Supervisor of Special Education, principals, assistant superintendent, director of technology	General Education & Special Education Classroom teacher (grades PK-12)	Authentic assessment of student projects using rubrics, peer and self evaluation, student portfolios, written work and observations

B. How the technology plan addresses the use of technology, including assistive technology, to support the learning communities.

The goals and objectives above address the needs of all students, including ones that need to make use of assistive technology. Although Goal VI above meets the needs of special needs students, the entire learning community, staff and students, will participate in this goal. Staff members will be trained in the adaptations needed for students who need modifications to hardware and software as well as new technologies specific to these students.

C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.

The district has revised the curriculum for grades K-8, but more specifically in grades 5-8. Both standards and all of the cumulative progress indicators are reviewed, discussed, or taught for the first time in this time frame. Students are evaluated using rubrics to address the Cumulative Progress Indicators. As there are only two teachers for computer learning in these four grades, and both of these teachers communicate regularly, they work together to assess the ability level of all of the students.

A matrix has been developed for each student listing all of these indicators. The students are evaluated on a scale of 1-3 for each indicator. The scale is similar to what is used for state testing.

- 1 Advanced Proficient
- 2 Proficient
- 3 Partially Proficient

Students must be Proficient or Advanced Proficient in at least 80% of the indicators in order for them to be considered proficient.

In the 2006-2007 school year, all of the grade eight students were assessed using this model and over 95% of these students are proficient in technology.

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

All technologies that are necessary to reach the given goal is listed under the Activity column in the implementation tables.

VI. Funding Plan (July 2007 – June 2010)

Projected Costs of Technologies to be acquired and expenses such as hardware/software, digital curricula, upgrades and other services that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies.

Funding for major categories are in the chart below for 2007-2008. The specifics of these items follow as well as anticipated costs for years two and three of this plan.

2007-2008 Summary				
Three-Year Technology Plan Anticipated Funding Table				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula	6000.		8,500	
Print media needed to achieve goals			500	
Technology Equipment			100,000	
Network			34,000	
Capacity			2,000	
Filtering			17,700	
Software			35,000	
Maintenance			65,030	
Upgrades			15,000	
Policy and Plans			3,375	
Other services				

Supporting Resources and Services	July 2007 To June 2008 Projected Costs	July 2008 To June 2009 Projected Costs	July 2009 To June 2010 Projected Costs
Telecommunications Services <ul style="list-style-type: none"> • Telephone local/long distance • Cellular • Digital Service • Internet Service 	\$121,000	\$121,000	\$121,000
Technology Contracts <ul style="list-style-type: none"> • EdGate • First Class email • Microsoft Licenses • Citrix licenses • Sonicwall support • Genesis Backup • K12 Secure School Filtering • Tools4Ever Server support • Peco printer support • Sun Microsystems support • Network support • Schoolwires • Cognos Database • Library Databases 	\$58030	\$44050	\$44050
Professional Development and Technical Training	\$5,000	\$5,000	\$5,000

	July 2007	July 2008	July 2009
Supporting Resources and Services	To	To	To
	June 2008	June 2009	June 2010
	Projected Costs	Projected Costs	Projected Costs
Infrastructure Maintenance and Distance Learning Support			
<ul style="list-style-type: none"> • Norton Antivirus • Autocad licensing • Linux support • IBM support for Genesis server • Oracle Operating system support • Genesis Software support • Schoolwires-web page support • United Streaming support • Skills Tutor support • Printer software support • Schooldude support • Tienet support • Project Special support • ConnedEd communications support • Wireless support • Systems 3000 support • Library automation support • Microchek Support 	\$80975	\$80975	\$80975

Supporting Resources and Services	July 2007 To June 2008 Projected Costs	July 2008 To June 2009 Projected Costs	July 2009 To June 2010 Projected Costs
Technology Purchase (hardware)	\$50,000	\$50,000	\$50,000
<ul style="list-style-type: none"> • Desktop computers or thin-clients · • Laptops and Carts · • Software • Network Hardware • Access Points • Professional Development Technology Integration Resources and Services · • Support/Warranty · • Disposal of non-usable Computers 	\$100,000	\$100,000	\$100,000
Upgrade of WAN to fiber	0	0	0
<ul style="list-style-type: none"> • Installation, support, and recurring costs 	0	\$75,000	\$75,000

The supporting resources that include services, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology include:

Edgate

Educational Gateway (Edgate) provides the ability for staff to create their own webpage, communicate with parents and students, and search for lesson plans which are correlated to the NJ Core Content Standards. The use of Edgate provides solutions to raise student achievement and test scores.

www.nplainfield.edgate.org

Apple Education

Apple Computer Corporation's education division has provided support and other services that raise student achievement. They provide software and support that facilitate teacher's expertise with the integration of technology, show teachers and students ways to use technology, and provide ongoing inservice to staff whenever feasible.

www.apple.com/education

Florida Virtual High School

Florida Virtual High School provides on-line courses for students of any level from the middle school to the high school. Some of these courses are advanced placement courses which students could not have otherwise taken. This on-line high school also provides teacher training on-line. This has provided students and teachers with learning that could take place at school and/or at home.

www.flvs.com

Institute of Computer Technology (ICT)

The non-profit institute of computer technology offers university-accredited courses in instructional technology for teachers. The program includes eleven graduate credit instructor led state of the art online courses delivered through the internet designed for k-12 teachers. The goal of the courses is to train teachers to promote inquiry based learning and to effectively integrate the use of computers and the internet into their classrooms.

www.ict.org/onlinehome.html

MarcoPolo Education Foundation

MarcoPolo Professional Development program is free to the district and linked to the Edgate links on the district page. It provides additional resources to better integrate technology from national known educational publishers or organizations. Training is also provided to educators.

www.mped.org/

The above resources and others that the district will investigate will provide support for planning the use of technology, integrating technology, professional development,

and maintaining the current and future technology. The above list will be expanded during the implementation of this plan.

B. Federal, State, local and Other Sources of Funds to Ensure That Students have Access to Technology

Funding Source	Describe for 2007-2008	Describe for 2008-2009	Describe for 2009-2010
Carl D. Perkins State Funding <i>Pending District Eligibility</i>	Technology services, network infrastructure, to include switches, fiber, hubs, wireless hubs, student desktops and laptops, peripherals, printers and supplies, scanners, zip drives, client licenses, Internet connectivity, professional development, software/hardware for industrial technology, career applications, business course software/hardware, certification training (MOUS, MCP, A+, MCSE, etc.), and testing for teachers and students, software used for curricular support, HS “Smart Labs”		
Star W Grant <i>Pending District Eligibility</i>	(Students Using Technology to Achieve Reading-Writing) Grant. This program is designed to provide opportunities for our students in Grades 3 - 6 to have additional access to technological resources for the purpose of improving achievement in the area of Language Arts Literacy. Professional Development for Teachers, Web Logs, e-Boards, , software used for curricular support, Class Server, and Assessment Connection		
NCLB / Title Funding <i>Pending District Eligibility</i>	Enhancing Education Through Technology... After school reading programs and increasing reading levels and proficiency achievement on NJ ASK, ESPA, GEPA, and HSPA through the use of technology. Infusing technology into the reading and language arts literacy program for students, software used for curricular support, Class Server, and Assessment Connection		
NCLB Funding <i>Pending District Eligibility</i>	Enhancing Education Through Technology Desktop computers for Language Arts Literacy, graphing calculators, databases for the instructional media center (IMC), mapping software for curriculum development, professional development, Web Logs, e-Boards, software used for curricular support, Class Server, and Assessment Connection		

Funding Source	Describe for 2007-2008	Describe for 2008-2009	Describe for 2009-2010
DEPA State Funding <i>Pending District Eligibility</i>	Through a special D.E.P.A. (Demonstrably Effective Program Aid) Grant from the N.J. State Department of Education, Cherry Hill Schools can offer a summer school program, an after school reading enrichment program (Grades 1 and 2) and an after school N.J. ASK (Assessment of Skills and Knowledge) preparation program (Grades 3 and 4) for students who benefit from additional instructional time beyond the regular school day. Software used for curricular support, Class Server, and Assessment Connection		
TI Grants <i>Pending District Eligibility</i>	Provides for Mobile Wireless Handheld Technology in the Math / Science Classroom The TI Navigator Learning System provides a wireless classroom network for TI calculators. Professional Development in the teaching of science and math using technology, Software used for curricular support		
e-Rate <i>Pending District Eligibility</i> Local organizations	Telecommunications services including high speed fiber access services, Internet connectivity, cellular, and local and long distance calls. Teachers will take advantage of local funding by the North Plainfield community grant program.		



Professional Development

A. Name and title of the person responsible for coordinating the professional development activities noted in this plan.

Dr. Robert Rich, Assistant Superintendent of Schools is responsible for all professional development in the district.

Ronald Fisher, Director of Technology and Information Services oversees professional development in technology.

Rosemary McGuinness, Director of Adult Education/Community School

B. Description of the planned professional development activities for teachers, administrators, and school library media personnel.

The North Plainfield School District is dedicated to providing a staff development program that is purposeful, focused and comprehensive with the underlying objective of improving student achievement. The program is linked with professional improvement plans and evaluations, supplemented through in-service and mentoring activities, and encouraged through the promotion of staff attendance at out-of district workshops, conferences and enrollment in graduate studies. The program is integrated with the development and implementation of new curricula and the core curriculum content standards and a vital component in the creation of school-based educational improvement plans. In order to assess staff needs in regard to staff development programs, a needs assessment survey is distributed to staff members every year in order to determine district priorities in this area.

North Plainfield Public Schools provides professional development opportunities for all teachers, administrators, library/media center personnel, and support staff. Training in the use of technology are planned through the Somerset County Technology Training Center (ETTC), the Somerset/Hunterdon Business Education Partnership, off-campus seminars, the district's network coordinators, computer facilitators, and Director of Technology and Information Services, and a wide range of workshops sponsored by the local colleges, universities, and professional organizations.

During the 2004-2007 school year, opportunities to attend workshops and seminars in technology were offered in the following areas: Internet, Microsoft Office, electronic mail, creation of a home page, and Windows XP, Genesis Student Information System, United Streaming, digital cameras, Powerpoint, Hyperstudio, Web Quests, Microsoft Word, Microsoft Excel, and Integration of Technology into Content Areas. These experiences support the in-district programs and local district goals for professional development.

Each school year, a survey is sent out to all administrators, supervisors, teachers, and secretarial staff to determine what types of computer training is needed. Based on the most recent survey a variety of computer courses were scheduled beginning October

2006. This procedure will be continued each year. The courses are offered free to all staff members and the costs of the instructors (local teachers) is paid through federal grants.

1. How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptops and wireless units, pdas).

Our District has made large investments in technology and curriculum integration, connectivity, upgrading the building and district infrastructure, additional or replacement computer desktops, additional laptops, peripherals, professional development and on-site support. Teachers and support staff receive training that is tailored to their needs, focused, and follow up support is provided on demand. Teachers learn to use technology with and to provide learning experiences that require the integration of the technology. Staff development is targeted to the elementary, middle and high school computer literacy curriculum and how to integrate the technology into the NJ core content curriculum standards. This process has increased greatly recently due to the increased numbers of laptops, LCD projectors, Ipods, and interactive whiteboards. The philosophy of the district has been one in which a core of teachers and administrators are trained and they train their peers and support staff.

Teachers are encouraged and expected to take a professional and experimental approach to their work. The following strategies are used to provide staff access to educational technology in their instructional areas.

- Every teacher, library media specialist and secretarial staff have access to multimedia computers with Internet access and connect to the building Local Area Network (wired and/or wireless) and the Wide Area Network from each classroom, library media center, faculty planning area, as well as in all school offices throughout the district.
- Each classroom has computers with high speed Internet access connected by the wired or wireless network. Many of these computer units are thin clients.
- Every teacher, library media specialist and support staff members have access to electronic mail, supported by the district computer support staff.
- Supervisors from every curricula area provide recommendations to the director of technology who, in turn, makes decisions on purchasing this software. Many of the software programs are multidisciplinary. College and career planning software is also available. Staff is also provided with productivity software. All software programs are available in all classrooms and all computer labs.
- Each school has a faculty room with access to multimedia computers with access to the internet and building/district networks.

- Each teacher, library media specialist and secretarial staff member has a computer in his/her classroom or work area/office.
- All schools and administration buildings, teachers and library media specialists have access to Mimio Interactive Whiteboards, digital and video cameras and LCD.
- Many classrooms have access to a television monitor, that is capable of being connected to the teacher computer work station and used for group instruction.
- Carts of laptops are available in all schools on a regular basis for teachers to use in their classrooms with the purpose of integrating technology into the core content areas. These are connected to the wireless local area network.
- Ipods are available in grades 5-12 as students and teachers create podcasts and vodcasts.
- United Streaming licenses have been purchased for some of the school buildings. Teachers have used these to enhance instruction. Part of the technology plan is to expand this use in all school buildings.

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

- Every administrator has access to multimedia computers with internet access connected to the building local area network (wired and/or wireless) and the wide area network.
- Every administrator has access to electronic mail, supported by the district computer support staff.
- Each administrator has a computer in his/her work area/office.
- All schools and administration buildings have access to digital and video cameras, LCD projectors, laptops, and Mimeo interactive whiteboards.
- Ipods are available for podcasting and vodcasting.
- Some administrators have PDAs which are used throughout the district. These can be used to access the student administrative system (Genesis).

3. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.

The district provides professional development for all administrators. Some of these are done in-district by employed experts or experts from outside the district. Some administrators attend out of district seminars and then turnkey to the rest of the staff. Training of administrative staff occurs during administrator meetings and during training sessions scheduled by district computer facilitators. The following web sites

provide resources and information on professional development opportunities pertinent to education technology that have been utilized or considered by North Plainfield administrators. Please note that the links below are only a sampling of available professional development resources.

- Assistive Technology
- <http://www.nj.gov/njded/techno/assistive/index.html>
- ETTCs: Educational Technology Training Centers
- <http://www.nj.gov/njded/techno/ettc/>
- NJELITE: New Jersey Exemplary Leadership Institute for Technology in Education
- <http://www.njelite.org>
- NJAET: New Jersey Association for Educational Technology
- www.njaet.org
- NJECC: New Jersey Educational Computing Consortia
- www.njecc.org
- NECC: National Educational Computing Conference
- <http://www.neccsite.org/>
- CIESE: Center for Improved Engineering and Science Education
- <http://k12science.ati.stevens-tech.edu/currichome.html>
- NJSSI: New Jersey Statewide Systemic Initiative
- [Http://njssi.rutgers.edu/](http://njssi.rutgers.edu/)
- EIRC: Educational Information and Resource Regional Center
- <http://www.eirc.org/>
- NJPEP: New Jersey Professional Education Portal
- www.njpep.org
- EMA: Educational Media Association of New Jersey
- <http://www.emanj.org/>
- CMSCE: Center for Math, Science and Computer Education
- <http://cmsce.rutgers.edu/>
- Providers from the New Jersey approved provider list
- <http://www.nj.gov/njded/profdev/providers/search.htm>

4. How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.

- Teachers receive training that is tailored, focused, throughout the school day, and with follow-up support.
- Teachers learn to use technology in authentic learning experiences.
- Staff development is targeted to a variety of skills and interests.
- Staff development is sustained over a number of years for teachers to gain mastery.
- Staff development programs are teacher friendly, integrate technology, and support the classroom.

- Staff development programs implement a coaching or mentoring model.
- The district sets up competency guidelines for staff, makes technology part of instructional job requirements, sets standard software and hardware by job title, and develops teacher-training programs.

Staff has opportunities to attend district workshops led by school computer facilitators and other district personnel.

- Trainers are brought in for on-site training in various areas, including Mimio interactive whiteboards, Genesis, Edgate, and SkillsTutor.
- Professional courses are available for all staff.
- Building facilitators are available in all schools for turn-key training.
- ETTC courses available
- On-line professional development is available.

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

The districts' objective is to provide reliable and effective training so that our technical staff can facilitate teachers and continue to follow proper procedures necessary to maintain the vision and mission of our goals. The technology director works closely with the technical staff to provide expert advice on technology needs; and provide advice and recommendations on emergent technologies. Our technical staff also has opportunities to attend in and out of district workshops. In addition most of our purchases provide vendors who set up workshops that provide in-depth training as well as on-line and phone based instructional session that can be accessed any time. The goal of our continuing training programs is to ensure that technical staff maintains and improve their skills and are cognizant of the following:

- Windows Server 2003
- Microsoft Vista operating system
- Microsoft Office 2007
- Troubleshooting networks
- Cisco configuration for access points
- Securing wireless networks
- Repairing printers
- Configuration of server policies

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

The district has made investments in teacher training programs that focus on workshops and on-site support that will allow teachers to use and implement assistive technology to support their instruction. In addition industries and special service organizations will train staff in the appropriate methods and techniques required to support the students and their learning. They also engage in home visits in which they train parents to use outside sources that will enable the child to become successful inside and outside of school.

The district administrative personnel receive training on new software programs and then turnkey that to the rest of the staff. At times, the vendor does the actual training.

C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2007-2008	Support
Integrating technology into the mathematics curriculum for grades 7-12 teachers	Skills Tutor training by Achievement Technologies/ Houghton Mifflin; Training in-house on Geometer's Sketchpad	In-service days in November; after school courses; training by computer facilitator during preparation periods and department meetings; co-teaching shared among department teachers
Integrating technology into the language arts curriculum for elementary, middle and high school teachers	Training by computer facilitators and Professional Development staff	After school courses by district staff; training at department meetings; co-teaching and planning among staff
Using the Mimio interactive whiteboard to integrate technology	Training by representatives from the company (Mimio); training by facilitators; training by Professional Development staff	In-service days in November; after school courses; training by computer facilitators during preparation periods and department meetings; co-teaching among staff; demo lessons by Director of Technology
Learning how to create podcasts and vodcasts to integrate technology	Training by computer facilitators; on-line training	Small group instruction by computer facilitators and Director of Technology; after school courses; co-teaching among staff
Using the on-line gradebook portion of Genesis	Training by Genesis support staff; on-going training by computer facilitators	In-service days in November; after school courses; training by computer facilitators during preparation periods and after school; peer-coaching
Using videos on-demand to integrate technology	Training by United Streaming (Discovery Learning) staff; in-house training by facilitators	After school courses by professional development staff; demos by Director of Technology and computer facilitators; peer-coaching

D. Identify the financial and time resources to keep staff current in learning about new technologies.

Financial Resources	Time Resources
<ul style="list-style-type: none"> • Federal Funding: Title funds will be used to support programs which support NCLB by funding in-service day trainers and after school courses • Local Budget: The district will provide necessary funding for teachers to attend out of district workshops. • Local Budget: The district will continue to fund the cost of computer facilitators and webmasters for each of the schools in the district. • Local Grants: The district will continue to offer resources for teachers to apply for local grants so that they can fund workshops and/or technology equipment. 	<ul style="list-style-type: none"> • In-service Days: Time will be allotted during the 3 in-service days in November to train teachers in technology. • On Demand Training: Computer facilitators at each building will train teachers during preparation periods, lunch, and before or after school. • Professional Development Courses: The district will offer free technology training after school for teachers.

E. Project professional development activities that will continue to support identified needs through 2010, including all partners.

Resource	Professional Development Activity
Mimio and in-house staff	Training for K-12 staff in using the Mimio whiteboard
SkillsTutor and in-house staff	Training for teachers at all levels to use the on-line SkillsTutor website to improve mathematics, writing, reading, and science scores on state testing.
Genesis Educational Services, Inc and in-house staff	Training for teachers at all grade levels; emphasis in the next few years will be on the on-line gradebook and curriculum/lesson planner
Local technology staff	Train parents to access Genesis
Educational Gateway and in-house staff	Train staff to create and/or update their web site
In-house staff (peer to peer trainers and Director of Technology)	Microsoft Office Applications: Microsoft Word, Powerpoint, and Excel Hyperstudio Appleworks slide show Using Web Quests First Class email system On-line gradebook On-line lesson planner Integration of technology

VIII. Evaluation Plan

This section describes the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills.

NCLB mandates that all school districts and states utilize research-based education; programs that are proven to work, education that has been proven to be effective, and best practices that have a proven track record of excellence for all students. This section is intended to assist the district in assessing the extent to which it is aligned with these federally legislated guidelines. Department of Education's National Center for Education Statistics (NCES) provides the framework for this evaluation plan.

Area to describe process and accountability measures to evaluate goals, objectives, activities	Description of how these measures will improve education
Integrating technology into curricula and instruction	Evaluate lesson plans and classroom observation to evaluate the following. Instruction should be at least the third level below in order that there is effective infusion of technology. <ol style="list-style-type: none"> 1. Does the teacher use technology to deliver curriculum to students 2. Does the teacher direct students to use tool-based software such as Microsoft Word for word processing. 3. Does the teacher encourage adaptation of tool-based software by allowing students to modify the use of this tool to accomplish tasks. 4. Does the teacher create a learning environment that infuses the power of technology tools throughout the day and across the curriculum. 5. Does the teacher create a rich learning environment in which students regularly engage in activities that would be impossible to complete without technology.
Enabling students to meet challenging state academic standards	Use a matrix made up all of the NJ Technology Cumulative Progress Indicators. Evaluate each student's attainment of these standards using a rubric for their levels by indicator. Modify curriculum to include all technology standards within all content areas. Evaluate the attainment of these standards for each grade level. Evaluate the NJASK, GEPA, and HSPA test scores of students who have been integrating technology at or above level 3 above.

Developing life-long learning skills	<ul style="list-style-type: none">• Develop a matrix to determine the lifelong skills that students should know by the end of each grade level.• Determine which of these standards can be met through the use of technology.• Evaluate if students in each grade level are meeting these standards.
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NORTH PLAINFIELD SCHOOL DISTRICT ACCEPTABLE USE POLICY

The board of education is committed to the development and establishment of quality, equitable, and cost effective electronic communications systems. The system's sole purpose shall be for the advancement and promotion of teaching and learning. The district's system will be used to provide statewide, national and global communication opportunities for staff and students.

The Superintendent or designee shall establish administrative regulations for the use of the district's system. The regulations shall be consistent with district policy and pertinent state and federal law. Failure of students and staff to abide by state and federal laws, district policy, and administrative regulations and procedures may result in the suspension and/or revocation of system access, disciplinary actions, and/or prosecution under applicable law.

The North Plainfield School District provides computer equipment, computer services, and Internet and network access to its students and staff for educational purposes only. Because of the complex association between many government agencies and computer networks/computers, the user of these computer networks/computer must adhere to strict regulations. Regulations are provided by the district so that staff, community, and student users and the parent(s)/guardian(s) of students are aware of their responsibilities. The school district may modify these regulations at any time by publishing the regulations on the networks and elsewhere. The signatures of the students and his/her parents(s)/guardian(s) on the district-approved consent and waiver agreement are legally binding and indicate that the parties have read the terms and conditions carefully, understood their significance, and agreed to abide by the regulations established under the policy.

Legal References:

NJSA 18A: 11-1 General Mandatory Powers and Duties
17 USC 101 et. seq. U.S. Copyright Law

Adopted: 12/496

ACCEPTABLE USE POLICY

Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The district administration in consultation with staff when students are involved will deem what is inappropriate use and their decision is final.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to the following:

- Politeness and appropriate language is expected. Swearing, using vulgarities or any other inappropriate language is unacceptable.
- The user is expected not to reveal any personal information about himself/herself, parent(s)/guardian(s), students, staff members including addresses, phone numbers, social security numbers, and credit card numbers.
- It is understood that all electronic mail (E-Mail) is the property of the North Plainfield Board of Education.
- It is also understood that all communications and information accessible via the network is private property.
- The network should not be used in such a way as to disrupt the use of the network by others.

Damages

The school district will not be responsible for any damages of any nature suffered by any person or organization using the systems and/or technology covered by this policy. The district specifically denies any responsibility for the accuracy of information obtained via the Internet.

Inappropriate Use of Equipment/Software

Inappropriate use of equipment and software may include but is not limited to those offenses which are mischievous and non-instructional. The following are some examples of these offenses but are not intended to be an all inclusive list:

- Loading and playing software not approved by the administration and/or school authorities.
- Sending offensive messages to other users on the network.
- Students using a computer or network without staff supervision.
- Malicious printing of multiple copies of a document.
- Producing hidden files or sub-directories within the computer.
- Causing the display of any information or language that may be considered offensive.
- Accessing unauthorized student, staff, school, or district data.
- Using computers or networks for financial or commercial gain or any illegal activity.
- Using an account owned by another user without authorization.

Legal References:

NJSA 18A: 11-1 General Mandatory Powers and Duties
17 USC 101 et. seq. U.S. Copyright Law

Adopted: 12/496

Security

Security on any computer system is a high priority, especially when the system involves many users. When a user identifies a security problem on the district network or the Internet, the administration should be notified immediately. The user is also prohibited from using another individual's account. Any user identified as a security risk will be denied access to the network.

Vandalism

Vandalism will result in cancellation of all privilege. Vandalism is defined as any malicious or intentional attempt to harm, alter, or destroy hardware, software, the data of other users, the network, or the Internet.

Acts of vandalism may include, but are not limited to the following:

- Physical tampering or altering hardware/software configuration.
- Deleting files outside of personal directories.
- Loading and executing a virus program on any work station.
- Defacing equipment
- Taking equipment or disks.
- Removing or changing cable connections.
- Acquiring unauthorized system rights or access.
- Acquiring unauthorized system rights or access.
- Interfering with teacher/student material.
- Downloading or copying files or programs from the system without authorization or copying any files in violation of the copyright laws.
- Any other action which damages files, software, hardware, or peripherals and results in a disruption in the use of the computers or network by others.