Three-Year Local School District/Charter School Technology Plan
July 1, 2013 through June 30, 2016

County: _Monmouth_   **County Code**:_25_

District/Charter School: _Rumson Borough_

District Code:_4570_

Grade Levels: _K-8_

Web Site: www.rumson.k12.nj.us

Date Technology Plan approved by school board or governing body:_TBD_

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) _Laurie Volpe_

Title: _Supervisor of Curriculum, Instruction and Guidance._

E-mail:lvolpe@rumsonschool.org

Phone_732-945-3100_

Signature: _____Date:_____

Superintendent/Lead Person Approval:

District Superintendent/Lead Person: (print) _____

E-mail: _____

Phone: _____

Signature: _____Date_____

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone_____

Signature: _____Date:_____

I. Technology Planning Committee

STAKEHOLDERS		
TITLE	**NAME**	**SIGNATURE**
Superintendent	Dr. Maryrose Caulfield-Sloan	
Supervisor of Curriculum, Instruction and Guidance	Laurie Volpe	
Network Manager	Ellen Iovino	
Principal	Jennifer Gibbons	
Principal	Shari Feeney	
Assistant Principal	Amy Romano	
Educational Technology Teacher	Chris Macioch	
Educational Technology Teacher	Mark Panas	
Curriculum Coach	Kristen Feyereisen	
Science Teacher	Judge Ellis	
4th Grade Teacher	Jamie Walsack	
Media/Research Teacher	Liz Waters	
Board/Community Member	Margaret Simons	
REF Community Member	Theresa Sperber	

II. Executive Summary

National Educational Technology Standards for Students

"What students should know and be able to do to learn effectively and live productively in an increasingly digital world ..."

- **Creativity and Innovation**
- **Communication and Collaboration**
- **Research and Information Fluency**
- **Critical Thinking, Problem Solving, and Decision Making**
- **Digital Citizenship**
- **Technology Operations and Concepts**

The Rumson School District is committed to the vision for all students in New Jersey which is to ensure that all students are prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information and ideas. Thus, our district goals are consistent with the goals as outlined by the Educational Technology Plan for New Jersey and the National Technology goals, which call for access to technology, effective use in teaching, and information-technology literacy. We aim to prepare our students for 21st century literacy, where they will need strong problem-solving skills in the workforce and as citizens.

Our technology plan supports project-based learning in our district, by giving students tools such as the Internet and Google Doc applications for research, digital cameras for recording images, databases for organizing data, and multimedia or web design programs for synthesizing what has been learned. Our technology plan supports our mission statement. We will encourage students to design and pursue their own individual educational projects in consultation with teachers and parents. Technology will be part of our district in many areas – the lively classroom, the connected office, and the accessible lab.

We inspire all students to believe in their own potential, pursue a passion for inquiry and knowledge, excel at learning, and act as responsible citizens in a diverse world.

III. Technology Overview

III.A.1. Inventory of Current Technology Networking and Telecommunications Equipment:

Classroom Inventory:
- 225 Student Desktops
- 230 Student Laptops/Tablets
- 55 Teacher Laptops
- 52 Teacher Desktops
- 10 HP Touch Smart Computers
- 50 Projectors
- 5 Interactive Boards
- 15 Networked Printers
- 50 Document Cameras
- Polycom Video Conferencing System

Other Inventory
- We have 7 HP servers.
- All hallway switches that have been upgraded to gigabit capability.
- We have fiber connections between the two schools.
- Comcast is our Internet service provider with up and down speeds adequate for our needs.
- Our Internet is filtered via the Barracuda Firewall and Content Filter.
- Phone service is managed through One Communications. Toshiba phones are located in all classrooms.
- BCB cable connected to each classroom for morning announcements etc.
- US Data Trust for daily off-site backup of critical data. External terabyte drive for additional student and teacher folder backups.
- South Jersey Technical Partnership is our E-rate approved email service provider. Hosted Exchange of web based email, includes archiving to the Federal standard.
- Global Connect is the vendor for our announcement system. This system allows parents to have multiple points of contact via email or phone for emergencies and weather related closings.
- Security cameras are located at key areas around our campus. We use card readers for building access.
- Our web site is hosted by ZUMU and is an important communication tool for parents.

III.A.2: Technology Inventory Needed Through 2016:

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for 2013-14**	**Describe for 2014-15**	**Describe for 2015-16**
Technology Equipment	As inventoried above computers, range from one to five years old. Chromebooks and carts are accessible for easy sign-out through the media centers in each school. In addition, there are carts available for use in grades K-8 (4 carts per building/200 Chromebooks district wide. Continue the process of	Continue to expand student access to Chromebooks, tablets and netbooks (if appropriate) in Media Centers and through media/technology integrated classrooms. Maintenance of document cameras for classrooms while expanding 3D projection capability.	Additional expansion of Chromebook, tablets and netbooks (if appropriate) in Media Centers and through media/technology integrated classrooms. Maintenance of document cameras for classrooms while expanding 3D projection capability.

	replacement of outdated equipment to achieve a 4 year end of life policy. All classrooms equipped with document cameras. Support equipment purchases for both digital learning and online assessment (PARCC) for 2014-15 school year to support 125 students per online test session throughout the testing window.		
Software used for curricular support and filtering	License for Barracuda web filter; license for *Norton Antivirus Enterprise Edition.* Open Office to replace expired MS Office licenses. Subscriptions to netTrekker, Discovery Education, Destiny Webpath Express, Renzulli learning, School-wide EVAL Assessment System, Study Island, Reading A-Z, RAZ kids, McDougall-Little Classzone, Brainpop, Global Compliance Network, Gizmos, Riverside's IRM and *STAMP* world language testing provide curricular support.	License for Barracuda web filter; license for *Norton Antivirus Enterprise Edition.* Continue to evaluate and explore open source software options to support full CCSS implementation. Subscriptions to netTrekker, Discovery Education, Destiny Webpath Express, Schoolwide EVAL Assessment System, Study Island, Reading A-Z, RAZ kids, McDougall-Little Classzone, Brainpop, Global Compliance Network, Gizmos, Riverside's IRM and *STAMP* world language testing provide curricular support.	License for Barracuda web filter; license for *Norton Antivirus Enterprise Edition.* Continue to evaluate and explore open source software options to support full CCSS implementation. Subscriptions to netTrekker, Discovery Education, Destiny Webpath Express, Schoolwide EVAL Assessment System, Study Island, Reading A-Z, RAZ kids, McDougall-Little Classzone, Brainpop, Global Compliance Network, Gizmos, Riverside's IRM and *STAMP* world language testing provide curricular support.
Technology maintenance policy and plans	Same-day Support for servers; Next Business Day support for workstations. Lifetime warranty on ProCurve switches. Replace 5 year old desktop computers.	Same-day Support for servers; Next Business Day support for workstations. Lifetime warranty on ProCurve switches. Maintain 4 year refresh rate on classroom and lab computers.	Same-day Support for servers; Next Business Day support for workstations. Lifetime warranty on ProCurve switches. Maintain 4 year refresh rate on classroom and lab computers.
Telecommunications Services	T1 line, Comcast Cable	T1 line, Comcast Cable [option to choose new carrier such as Verizon FIOS]	T1 line, Comcast Cable [option to choose new carrier such as Verizon FIOS]
Technical Support	Network manager assisted by part time help as needed.	Network manager assisted by part time help as needed.	Network manager assisted by part time help as needed.
Facilities – infrastructure including central telephone & security systems	Toshiba phone system, security cameras with police access, door access card readers.	Toshiba phone system, security cameras with police access, door access card readers.	Toshiba phone system, security cameras with police access, door access card readers.
Other Services:	N/A	N/A	N/A

III.A.3. Assistive technology: We use a variety of devices and software for students with special needs:

- Hi-fi amplifiers in many classrooms. The teacher's voice is amplified through wall-mounted speakers for the benefit of all students, not just the hearing-impaired.
- Touch screens for computer access, used for students who have difficulty in using a mouse or keyboard.
- Augmented communication devices for non-speaking students. This is a portable device with a touch screen. The student touches the picture symbol to create a synthesized voice recording. It enables a non-verbal student to participate in discussions and to make her wishes known to her teachers.
- Earobics software for students with speech problems, used for diagnosing and training in auditory discrimination.
- A variety of software programs for testing student abilities.
- A rich set of software programs [such as *Boardmaker*] for students in the self-contained LLD class, covering different subject areas.

III.A.4. Teacher access to educational technology.
Throughout the district:
- Each teacher classroom has a computer with high speed internet connectivity, used for attendance, grade keeping and district email.
- 75 computers in a lab environment, each with high speed internet connectivity
- 2-4 student-use computers in every classroom, each with high speed internet connectivity. A number of classrooms are also equipped with interactive white boards.
- Media centers with 25 computers, Chromebooks, DVD players, SmartBoards and Video Conferencing.
- Presentation carts including projectors, tablets/laptops and document cameras.
- 200 Chromebooks on carts of 25/each cart, four carts at each school.
- Extensive inventory of printers, scanners, video and still cameras.

III.A.5. Administrator access to technology in their workplace.
- Administrators have desktops with high speed internet connections, and iPads for access to the network server as necessary when outside of office space.
- Access to netbooks/laptops is also provided for staff and community presentations.
- The majority of administrators have Nextel cell phones with instant two-way communication.
- All administrators have access to networked printers and scanners.

III.A.6. Web site accessibility
Our district web site is accessible for all users following Section 508 guidelines. It does not depend on image maps, color-coding, frames or animations. It provides alt-tags for navigational elements. It has been checked using online tools that confirm accessibility.

III.A.7. Obsolescence
Our criteria for replacement follows a four year refresh cycle on all technology hardware.
We have a goal of maintaining about 300workstations; computers are replaced every four years in the Library and Labs.

III. B. Cyber Safety

1. Our web filter is the *Barracuda* hardware device. The district uses a Cisco firewall for intrusion prevention.

2. Our Acceptable Use Policy [AUP, See Appendix 1] is provided to both students and staff. District-wide, the AUP is part of the technology curriculum. Each year staff is provided a copy of the AUP and acknowledges its receipt.

3. Our filter addresses the need to prevent access to prohibited sites [defined as: obscene, child pornography, harmful to minors]. The filter is customizable by the district and also updates category information on a daily basis. Teachers, administrators and parents suggest sites that should be added to the filtered list. We filter on the basis of improper content, possible virus or spyware content and content that places an excessive load on the servers. Our PTO has sponsored several programs on Internet safety for students and parents, including programs in conjunction with the high school. Internet safety is one of the key strands in our computer curriculum and is discussed in the computer and library classes in many contexts and is also emphasized by the teachers. Students are not permitted to use any district computer unless monitored by staff.

4. Date when school district provided community with public notice on Internet safety policies pursuant to CIPA: This does not apply to our district as this information has been previously addressed.

III C. Needs Assessment:

1. See attached staff technology survey created and managed on Google Docs [Appendix 2]

   a. Approximately 58% of our staff use streaming video and 51% use document cameras on a regular basis to enhance lessons. In addition, all staff across all disciplines integrate the use of web-based programs, instructional tools and digital devices to enhance instruction.

   b. Data collected through teacher observations and ongoing professional development indicate that at a minimum, 90% of instructional staff is proficient in utilizing Google doc applications and/or a variety of means for implementing technology integration into their instruction.

   c. Educational environment and barriers:
      i. Teachers and students have access to computers on a daily basis, however this is in a lab setting which is dependent upon sharing and arranging around class schedules.
      ii. New instructional resources and textbooks have digital components and on-line versions to support parent, student and teacher access. Limitations of students' "home networks," parent technology literacy skills, and password accessibility have been an obstacle at times. Additionally teachers are not equipped to navigate the troubleshooting when problem situations arise. This became very evident when many of the families and teachers in district were affected by Hurricane Sandy in October of 2012.
      iii. Students and teachers are increasingly using the Google Docs platform and safe-blog websites which is affording greater student-teacher collaboration on inquiry based projects and written work. The district continues to monitor creating tools that will help us discern how often students have access to technology to support the use of 21st century skills in their learning environment.
      iv. The needs of educators are evaluated at least annually. Feedback is collected from all stakeholder groups.
      v. The needs of students are evaluated by teachers across the curriculum who align their teaching with the *Common Core State Standards* and the *NJ Core Curriculum Content Standards*. In addition they provide ongoing feedback on the perceived needs of their students, and feedback from parents and articulation with the High School are critical to making sure our district is meeting the needs of our students. We are in the process of developing tools that will help us better evaluate the needs of our students in their educational environments.
      vi. The supervisor of curriculum and technology coordinator collaborate together to address the needs of the staff and students, identifying spec requirements of new digital

curriculum programs and access needs of teachers to safe, instructional websites such as Khan Academy.

vii. The new state requirements for Achieve NJ require administrative access to the network throughout the building in order to conduct supervisory practices using the iObservation tool and the technology coordinator consults, anticipates and plans appropriate network support and infrastructure.

viii. Administrative staff provide ongoing technology training and support to staff as needed for the completion of PDPs and SGOs using the iObservation tool through Learning Sciences.

ix. Time continues to be an obstacle in providing large-scale professional development for technology and technology-related tools as there are only three full days in the teachers' calendar which are earmarked for professional development in technology as well as other curricular areas. Thus, teachers must be afforded release time at intervals throughout the year to adjust for lack of common planning around technology integration issues and the need for ongoing professional development.

x. The curriculum supervisor and technology coordinator will continue to work together to address the technology needs of staff and students. Technology workshops will be offered based either on teacher request or a perceived need during formal or informal observation.

xi. Curriculum maps which highlight the integration of technology tools, resources and strategies for instruction are being developed.

xii. All of the staff, including district administrators and administrative assistants, are encouraged to attend workshops to further their skills in the computer applications and programs that will make their jobs easier and contribute to the professionalism of the departments.

xiii. Beyond professional development, teachers have access to mentoring and collaboration with both grade- and subject-level team members.

xiv. We are in the process of identifying professional development needs and barriers relating to using educational technology by means of a new technology committee which will meet on a regular basis throughout the year.

2. We are focused on improving the academic achievement for our struggling learners in the middle school. Towards this end, we have utilized *StudyIsland's* online system of assessment and instructional practice tools with success in grades 4 – 8. Increasing the use of document cameras, expanding the access to Chromebooks to open up more technology lab space and implementing BYOT: each represents one way the district is using technology to improve academic achievement for all students across all curricular areas. Additionally, the district has expanded its use of a variety of digital tools such as Renzulli Learning, Gizmos, and Brain Pop. Such online programs enable the teachers to enhance the learning experiences for our students by allowing teachers to assess students' individual interests and learning styles, and design differentiated lessons for their students.

3. In general, our priority is to use technology to best meet the needs of all learners, from struggling learners to students identified as gifted and talented.

IV. Three-Year Goals and Objectives

A. The goals from the 2010-2013 Technology Plan are stated below:

Goals from the 2007-2010 continued through 2013. These included:
- Increase staff competence with technology
- Integrate technology into the curriculum

- Increase home-school communication
- Make technology more available to students

The following additional goals were included for 2010-2013:
- Improve integration of technology into content areas.
- Create clear benchmarks within grades / subjects that establish what we want our students to be able to do.
- Teach our kids responsible use of the Internet and other technology.
- Continue to improve home-school communication.

Evaluation of these goals:

Staff competence in using technology to enhance instruction and improve student learning continues to improve. Teachers have received ongoing professional development on the district's new BYOT and Google Docs initiatives. Our technology education specialists collaborate, consult and turnkey train colleagues through the use of district-wide technology surveys, peer modeling, parallel teaching in the computer lab, and large scale district-wide professional development on staff development days. Demonstrations during staff meetings as well as individualized instruction between staff and the technology coordinator and/or technology education teachers are also utilized.

Curriculum in all content areas has been revised to meet Common Core State Standard deadlines and requirements. In doing so, particular attention was also given to ensuring all curricula addressed and integrated 21st century technology and research skills. Performance targets on a variety of benchmark assessments based upon clearly articulated learning goals for ELA, math, science, social studies, fine arts, physical education, music, technology and 21st century learning skills will be fully implemented in the 2013-14 school year. Additionally, the technology curriculum K-8 has been revised and updated to reflect current standards with a focus on exposing students to a variety of applications and devices to expand exposure rather than limit technology literacy to a preferred device or tool.

We also made progress in increasing home-school communication, especially through our district web site, which has grown in the past few years and now offers more class pages, sports schedules, PTO news, Foundation projects, health information and virtual backpacks for both schools. Syllabi, assignments, missed notes, test reviews and more are now available online. A district app is now easily accessible for parents via their smart phones for the latest updates in communication from the district. Further, a variety of parent forums were hosted throughout the school year bringing education and insight to parents regarding new curriculum and initiatives such as the Common Core State Standards, the enVisionMath program, the Rumson Enrichment Program and new Technology initiatives. Moving forward, the district is committed to posting videotape recordings of these events and posting them on our district website in order to reach out to as many of the stakeholder groups as possible.

We have individual network folders for students in grades 4-8 where they can archive their work. We also have both student and teacher shared network folders for collaboration. We have been successful in providing assistive technology for a number of students with special needs, such as HP Smart Touch computers and *Boardmaker* software.

Teaching our students responsible use of the internet and digital media and devices remains an important educational focus. Students in grades 7 and 8 are allowed to register their home devices for use in the classroom for educational purposes. The Acceptable Use Policy which is included in the student handbook is reviewed yearly and referred to throughout the school year by the professional staff. Preparations were made to extend the BYOT policy to grade 6 for the 2013-14 school year.

B. Goals and Objectives for 2013-16: Our goals for 2013 -16 are:

- Prepare all students for all aspects of 21st century information-technology literacy
- Continue to improve integration of technology into content areas
- Continue to develop and improve staff competencies using Google Docs, digital applications and information technology media to enhance instruction and professional sharing
- Continue to monitor and support the district's BYOT initiative
- Continue to ensure system hardware and infrastructure needs are met for reliable online PARCC assessment administration, access of curriculum resources for teachers and students, and access of relevant distance learning opportunities
- Continue to improve home-school communication

V. Three-year implementation and strategies:

A. Implementations strategies/activities that relate to the goals and objectives.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Start Date**	**Person Responsible**	**Documentation**
Continue to improve student technology literacy skills Continue the integration of technology into content areas. Continue to develop and expand staff competencies	• Meet semi-annually as a Tech Committee to evaluate progress toward plan goals. • Build in-house team professional staff to turnkey technology initiatives. • Continue professional development in use of the tools via Google Docs for education and web-based products supporting curriculum implementation • Monitor the effectiveness of the new Technology curriculum designed to support college and career readiness under the CCSS • Incorporate schedule modifications that will encourage integration of technology into content areas. • Develop project-based learning (K-8) to address specific core content area standards, keyboarding and technology standards jointly	October 2013	Supervisor of Curriculum Educational Technology Specialists Staff developers Supervisor of Curriculum Principals Supervisor of Curr/Principal	• Meeting agenda and minutes • Staff development workshop artifacts, documents and sign-in sheets • Staff survey and usage reports • Revised Curriculum • Teacher schedules • Assessments • Inquiry-based learning projects • Technology projects • Benchmarks and rubrics to assess
Continue to monitor and support the district's BYOT initiative	• Meet semi-annually as a Tech Committee to evaluate • Ongoing instruction and monitoring of responsible use of the Internet and other technology • Yearly professional development	Oct 2013	Principals Principals Technology Coordinator	• Meeting agenda and minutes

	for staff and students on the AUP
	• Incorporate technology integration into instruction in all content areas by encouraging and expanding the use of BYOT devices in grades 6, 7, 8 through
	   o professional development
	   o support by the in-house team
	   o Expanded technology integration partnerships in grades 4 and 5
			Principals
			
			Supervisor of Curriculum Instruction
			
			Educational Technology specialists
			
			Principals
				• Workshop outlines and sign in sheets
				
				• Staff and student surveys
				
				• Record of consultations and workshops
				
				• Instructional schedule

Technology readiness for PARCC administration and assessment	• Meet semi-annually as a Tech Committee and administrative team to conduct needs assessment, evaluate, plan and budget • Participate in all PARCC technology readiness surveys, speed tests, webinars and complete NJTRAX questionnaires for guidance • Inform staff as timely as possible when information is released regarding operational assessments • Participate as needed in any trainings provided by NJDOE regarding PARCC implementation • Prepare for the use of 125 devices per session (2 sessions per day) • Monitor effectiveness of the curriculum and instructional program designed to address CCSS and college and career readiness	Oct 2013	Supervisor of Curriculum and Technology Coordinator Supervisor of Curriculum	• Survey data outcomes as provided by NJDOE and NJTRAX
Continued focus on improving home-school communication	• Meet semi-annually as a Tech Committee to evaluate progress toward plan goals • Launch of Rumson School App • Launch of Global Connect communication system • Launch of Google Hangouts as a means of sending video messages and presentations to stakeholders • Requirements for teacher web pages and updating content	Oct. 2013	Supervisor of Curriculum CSA CSA District Admin Team/Ed Tech Specialist Principals Assistant Principal	• Meeting agenda and minutes • Parent/community participation rates • Participation rates views of Google hangouts on air • Summative performance reviews for teachers

B. See table above. In addition, we incorporate assistive technology with document cameras, projectors and laptops for Resource Rooms, as well as Touch Smart computers in LLD, preschool disabled and

speech rooms that were purchased specifically as assistive technology for speech and phonological awareness. We continue professional development on a regular basis.
C. We meet the NCLB requirement by assessing students in key grade levels and content areas.
D. Website, United Streaming, Thinkquest.org, Destiny, Webpath Express, Boardmaker, Document cameras, Nettrekker, EBSCO Hosts, Student Data System, Gale E-Books

VI. Funding Plan (July 2013-2016)
A.

Category	Item	2013-2014	2014-2015	2015-2016
Network	Hardware	$ 15,000	$ 15,000	$ 15,000
	Maintenance/Consulting	$ 12,000	$ 12,000	$ 12,000
Hardware	Computers	$ 15,000	$ 15,000	$ 15,000
	Printers	$ 2,000	$ 2,000	$ 2,000
	Other Hardware	$ 5,000	$ 5,000	$ 5,000
Software	Licenses [antivirus and web filter]	$ 15,000	$ 15,000	$ 15,000
	Other support [*TIENET, SDS, Destiny*]	$ 45,000	$ 45,000	$ 50,000
	Internet Access	$ 10,000	$ 10,000	$ 10,000
Supplies	Ink and other supplies	$10,000	$ 10,000	$ 10,000
Total		$129,000	$129,000	$134,000

The budget for 2013-14 is already in place. The budget includes the capital funding sources shown in the table above. We continue to order computers necessary to maintain a four year refresh rate and we expect to continue to use the software that we have in district and to maximize the use of internet resources and cloud computing.

B. Three year anticipated funding table: See page 16.
C. Attach a copy of board approval of this plan [See Appendix 4.]
D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.
E. Technology plan's creation date as defined by E-rate–July 1, 2013.

Three Year Anticipated Funding Table:

	Three-Year Technology Plan Anticipated Funding Table (2013-2016)			
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)	None	None	Tax Levy	Rumson Ed Foundation, PTO grants and private donations.
Print media needed to achieve goals	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Technology Equipment	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Network	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Capacity	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Filtering	None	None	Tax Levy	None
Software	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Maintenance	None	None	Tax Levy	None
Upgrades	None	None	Tax Levy	Rumson Ed Foundation, PTO and private grants.
Policy and Plans	None	None	Tax Levy	None
Other services	None	None	Tax Levy	None

VII. Professional Development

A. Our Supervisor of Curriculum will be the person responsible for coordinating the professional development activities noted in this plan.

B. We survey our teachers and base our workshop offerings on their responses as well the district's continued focus on implementation of the Common Core State Standards in ELA and Math (K-8).
We provide 3 full days of staff professional development as well as release time for grade level teams to participate in well-planned technology based trainings. Our workshops are available to all staff, including administrators, secretaries and classroom aides. Our focus is on integrating technology into the curriculum, training in multimedia: web quests, and web pages, digital storytelling, digital video, multimedia presentations, web-based project publishing, etc. We have staff members well-versed in Google Apps for education, including digital video, multimedia presentations, and using multimedia in the classroom. We plan to make better use of the expertise that we have in-house.
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C. Professional Development Table:

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2013-2016	Support
Integration of technology into content area curricula.	In-house differentiated training by our educational technology specialists on the use of the Google Docs platform for novice, intermediate and advanced users. Teachers will begin and continue to use these tools to drive project-based instruction and assessment aligned to the CCSS	Consultative periods are built into the educational technology specialists' schedule. Release time for common planning with grade 4 and 5 teachers will be provided intermittently throughout the school year as project-based units for instruction are in the developing stages. Turnkey training by key staff is provided through common planning periods or Monday faculty meeting time.
Curriculum mapping to reflect technology integration across all content areas. project lead by CCSSS Leadership Implementation Team	Project to be completed by the CCSS Leadership Implementation Team to support job-embedded professional development and lesson studies focusing on technology integration throughout the curriculum.	Common Planning time to support grade level collaboration, job-embedded professional development and lesson study/consultative work.
Greater understanding of how to facilitate deeper instruction using BYOT in the classroom.	In house team to present content and modeling at Monday faculty meetings by asking teachers to BYOT for in house PD.	Highlight teachers who are digitally connected who can turnkey train colleagues.
Solidify teacher training using new on-line resources for instruction including enVisionMath, Schoolwide Reading and Writing Fundamentals, and Social Studies	Bring publisher, vendor high-quality professional development in district to include Schoolwide, Pearson (enVisionMath), Gizmos, TimeLinks and Glencoe	Content Area Leaders to facilitate meetings highlighted progress toward SGOs, and instructional goals including on-line technology support needs.
Knowledge of digital licenses and resources available for teachers	Provide faculty meeting in-service regarding what is available and how to use	Consultations with educational technology specialists, administrators and curriculum specialists

Prepare staff to address student needs for online assessment	Curriculum mapping to include embedded technology based assessment items	Administration, Common Core Leadership Team – to support job-embedded professional development throughout the school year.

D. Professional development activities that will continue to support identified needs through 2016. See table above.

VIII. Evaluation Plan

Three-Year Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate this plan as <u>effectively</u>. . .	
a. *Integrating technology - Telecommunication services, hardware, software and other services are improving education.*	• Track equipment use by content-area teachers. • Develop technology assessments to pre-assess tech skills. • Review project-based units added at every grade level. • Review benchmark assessments and research projects integrated into various content areas. • Review report of meeting forms from teacher and tech support collaborations. • Monitor effective use of curriculum maps through grade level articulation meetings which record uses in the enacted curriculum • Teacher observations, student performance indicators and staff feedback
b. *Effective integration of technology is enabling students to meet challenging state academic standards*	• Review benchmark assessments and research projects integrated into various content areas. • Review report of meeting forms from teacher and tech support collaborations. • Review results of quarterly technology and research projects integrated at key grade levels and content areas.
c. *Developing life-long learning skills*	• Review assessments in key grades for evidence of collaborating in solving global issues and real-world problems. • Compare scores on key assessments from year to year to track growth and adjust curriculum.
d. *The LEA is meeting the identified goals in the educational technology plan.*	• Teacher observations, student performance outcomes on benchmark and high stakes assessment, ongoing parent, teacher, district communication.

Rumson School District
Acceptable Use Policy for Technology

POLICY
RUMSON BOROUGH BOARD OF EDUCATION
PROGRAM
2361/page 1 of 4
Acceptable Use of Computer Networks/Computers and Resources
M
2361 ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES
The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.
The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.
The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.
Standards for Use of Computer Networks
Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer networks in a manner that:

1. Intentionally disrupts network traffic or crashes the network;

2. Degrades or disrupts equipment or system performance;

3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;

4. Steals data or other intellectual property;

5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;

6. Gains or seeks unauthorized access to resources or entities;

7. Forges electronic mail messages or uses an account owned by others;

8. Invades privacy of others;

9. Posts anonymous messages;

10. Possesses any data which is a violation of this Policy; and/or

11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

Internet Safety Protection

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

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

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

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

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

Consent Requirement

No pupil shall be allowed to use the school district's computer networks/computers and the Internet unless they have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:
1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3 Federal Communications Commission: Children's Internet Protection Act
Federal Communications Commission: Neighborhood Children's Internet Protection Act
Adopted: 28 November 2012

AUP Acknowledgement Form:

Users of the Rumson School District's computers, electronic communications systems and district-owned software will comply with the following standards:

- All computers and electronic communications systems and all information transmitted by and received from or stored on any district electronic systems are the property of the school district and there is no expectation of privacy.
- District technology resources may not be used for personal, commercial or political use. No solicitations on behalf of groups, organizations, etc. that are not related to the district will be allowed
- The computers and electronic communications systems will not be used to violate any district policies, city, state, or federal laws, including use of such systems to distribute harassing messages, sexually explicit messages, etc.
- Attachment to the network of personal computing devices, not owned by the school district, is not permitted without prior authorization.
- You are responsible for protecting your password information and you will not attempt to gain access to another's password or data storage.
- The computers and electronic communications systems will not be used in a manner that may disrupt the functions of the district's equipment and/or network, including any attempt to disrupt, damage, or destroy computers and electronic communications systems. Changes to any computer settings will be considered an attempt to damage the computer and are strictly prohibited. This includes, but is not limited to, wallpapers, screensavers, themes and media players.
- All software shall be used in accordance with the license agreements. Users will not place any software on any district electronic equipment that is not authorized by the district for such placement, including downloaded freeware, shareware, and other internet-related software (i.e. weather programs, stock tickers, screen savers, toolbars etc.).

The purpose of an Acceptable Use Policy is to provide clear expectations for all users. If any user of the District's network, equipment, communications systems, and/or district-owned software is found to have violated this policy, the district will take action consistent with its policies and procedures.

"By signing this document I acknowledge that I have reviewed the Acceptable Use Policy and I agree to comply with the policy."

Name _____

Signature _____ *Date* _____

2013-14 District Technology Survey - Online form using Google Docs

Please indicate your grade level / teaching assignment.

Renzulli Learning [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**2**	3%
Use infrequently	**1**	2%
Do not use at all	**36**	61%
I do not know what this is	**8**	14%
Not relevant to instruction in my content area	**8**	14%
Relevant to instruction, but I need more training to use regularly	**4**	7%

NetTrekker [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**0**	0%
Use infrequently	**8**	14%
Do not use at all	**27**	46%
I do not know what this is	**13**	22%
Not relevant to instruction in my content area	**5**	8%
Relevant to instruction, but I need more training to use regularly	**6**	10%

Discovery Education [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**12**	20%
Use infrequently	**16**	27%
Do not use at all	**22**	37%
I do not know what this is	**4**	7%
Not relevant to instruction in my content area	**3**	5%
Relevant to instruction, but I need more training to use regularly	**2**	3%

Schoolwide Eval Assessment System [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**7**	12%
Use infrequently	**10**	17%
Do not use at all	**20**	34%
I do not know what this is	**7**	12%
Not relevant to instruction in my content area	**5**	8%

Relevant to instruction, but I need more training to use regularly   **10** 17%

Study Island [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**3**	5%
Use infrequently	**9**	15%
Do not use at all	**26**	44%
I do not know what this is	**4**	7%
Not relevant to instruction in my content area	**13**	22%
Relevant to instruction, but I need more training to use regularly	**4**	7%

Reading A-Z [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**19**	32%
Use infrequently	**6**	10%
Do not use at all	**18**	31%
I do not know what this is	**2**	3%
Not relevant to instruction in my content area	**11**	19%
Relevant to instruction, but I need more training to use regularly	**3**	5%

RAZ Kids [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**12**	20%
Use infrequently	**1**	2%
Do not use at all	**22**	37%
I do not know what this is	**11**	19%
Not relevant to instruction in my content area	**9**	15%
Relevant to instruction, but I need more training to use regularly	**4**	7%

Brain Pop [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**11**	19%
Use infrequently	**11**	19%
Do not use at all	**19**	32%
I do not know what this is	**8**	14%
Not relevant to instruction in my content area	**7**	12%
Relevant to instruction, but I need more training to use regularly	**3**	5%

Global Compliance Network [GCN] [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**8**	14%
Use infrequently	**21**	36%

Do not use at all	**16** 27%
I do not know what this is	**11** 19%
Not relevant to instruction in my content area	**3** 5%
Relevant to instruction, but I need more training to use regularly	**0** 0%

Gizmos [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**2** 3%
Use infrequently	**8** 14%
Do not use at all	**18** 31%
I do not know what this is	**20** 34%
Not relevant to instruction in my content area	**6** 10%
Relevant to instruction, but I need more training to use regularly	**5** 8%

Enchanted Learning [For each of the Technology Tools listed, please indicate your level of usage.]

Use Regularly	**3** 5%
Use infrequently	**15** 25%
Do not use at all	**30** 51%
I do not know what this is	**4** 7%
Not relevant to instruction in my content area	**5** 8%
Relevant to instruction, but I need more training to use regularly	**2** 3%

Renzulli Learning [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**32** 89%
Non-essential	**3** 8%
Necessary	**1** 3%
Essential - can't live without	**0** 0%

netTrekker [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**27** 75%
Non-essential	**4** 11%
Necessary	**5** 14%
Essential - can't live without	**0** 0%

Discovery Education [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**17** 47%

Non-essential	**8** 22%
Necessary	**6** 17%
Essential - can't live without	**5** 14%

Schoolwide Eval Assessment System [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**19** 53%
Non-essential	**3** 8%
Necessary	**14** 39%
Essential - can't live without	**0** 0%

Study Island [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**27** 75%
Non-essential	**5** 14%
Necessary	**4** 11%
Essential - can't live without	**0** 0%

Reading A-Z [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**19** 53%
Non-essential	**0** 0%
Necessary	**10** 28%
Essential - can't live without	**7** 19%

RAZ-Kids [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**27** 75%
Non-essential	**1** 3%
Necessary	**3** 8%
Essential - can't live without	**5** 14%

Brain Pop [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**21** 58%
Non-essential	**4** 11%
Necessary	**6** 17%
Essential - can't live without	**5** 14%

Global Compliance Network [GCN] [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**20**	56%
Non-essential	**9**	25%
Necessary	**7**	19%
Essential - can't live without	**0**	0%

Gizmos [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**28**	78%
Non-essential	**5**	14%
Necessary	**2**	6%
Essential - can't live without	**1**	3%

Enchanted Learning [Please rate the degree to which the tool listed is useful to you for enhancing instruction and student learning.]

Do not use	**22**	61%
Non-essential	**9**	25%
Necessary	**4**	11%
Essential - can't live without	**1**	3%

For any tool you listed as essential, please briefly explain why.

Streaming video [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use	**14**	25%
Rarely use	**10**	18%
Use Monthly	**16**	28%
Use Weekly	**11**	19%
Use Daily	**6**	11%

Document cameras [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use	**19**	35%
Rarely use	**8**	15%
Use Monthly	**1**	2%
Use Weekly	**4**	7%
Use Daily	**23**	42%

Laptops/Tablets [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use   **9** 16%

Rarely use   **5** 9%

Use Monthly   **4** 7%

Use Weekly   **6** 10%

Use Daily   **34** 59%

Desktop [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use   **6** 11%

Rarely use   **4** 7%

Use Monthly   **5** 9%

Use Weekly   **5** 9%

Use Daily   **37** 65%

Projector [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use   **10** 18%

Rarely use   **1** 2%

Use Monthly   **0** 0%

Use Weekly   **5** 9%

Use Daily   **41** 72%

Interactive Board [Please indicate below the degree to which you use or implement the following technology tools to enhance your instruction and lessons.]

Do not use   **49** 91%

Rarely use   **0** 0%

Use Monthly   **0** 0%

Use Weekly   **0** 0%

Use Daily   **5** 9%

Appendix 3

Board Approval of Technology Plan:

To Come after BOE approval.