

Three-Year Local School District/ Charter School Technology Plan

July 1, 2007 through June 30, 2010

County: Hunterdon **County Code:** 19

District/Charter School or Affiliation: Califon Public School

District Code: 0670

Grade Levels: K-8

Web Site: www.califonschool.org

Date Technology Plan approved by school board or governing body April 23, 2007

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

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

Name: (print) Kathleen Servilio

Title: Library/Media Specialist

E-mail: kservilio@califonschool.org

Phone _____

Signature: _____ **Date:** _____

Superintendent/Lead Person Approval:

District Superintendent/Lead Person: ___ Kathleen M. Prystash, Ed.D. ___

E-mail: ___ kprystash@califonschool.org _____

Phone ___ 908-832-2828 x210 _____

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
<p><i>Appendix A</i></p> <p><i>Page 21</i></p>	<p><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></p>
Page #	II. EXECUTIVE SUMMARY
9	<p><i>Describe the school district's or charter school's vision or mission statement</i></p>
III. TECHNOLOGY OVERVIEW	
Page #	A. Technology
9	<p><i>1. Provide an inventory of current technology networking and telecommunications equipment</i></p>
10	<p><i>2. Describe the technology inventory <u>needed to improve</u> student academic achievement through 2010 including, but not limited to:</i></p> <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>

11	3. Describe how the district integrates assistive technology devices into the network to accommodate student needs.
11	4. Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)
13	5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
Page #	B. Cyber Safety
13	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
Appendix B, C & D Pages 23- 32	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.
13	3. Explain how students are educated about online safety awareness.
13	4. Provide information on how parental resources regarding online safety are made available to parents.

Page #	C. Needs Assessment
13	<p>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.</p>
14	<p>a. Evaluate <u>staff's current practice</u> in integrating technology across the curriculum.</p>
14	<p>b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.</p>
14	<p>c. Determine the current educational environment and barriers by describing how:</p>
14	<p>i. staff are assured access to technology to facilitate technology integration,</p>
14	<p>ii. often students have access to technology in their learning environment,</p>
14	<p>iii. the needs of staff are evaluated,</p>
14	<p>iv. the needs of students are evaluated,</p>
14	<p>v. past professional development addressed the staff and students' needs for technology integration,</p>
15	<p>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,</p>
15	<p>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,</p>
15	<p>viii. ongoing, sustained professional development was provided in 2006-2007 for <u>administrators</u> to further support the effective use of technology in the classroom or library media center,</p>
15	<p>ix. supports were provided for staff other than professional development,</p>
15	<p>x. professional development needs and barriers related to using educational technology as part of instruction have been identified.</p>
15	<p>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.</p>

15	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
Page #	A. History
16	1. <i>List the goals from the 2004-07 plan.</i>
16	2. <i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
17	3. <i>Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.</i>
Page #	B. Goals and Objectives for 2007-2010
17	1. <i>List and support the goals that continue from the '04- '07 plan.</i>
17	2. <i>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>
Appendix E Page 33	3. <i>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)
Appendix F Page 35	A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
17	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.</i>

18	C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.
18	D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.
Page #	VI. FUNDING PLAN (July 2007 – June 2008)
Appendix G Page 39	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 NIMAS 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.
Appendix G Page 39	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
Appendix H Page 41	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.

Page #	VII. PROFESSIONAL DEVELOPMENT
19	A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.
19	B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include: 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).
19	2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).
19	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.

19	4. <i>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>
19	5. <i>The professional development opportunities and resources that exist for technical staff.</i>
19	6. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
19	C. <i>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>
20	D. <i>Identify the financial and time resources to keep staff current in learning about new technologies.</i>
20	E. <i>Project professional development activities that will continue to support identified needs through 2010, including all partners</i>

Page #	VIII. EVALUATION PLAN
20	<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> <ol style="list-style-type: none"> <i>1. integrating technology into curricula and instruction,</i> <i>2. enabling students to meet challenging state academic standards, and</i> <i>3. developing life-long learning skills.</i>
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Three-Year Local School District/ Charter School Technology Plan

July 1, 2007 through June 30, 2010

I. Stakeholders

Members of the technology planning committee are listed in the attached Appendix A.

II. Executive Summary

Mission Statement:

We believe the mission of the Califon School Board of Education, staff, parents and the community is to educate all students in a safe, positive learning atmosphere: to achieve the highest potential of the whole child through active participation in challenging programs that meet the individual needs of each student; and by doing so, we will develop responsible, self-confident, self-motivated, and self-disciplined young adults inspired with a life-long love of learning.

III. Technology Overview

A. Technology

1. Califon School's current technology and telecommunications equipment is as follows:

One Dell PowerEdge 2850 Server providing data storage, data backup, program access, Califon School's web page, and anti-virus solution.

Califon's Library consists of 16 Dell GX280 and 3 gateway M465-E laptops.

The school is connected to the internet with a Sprint/Embarq DSL line and DSL modem protected by a SonicWALL TZ 170 UNL NODE firewall appliance.

Each classroom consists of one to five IBM computers with a Pentium II to a Pentium III processor.

All rooms are connected by Cat5 cabling and Netgear Switches and Netgear Hubs.

There are two battery backups by APC used on our server and Netgear Switch in our library.

2. The following technology inventory will be needed to improve student academic achievement through 2010:

- a. Equipment

One Dell Poweredge Server to segregate the Web Email Server from the Data server to improve speed on the network and more than one point of failure. This will also give Califon School more space for needed data files due to the growth of computer use.

One Dell Poweredge Server to host programs and allow remote access to staff. This would host Windows Terminal Services. This would provide less technology support to classroom and give staff and students access to the same desktops and programs designed for them. This would also prolong the obsolescence of computer equipment.

35 Wyse Terminals with Windows XP Embedded used to connect to terminal services and replace obsolete computer equipment in classrooms.

One laptop cart consisting of 24 laptops to give a class of students access to resources not only on our network, but also on the World Wide Web. The current technology does not give all students in a classroom access to a lesson if needed due to the high demand and limited amount of computers.

Two to three HP Procurve switches to improve network throughput and durability.

Califon School would benefit greatly with the use of Smart Boards and projectors to coincide with them. This would give students a better learning experience with hands on activities and improve instructional experience due to the effectiveness of the visuals students get from these innovative boards.

b. Software

Software additions recommended for improved academic achievement through 2010:

Adobe Photoshop (digital imaging software)
UltraKey 5 (network version) (keyboarding)
Microsoft Access (database software)
Dreamweaver and Fireworks on student computers

c. Technical Support

With the vast increase in technology, the Califon School would benefit from technology services from an outside vendor approximately 3 to 4 times a month. This would be increased for the installation and configuration of new equipment. Once in place, services of 3 to 4 times per month would be sufficient.

d. Facilities Infrastructure

The Califon School needs improved electrical service to provide sufficient power for the server room and library. Air conditioning is required in both the library and server room to provide sufficient cooling of the computer equipment. If this is not provided the computer equipment will not function as needed.

3. The Califon School district integrates assistive technology devices into the network to accommodate students needs based on their IEPs. Devices used by our students are FM Trainers, computers, tape players, DVD players and Franklin spellers.
4. It is understood that the district's Web site is accessible to all stakeholders listed in this report.

The following evaluates the district's Web site for accessibility to all members of the general public with disabilities including low-vision, color-blindness, and limited mobility.

- a. Text-descriptive links – all links in the Web site have descriptive text, making it accessible for visitors using a screen reader program.
- b. Alt text – all images in the Web site do not have alternate text to aid blind or low-vision visitors.
- c. Readable text – all pages on the Web site are readable with large and largest text size.

- d. Vertical scrolling – every page on the Web site scrolls vertically, and not horizontally, enabling limited-mobility visitors to view the site with minimal movement.
- e. Keyboard navigability – every page is navigable with the tab key, allowing limited-mobility visitors to navigate with the keyboard instead of a mouse.
- f. Proper color contrast – all text on the Web page has proper color contrast; however, a few of the images do not and may not be visible to color-blind visitors.

Recommendations for 2007-2010:

All images should be labeled with Alternate text (see b. above).

The district Web site should be tested with a Screen Reader for audio accessibility.

The site should be tested for HTML code errors that could cause accessibility problems.

This evaluation was completed using the recommendations in the following document:

Satterfield, B. (2007). *How to test a web site for accessibility: A step-by-step guide for determining whether your non-profit's web site is accessible to people with disabilities*. CompuServe. Accessed January 21, 2007, at: <http://www.techsoup.org/binaries/Files/How-to-Test-a-Web-Site-for-Accessibility.pdf>

5. The plan for replacing obsolete computers is to have computers in the lab moved into the classrooms after three years. The lab computers would then be replaced with 24 lap tops.

All equipment will remain in use until it no longer works or is deemed to be functionally obsolete by our technology coordinator, technology consultant or chief school administrator, at which time it will be disposed of by the maintenance staff in an environmentally responsible manner. Equipment for which technical support can no longer be obtained, equipment that cannot be integrated into the school's network, and equipment that cannot run required software, will be considered functionally obsolete.

B. Cyber Safety

1. Califon School uses a SonicWall premium content service that integrates with their Sonicwall firewall. This is a filtering service that blocks at the internet access level, meaning it does not need to be installed on any computers and blocks inappropriate material when users get on the internet regardless of where they are located in the building. This is a yearly subscription service provided and supported by SonicWall.
2. Califon's Acceptable Use Policies include the following:
 - a. Policy 4119.26 - ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURECES BY TEACHING STAFF MEMBERS (Attached as Appendix B)
 - b. Policy 6142.10 – TECHNOLOGY (Attached as Appendix C)
 - c. CALIFON BOROUGH BOARD OF EDUCATION TECHNOLOGY AND ACCEPTABLE USE OF THE INTERNET (Attached as Appendix D)
3. The teacher-librarian teaches students at every grade level online safety awareness based on the curriculum unit created by CyberSmart Education accessed at <http://www.cybersmartcurriculum.org/home/>
4. Parents will be invited to presentations about online safety. Speakers will be brought in from the State Police to speak at PTA meetings.

C. Needs Assessment

1. The staff at the Califon School completed a needs assessment to determine our current status. After determining our current status, the educational needs were prioritized. Necessary changes were addressed through the goals and objectives.
 - a. The staff's current practice in integrating technology across the curriculum is thorough and comprehensive.

- b. There is a wide range of technology proficiencies among the teachers and library media specialist. These staff members completed a technology needs self-assessment in the areas of: File Management; Word Processing; PowerPoint Slide Shows; Excel Spreadsheets; Internet Use; Library/Research; and Desktop Publishing. The library media specialist is advanced proficient in all areas. The teachers assess themselves from low proficient to advanced proficient. All teachers but one report a high proficiency in Word Processing; even the one teacher who self-reported a low proficiency is highly proficient in the most necessary areas of Word Processing, i.e. creating, spell-checking, and printing documents. It is only unfamiliarity with specialized functions such as resizing graphics and using templates that caused this teacher's average Word Processing score to be low. All teachers report a high proficiency in File Management and Internet Use (including email communication). The greatest area of need was in PowerPoint Slide Shows, Excel Spreadsheets, Library/Research, and Desktop Publishing. These needs are already being addressed. Since the completion of these self-assessments, all teachers attended an in-service in PowerPoint Slide Shows. At the in-service, all teachers created an advanced PowerPoint with graphics and slide and custom animation. The other areas of need will be addressed in future in-service programs, classes, and individualized training with the library media specialist.

- c. In the current educational environment:
 - i. Staff members are provided access to technology in accordance with Appendix B in order to facilitate technology integration.
 - ii. Students have access to technology in the classroom on a daily basis and in the media center on a scheduled basis (either two or three times per week).
 - iii. A needs assessment survey was sent to the staff and evaluated by the committee.
 - iv. The needs of the students were evaluated by the media teacher and classroom teachers through curriculum meetings, teacher observation, student projects and portfolios.
 - v. Past professional development has addressed the staff's and students' needs for technology integration through attendance at workshops before and after school meetings, informal individual skill development.

- vi. Administrators have attended technology workshops offered the State Department of Education, ASSA, ASBO, and ETTC. The workshops addressed specific use of technology for state reports and conferences and graduate courses have addressed the effective use of technology in the classroom or media center.
 - vii. Ongoing sustained professional development was provided in 2006-07 for all staff to further the effective use of technology in the classroom and in the media center. Professional days are built into the district calendar and have been used to address technology integration. Staff is also given time and funding to attend workshops. Professional development occurs at faculty meetings and is included in professional improvement plans.
 - viii. Administrators were provided with ongoing sustained professional development in 2006-07. It was addressed in the mentoring plan for the CSA, funds and time off were provided for administrators to attend workshops and conferences to further support the effective use of technology in the classroom and media center.
 - ix. Support provided to staff other than professional development includes time to go to conferences and workshops, and funding to pay for graduate classes and workshops. Informal individualized support is available from the media teacher.
 - x. Barriers to professional development relating to using educational technology as part of instruction are identified as limited funding, limited professional days. We only have a part time technical person.
2. To improve academic achievement for all students through the integration of technology, the Califon School District needs: more technical support; more equipment, i.e. laptops, smart boards, more computers in the classrooms; software; and training. Also, during the summer, more technical support is needed. A part-time aide should be hired to help in the media center.
3. The prioritized needs are funding, training, hardware, software and continual upgrading and improving.

IV. Three-Year Goals and Objectives

A. History

1. The goals from the 2004-2007 plan are:
 - Goal 1: Califon School Students and staff will be proficient and discerning consumers and producers of information.
 - Goal 2: Teachers will use technology to support and enhance learning across the curriculum.
 - Goal 3: Teachers will use technology to address learning styles, accommodate individual developmental levels, and help students accept responsibility for their learning.
 - Goal 4: All members of the school community—administration, teachers, staff, students, and parents—will use technology to exchange information and facilitate communication.
2. Evaluation of accomplishment of 2004-2007 goals:
 - Goal 1: Califon School students and staff have become proficient and discerning consumers and producers of information. Staff and students have received comprehensive instruction on locating, evaluating, and using information to support the school-wide curriculum.
 - Goal 2: Califon teachers have used technology to support and enhance learning across the curriculum. Computers have become integral to classroom instruction.
 - Goal 3: Teachers have used and continue to expand their use of technology to address learning styles, accommodate individual developmental levels, and help students accept responsibility for their learning. Teachers have received professional development for differentiated technological instruction.
 - Goal 4: All members of the school community use technology to exchange information and facilitate communication. A new school Web site has been implemented to provide immediate access to information for parents, students, and staff, and email has become the norm for expedient communication between administrators, teachers and parents.
3. Unexpected outcomes and benefits of the educational technology in place include the fact that communication has been greatly enhanced beyond expectations. Also, positive state testing results have borne out the benefits of

integrating technology with differentiated instruction and core curriculum content standards.

B. Goals and Objectives for 2007-2010

1. The following goals from '04-'07 continue to be supported:

Goal 1: Califon School Students and staff will be proficient and discerning consumers and producers of information.

Goal 2: Teachers will use technology to support and enhance learning across the curriculum.

Goal 3: Teachers will use technology to address learning styles, accommodate individual developmental levels, and help students accept responsibility for their learning.

Goal 4: All members of the school community—administration, teachers, staff, students, and parents—will use technology to exchange information and facilitate communication.

2. Our goals for '07-'10 will continue to support our district's needs and align with the state plan.

3. Specific objectives for integrating technology to improve student academic achievement are attached as Appendix E.

V. Three Year Implementation Activity Tables (July 2007 – June 2010)

A. The Three-Year Implementation Activity Table for 2007-2010 is attached as Appendix F.

B. The technology committee will insure that each teacher has an updated version of this Califon School Public School Technology Plan. Also, each teacher will be informed of the different software programs available for instructional use that they can explore to support the learning of their students. Child study team members and Special Education teachers will make recommendations to utilize assistive technology that best addresses student objectives outlined in their IEP's.

- C. The process for meeting the NCLB requirement that all student be technologically literate by the end of grade eight is a Plan, Do, Check, and Act process as described below:
1. **Create curriculum.** The curriculum includes, as a minimum, all elements of the New Jersey Core Curriculum Content Standards for Computer and Information Literacy (<http://education.state.nj.us/njsdb/index.php?rm=22;ci=8;si=1;gr=8#1>). Any additional skills deemed necessary by the computer teacher will also be included.
 2. **Implement curriculum.** The computer teacher will create and execute lesson plans using Internet resources and available computer software.
 3. **Assess students and class.** Each student will be evaluated with an assessment matrix to determine if that individual student meets (M), exceeds (E), or does not meet (N), each NJCCS applicable to specific lesson. The matrix will have a summary column that averages the scores for each standard to determine the student's proficiency. An appendix will provide more details into the particular lessons. Also, there will be a separate, aggregate matrix to evaluate the proficiency of the grade eight class for each NJCCS.
 4. **Adjust.** The curriculum for the following year will be modified based on the assessment results.
- D. Specific telecommunications and information technologies that are useful to reach the stated goals include:
- Desktop computers
 - Laptops
 - Smart boards
 - FM Trainers
 - Special instructional software
 - DVD's
 - Video Streaming
 - Web cams
 - Projectors
 - USB drives for all students.

VI. Funding Plans

- A. Anticipated costs for 2007-2008, as well as projected funding for 2008-2010, are provided in the Funding Plan Tables attached as Appendix G.
- B. Anticipated federal, state, local and other sources of funds are also shown in Appendix G.

- C. Evidence of Board approval of the 2007-2010 Technology Plan, including the associated 2007-2008 budget is attached as Appendix H.

VII. Professional Development

- A. Individuals responsible for coordinating the professional development activities noted in this plan are:
 - 1. Kathleen Prystash, Ed.D., Chief School Administrator
 - 2. Kathleen Servilio, School Library Media Specialist
- B. Planned professional development activities for teachers, administrators, and school library media personnel include:
 - 1. All teachers have access to desktop computers in their classrooms and the library media specialist has desktop with library software and Web site software and files. Some have access to laptops in the media center with wireless capabilities. There is one laptop with wireless in the resource room.
 - 2. The administrators have desktop computers in their offices and can access their files from home.
 - 3. Each administrator's professional development for technology will be addressed in their professional development plan as directed by the New Jersey Department of Education.
 - 4. On-going, sustained professional development in technology will take place during in-services and faculty meetings. It will also be addressed in each teacher's Professional Improvement Plan (PIP).
 - 5. Professional development opportunities and resources will be made available for our technical staff.
 - 6. Professional development on the application of assistive technologies to support all students in their learning will be provided to the staff during an in-service. Teachers will be encouraged to attend workshops and take advantage of online tutorials on the application of assistive technologies.
- C. The on-going, sustained, high-quality professional development opportunities planned for 2007-2010 as it relates to the infusion of technology into the curricular process will include, but not be limited to: workshops, graduate courses, and coaching/mentoring. In addition, teachers will turnkey about new technological applications for curricular areas. Lesson plans will be analyzed and evaluated for the application of technology to instructional planning in all curricular areas.
- D. Financial and time resources to keep staff current in learning about new technologies will be made available to the staff based on the current year's budget.

- E. The goals listed in this technology plan will provide long-range support and implementation through 2010. This will include coordination with our local community members and county and state shared services.

VIII. Evaluation Plan

- A. The process and accountability measures that will be used regularly to evaluate the extent to which goals, objectives, activities, resources and services are effective include:
 1. Integrating technology into curricula and instruction – Student report cards; portfolio assessment; teachers professional improvement plans; teacher observation; and lesson plan reviews.
 2. Enabling students to meet challenging state academic standards – Study Island Analysis Reports; results from the New Jersey ASK and GEPA; Chief School Administrator’s teacher observations and lesson plan analyses for integration of New Jersey Core Curriculum Content Standards with lesson objectives.
 3. Developing life-long learning skills – Survey of community members to pinpoint technology needs; assessment of students on their evaluation of electronic information sources; provision of courses in technology use for community members.

Stakeholder Table		
Title	Name	Signature
Superintendent	Kathleen Prystash	
Principal	Kathleen Prystash	
Technology Coordinator		
Curriculum Director/curriculum committee member	Linda L. Caprio	
Teacher	Peggy Binder	
Special Education Teacher	Lori Montesion Kathleen V. Brown	
Library Media Specialist	Kathleen Servilio	
Guidance		
Board Member	Cathy Smith	
Parent	Beth Henderson	
Student	Melanie Schaffeld	
Community Member		
Business Sector Representative*		

Other Titles		

**Do not use a business member who may wish to provide the district with e-rate services. Providers of e-rate services should not be part of the committee's make-up. Follow district and state ethics policy as it relates to conflict of interest.*

Narrative (explanation if other members were part of the discussion, or if less than the required nine members were reported above):

POLICY

FILE CODE: 4119.26

**BOARD OF EDUCATION
CALIFON BOROUGH**

Monitored
 Mandated
 Other Reasons

ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND
RESOURCES BY TEACHING STAFF MEMBERS

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

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. The Board retains the right to restrict or terminate teaching staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Chief School Administrator or designee, monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
2. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
3. Using the computer network(s) in a manner that:
 - a. Intentionally disrupts network traffic or crashes the network;
 - b. Degrades or disrupts equipment or system performance;
 - c. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 - d. Steals data or other intellectual property;
 - e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - f. Gains or seeks unauthorized access to resources or entities;
 - g. Forges electronic mail messages or uses an account owned by others;
 - h. Invades privacy of others;
 - i. Posts anonymous messages;
 - j. Possesses any data which is a violation of this policy; and/or
 - k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary action which may include but is not limited to:

1. Use of the network(s)/computers 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;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Chief School Administrator and approved by the Board of Education.

Date Adopted:

Date Revised:

Legal References:

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

Key Words

Staff Liability, Student Welfare, Standard of Care

POLICY

FILE CODE: 6142.10

BOARD OF EDUCATION
CALIFON BOROUGH

Monitored
 Mandated
 Other Reasons

TECHNOLOGY

The Board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that change constantly, so it is not possible to totally predict or control the resources that users may locate. The Board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the Board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the Board be responsible for financial obligations arising through the unauthorized use of the system.

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The Board designates the Chief School Administrator as the coordinator of the district system. He/she shall recommend to the Board of Education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

The Chief School Administrator will: ensure that teachers receive proper training in the use of the system; ensure that students are adequately supervised when using the system; maintain executed user agreements; and interpret this acceptable use policy.

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The Board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

World Wide Web

All students and employees of the Board shall have access to the Web through the district's networked or stand alone computers. An agreement shall be required. To deny a child access, parents/guardians must notify the Chief School Administrator in writing.

Individual E-mail Accounts for District Employees

District employees shall be provided with an individual account and dial-up access to the system. An agreement shall not be required.

Individual E-mail Accounts for Students

Students shall not be permitted to have individual or class e-mail accounts.

Supervision of Students

Qualified staff shall supervise student use of the Internet.

District Web Site

The Board authorizes the Chief School Administrator to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

The Chief School Administrator shall publish and disseminate guidelines on acceptable material for the web site. The Chief School Administrator shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

Parental Notification and Responsibility

The Chief School Administrator shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account, as appropriate. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the Principal in writing.

Acceptable Use

Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

Implementation

The Chief School Administrator shall prepare regulations to implement this policy.

Date Adopted: September 27, 2004

Revised:

Legal References:

- | | |
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| <u>N.J.S.A. 2A:38A-1 et seq.</u> | Computer System |
| <u>N.J.S.A. 2C:20-25</u> | Computer Related Theft |
| <u>N.J.S.A. 18A:7A-11</u> | Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills |
| <u>N.J.A.C. 6A:24-1.1 et seq.</u> | Urban Education Reform in the Abbott Districts |
| <u>See particularly:</u> | |
| <u>N.J.A.C. 6A:24-1.4, 2.2, 4.1, 6.1</u> | |
| <u>N.J.A.C. 6A:30-1.1 et seq.</u> | Evaluation of the Performance of School Districts |
| 17 U.S.C. 101 | United States Copyright Law |
| 47 U.S.C. 254(h) | Children's Internet Protection Act |
| <u>N.J. v. T.L.O.</u> 469 U.S. 325 (1985) | |
| <u>O'Connor v. Ortega</u> 480 U.S. 709 (1987) | |
| <u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, <u>20 U.S.C.A. 6301 et seq.</u> | |
| <u>Manual for the Evaluation of Local School Districts</u> (August 2000) | |

**CALIFON BOROUGH BOARD OF EDUCATION
TECHNOLOGY AND ACCEPTABLE USE OF THE INTERNET**

Please sign and return to the school.

Access to the internet and school technology will not be permitted until this form has been completed and is on file with the District.

Date: _____

Parent/Guardian Consent:

I have read and understand Califon Borough Board of Education's Policy Number 6142.10 "Technology", which includes Acceptable Use of the Internet. I also have read and discussed with my child the implications of the student agreement and the penalties involved for violating the agreement and have witnessed my child signing the document. I also understand that the district technology is for educational purposes only and that the school district has taken reasonable steps to safeguard the access for users. However, I understand that it is not possible to stop all inappropriate activities and I will not hold the district responsible for any materials obtained through the use of the networks.

I hereby give my child permission to use all of the technological resources available to them at the Califon Borough School District.

Print Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Student Agreement

I have read (or have been read to and explained) and understand, and will abide by Califon Borough Board of Education's Policy Number 6142.10 "Technology", which includes Acceptable Use of the Internet. I also understand that a violation of this policy may result in the revocation of technology privileges, possible failure of the course involved, and disciplinary action by the school or appropriate legal action if laws are violated. I also understand my parents/guardians will be financially responsible for any damages I cause by the misuse of technology. As a community of learners, I understand that I have a responsibility to report inappropriate activity to the supervising staff member.

Print Name of Student User: _____

Signature of Student User: _____

IV. B. 3. Specific Objectives for Integrating Technology

<i>Goal</i>	<i>Objective</i>	<i>Standards (with Indicators)</i>	<i>Timeline</i>
1. Califon School students and staff will be proficient and discerning consumers and producers of technology.	a. Students and staff will be able to find and evaluate information with library online public access catalogs (OPAC), in electronic subscription databases, and in free Internet sources.	8.1.8.A.1-4. 8.1.8.A.10. 8.1.8.A.12. 8.1.8.B.1-7.	2007-2010
	b. Students and staff will be able to use computer software to manipulate and organize data to make connections and draw conclusions from the information found and evaluated.	8.1.8.A.1-7. 8.1.8.A.9-12. 8.1.8.B.6. 8.1.8.B.8. 8.1.8.B.10.	2007-2010
	c. Students and staff will be able to use technology to present information in a variety of formats (e.g. slide show presentations, tables, charts and graphs, and brochures).	8.1.8.A.1-12. 8.1.8.B.8. 8.1.8.B.9. 8.1.8.B.10.	2007-2010
2. Teachers will use technology to support and enhance learning across the curriculum.	a. Subject teachers will collaborate with the media specialist to create and implement lessons that integrate computer skills with classroom content.	8.1.8.A.1-12. 8.1.8.B.1-10.	2007-2010
	b. Teachers will participate in professional development opportunities that foster growth in technology skills and instructional applications.		2007-2010
	c. Teachers will utilize distance-learning classes and training available through Califon Public School high-speed Internet access and email capabilities.		2007-2010

3. Teachers will use technology to address learning styles, accommodate individual developmental levels, and help students accept responsibility for their learning.	a. Teachers will recognize the diverse learning styles within the learning community and exploit multi-sensory learning opportunities technology provides for student growth.	8.1.8.A.1-12. 8.1.8.B.1-10.	2007-2010
	b. Teachers will integrate technology into project-based learning.	8.1.8.A.1-12. 8.1.8.B.1-10.	2007-2010
4. All members of the student community – administration, teachers, staff, students, and parents – will use technology to exchange information and facilitate communication.	a. The learning community will maintain and access the Califon Public School Web site for swift communication of current informational items.	8.1.8.A.1-6. 8.1.8.A.8. 8.1.8.A.10. 8.1.8.A.12. 8.1.8.B.1-6. 8.1.8.B.8-10.	2007-2010
	b. The Califon Public School learning community will effectively utilize email to facilitate communication.		2007-2010
	c. The Califon Public School learning community will make efficient use of voice mail for rapid information exchange.		2007-2010

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1a -1	Each first grade student will locate a scientific fact to share with the class after using a science-based exploratory computer application.	March	Computer Teacher	Teacher observation
1a-2	Each second grade student will perform an author and subject search in the OPAC to locate a personal choice reading book.	February	Library Media Specialist	Teacher observation
1a-3	Each third grade student will search a periodical database to locate information for an assigned research project.	April	Library Media Specialist	Completed report
1a-4	Each fourth grade student will use the World Wide Web to locate information and images while researching animals, famous scientists, and holidays.	February	Classroom Teacher	Completed report
1a-5	Each fifth grade student will use periodical databases and the World Wide Web to locate information to support their state research project and year-long 20 th century study.	March	Classroom Teacher	Completed research paper and oral presentations
1b-1	Each kindergarten student will use KidPix to create a counting project.	February	Computer Teacher	Completed document
1b-2	Each third grade student will use Kidspiration to create a graphic representation of literature activity.	February	Computer Teacher	Graphic organizer
1b-3	Each fourth grade student will use Kidspiration to design a visual depiction of math activities.	February	Computer Teacher	Graphic organizer
1b-4	Each sixth grade student will use Inspiration to organize and graphically portray data from their research project.	February	Computer Teacher	Graphic organizer

1b-5	Each seventh and eighth grade student will use Microsoft Excel to create a spreadsheet, manipulate data, use formulas and functions, and generate charts.	April	Computer Teacher	Completed spreadsheet
1c-1	Each third and fourth grade student will use PowerPoint to construct a slide show presentation about researched animal.	March	Computer Teacher	Slide show presentation
1c-2	Each fourth grade student will use Microsoft Publisher software to create a trading card based on research with print or electronic sources.	May	Computer Teacher	Completed product
1c-3	Each fifth grade student will use PowerPoint to create a slide show using information collected during state research project.	April	Computer Teacher	Completed slide show
1c-4	Each sixth grade student will use Microsoft Publisher to create a business card for Greek god from Mythology project.	March	Computer Teacher	Completed product
1c-5	Each eighth grade student will use Microsoft Publisher to construct a brochure based on language arts reading selection.	April	Computer Teacher	Completed brochure
1c-6	Staff members will use PowerPoint to create a slide show presentation.	February	Individual Teacher	Presentation
2a-1	All students in third through eighth grades will use proper keyboarding techniques.	Ongoing	Supervising Teacher	Teacher observation
2a-2	All students will save their work to personal network folders. Students in grade 3-8 will create folders within their server space.	Ongoing	Computer teacher	Teacher observation
2a-3	All students in grades 3-8 will format computer documents per instructions, including aligning and formatting text, creating tables, and importing and resizing graphics.	December	Computer teacher	Completed documents (tables, flyers, etc.)

2a-4	All students in grades 6-8 will utilize keyword searches when using the Internet, electronic databases, or the library OPAC.	Ongoing	Supervising teacher	Teacher observation
2a-5	All students in grades 5-8 will demonstrate respect for the work of others by appropriately citing sources using the MLA format as required by Voorhees High School	March	Supervising teacher	Works cited page
2b-1	All teachers will include one technology-related goal in their yearly Professional Growth Plan	Ongoing	Individual Teacher	Yearly review of Professional Growth Plan
2b-2	All teachers will attend a technology-related in-service program per year. Topics to be determined based on greatest need.	Ongoing	Chief School Administrator	Yearly review of Professional Growth Plan
2c-1	Chief School Administrator offers the opportunity for teachers to participate in distance learning and Internet training classes.	Ongoing	Chief School Administrator	Yearly review of Professional Growth Plan
3a-1	Each teacher will identify his/her own personal learning style at a school-provided in-service program offering techniques for effectively incorporating diverse learning styles and developmental levels in the classroom, utilizing online technology.	Ongoing	Chief School Administrator	Yearly review of Professional Growth Plan
3a-2	Each teacher will survey and identify the learning styles of the students in his/her class.	To be announced	Individual Teacher	Completed survey
3a-3	Each teacher will explore technological applications to accommodate identified learning styles and developmental levels in his/her classroom.	Ongoing	Individual Teacher	Review of lesson plans
3a-4	First grade students will use a multi-sensory reading application to discover phonic connections. The Internet is used to enrich program.	September	Classroom Teacher	Teacher observation

3b-1	Teachers will integrate technology into one project-based learning experience per year.	2007-2010	Individual Teacher	Review of lesson plans
3b-2	Teachers will explore technologically-integrated project-based learning experiences that extend across the curriculum.	2007-2010	Individual Teacher	Review of lesson plans
3b-3	Teachers will explore technologically-integrated project-based learning experiences that extend across grade levels.	2007-2010	Individual Teacher	Review of lesson plans
4a-1	Califon School Web site provides the following information: newsletters, calendars, sports registration, and PTA assemblies.	2007-2010	Web Master	Site on Internet
4a-2	Individual teachers will be encouraged to highlight the activities of their classes or clubs.	2007-2010	Web Master	Site on Internet
4a-3	Organizations will be invited to submit information and schedules of interest to the community.	2007-2010	Web Master	Site on Internet
4b-1	Email is used to communicate inter- and intra-school and with the community.	2007-2010	Business Administrator	Email usage
4b-2	Teachers and staff are trained to use Microsoft Outlook to send and receive email.	2007-2010	Technology Coordinator	CSA observation
4b-3	Administrative information will be disseminated via email.	2007-2010	Chief School Administrator	CSA observation
4c-1	Voice mail is used to communicate inter- and intra-school and with the community.	2007-2010	Business Administrator	CSA observation
4c-2	Teachers and staff are trained to use voice mail.	2007-2010	Technology Coordinator	CSA observation
4c-3	Administrative information will be disseminated via voice mail.	2007-2010	Chief School Administrator	CSA observation

Funding Plan (2007-2008)

Three-Year Technology Plan Anticipated Funding Table (2007-2008)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)	500			
Print media needed to achieve goals				
Technology Equipment	32,000			
Network			1,400	
Capacity				
Filtering			850	
Software			600	
Maintenance			7,000	
Upgrades			4,000	
Policy and Plans				
Other services	1,000		1,100	

Funding Plan (2008-2010)

Three-Year Technology Plan Projected Funding Table (2008-2010)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)	1,000			
Print media needed to achieve goals				
Technology Equipment			2,100	
Network			1,400	
Capacity			3,000	
Filtering			1,800	
Software			6,000	
Maintenance			22,500	
Upgrades			12,850	
Policy and Plans				
Other services	2,000		2,350	

CERTIFICATION OF BOARD MINUTES

Extract from the Minutes of a Meeting of The Board of Education, Borough of Califon, Hunterdon County, 6 School Street, Califon, New Jersey 07830 as recorded in the Official Minute Book.

The Board of Education of the Borough of Califon, in the County of Hunterdon, New Jersey, convened in regular session on April 23, 2007 at 7:30 P.M. in the 8th Grade Classroom at the Califon Public School.

The following members of the Board of Education were present:

Mrs. Zsuzsanna Entrabartolo	Mrs. Robin Rumen
Mr. Kim Schundler	Mrs. Cathy Smith
Mrs. Lavinia Trimmer	

A motion to approve the following resolution was made by [REDACTED] and seconded by [REDACTED]:

RESOLVED, that the Board of Education of the Borough of Califon approves the Califon School Technology Plan 2007-2010 attached hereto and made a part hereof, including the 2007-2008 budget incorporated therein as “Funding Plan (2007-2008)” in Appendix G.

Roll Call Vote: [REDACTED]

I, Dennis M. Oblack, Secretary of the Board of Education of the Borough of Califon, in the County of Hunterdon, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on Monday, April 23, 2007, has been compared by me with the original minutes as officially recorded in the minute book of said Borough of Califon, Board of Education and is a true, complete copy thereof and of the whole said original minutes as far as the same relate to the subject matter referred to in said extract. In witness thereto, I have hereunto set my hand and affixed the corporate seal of said Board of Education on this 24th day of April, 2007.

[REDACTED]
Dennis M. Oblack

Official Seal
Califon Board of Education
Hunterdon County
State of New Jersey