HOLMDEL TOWNSHIP PUBLIC SCHOOLS

2010 - 2013

THREE YEAR TECHNOLOGY PLAN

Mary Beth Currie	*Mrs. Barbara Duncan*	*Mr. Anthony Gattini*
Assistant Superintendent,	*Superintendent*	*Director of Technology*
Curriculum and Instruction	*of Schools*	

Three-Year Local School District/ Charter School Technology Plan
July 1, 2010 through June 30, 2013
****

County: Monmouth   County Code: 25

District/Charter School or Affiliation: Holmdel Twp.

District Code: 2230

Grade Levels: PreK-12

Web Site: http://www.holmdelschools.org

Date Technology Plan approved by school board or governing body   May 26, 2010

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: Anthony Gattini
Title: Director of Technology
E-mail: agattini@holmdelschools.org
Phone: 732-946-1868

Signature: **Date**: 6/21/2010

Superintendent/Lead Person Approval:

District Superintendent/Lead Person: Barbara Duncan
E-mail: bduncan@holmdelschools.org
Phone: 732-946-1800

Signature: *Barbara Duncan*   **Date**: 6/21/2010

County Coordinating Council Approval:
Lead Agent: (print) _____
Title: _____
E-mail: _____
Phone_____
Signature: _____**Date**:_____

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
MONMOUTH COUNTY OFFICE
P.O. Box 1264
FREEHOLD, NEW JERSEY 07728-1264
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CHRIS CHRISTIE
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COMMISSIONER

CAROLE KNOPP MORRIS
EXECUTIVE COUNTY SUPERINTENDENT OF SCHOOLS

PHYSICAL LOCATION:
60 NEPTUNE BOULEVARD
NEPTUNE, NJ 07753

June 28, 2010

Ms. Barbara Duncan
Superintendent of Schools
Holmdel School District
Crawford's Corner Road
PO Box 407
Holmdel, NJ 07733-0407

Dear Ms. Duncan:

Your local district technology plan for 2010-2013 has been reviewed and approved by the Monmouth County Coordinating Council. The next step in the process is to electronically submit your plan, including this approval letter, to the State Department of Education. Procedures for creating and submitting the plan electronically are at www.state.nj.us/education/techno/localtech/loctechproc.htm.

You are also encouraged to put your local technology plan on your district website. If you or your staff needs more information, please contact Sue Sullivan, educational technology specialist at sue.sullivan@doe.state.nj.us.

Sincerely,

Carole K. Morris
Executive County Superintendent

CKM:hh

c: Michael Petrizzo, School Business Administrator
   Joseph Passiment, Jr., Executive County School Business Administrator

Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013
[New Jersey Department of Education](#)

[Local District Technology Plan Procedure: 2010-2013](#)

Page #	
I. Stakeholders	
10	*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.*
II. EXECUTIVE SUMMARY	
11	*Describe the school district's or charter school's vision or mission statement.*
III. TECHNOLOGY OVERVIEW	
	A. Technology
25	1. *Provide an inventory of current technology networking and telecommunications equipment.*

31	[Inventory Sample Table](#) | [Help](#)
	
	2. *Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:*
	
	  ▪ *Technology equipment*
	  ▪ *Networking capacity*
	  ▪ *Software used for curricular support and filtering*
	  ▪ *Technology maintenance policy and plans*
	  ▪ *Telecommunications services*
	  ▪ *Technical support*
	  ▪ *Facilities infrastructure*
	  ▪ *Other services*

35	3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*
	4. *How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.* *(**NOTE:** For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)*
	5. *How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*
	6. *Describe how the district's web site is [accessible to all](#) stakeholders (for example using Federal Accessibility Standards)*

	7. *Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.* Help

B. Cyber Safety	
37	*Help* 1. *List the filtering method(s) used.* *(**NOTE:** Be specific as this is a federal mandate.)*
38	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.*

42	3. *Describe the district's Internet safety policy that addresses the*
	    a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—
	        ***(I)** obscene; or*
	        ***(II)** child pornography; or*
	        ***(III)** harmful to minors; and*
	
	    b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.

37	4. *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (**Note**: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)* **Resource:** *Information from Universal Service Code**:* ***http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html***

C. Needs Assessment	
52	*Help* 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 plan for necessary changes through goals and objectives.*
	a. *Evaluate educators' current practices in integrating technology across the curriculum.*
	b. *Provide a summary of educators' proficiency in the use of technology within the district.*
	c. *Determine the current educational environment and barriers by describing how:*
	i *Educators are assured access to technology to facilitate technology integration across the curriculum,*
	ii. *Often students have access to technology to support the use of 21st century skills in their learning environment,*

52	iii.	*The needs of educators are evaluated,*
	iv.	*The needs of students are evaluated,*
	v.	*Past professional development addressed the educators' and students' needs for technology integration,*
	vi.	*Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*
	vii.	*Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,*
53	viii.	*Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,*
	ix.	*Supports were provided for educators other than professional development,*
	x.	*Professional development needs and barriers relating to using educational technology as part of instruction have been identified.*
54	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 across all curricular areas.*
	3.	*Prioritize the identified needs*

IV. THREE-YEAR GOALS AND OBJECTIVES

	A. History
54	*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.*
	B. Goals and Objectives for 2010-2013
57	*Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.*

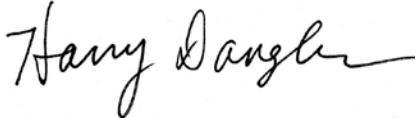**V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)**
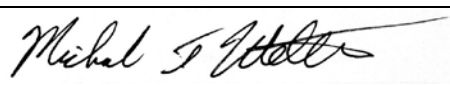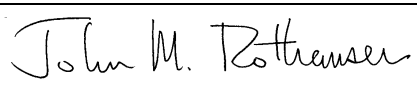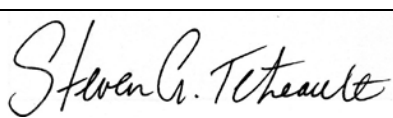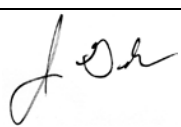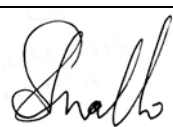
59		Implementation Activity Sample Table
	A.	*Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*
67	B.	*Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.*
67	C.	*Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.* Help
67	D.	*Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*

VI. FUNDING PLAN (July 2010 – June 2011)	
68	*Funding Plan Sample Table*	*Help* A. *Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.*
	B. *Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction.*
70	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.*
72	D. *A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.*
73	E. *Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.* *Those elements are:* • *Goals and strategies for using telecommunications and information technology;* • *Aprofessional development strategy;* • *An assessment of telecommunications services, hardware, software, and other services needed;* • *Budget resources; and* • *An ongoing evaluation process.*
VII. PROFESSIONAL DEVELOPMENT	
74	A. *Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.*
	B. *Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:*
	Help 1. *How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.*
	2. *How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.*
	3. *The professional development opportunities and resources that exist for technical staff.*
	4. *How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*

	Professional Development Sample Table
75	C. *Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate 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.*
76	D. *Project professional development activities that will continue to support identified needs through 2013, including all partners.*

VIII. EVALUATION PLAN

	Evaluation Plan Sample Table
77	*Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in* 1. *Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,*
	2. *Enabling students to meet challenging state academic standards, and*
	3. *Developing life-long learning skills.*

APPENDIX

79	*Sample Google Acceptable Use Policy*
82	*Sample Student Owned Personal Computer & Guest Wireless Network Acceptable Use Policy*
85	*Faculty Needs Assessment Survey*
129	*Student Needs Assessment Survey*
139	*Sample Software Review Form*

COMMITTEE MEMBERS

Title	Name	Signature
Assistant Superintendent, Curriculum & Instruction	Mrs. Mary Beth Currie	
Director of Technology	Mr. Anthony Gattini	
Grade K-3 Teacher	Mr. Harry Dangler	
Grade 4-6 Teacher	Mrs. Chantal Simonelli	
Grade 4-6 Teacher	Mr. Michael Welter	
Grade 7-8 Media Specialist	Mr. John Rothauser	
Grade 7-8 Teacher	Mr. Steven Tetreault	
Grade 9-12 Teacher	Mr. James Gelpke	
Community Member	Mr. Sujit D'Mello	

II. Executive Summary

FOREWORD

The Holmdel Township School District, in its commitment to educational excellence, has combined the work of previous technology committees and a newly formed committee to formulate a multi-year technology plan. The plan conveys our mission statement and implementation timelines in order to achieve not only the Core Content Curriculum Standards of the State of New Jersey, but also long-term educational goals. It will be a road map of the necessary technology to allow the Holmdel Township Public Schools and its students to excel in the twenty-first century.

Our primary intent is to provide equitable access to technology and instructional tools in order to enable students to become lifelong learners. It is our desire to infuse technology into the existing curriculum and develop new programs. This will be accomplished by providing dynamic technological education programs in partnership with parents, the community, business, and industry.

The district spends about 1.65% of our $51,000,000 annual district operating budget on our technology initiatives, salaries, benefits and lease obligations, but we feel that it is one of the most important aspects our district can focus on to improve the education of our students. In addition to improving student outcomes, the broad adoption of the recommendations in this plan will save the district money by increasing efficiency and communication, and potentially reducing costs on some of the districts consumables.

By shutting off computers by manual and automated methods at the end of each school day, dramatic energy savings totaling more than $100,000 are able to be realized. Server and desktop virtualization save additional energy, cooling costs and extend the life of our equipment. Larger computer lab, media center or departmental laser printers capable of double-sided printing saves reams of paper. Networked school photocopier/scanners allow a single hard-copy document to be digitized and distributed electronically, further reducing paper and toner costs. With the emergence and maturation of cloud computing, the district will continue to drive costs down in the future by migrating storage and applications from servers traditionally owned, housed and maintained within the district, to offsite web-based service providers.

District Technology Philosophy

The Holmdel Township School District is committed to providing its students and staff with technology as it relates to the district's fundamental goals. Specifically, the district believes that technology can be an effective tool across the disciplines in developing students' skills in framing questions for investigation, acquiring information, analyzing and synthesizing data, and presenting results. The district further believes that technology should be seen not as an end in itself, but as a tool for intellectual, social, and skill development and that thoughtful and long-lasting understanding is achieved more by what students do than by what they hear. The district, therefore, accepts as part of its mission an imperative to provide its students with sequenced opportunities to develop technological competencies, to help students view technology as a useful tool in solving real-world problems and to encourage students to place knowledge and themselves in a global context.

The Holmdel Township school community has long come to realize that it is no longer enough to prepare students for the basic literacy skills of the past decade. Information and telecommunications technologies have reshaped every aspect of today's learning and working environments. We realize that we must use those tools of technology to foster the development of critical thinking skills, communication and problem-solving skills and the ability to work cooperatively. We believe that continued integration of technology in the curriculum is a vital element in the success of all students. By utilizing technology as a tool to support the curriculum, the quality of instruction and learning is enhanced. Technology will make teaching more productive. A learning climate will be created in which the real world will enter the school environment. Distance learning will be encouraged to provide both teachers and students with greatly enriched educational options, while eliminating barriers of time, geography, physical limitations and lack of local expertise.

In order to review and revise the existing technology plan, the district surveyed both staff and students and convened a Committee comprised of teaching staff from all schools, administrators, and a member of the community. In the process of developing the new technology plan, the committee identified several basic assumptions, which form the foundation for this document:

> **Technology is not an independent curriculum area. The technology plan must be compatible with the present and future needs of the curriculum.**
> **Teachers are key to the successful implementation of this plan. Ongoing teacher training in the educational uses of current technologies is critical.**
> **Teachers will utilize technological tools to expand and enrich learning opportunities for students.**
> **The district continues its commitment to stay current with advances in technology and upgrades on an on-going basis.**
> **The implementation of all aspects of the plan will be accompanied by an annual assessment of the needs and will, therefore, be flexible and dynamic, responding to new developments in technology.**

Over the past few years, the district has made a major commitment to create the capacity for instructional change by investing in computers and related technologies as well as a district-wide networking infrastructure. In addition, a major focus of the district's future activities will be the development of a comprehensive and all-inclusive staff development program. Continuous commitment to a comprehensive staff development program is critical to the success of this technology plan. Teachers will be given substantial training, support and time to integrate technology into their curricula in order to enhance the learning experiences of all students.

We recognize the direct correlation between pedagogy, assessment and technology integration. This connection will form the foundation for our comprehensive professional development program. While we realize that the development of discrete technical skills is a prerequisite for professional staff, we also believe it is both possible and desirable to address those issues in the context of valuable instructional experiences for students.

Because we believe that truly transformational use of technology will encourage inquiry-based, problem-solving, and reflective approaches, our program will emphasize the use of those teaching techniques for professional staff. Information literacy should be integrated into the teaching of K-12 curricula whenever appropriate. Participants will be asked to consider what it is that they want their students to know or be able to do, and how the use of technology can help to achieve those goals.

The wisdom of such an approach is verified by both the spirit and specifics of New Jersey's Core Curriculum Content Standards and federal initiatives.

Our programs will focus on these beliefs and characteristics:

- ➤ **Effective use of technology is facilitated by a conscious effort to use that resource to implement the vision of the school and its goals for student learning.**
- ➤ **While the acquisition of technical skill is important, the ultimate aim is the enhancement of curriculum, instruction and learning through the integration of technology.**
- ➤ **Transfer of staff development experiences to classroom practices should be directly addressed.**
- ➤ **Technical and pedagogical problems, which afflict users of technology, should be directly addressed.**
- ➤ **Experiences must be hands on whenever possible.**
- ➤ **Opportunities for ongoing assessments and reflection on the technology plan are essential to its success.**

MISSION STATEMENT

The Holmdel Township Board of Education will ensure that technology is an integral component of the instructional program infused throughout the curriculum. Teachers and students will comfortably, frequently, and actively use a variety of technologies as tools for teaching and learning. The Holmdel Township Public Schools will assist members of the professional school community with the tools they need to prepare students to access, apply, process, and communicate information efficiently and effectively.

VISION

Contemporary society presents unique challenges and opportunities for the individual. The proliferation of technology in daily life can be harnessed to assist the individual in meeting these challenges to take advantage of these opportunities. Appropriate use of technology can help us have a system of educating our children in which they master the basics, become adept at problem solving, and develop critical thinking skills. Education in the Holmdel Township Public Schools must challenge and expand the vision of all students and ensure that they can demonstrate their skills in a highly technological society. This will be accomplished by providing dynamic technological education programs in partnership with parents, community, business, and industry. We must empower Holmdel students to become independent life-long learners who are adaptive and competitive in a rapidly changing and challenging society. We believe that technology will continue to have a critical impact on the manner in which we communicate and solve problems in our daily lives. The educational system must prepare students to use technology as a tool for learning, a means of accessing information, and a methodology for processing information.

We believe that the integration of technology in the curriculum is a vital element in the future success of all students. By utilizing technology as a tool to support the curriculum, the quality of instruction and learning is enhanced.

We envision technology-rich environments where students participate in live interactive learning opportunities globally without leaving the classroom. Students must be provided with the opportunity to explore, investigate, analyze, evaluate, design and create using state-of-art technology to solve "real world" problems. At the classroom level, technologies must be available to make learning exciting and interesting, to enhance interaction and to tie learning to the real world outside the school walls. Technology must be integrated into the curriculum rather than be a supplement to it.

All Holmdel Township school classrooms, media centers and offices are electronically connected and equipped with technology providing all members of the learning community — students, staff and community residents — with equitable and easy access to information technologies for teaching, learning, management and support of schools. This permits collaboration among educational fields and allows ready access to information sources and expertise in the world community.

Teachers have access to resources that will help them with new teaching strategies. Instructors will serve as both facilitators and architects of student learning. Technology will make teaching more productive. Students will continue to find learning meaningful and enjoyable. A learning climate will be created in which the real world will enter the school environment. Distance

learning will be encouraged to provide teachers and students with greatly enriched educational options, while eliminating barriers of time, geography, physical limitations and lack of local expertise.

The Holmdel Township School District will continue to seek appropriate funding to ensure students and teachers have access to appropriate technological advances and developments. The district must ensure adequate maintenance and support for hardware and networked systems.

The district spends about 1.65% of our $51,000,000 annual district operating budget on our technology initiatives, salaries, benefits and lease obligations, but we feel that it is one of the most important aspects our district can focus on to improve the education of our students. In addition to improving student outcomes, the broad adoption of the recommendations in this plan will save the district money by increasing efficiency and communication, and potentially reducing costs on some of the districts consumables.

By shutting off computers by manual and automated methods at the end of each school day, dramatic energy savings totaling more than $100,000 are able to be realized. Server and desktop virtualization save additional energy, cooling costs and extend the life of our equipment. Larger computer lab, media center or departmental laser printers capable of double-sided printing saves reams of paper.   Networked school photocopier/scanners allow a single hard-copy document to be digitized and distributed electronically, further reducing paper and toner costs. With the emergence and maturation of cloud computing, the district will continue to drive costs down in the future by migrating storage and applications from servers traditionally owned, housed and maintained within the district, to offsite web-based service providers.

Continuous commitment to a comprehensive staff development program is critical to the success of the technology plan. Teachers will be given substantial training, support and time to integrate technology into their curricula in order to enhance the learning experiences of all students.

The use of information technology permits the development of higher order thinking skills, and supports a variety of learning styles. New assessment techniques must be developed to reflect the new skills and new learning environments.

III. Technology Overview

Overview of Initiatives

- Deploying campus-wide authenticated wireless network coverage to improve mobility.
- Deploying classroom LCD projectors or large screen LCD TVs for the visual learner.
- Deploying assistive technologies such as sound field systems, writing organizers and text to speech software.
- Continuing a limited pilot program to study the outcomes from providing guest wireless network access at our junior high school.
- Developing a classroom web site for every teacher that will have at least a basic web site with links to up-to-date school and district information.
- Fundraising campaign for a new high-tech world language lab in the high school.
- Increasing Internet bandwidth, so there will be adequate capacity for new online resources and Internet 2.0 cloud applications.
- Providing training on, and promoting the concept of, the paperless classroom.
- Greening our environment by reducing paper consumption through double-sided printing, electronic messaging and collaboration. Reduce electrical power consumption through server virtualization and by scheduling computers to shut down after school is dismissed.
- Participating in Microsoft's Live@Edu and Google's Premier Education programs. Live@Edu and Google Apps are free online services that allow anytime and anywhere access, improve collaboration capability and supplement district's storage capacity. Students may initially be introduced to cloud applications as part of limited and tightly controlled pilot programs.
- Leveraging video in professional development, instruction and community relations.
- Leveraging the IP infrastructure in the expansion of the Satz/H.H.S. security system
- Promoting guidance benefits of Naviance online academic success planner

Hardware Overview

Holmdel Township Public Schools maintains a combination of computer laboratories and clusters of PCs located within classrooms to facilitate computer use, access to online resources and improvements in technology literacy. The most apparent need from an inventory point of view is to accelerate the personal computer retirement/replacement cycle and the deployment of ceiling mounted LCD projectors. In 2010 fifteen percent or 170 PCs in Holmdel's inventory will be more than six years old. A survey conducted by the 2006/2007 Ad Hoc Technology Committee also revealed a sensitivity regarding the district's email system and photocopier reliability. High school feedback included a need for greater computer lab availability. Technology rich lessons often don't occur in a timely manner due to increased competition for computer labs. Labs are reserved four or more weeks each year for Learnia formative assessments and the remainder of the availability is consumed by principal-scheduled class times or faculty open lab sign-up.
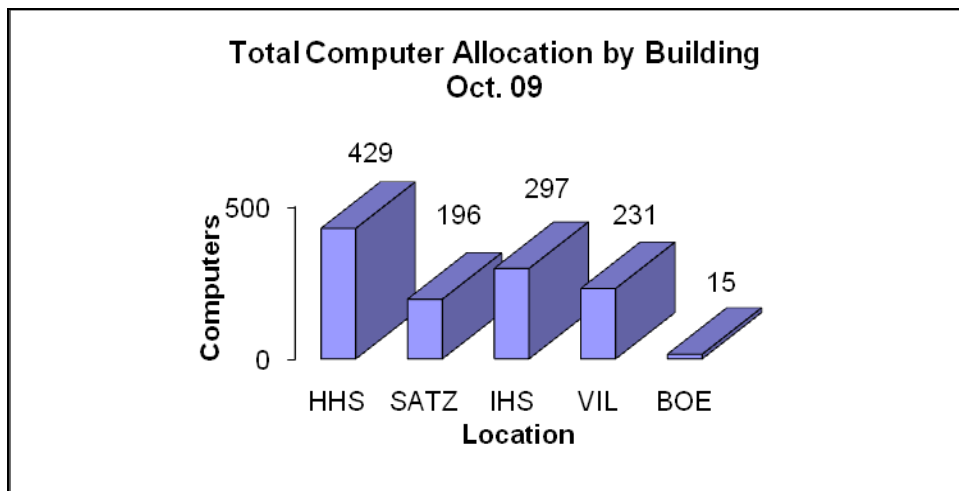
In response to the 2006/2007 committee's findings, new procedures have been put in place regarding use of photocopiers to improve reliability and a migration to a new messaging and collaboration platform occurred in 2007. In 2007 a recommendation was made to the board of education for a comprehensive funding plan for hardware, software, assistive technology, staffing, professional development and curriculum revision. On April 17, 2007 voters weighed in on a $1.3 million separate ballot question related to improving technology. The recommendations of the Ad Hoc Committee were rejected and the budget request defeated by a 943 to 1250 vote.

Computer Purchasing History

Chart showing computers purchased by year:
- 98: 166
- 99: 182
- 00: 48
- 01: 166
- 02: 72
- 03: 169
- 04: 78
- 05: 187
- 06: 30
- 07: 5
- 07 DONATIONS: 49
- 07 M.C.I.A.: 279
- 08 DONATIONS: 29
- 08: 37
- 09 M.C.I.A.: 325
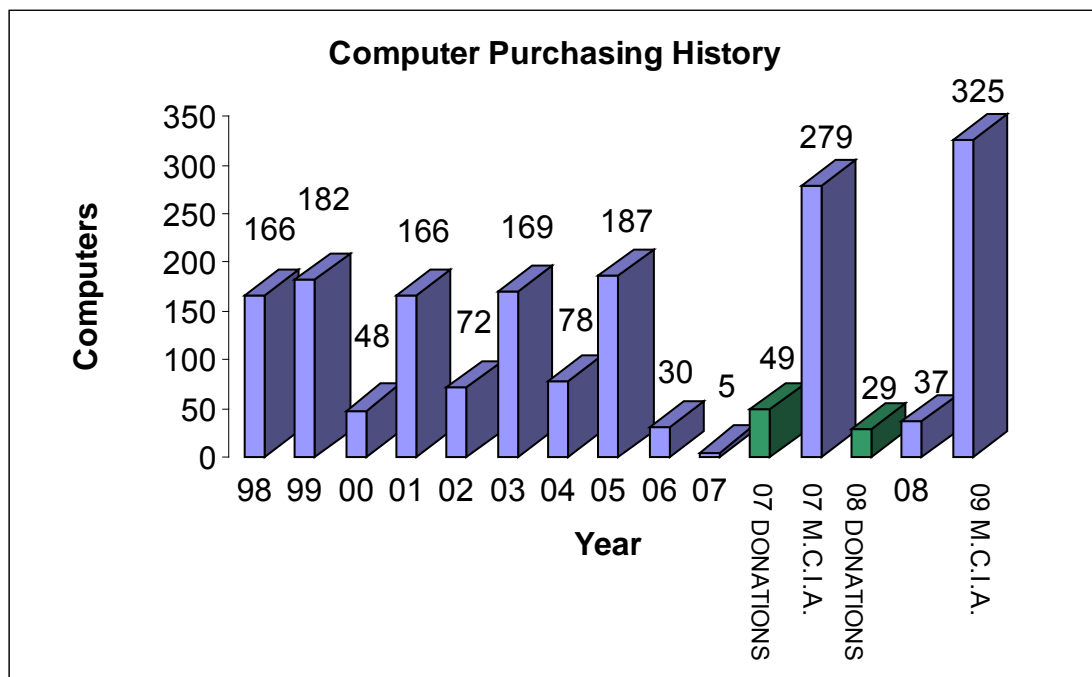
The district Ad Hoc Technology Committee recommended in its 2007 report that computers be purchased in a six-year retirement and replacement cycle or roughly 400 computers every two years. Historically large volume computers purchases have been made every two years coinciding with participation in M.C.I.A. (Monmouth County Improvement Authority) capital pooled lease purchase program. Due to budget constraints, the district has been forced to retain eight year old computers to meet its access needs.

At **Village School** there are two dedicated computer labs. Grade levels K & 1 have a dedicated lab with 25 Dell Optiplex GX745 Core2Duo CPU desktops. The 2-3 grade level lab was updated in 2009 with 27 OptiPlex GX960 small form factor desktops running Windows XP Professional. Several classrooms in each grade level have two to four student stations, with a combination of wireless notebooks and wired desktops. This has allowed greater access to technology at the point of instruction and has improved student collaboration by allowing them to work in groups distributed throughout the classroom. Most classrooms have presentation capability thanks to the installation of a projection cart or ceiling mounted LCD projector or a wall mounted 37" LCD TV. In each configuration input devices include a PC and a combination DVD/VHS player. Village also has two 30 unit AlphaSmart mobile lab carts, two front projection SmartBoards, one rear projection SmartBoard and several single unit notebook presentation carts available on a sign-out basis. In 2007 all regular grade level classrooms received a new multimedia PC teacher station.

Indian Hill School has two dedicated 27-station desktop computer labs, one of which was updated with new desktops in 2009 and one which has Smart Technology SynchronEyes lab management software. One 14-unit notebook mobile wireless lab on a cart services the 4th grade. In 2009 four older 12-notebook wireless mobile labs were dismantled and reassigned as classroom student stations. In addition to every classroom having a teacher station, twenty-two classrooms have three to five student stations to improve access to and the infusion of technology. All three grade level classrooms have wall-mounted 34" NetTV CRTs or 37" LCD TVs that are connected to both the teacher's PC and a combination VHS/DVD player. Several teachers have tablet PCs in addition to several being available as part of presentation carts.

Total Computer Allocation by Building Oct. 09

Location	Computers
HHS	429
SATZ	196
IHS	297
VIL	231
BOE	15

William R. Satz School has one dedicated 35 station media center computer lab with an additional 14-unit wireless notebook lab cart. In 2009 room 207 was renovated to house a second dedicated computer lab with projection capability and 30 student stations. Also in 2009, three 10-unit mobile wireless notebook lab carts were dismantled and reassigned as classroom student stations.

Holmdel High School has three recently updated computer labs supporting 24-30 student stations as well as twenty-seven additional stations in its lower library.   In 2007 most classrooms received new multimedia PC teacher stations with Intel Core2Duo processors.

Thanks to a very generous donation pledge by the Holmdel Foundation for Educational Excellence, plans are underway for the addition of a state of the art jr./sr. high school complex world language lab. The HFEE and district are optimistic that the fundraising and classroom conversion work can be completed in 2010.

There are 13 science classrooms capable of supporting six or more student computers. Many of these lab's stations include Pasco's SCSI or USB probes and Data Studio software to support the use of real time data and electronic data analysis. In 2007 six science labs received seven new PCs each. Two science labs received a total of 14 new PCs in 2009.

Student to Multimedia Computer Ratio

- Village School   7.9 to 1
- Indian Hill   4.5 to 1
- W.R. Satz   4.8 to 1
- High School   4.3 to 1
- **State Avg.**   **3.3 to 1**

Only multimedia PCs withPentium 4 or Apple's G4 CPUs were included in the calculation under NJDOE 2009 Tech Survey guidelines. Only student instructional PCs were counted and divided by October 2009 school enrollment data.

Media Centers

All media centers maintain their own circulation desk and inventory. The district hosts its own centralized database server running Follett/Sagebrush's browser-based InfoCentre application. All desktop computers within the schools have library circulation lookup capability. Additionally, all media centers have a cable television connection.

The **Holmdel High School** upper media center is equipped with 25 desktops and wall mounted SmartBoard in a lab setting and 27 additional student stations and a projection system is in the lower library for application, presentation or research use.

The **William R. Satz School** media center has 35 desktop PCs in a lab setting with access to MS Office and Accelerated Reader applications. Supplemental to the fixed workstations, a 14-notebook mobile lab cart and sound field system were both added in 2009 and ten more notebooks are planned for by 2011.

The **Indian Hill School's** single media center has 10 student stations used for circulation lookup, Microsoft Office and Accelerated Reader applications and performing Internet research or gaining access to Internet based applications such as Skills Tutor. In 2006 a six-speaker sound field system was added and integrated with a rear projection Smart Board. If classes are to receive computer literacy and online behavior training in the media center, then eighteen notebook computers need to be added to supplement the existing ten.

The **Village School** has two media centers. The center that serves grades two and three has over a dozen student stations and a front projection presentation system with a Tablet PC. If classes are to receive computer literacy and online behavior training in the media center, fourteen notebook computers need to be added to supplement the existing ten.

A similar ceiling hung LCD projection system and Tablet PC along with a sound field system is installed in the PreK-1 media center. Six student stations are to be added in 2010.

Wireless (Wi-Fi) Access

While campus-wide wireless coverage is a future goal, progress is currently being made with targeted Wi-Fi coverage at each of the district's four schools. Where authenticated "Guests" are allowed to access our wireless network, they are placed on a separate VLAN with only filtered Internet access.

Holmdel High School has a combination 802.11g and 802.11n hot spots with five in the 400 and 500 sections, and one in the library and cafeteria. High School WAPs (Wireless Access Points) have the management and security advantage of supporting multiple SSIDs (Service Set IDentifier) and VLANs (Virtual Local Area Networks.)

The **W.R. Satz School** has nine fixed hot spots providing coverage to most areas including the media center and cafeteria. Several were deployed to support a pilot program that allows authenticated students to use their personally owned notebooks or netbooks on a "Guest" VLAN. Students must return a signed (AUP) Acceptable Use Agreement that explains the district's policy and academic objectives.

Indian Hill School has 12 wireless access points (WAPs) including one in the cafeteria, one in the media center and the remaining supporting 5-computer classroom deployments.

Village School has 17 wireless access points (WAPs) deployed supporting the media center, cafeteria, office and classroom areas.

Internet Access

The district utilizes a combination of Comcast and Verizon FIOS Internet services. . In 2010, each of the district's four sites will have access to at least 35Mb/s of Internet download bandwidth, while a single 1.54 Mb/s T1 from Verizon will continue to be utilized for SMTP e-mail messaging, remote access and the district's web presence.
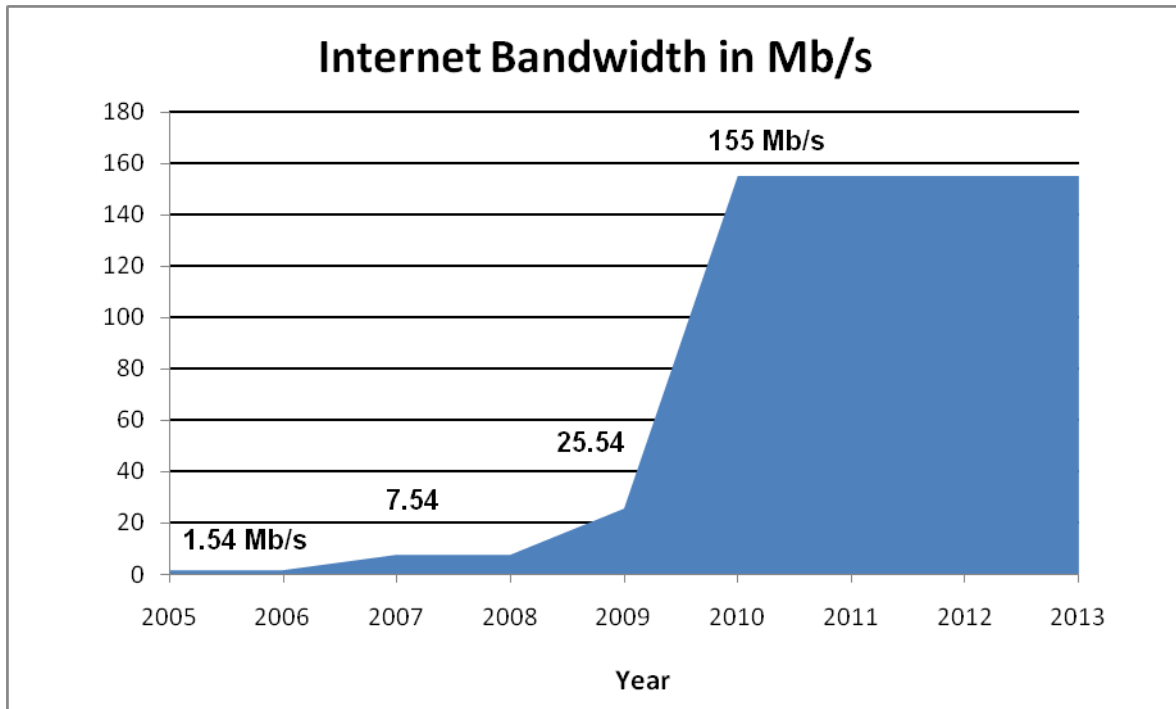
A combination of three M86 Security 8e6 CIPA compliant Internet content filtering appliances and Websense filtering on Juniper firewalls at each site are utilized for district and guest network users.

Data Local Area Network Infrastructure

In 2009 the High Schools/Satz complex received a new HP Procurve 5400 data switch at the core and several HP Procurve 2910al Power over Ethernet switches at the edge. This new core switch provides the expansion capability required to improve segmentation of the network. At the edge seven PoE switches were installed to support and power wireless infrastructure and IP security cameras.

The comprehensive 2003/2004 LAN infrastructure upgrade included new HP Procurve 5300XL layer 3 routing core switches with layer 4 policy capability at of each school's MDF added intelligence to the network at a hardware level. At the edge of the network HP Procurve 2650 switches with higher port densities, superior traffic management and lifetime warranties, replaced an aging infrastructure. Security has improved with switches and a firewall supporting multiple VLANs, wireless access points capable of supporting multiple SSIDs, and switches supporting Virus Throttling and 802.1x. In 2007 and again in 2010, the district installed new Juniper firewall hardware with improved bandwidth and advanced routing and policy enforcement capability.

Data Wide Area Network Infrastructure

In December 2005 the district entered into a 5-year agreement to replace its six ATM 1.54 Mb/s T1 WAN data circuits with two10 Mb/s VON (Verizon Optical Network) Ethernet circuits through Verizon's Access New Jersey program. The district maintains a point to point T1 and several cable modems for Internet access and a point-to-point T1 connecting the Board of Education office with the W.R. Satz School. The additional bandwidth was required as we added to the list of centralized and online applications that would otherwise create wide area network and Internet bottlenecks. Examples of applications that impact WAN performance include accessing the Internet for research and online applications, IEP Planner, PowerSchool attendance, PowerGrade electronic grade book, email, staff attendance, library circulation and purchasing. When accessing the Internet or database servers located at the W.R. Satz School, remote users compete for bandwidth as they connect from Indian Hill and Village Schools.

By the middle of 2010, the district plans on converting its two 10Mb/s and single 1.54 Mb/s leased lines for wide area data network connectivity to six Internet connections provided by Comcast Business and Verizon Business FIOS. Data will be encrypted and each VPN managed by one of four Juniper firewall/gateway appliances. The bandwidth increase and cost savings will be both dramatic and material.

The telecommunication circuits described above and currently in use are eligible for 30% e-rate reimbursement. The portion of the district's e-rate reimbursement from expenditures related to wide area connectivity could be potentially be forfeited if the district replaced its leased circuits by constructing its own private fiber optic wide area network.

Voice Network Infrastructure

An Alcatel OmniPCX-4400 district-wide PBX phone system was installed in 2004 replacing over 100 individual Centrex lines and includes school administration and classroom phones, an automated attendant, voicemail and caller ID on display phones. The product selected is a hybrid solution capable of supporting both circuit switched and voice over IP technology. The district has no immediate plans to leverage its IP capability due to the associated cost of enabling IP.

Two PRIs connect the district phone network to the PSTN and two T1s link our remote schools back to the W.R. Satz School hub site.

A Rauland-Borg PA/intercom system with the ability to interface with the phone system was installed in the Satz/High School complex and upgraded at Village School in 2004 as part of school construction.

Use of Assistive Technology in Special Education

Consistent with the regular program, the district continues to increase its offering in the area of assistive technology. In 2003 and 2004 notebook computers were made available with targeted application solutions to address students with special needs. These software applications include Don Johnston's Solo editions of Draft:Builder as a graphic organizer for brainstorming, note taking and writing first drafts. Three school site licenses were purchased in January of 2010. The district also has several individual licenses for Co-Writer, another Don Johnston product which is used for word prediction. The district has three Kurzweil 3000 network licenses for version 11 color scan/read text to speech program and eight learn stations. A new feature of this version of Kurzweil is the ability to lease a license to a home user for as long as twelve months before it expires and is automatically returned to the district's pool of licenses. A series of staff development sessions were held in order to train our staff on using these applications to derive the greatest student benefit. The district continues to evaluate assistive technology solutions both internally and by engaging outside assistive technology consultants.

Administrative Use of Technology

The district continues to improve its administrative efficiency by using technology to automate or improve performance in certain areas. Administrators and their support staff each have a desktop or notebook PC. Remote management and remote desktop assistance is now provided to these Windows XP Professional clients by the network technology department as part of a desktop operating system upgrade in 2003. Administrators and their support staff also benefit from refreshed hardware and a combination of Microsoft Office 2003 and Office 2007 productivity suites.

Acting upon the recommendation of the Ad Hoc Technology Committee, in 2007 the district migrated its messaging system from Open Text's First Class to Microsoft's Exchange Server 2007 and Outlook 2007. This move brought the district improved third party development support and tighter integration with Microsoft Office. An upgrade to Exchange Server 2010 for faculty users is planned for the summer of 2010.

In July of 2003 Systems 3000's Office 3000 budget/personnel/payroll package was implemented. Remote schools have the ability to create their budgets from within the Systems 3000 financial package and submit and approve their purchasing requisitions online. Citrix thin-client technology has also been applied to this application in order to improve performance and provide a secure means for administrators to work from home via the Internet and Holmdel Portal. Payroll checks are printed with magnetic ink and pressure sealed in an automated fashion.

In 2007 the district began entering its summer supply orders online with Ed Data, the district's primary schools supplies vendor. The online system incorporates teacher origination and school administrator approval as part of its workflow.

The district uses PowerSchool, an electronic student management system, for submitting attendance, grade reporting, student scheduling, transcripts and tracking student demographics. In 2008 the existing student management system was upgraded to a centralized completely browser-based Oracle database solution capable of presenting information on the web and to mobile users via handheld wireless devices.

School Dudes is a comprehensive Internet based work order and billing system utilized by building services. All facility events and maintenance requests are scheduled on School Dudes.

Information Technology related work order requests are entered into a helpdesk ticketing system developed in-house by the network technology department.

Assistive Listening Devices – Sound Field Systems

The district has made a significant investment in this area by purchasing more than 30 classroom sound field systems in 2009. The FrontRow Pro Digital is an infrared classroom sound field system that significantly improves the classroom sound environment to the benefit of the students' attentiveness, participation, comprehension and concentration, as well as the teacher's voice. The goal is to have the majority, if not all, instructional areas with this technology at the elementary schools, where the data indicates the greatest benefit is achieved, and initially on an as needed basis at Holmdel High School.

Distance Learning

Videoconferencing is usually accomplished with a combination of Skype software and a Logitech Pro 9000 webcam. There have been several instances where homebound students have successfully interacted with both teachers and classmates using this effective and low cost approach. District professionals also attend or participate in online webinars.

Maintenance Policy

The district's desktop support and technology support assistant employment positions maintain the technology by performing preventative maintenance as well as processing or performing equipment repairs. Instances requiring high level technical assistance will be escalated to the Director of Technology or Network Engineer.

Annual maintenance contracts are purchased for the district firewall and routing hardware, as well as on software applications that provide disaster recovery and address vulnerability to viruses, malicious code or spam. Maintenance agreements are purchased annually for technical support and software upgrades on the district's financial package, student management system and other mission critical hardware and applications.

Operating system and application patches are applied both in an automated fashion using Microsoft's (WUS) Windows Update Service in addition to scripted or manual application of needed bug fixes. Virus definitions are updated several times a day in an automated fashion.

One-to-One Computing

While the district's current annual operating budget could not possibly fund a one-to-one computing initiative, we are interested to see what impact it may have on student achievement. William R. Satz is the first school in Holmdel to conduct a team pilot. One faculty team agreed to grant students permission to bring in their personal notebooks and netbooks for improved access to technology and technology integration. Students and parents must agree and adhere to the district's (AUP) acceptable use policy. If the results impress, it will provide the incentive to seek additional funding through grant writing.

The Visual Classroom

The Visual Classroom is equipped with the necessary hardware to project or display an image large enough to be viewed by the entire class. Typically the teacher's computer is connected to a ceiling mounted LCD projector or a 37"-42" LCD TV display. It is one of the most requested items by teachers and administrators and the district considers it one of its top technology deployment priorities.

Telecommunications Hardware Inventory Summary

Alcatel Omni PCX 4400 (W.R.S./HHS)	CPU and centralized voicemail 220 handsets	2004
Alcatel Omni PCX 4400 (I.H.S.)	CPU –remote node 100 handsets	2004
Alcatel Omni PCX 4400 (V.S.)	CPU –remote node 110 handsets	2004
AT&T Merlin (BOE)	CPU & Voicemail	< 2000

Server Inventory Summary

Dell PowerEdge T710	Future (Pending) Exchange Server (Faculty Email)	2010
Dell PowerEdge T710	VMware ESX Server	1-2010
Dell PowerEdge T310	Web Server	10-2009
Dell PowerEdge R710	Security Server #2 (Lenel SkyPoint) (HHS/Satz)	4-2010
Lenel SkyPoint NVR	Security Server #1 (Lenel SkyPoint) (HHS/Satz)	12-2009
Dell PowerEdge R710	Student File Server (HHS)	11-2009
Dell PowerEdge R710	DC & Faculty File Server (HHS)	8-2009
Dell PowerEdge T300	Disk-to-Disk Backup Server (HHS/Satz)	8-2009
Dell PowerEdge T300	ISA Proxy Server (IHS)	2009
Dell PowerEdge 2950	PowerSchool Premier Student Management System	2008
Dell PowerEdge 2950	Student File Server (HHS)	2008
Dell PowerEdge 2900	Exchange 2007 Journal/Archival Server	8-2007
Dell PowerEdge 2900	DC & File/Fund Accounting Server (BOE)	12-2008
Dell PowerEdge 2900	Exchange 2007 Student Mail Server (Grades 5-12)	8-2007
Dell PowerEdge 2900	VMware ESX Virtual Server	8-2007
Dell PowerEdge 2900	DC & Student/Faculty File Server (IHS)	8-2007
Dell PowerEdge 2900	DC & Student/Faculty File Server (VIL)	8-2007
Dell PowerEdge 2800	Email Exchange Server 2007 (Faculty Email)	12-2005
Dell PowerEdge 2600	Alcatel PBX 4760 Management Svr.	7-2004
Dell PowerEdge 1800	Disk-to-Disk Backup Server	7-2005
Dell PowerEdge 1750	Email Exchange Server 2003	3-2004
Dell PowerEdge 1750	DC (Domain Controller/Certificate Server) (HHS/Satz)	10-2003
Dell PowerEdge 840	Disk-to-Disk Backup Server	12-2006
Dell PowerEdge 800	Nursing Database Server	7-2005
Dell PowerEdge 750	Library Circulation Database Server	3-2004
Dell PowerEdge 700	IEP Planner Database Server	7-2004
Dell PowerEdge 700	Disk-to-Disk Backup Server	1-2005
Dell PowerEdge 700	Disk-to-Disk Backup Server (IHS)	12-2005
Dell PowerEdge 650	Citrix Secure Gateway	7-2003
Dell PowerEdge 650	Anti Virus Server	7-2003
Dell PowerEdge 600	Web Server	7-2003
Dell PowerEdge 600	Ghost Imaging Server	9-2003
Dell PowerEdge 600	Disk-to-Disk Backup Server (VIL)	10-2003

Desktop and Notebook Computer Inventory Summary

Dell Optiplex 980	1	2010
Dell Latitude E6400	10	2010
Dell Optiplex 960	247	2009
Dell Latitude E6400	58	2009
Toshiba M750 Tablet PC	20	2009
Dell Optiplex 760	7	2008
Dell Optiplex 755	55	2008
Dell Optiplex 745	253	2007
Dell Latitude D620	1	2007
Gateway 295C Tablet PCs	38	2007
Dell Optiplex 745	3	2006
Dell Latitude D620	8	2006
Dell Latitude D610	8	2006
Gateway M280/285 Tablet PCs	**7**	2006
Dell Optiplex GX 620	1	2006
Dell Optiplex GX 520	6	2006
Dell Optiplex GX 620	10	2005
Dell Optiplex GX 520	100	2005
Dell Latitude D610	40	2005
Dell Optiplex GX280	3	2005
Dell Optiplex GX270	2	2005
Dell Latitude D600	5	2005
Apple eMac G4	32	2005
Apple Mac Mini G4	1	2005
Dell Optiplex GX280	3	2004
Dell Optiplex GX270	63	2004
Dell Latitude D600	17	2004
Dell Optiplex GX270	106	2003
Dell Optiplex GX260	2	2003
Dell Latitude D600/800	67	2003
Apple iMac G3	11	1999

A 6-year replacement cycle is recommended for PCs and a 4-year replacement cycle for servers.

Printer Inventory Summary

Qty	Location	Mfg	Model
12	Village	HP	Deskjet 1200DN
2	HHS & SATZ	HP	Deskjet 1200DN
2	HHS	HP	Deskjet 6940
2	HHS	HP	Deskjet 6122
6	ALL SITES	HP	Deskjet 5650
5	ALL SITES	HP	Deskjet 5550
1	ALL SITES	HP	Deskjet 970
24	Village	HP	Deskjet 930/932
36	IHS	HP	Deskjet 930/932 & 940
2	HHS	HP	Deskjet 930/932
15	ALL SITES	HP	Deskjet 895
2	HHS/Satz	HP	2000
5	ALL SITES	HP	OfficeJet PRO 8000
1	BOE	HP	8150n Laser
1	BOE	HP	8000 Laser
1	Village	OKI	7350 Color Laser
3	HHS/IHS	OKI	5200 Color Laser
1	VILLAGE	HP	4650 DN Color Laser
2	IHS	HP	4600 DN Color Laser
2	HHS/SATZ	HP	3800 DN Color Laser
1	BOE	HP	3700 DN Color Laser
3	HHS/SATZ	HP	2605 Color Laser
1	BOE	HP	1500 Color Laser
2	HHS	HP	Color Laser MFP
2	HHS/SATZ	HP	4240 DN Laser
2	IHS	HP	4100 DN Laser
2	HHS/SATZ	HP	4014DN Laser
6	HHS	HP	4000/4050 Laser
2	SATZ	HP	4000/4050 Laser
1	IHS	HP	4000/4050 Laser
1	VILLAGE	HP	4000/4050 Laser
1	HHS	HP	2420 DN Laser
2	ALL SITES	HP	2300DN Laser
6	ALL SITES	HP	2200 Laser
2	ALL SITES	HP	2100 Laser
2	BOE	HP	2015 Laser
3	ALL SITES	HP	P1505 Laser
2	ALL SITES	HP	1320 N Laser
5	ALL SITES	HP	1300 Laser
5	ALL SITES	HP	1200 Laser
3	ALL SITES	HP	1022n Laser
12	ALL SITES	HP	1022\ 1020\ 1012 Laser
3	ALL SITES	HP	1006 Laser
2	HHS	HP	A-I-O G85
2	HHS	Brother	8840D A-I-O
1	HHS	Brother	8440 A-I-O

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Use of networked high speed copiers and low cost black and white laser printers is encouraged over the deployment and use of high cost per page color laser and inkjet printers.

Instructional Software Inventory Summary

Title	Manufacturer	Function	Location
Assistive			
Clicker 5	Crick Software	Writing Support	District
Co-Writer	Don Johnston	Word Prediction	District
Draft:Builder Solo	Don Johnston	Writing Graphic Organizer	District
Earobics	Cognitive Concepts	Auditory Processing Skills	
Read OutLoud Solo	Don Johnston	Talking Word Processor	District
Write OutLoud Solo	Don Johnston	Reading Comprehension	District
Kurzweil 3000 Network Color	Kurzweil	Text to Speech	District
Dragon Naturally Speaking 8	Nuance	Speech Recognition	District
District			
Exchange Server 2007/2010	Microsoft	Messaging	District
First Class	OpenText	Email & Collaboration	District
Info Centre	Follett/Sagebrush	Library Circulation	District
McAfee AntiVirus Defense	Network Associates	Client/Server/Mail VirusScan	District
Moodle 1.7	Moodle	Collaboration	District
Office 2003 & 2007	Microsoft	Productivity Application Suite	District
PowerSchool/PowerGrade	NCS Pearson	Electronic Attendance/ Grade book	District
Office 3000	Systems 3000	Budget, Payroll & Personnel	District
VersaTrans RP	Tyler Technologies	Transportation Routing	District
Accelerated Reader	Renaissance Learning	Reading achievement	Village
Star Reading	Renaissance Learning	Reading achievement	Village
Alpha Betty	Micrograms		Village
Applehouse		Language Skills & Math	Village
Art Dabbler	Meta Creations	Drawing	Village
BrainPop/Jr./Spanish (Online)	BrainPop	Online curriculum based content	Village
Canival Countdown		Language Skills & Math	Village
Chuck Wagon Bill	Micrograms	Language Skills	Village
Dole 5 a Day (Online)		Online nutritional game play	Village
Easybook Deluxe	Sunburst	Language Skills	Village
Frippletown		Critical Thinking	Village
KidPix	Broderbund	Drawing	Village
Kidspiration	Inspiration	Graphic Organizer	Village
Mathosaurs		Math	Village
Phonics		Language Skills (K/1)	Village
The Print Shop		Drawing & Art	Village
Reader Rabbit		Language Skills	Village
SB Math (Mac Only)		Math	Village
Skills Tutor (Online)	Houghton Mifflin	Instruction & tutoring	Village
Swamp Gas visits the USA		Language Skills	Village
TessleMania		Language Skills	Village
Thinkin Science		Science (Gr. 1 & 2)	Village
Truggle Trouble Math		Math	Village
Type for Fun		Typing	Village
UltraKey		Typing	Village
Word Munchers		Grammar skills game play	Village
Zoombinis		Language Skills & Math	Village
Zoozillians			Village

Instructional Software Inventory Summary (continued)

Accelerated Reader	Renaissance Learning	Reading achievement	Indian Hill
Star Reader	Renaissance Learning	Reading achievement	Indian Hill
BrainPop (Online)	BrainPop	Online curriculum based content	Indian Hill
Inspiration 8	Inspiration	Graphic Organizer	Indian Hill
KidPix 4 (School)	Broderbund	Drawing	Indian Hill
MathBlaster	Knowledge Adventure	Math	Indian Hill
Oregon Trail	MECC	Geography	Indian Hill
Print Artist 12	Sierra On-line	Graphic Design	Indian Hill
Skills Tutor (Online)	Houghton Mifflin	Instruction & tutoring	Indian Hill
SynchronEyes	Smart Technology	Comp Lab Management	Indian Hill
TesselMania	MECC	Art and Shapes	Indian Hill
Type for Fun	Sunburst	Keyboarding	Indian Hill
UltraKey 4.0	Bytes of Learning	Keyboarding	Indian Hill
Accelerated Reader	Renaissance Learning	Reading achievement	W.R. Satz
Star Reader	Renaissance Learning	Reading achievement	W.R. Satz
Dragster Designer	Pitsco	Drawing & Simulation	W.R. Satz
Geometer's Sketchpad	Key Curriculum Press	Math	W.R. Satz
Study Island (Online)		Math	
Inspiration 6	Inspiration Software	Graphic Organizer	W.R. Satz
NJ Star		Chinese Word Processor	W.R. Satz
TI-SmartView	Texas Instruments	Graphing Calculator Emulation	W.R. Satz
Photoshop	Adobe	Photo Editing	HHS
Automated Accounting 8	Thomson/South-Western	Accounting	HHS
Avid	Avid	Video Editing	HHS
Boris FX	Boris FX, Inc.	Video Editing (Effects)	HHS
Cell / Human Biology	Holt, Rinehart and Winston	Science - Biology	HHS
Photoshop 7	Adobe	Graphic Arts	HHS
DataStudio	Pasco	Science	HHS
Final Cut Pro	Apple	Video Editing	HHS
Geometer's Sketchpad	Key Curriculum Press	Math	HHS
Inspiration 6	Inspiration Software	Graphic Organizer	HHS
Interactive Physics	MSC Software	Science - Physics	HHS
Studio MX	Macromedia	Web Development	HHS
DataStudio	Pasco	Science	HHS
Pro/DESKTOP	PTC	CAD/Modeling	HHS
Quark Xpress	Quark	Graphic Arts-DTP	HHS

LCD Projectors-Inventory Summary

• Village - 17	• W.R. Satz - 38
• Indian Hill - 14	• Holmdel High School - 53

Electronic Whiteboards-Inventory Summary

• Village - 3	• W.R. Satz - 3
• Indian Hill - 3	• Holmdel High School - 2

Sound Field Systems-Inventory Summary

• Village (25) >50%	• W.R. Satz (22) >50%
• Indian Hill (34) >90%	• High School (7) 10%

Network Hardware Inventory Summary

Manufacturer/Model

Barracuda SF300 (Satz/HHS)	Spam Filter	2005
Adtran NetVanta 3200 (Satz/HHS)	Internet Router (e-mail, website & portal)	2003
Cisco ISR 3825 (Satz/HHS)	Core WAN Router	2005
8e6 Filter/Reporter Appliance	Internet Content Filter	2009
Juniper SSG320M (Satz/HHS)	Firewall/VPN (Internet)	2010
HP Procurve 5400 (W.R.S./HHS)	Core Switch 6-Bay Modular Chassis	2009
HP Procurve 5300 (W.R.S./HHS)	Core Switch 8-Bay Modular Chassis	2003
HP Procurve 2910al-24 (W.R.S./HHS)	(3) 24 Port Gigabit PoE Edge Switches	2009
HP Procurve 2610-48 (W.R.S./HHS)	(1) 48 Port 10/100 Edge Switches	2009
HP Procurve 2610-24 (W.R.S./HHS)	(2) 24 Port 10/100 Edge Switches	2009
HP Procurve 2650 (W.R.S./HHS)	(15) 48 Port 10/100 Edge Switches	2003
HP Procurve 2626 (W.R.S./HHS)	(5) 24 Port 10/100 Edge Switches	2003
Linksys SRW208MP (W.R.S./HHS)	(3) 8 Port PoE Edge Switches	2006
Cisco ISR 2851 (I.H.S.)	Remote Router	2005
Juniper SSG140 (I.H.S.)	Firewall/VPN (Internet)	2009
HP Procurve 5300 (I.H.S.)	Core Switch 4-Bay Modular Chassis	2003
HP Procurve 2650 (I.H.S.)	(8) 48 Port 10/100 Edge Switches	2003
Cisco ISR 2851 (V.S.)	Remote Router	2005
Juniper SSG140 (V.S.)	Firewall/VPN (Internet)	2007
HP Procurve 5300 (V.S.)	Core Switch 8-Bay Modular Chassis	2003
HP Procurve 2650 (V.S.)	(8) 48 Port 10/100 Edge Switches	2003
HP Procurve 2626 (V.S.)	(4) 24 Port 10/100 Edge Switches	2003
Linksys SRW208MP (V.S.)	(1) 8 Port PoE 10/100 Edge Switch	2006
Cisco 3600 (BOE)	Remote Router	2003
Juniper SSG140 (BOE.)	Firewall/VPN (Internet)	2010
HP Procurve 2650 (BOE)	(1) 48 Port 10/100 Edge Switch	2003

Network or Centralized Software Inventory Summary

Manufacturer	Title	Function	Location(s)
EdNet	IEP Planner	IEP Mgmt & Reporting Database	District
Hewlett Packard	Procurve Manager Plus	Network Mgmt/Reporting	District
Microsoft	Exchange Server 2007/2010	Email/messaging server	District
Microsoft	Expression Web 1.0/2.0	Web development	District
Microsoft	ISA Server	Proxy/Caching Server	District
Microsoft	SharePoint Designer	Web/Workflow development	District
Microsoft	SQL Server	Database Server	Satz
Microsoft	Windows Server 2000-08	Network Operating System	District
NCS Pearson	PowerSchool/PowerGrade	Student Management Database	District
Network Assoc	ePolicy Orchestrator	Virus protection mgmt. console	District
Prof. Soft. For Nurses	Snap! Health Center	Nursing Database	District
Follett/Sagebrush	Info Centre	Library Circulation	District
Symantec	Backup Exec 12.5	Backup/Restore	District
Systems 3000	Office 3000	Accounting/Personnel/Payroll	District
Tyler Technologies	VersaTrans RP	Transportation/Routing	HHS
Vizioncore	ESX Ranger	VM Backup/Restore	District
VMWare	Infrastructure 3	Server Virtualization	Satz

III. A2   2010-2013 Implementation Activity Table-Network Technology

Area of Need	Description 2010/2011	Description 2011/2012	Description 2012/2013
Core Annual Hardware Purchases	**Replace 12 PCs** **5 Desktops & 4 Notebooks purchased in** **2003** **Village School** • (1) Desktops • (6) Notebook or Tablet PC • (1) LCD Projector • (2) Sound Field Systems **Indian Hill School** • (1) Desktops • (1) Notebook or Tablet PC • (1) LCD Projector • (2) Sound Field Systems **W.R. Satz School** • (1) Desktops • (1) Notebook or Tablet PC • (1) LCD Projector • (2) Sound Field Systems **Holmdel High School** • (2) Desktops • (1) Notebook or Tablet PC • (1) LCD Projector • (1) Sound Field System **Board of Education** • (N/A)	**Replace 291 PCs** **191 Desktops & 100 Notebooks purchased in** **2003 - 2005 *M.C.I.A.*** **Village School** • (37) Desktops • (17) Notebooks or Tablets • (2) LCD Projectors • (3) Sound Field Systems • (1) Server **Indian Hill School** • (50) Desktops • (49) Notebook or Tablets • (2) LCD Projectors • (2) Sound Field Systems • (1) Server **W.R. Satz School** • (42) Desktops • (13) Notebook or Tablets • (2) LCD Projectors • (3) Sound Field Systems **Holmdel High School** • (62) Desktops • (21) Notebook or Tablets • (2) LCD Projectors • (3) Sound Field Systems **Board of Education** • Alcatel PBX Phone System	**Replace 12 PCs** **8 Desktops & 4 Notebooks purchased in** **2006 - 2008** **Village School** • (2) Desktops • (1) Notebooks/Tablets • (1) LCD Projectors • (2) Sound Field Systems **Indian Hill School** • (2) Desktops • (1) Notebook or Tablets • (1) LCD Projectors • (2) Sound Field Systems **W.R. Satz School** • (2) Desktops • (1) Notebook or Tablets • (1) LCD Projectors • (2) Sound Field Systems **Holmdel High School** • (2) Desktops • (1) Notebook or Tablets • (1) LCD Projectors • (1) Sound Field Systems **Board of Education** • (N/A)
General Objectives	• Continue to deploy visual classrooms with ceiling mounted LCD Projectors • Deploy secure wireless "Hotspots" and management capabilities where appropriate • Retire / replace servers on a 4 year cycle • Retire / replace computers on a 6 year cycle • Continue to add or update classroom sound field systems (100% K-8 coverage goal) • Perform network analysis for additional needs • Establish a (SAN) Storage Area Network for improved provisioning and disaster recovery • Evaluate and pilot (30) handheld student response systems • Begin to integrate database systems with SIF (zone integration server required)		

	HS Television Studio Upgrades • (4) High end location access cameras with advanced audio capabilities-model TBD • Broadcast teleprompting system • Broadcast Tripods • Additional lighting capabilities • Upgrades to the studio electrical panel • VT-4 upgrades • AVID and Final Cut Pro upgrades • Microphone Upgrades		
Network Capacity	• (1) Edge Switch @ High. School (World Lang Lab) • Segment LANs into multiple VLANs for broadcast containment • Migrate Wide Area Network from existing Verizon VON leased lines to FIOS and Comcast 20Mb/s-50Mb/s broadband solutions	• Continue to perform network analysis to identify needs • Add fiber module to Satz core switch to add backbone capacity	• Continue to perform network analysis to identify needs
Software used for curricular support and filtering	• Maintain 8e6 CIPA compliant Content Filtering annual subscription • Spam Filtering-Continue Barracuda Networks maintenance • Virus Protection-Maintain annual support/update agreement for McAfee Active Virus Defense • See Software Inventory Summary table for greater detail	• No changes planned	• Renew contract with 8E6 or replace filtering solution with another vendors offering

Maintenance Policy and Plans	**PC Retirement/Replacement** Cycle in new desktops- filter out obsolete 6+ year old PCs
	Back Up/Restore-annual support & updates. Backup Exec by Symantec
	  - BOE back up data carried off site daily
	  - Nightly backups performed at schools
	  - Weekly off site back up of school data
	Desktops-3 yr NBD Onsite Dell
		• No changes planned	• No changes planned

	Firewall-annual support Juniper **Library Circ. Database-**annual support/updates InfoCentre by Follett/Sagebrush **Nursing Database-**annual support Snap Health Center by Prof. Software for Nurses **Routers** (4)-annual support with Juniper Networks **Servers-**3-4 years NBD or 4-hr On Site-Dell **Spam-** annual subscription Barracuda Networks **Telephone/PBX** – multi year maintenance contract w/o updates OmniPCX 4400 by Alcatel **Virus Protection**-annual with Network Associates McAfee Active Virus Defense **Web Content Filtering** - annual subscription 3-year lease with 8e6		
Telecom Services	- (2) P-2-P voice T1s for building-to-building PBX connectivity - (2) PRIs to voice carrier - (1) T1 Internet Access - (6) Cable modems Internet Access	Assess network performance and determine if increased or decreased bandwidth or services are appropriate.	Assess network performance and determine if increased or decreased bandwidth or services are appropriate.
Technical Support	• Produce Tech Newsletter • Improve Windows 7 skill set • Leverage Microsoft Remote Desktop • Leverage HP Switch management software for network optimization and troubleshooting • Produce series of on demand multimedia tutorials on operating system, network and application use	• Further expansion and evaluation of online Help Desk • Produce ongoing series of on demand multimedia tutorials on operating system, network and application use • Recognize the skills and expertise of in-house technology teacher leaders and develop innovative ways to share their approach toward technology integration.	• No changes planned

	2006/2007 AdHoc Technology Committee Recommendation	**2006/2007 AdHoc Technology Committee Recommendation**	
	- - - - - - - • Hire four technology Mentor Teachers • Hire one Desktop Support Technician * Technical staffing and Instructional Tech Literacy Support has remained at 2007 levels. The recommendations above and in the column to the right in blue could not be implemented due to the lack of funding and the defeated separate ballot question in April of 2007	- - - - - - - • Technology Mentor Teachers will continue to identify best practices both from within and outside Holmdel Twp. School District • Teach best practices and developed lesson plans will be collected in an online district repository • The Desktop Support Technician and Technology Support Assistants will continue to act as primary support for the schools and board office	
Facilities – infrastructure including central telephone & security systems	• Major enhancements to access control and security video camera surveillance coverage were implemented as part of 2009 M.C.I.A - - - - - - - • As necessary, enhance capabilities of existing Lenel Security Management System including improvement to access control and video recording coverage.	- - - - - - - • Alcatel PBX for Board of Education office in order to interface schools' centralized calling, 4-digit dialing and voicemail system (2012) • Begin design and obtain construction approvals of private fiber WAN (Wide Area Network) * The private fiber WAN recommendation above in blue does not have funding and may have to become a leased line operating budget expenditure	

Miscellaneous: Progress toward the recommendations of the 2006/2007 AdHoc Technology Committee's Final Report

Goal 1- Improved	Goal 8- Minimal	Goal 15- Partial	Goal 22- No	Goal 29- Minimal	Goal 36- Minimal
Goal 2- Improved	Goal 9- No	Goal 16- Yes	Goal 23- Yes	Goal 30- Yes	Goal 37- Yes
Goal 3- No	Goal 10-As needed	Goal 17- Yes	Goal 24- No	Goal 31- No	Goal 38- Partial
Goal 4- Yes	Goal 11- Yes	Goal 18- Yes	Goal 25- No	Goal 32- Partial	Goal 39- Partial
Goal 5- Partial	Goal 12- N/A	Goal 19- Yes	Goal 26- 2012	Goal 33- Yes	Goal 40- N/A
Goal 6- No	Goal 13- Minimal	Goal 20-30+ rooms	Goal 27- No	Goal 34- Improved	Goal 41- Partial
Goal 7- No	Goal 14- Yes	Goal 21-30+ rooms	Goal 28- Minimal	Goal 35- Minimal	Goal 42- Minimal
					Goal 43- Partial

III. A3   Assistive Technology Integration

Consistent with the regular program, the district continues to increase its offering in the area of assistive technology. In 2003 and 2004 notebook computers were made available with targeted application solutions to address students with special needs. In addition to notebook computers, AlphaSmart Neos, Danas and Franklin Spellers offer portable word processing or handheld computing solutions. These software applications include Don Johnston's Solo editions of Draft:Builder as a graphic organizer and Co-Writer for word prediction.

In early 2009, the district added two touch screen input devices at Village School and upgraded to three network editions of Kurzweil 3000's version 11 color scan/read text to speech program and eight learn stations. Version 11 of Kurzweil 3000 has the ability to lease a license to a home user for as long as twelve months before it expires and is automatically returned to the district's pool of licenses.

Three Don Johnston school licenses for DraftBuilder Solo Edition were purchased in 2009 and will be loaded on all teacher and grades 4-12 student stations in 2010.

Funding from the American Reinvestment and Recovery Act provided 10 new desktop computers in 2009 and 11 notebook computers in 2010.

A series of staff development sessions were held in order to train our staff on using these applications to derive the greatest student benefit. The district utilizes a combination of staff, outside vendors, regional events, workshops or seminars as well as a contracted assistive technology consultant to deliver training.

Contingent upon budget funding or award of a grant the 2010/2011 school year will bring additional software licenses providing greater access to these applications. The district continues to evaluate assistive technology solutions both internally and by engaging outside assistive technology consultants.

III. A4 & III A5   Educator and Administrator Technology Access
All educators and administrators have their own dedicated notebook or desktop computer. Notebook computer users have wireless and wired network access. Most instructional and meeting spaces have computer or VHS/DVD presentation capability and are equipped with mobile or mounted LCD projectors or large screen LCD televisions.

III. A6   Website Accessibility

Holmdel Township has insured that all stakeholders have an equal access to the district's website. Access on the premises can be gained through computer* stations within the classroom, library or computer labs that are stationary or mobile. Wireless access is provided throughout most areas of all four schools. Off premises, the same website access can be gained through any computer that has internet access. Offsite stakeholders also have accessibility to a portal that contains software programs used on premises.

Holmdel Township follows State and Federal accessibility standards. All stakeholders with disabilities are given the same right as their non-disabled counterparts to gain access and use the same technology independently. The district has contracted an outside vendor that provides assistive technology evaluations for students to help ensure accessibility. Select textbooks that have been purchased can be accessed online from both school and home. The district continues to look at unique equipment and software to provide accessibility for all stakeholders i.e. podcasts, digital file sharing, and teacher web sites.

The district is in the process of website compliance analysis and will be taking additional steps to improve website accessibility. Special software on loan from the Commission for the Blind and Visually Impaired is utilized within the district.

* Please note all computers contain Microsoft accessibility software

III. A7   Obsolescence Criteria & Plan

Holmdel strives to attain parity with state and county averages for retirement, replacement and criteria for obsolescence. While a percentage of Holmdel's inventory may become eight years old and considered obsolete, funding limits the district's ability to accelerate the replacement cycle. The district attempts to replace 430, or one third of its 1,300 computer PC inventory, through the Monmouth County Improvement Authority (M.C.I.A.) five-year capital pooled lease/purchase program. Unfortunately, those replacement levels have been unobtainable.

In order to meet the goal of a six year replacement cycle, M.C.I.A. or budgetary spending will have to increase to higher than historical levels or the unit cost will have to be driven downward. The district is investigating thin-client and desktop virtualization in order to lower TCO and client computer unit costs .

III. B CYBER SAFETY

1.) Holmdel filters Internet content with an appliance called 8e6. This acts as a gateway between the internal network user and the Internet analyzing content and comparing it against a database, which is updated daily and categorized into topics like violence, pornography, drugs, gambling, weapons, etc. Users receive a notification screen when they try to reach an inappropriate site. The users and machine names, as well as the attempted access to restricted sites, are logged in a MYSQL database that is capable of generating detailed reports.

2.) See Acceptable Use Policies (AUPs) and regulations beginning on the next page. A comprehensive review and update of board policies is planned for during 2010.

3.) Internet Safety Policy

    a. Technology Protection Measures: See policy 6142.10 beginning on the next page and 6142.10 Regulation One Section C Item 6 on Internet Content Filtering.

    b. In accordance with E-rate Internet safety policies and the Protecting Children in the 21st Century Act, students are educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response awareness in the following ways:

- Orientation and/or additional instruction by the school media specialists, teachers, administrators and/or guest speakers.
- Resources made available on the district or school websites.
- General assemblies for students regarding cyber safety
- Police officer visits in classrooms or assembly areas to discuss cyber issues
- Future establishment of a student group whose aim is to heighten awareness of safety issues which can affect all students, similar to Teen Angels
- Presentations to students at career day by local police department.

    Parents are provided with information regarding online safety in the following ways:

- Building orientation programs
- Principal and district newsletters
- Pamphlets provided at back to school night
- Presentations to parents at parent group meetings
- Drug and alcohol community alliance programs and presentations
- Family awareness night workshops

4.) The district had a public hearing and board approval of Internet safety policies on June 23rd, 1999.

INFORMATION TECHNOLOGY

The Holmdel Township Board of Education defines information technology to be the access to information on district-owned hardware through the use of various media such as voice, video and data. The Board believes that contemporary society presents unique challenges and opportunities for the individual. The proliferation of information technology in daily life must be accessed and utilized to assist each student in meeting these challenges and taking advantages of the opportunities.

The Board believes that an effective educational program incorporates technology as an essential component and reflects current technological advantages in both available resources and training.

The Board further believes that information technology has a critical impact on the manner through which individuals communicate, access information, resolve issues and creatively meet individual and collective educational needs.

Information technology provides the tools to extend and enhance the instructional process for students and staff in all curriculum areas. Education, from kindergarten through twelfth grade in the Holmdel Township Public Schools, must challenge and expand the vision of all students and ensure that they can demonstrate their skills to compete in a technological environment.

The Holmdel Township Board of Education recognizes that telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to an extensive array of resources. However, telecommunications, because they may lead to any publicly available fileserver in the world, will open classrooms to electronic information resources, which have not been screened by educators for use by students of various ages. The Holmdel Township Public Schools will utilize such software and hardware filters as available and practical to screen the electronic resources to attempt to ensure that they are consistent with the Board-approved curriculum and developmentally appropriate for the children using them.

The Board expects that all employees will learn to use electronic mail and telecommunications tools and apply them in appropriate ways to the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent to provide staff with training in the proper and effective use of informational technology within the instructional program.

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The Board expects instructional and administrative staff to make use of telecommunications to explore educational topics, conduct research, and contact others in the educational world. The Board anticipates that the new systems will expedite the sharing of effective practices and lessons across the District and the forming of partnerships with others across the nation and around the world.

Communication over networks should not be considered private. Network supervision and maintenance may require review and inspection of directories or messages. Privacy in these communications is not guaranteed. The District reserves the right to access stored records in cases where there is reasonable cause to expect wrongdoing or misuse of the system. Courts have ruled that old messages may be subpoenaed; administrative staff and the Network Engineer may examine communications in order to ascertain compliance with network guidelines for acceptable use.

The Board directs the Superintendent to specify those behaviors, which are permitted, and those, which are not permitted, as well as appropriate procedures to guide employee use. In general, employees are expected to communicate in a professional manner consistent with state laws governing the behavior of school employees and with federal laws governing copyrights. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

The Board generally supports access by students to information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner. General school rules for behavior and communications apply.

The Board believes that the benefits gained with the students' and staff's ability to access the Internet and electronic mail, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Holmdel Township Public Schools support and respect each family's right to decide whether or not to apply for Internet access.

Independent student use of telecommunications and electronic information resources will be permitted unless a letter from the student's parent or guardian to the building principal denies this access. Students denied access by their parents/guardians will be provided with alternate resources to acquire information and suffer no penalty in grades.

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The Board directs the Superintendent to establish administrative regulations for the use of the district's information technology. These regulations shall be consistent with district policy as well as relevant federal and state law.

The Board also directs the Superintendent to disseminate this policy and the administrative regulations throughout the schools and community as part of the student and staff handbooks, the district calendar/handbook and other appropriate vehicles.

The Board further directs the Superintendent to ensure that information technology is infused into the curriculum as appropriate for all grade levels and subject areas.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction on an annual basis.

Source: Regular Board Meeting

Date: December 17, 1997

Revised: June 23, 1999

Legal References: <u>N.J.S.A.</u>   18A:11-1   General mandatory powers and
                                                                duties
                          17 U.S.C. { 101 <u>et seq.</u>   U.S. Copyright Law

**Possible
Cross References:**   4117.50   Standards for staff discipline
                          4217.50   Standards for staff discipline
                          5131   Conduct/discipline
                          6141   Curriculum design/development

HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733 REGULATION 1	File Code: 6142.10

THE USE OF INFORMATION TECHNOLOGY
IN EDUCATION

A. Purpose

1. Holmdel Township Public Schools (hereafter known as the District) is providing employees and students with access to a district-wide electronic communication system which includes, but is not limited to, Internet access.

2. The term "educational purpose" is defined as the use of the system for classroom activities, professional development, and high-quality curriculum-related activities.

3. The network system has a specific educational purpose which is to provide students and staff with electronic access to a wide range of information and the ability to communicate with people throughout the world.

4. Additionally, the system will be used to increase district intercommunication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers.

5. The District system will also assist the staff and students in sharing information with the local community, including parents and residents of Holmdel.

6. District acquisition policies will be followed for purchase of goods or services through the District system.

7. Users may not use the system for activities including, but not limited to banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

B. District Responsibilities

1. The Superintendent will serve as the coordinator to oversee the network operations and procedures.

2. The Director of Curriculum and Instruction will approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of

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this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the District Acceptable Use Policy at each building level.

3. The District's Network Engineer will design and implement a process for setting-up individual and class accounts, setting quotas for disk usage on the system, establishing a back-up schedule, establishing a District virus protection process, firewalls, and implementing Internet filtering systems as well as ensuring the proper functioning and maintenance of the network.

4. The building principals and district supervisors will be responsible for maintaining discipline in accordance with established Board policies including, but not limited to that involving The Use of Information Technology in Education (#6142.10).

C. Technical Services Provided through Network

1. **E-mail:** E-mail will enable employees and students to communicate with people throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

2. **World Wide Web:** The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world.

3. **File Transfer Protocol (FTP):** FTP allows users to download large files and computer software.

4. **Newsgroups:** Newsgroups are discussion groups that are similar to mail lists. The District will provide access to selected newsgroups that relate to subjects that are appropriate to the educational purpose of the system.

5. **Internet Relay Chat (IRC):** IRC provides the capability of engaging in "real-time" discussions. The District will provide access to IRC only for specifically defined educational activities. (e.g., Netmeeting for distance learning projects.)

6. **Internet Content Filtering:** In accordance with the Children's Internet Protection Act (CIPA) and universal service requirements, the District will enforce a policy of Internet safety and put into operation measures to monitor the activities of minors and protect against network access to visual depictions that are obscene, child pornography or harmful to minors.

D. Access to the System

1. **The District's Acceptable Use Policy** will govern all use of the District system by students and staff. Student use of the system will be governed by each building's disciplinary code. Employee use will be governed by District policy and the contractual agreement.

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2. **Internet Access**. All District employees and students will have access to the Internet through the District's networked computers. Parents may specifically request that their child(ren) not be provided such access by notifying the District in writing indicating this request.

3. **Classroom E-mail Accounts.** Students will be granted e-mail access through classroom accounts. Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the District in writing.

4. **Individual E-mail Accounts for Students.** Students may be provided with individual e-mail accounts by the Network Engineer for special projects approved by the administrative staff in accordance with established procedure. However, parents have the right to request in writing that their child(ren) not have an individual account.

5.   **Individual E-mail Accounts for District Employees.** District employees will be provided with an individual account.

E.   Parental Notification and Responsibility

1. On an annual basis, the District will notify the parents about the District network and its acceptable use. Parents may request in writing to the building principal that their child be denied access to the Internet. Parents may request alternative activities for their child(ren) that do not require Internet access.

2. Parents have the right at any time to investigate the contents of their child(ren)'s files including, but not limited to e-mail files. Parents have the right to request the termination of their child(ren)'s individual account at any time.

3. The District has web filtering software which filters most inappropriate material. There is a wide range of material available on the Internet and the District cannot guarantee that students will not access inappropriate material. Further, the District recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The District will encourage parents to specify to their child(ren) what material is and is not acceptable to access through the District system.

F.   District Limitation of Liability

1. The District makes no guarantees of any kind, either expressed or implied, that the functions or the services provided by or through the District system will be error-free or without defect.

2. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service.

3.   The District is not responsible for the accuracy or quality of the information obtained through the Internet.

4.   The District will not be responsible for financial obligations arising through the unauthorized use of the system.

G.   Due Process

1.   The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District system.

2.   In the event there is an allegation that a student has violated the District's Acceptable Use Policy, the student, and his/her parent as appropriate, will be informed of the alleged violation and have an opportunity to present an explanation before an administrator.

3.   Disciplinary actions will be tailored to meet specific concerns related to the violation. If the alleged violation also involves a violation of other provisions of the building code, the violation will be handled in accordance with the applicable provision of this code.

   a.   A careful review and investigation will be conducted for each incident reported by a student, faculty member or other school employee, parent, or other relevant individual, to the school administration under the Board's policy 6142.10 The Use of Information Technology in Education. Based on the outcome of the investigation and the severity of the incident, appropriate disciplinary action will be administered.

   b.   Throughout the investigation and disciplinary actions which may result, all legal procedures of "due process" (Board policy 5144) shall be followed by the administrator(s).

   c.   Discipline may entail a verbal or written warning to the individual, a call to a parent/guardian or an in-school, after-school, noon-hour or Saturday detention as appropriate and consistent with the discipline code of the school in which the incident occurs. Suspension of one to ten days in length may be imposed depending on the severity and frequency of the offense. All the steps involving suspension of students (Board policy and regulations #5114) will be followed consistently.

   d.   Cases involving misuse of information technology may be forwarded to the Holmdel Township Police Department for further review and investigation. It must be noted that disciplinary actions imposed by the Holmdel administrator(s) do not preclude civil and/or criminal prosecution.

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    e.   Expulsion may be the action recommended by the administration and imposed by the Holmdel Township Board of Education in the case of extreme situations. All procedures contained in Board policy and regulations #5144 Suspension and Expulsion/Due Process will be followed.

    f.   A record of all disciplinary actions and reasons for these actions will be maintained by the school principal or his/her designee and used/reported in accordance with district policy as well as state and/or federal law.

4.   Employee violations of the District's Acceptable Use Policy will be handled in accordance with District policy and the contractual agreement.

H.   Search and Seizure

1.   System users will not have an expectation of privacy for the contents of their personal files on the District system.

2.   District employees should be aware that their files are considered public under state public records laws.

3.   Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District's Acceptable Use Policy, or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the contractual agreement. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

4.   Students and staff will be made aware annually of the possibility of searches of files through the school handbooks.

I.   Copyright and Plagiarism

1.   District policies on copyright will govern the use of material accessed through the District system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

2.   District policies on plagiarism will govern use of material accessed through the District system. Teachers will instruct students in appropriate research and citation practices.

J.   USE OF WEBSITES

The Network Engineer, in cooperation with the Superintendent will establish a process and criteria for the development of websites and the posting of material.

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1. **District Web Site.** The District will establish a web site and will develop web pages that present information about the District. The Network Engineer will be designated as the webmaster, responsible for the placement of obtained information and the removal of out-dated information.

2. **School or Class Web Pages.** Schools and classes may establish web pages that present information about the school or class activity. The webmaster will review what is to be presented on the web page. If necessary, further review will be provided by the principals, Director of Curriculum and Instruction, and the Superintendent.

3. **Extracurricular Organization Web Pages**. With the approval of the building principal, extracurricular organizations may establish web pages. The webmaster, in cooperation with the building principal, will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page shall not be attributed to the District."

4. **Web Pages for School-based Organizations.** School-based organizations including, but not limited to the Parent School Association (Village School), Parent Liaison Group (Indian Hill School), Parent Support Group (W.R. Satz School), Parent/Teacher/Student Organization (High School), Holmdel Alliance, Holmdel Creative Arts Association, High School Booster Club, Holmdel Schools Music Association, and Project Graduation, may establish web sites linked to the district web site in accordance with this policy and pending the approval of the building principal, Network Engineer and Superintendent of Schools.

K.   District Acceptable Use Policy

1.   Personal Safety on the Internet

   a.   Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, school address, home address, etc.

   b.   Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2.   Illegal Activities

   a.   Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

   b.   Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

c. Users will not use the District system to engage in any illegal act.

3. System Security

a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

b. Users will immediately notify the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities

Users are not permitted to:

a. Send or display offensive messages or pictures;

b. Harass, insult or attack others;

c. Intentionally waste limited resources;

d. Download songs, games and other non-curriculum information;

e. Use a password other than their own; and/or

f. Utilize the network for banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

Source: Regular Board Meeting
Date: June 23, 1999
Revised: January 13, 2000
Revised: February 24, 2010

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ACCEPTABLE USE REGULATIONS FOR STUDENTS

A.   PROGRAM DEVELOPMENT

Staff will provide appropriate guidance to students as they use telecommunications and electronic information. All students will be informed by staff of their rights and responsibilities as users of the District network prior to gaining access to the network, either as an individual user or as a member of a class or group.

Students may use the Internet unless parental permission has been denied in writing to the building principal at which time the students will be provided with alternate resources to accomplish assigned tasks.

B.   INFORMATION TECHNOLOGY RULES

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access is a privilege, not a right.

Individual users of the District's computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with District standards.

Network storage areas may be treated like school lockers. The Network Engineer and district supervisors and administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers are private.

During class, teachers of younger students will guide them toward appropriate materials.

1.   Personal Safety

a.   Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.

b.   Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2.   Illegal Activities

   a.   Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

   b.   Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

   c.   Users will not use the District system to engage in any illegal act.

3.   System Security

   a.   Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

   b.   Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

4.   Inappropriate Language

   a.   Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

   b.   Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5.   Unacceptable Activities

   Users are not permitted to:

   a.   Send or display offensive messages or pictures;

   b.   Harass, insult or attack others;

   c.   Intentionally waste limited resources;

   d.   Download songs, games and other non-curriculum information;

   e.   Use a password other than their own;

   f.   Utilize the network for banking, political lobbying, commercial ventures, gambling or personal purchases; and/or

   g.   Copy and/or distribute any unauthorized or inappropriate information received on district hardware.

DATE: June 23, 1999

ACCEPTABLE USE REGULATIONS FOR STAFF

A. BACKGROUND

The network is provided for staff and students to tap educational resources, conduct research and communicate with others. Communications over the network are often public in nature therefore general rules and standards for professional behavior and communications will apply.

Staff will employ electronic mail on a regular basis at work as a tool for communications. The District may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages regularly.

B. INFORMATION TECHNOLOGY RULES

Electronic mail and telecommunications are not to be utilized by employees to share confidential information about students or other employees because messages are not entirely secure.

Network administrators may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly. Users should not expect that files stored on District servers are private.

The Network Engineer will report inappropriate behaviors to the employee's supervisor or administrator. Violations may result in disciplinary action and/or a loss of access. When applicable, law enforcement agencies may be involved.

Each employee will be given a copy of the Information Technology policy, regulations and exhibits on an annual basis in their school handbook.

1. Personal Safety

   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.

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b.   Users will promptly disclose to their building principal or supervisor any message they receive that is inappropriate or makes them feel uncomfortable.

2.   Illegal Activities

a.   Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

b.   Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

c.   Users will not use the District system to engage in any illegal act.

3.   System Security

a.   Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

b.   Users will immediately notify the Network Engineer if they have identified a possible security problem.

4.   Inappropriate Language

a.   Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

b.   Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5.   Unacceptable Activities

Users are not permitted to:

a.   Send or display offensive messages or pictures;

b.   Harass, insult or attack others;

c.   Intentionally waste limited resources;

d.   Download songs, games and other non-curriculum information;

e.   Use a password other than their own; and/or

f.   Utilize the network for banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

DATE: June 23, 1999

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III C Needs Assessment

1. A completed faculty and student needs assessment survey appears in the appendix.

    a. Staff Current Practice
        There are numerous ways educators are integrating technology across the curriculum. Available resources that assist the educator with technology integration include TechSteps in grade levels K-8 and teacher created resources posted on the district SharePoint intranet. This planning committee recommends establishing a professional development program that not only provides teachers with technology training, but also requires them to utilize the skills they learn in their training to create end products that will be available for use by others in the district. Also, consistent with school and district goals, most staff members will be required, as part of their annual Professional Development Plan (PDP) to focus on better integrating technology into their classroom instruction.

    b. Proficiency Summary
        The data below was submitted as part of the 2009 NJ DOE Technology Survey. The data was derived from administrative observations and our own internal self assessment.

Holmdel High School
103 Total Teachers
 8 / 7.8% Beginner
45 / 43.7% Intermediate
45 / 43.7% Advanced
 5 / 4.8% Instructor

Holmdel High School
1 Advanced Media Specialist
1 Intermediate Administrator
1 Advanced Administrator
1 Instructor Administrator

Beginner:
Uses computer systems to run software; and access, generate and manipulate data and publish results

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W.R. Satz School
55 Total Teachers
10 / 18.2% Beginner
23 / 41.8% Intermediate
20 / 36.4% Advanced
 2 / 3.6% Instructor

W.R. Satz School
 1 Instructor Media Specialist
1 Beginner Administrator
1 Advanced Administrator

Intermediate:
Applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems

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Indian Hill School
62 Total Teachers
12 / 19.4% Beginner
22 / 35.5% Intermediate
18 / 29.0% Advanced
10 / 16.1% Instructor

Indian Hill School
 1 Advanced Media Specialist
1 Intermediate Administrator
1 Advanced Administrator

Advanced:
Uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations

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Village School
87 Total Teachers
30 / 34.5% Beginner
39 / 44.8% Intermediate
 9 / 10.3% Advanced
 9 / 10.3% Instructor

Village School
2 Instructor Media Specialist
1 Intermediate Administrator
1 Advanced Administrator

Instructor:
Teaches the items above

c. Current Educational Environment and Barriers

i. Each classroom has at least one computer, however, not all rooms currently have presentation systems, and there is contention for use of the computer lab.

ii. There are mobile labs and dedicated lab settings; however, there are times when these resources are not available or are oversubscribed.

iii. An online "faculty needs assessment survey" was conducted. Survey feedback included requests for more training on technology standards, methods for integrating technology and the creation of classroom websites. (see complete survey results in appendix)

iv. Classroom assessment is ongoing. Assessments are both formative and summative. An online "student survey" was conducted. Student feedback included request for more classroom websites.

v. We have conducted some professional development in the past, but more needs to occur in order to fully incorporate technology into the curriculum.

vi. Administrators have received limited professional development that would benefit effective use of technology in the classroom or library media center. Several administrators have attended workshops that included guest speakers, such as Alan November, who is a well-recognized figure in the field of educational technology integration.

vii. While the district may not have addressed effective classroom and media center use of technology with ongoing sustained professional development in 2009-2010, some activity was occurring within groups of educators and PLCs. Workshops, meeting times and online tutorials addressed applications and topics including PowerSchool grade book maintenance and reporting, Learnia formative assessments, podcasting, Skills Tutor, Google Sites and technology integration.

viii. Professional development for administrators in 2009 -2010 included training in budget preparation, EdAnalyzer, School Dudes and online supplies ordering. Some of the administrators were able to attend out of district workshops and listen to guest speakers such as educational consultant Alan November.

ix. Support that was provided to staff other than professional development included technical support staff in all four buildings, the district's SharePoint intranet and an online helpdesk request and ticketing system. Helpdesk response is typically same day or next day with problem resolution.

x. We have identified needs and barriers through surveys and investigations conducted through the ad hoc technology committee. They have created a report of recommendations to address these needs.

2. In addition to the bulleted items below, see the attached faculty and student survey results for district needs to improve academic achievement of all students through the integration of technology.
   - Media Specialist observation and feedback
   - Determine professional development plan
   - Determine course offerings
   - Embed standards throughout curriculum
   - Implement student digital portfolios to document technology literacy

3. Needs are determined from the analysis of survey results with the highest priority items typically scheduled to be addressed in year one of the plan with lesser prioritized items met in years two and three. Items that generated the greatest response from faculty include a.) training on classroom website development b.) training on technology standards and c.) training on instructional technology infusion.

IV. A. THREE YEAR GOALS AND OBJECTIVES

HISTORY: Evaluation of 2007-2010 Goals and Objectives

Goals 2007-2010
1. Provide district facilities and staffing that support the integration of technology into schools.
2. Provide a comprehensive training program for staff and community members.
3. Provide equitable access to technology for all staff and students.
4. Integrate technology into instructional and administrative functions as appropriate.
5. Provide access to information and foster information retrieval literacy.

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

This goal has been advanced through funding from both internal and external sources
- Creation of technology labs
- Introduction of 5 computer classrooms
- Increase in number of wireless mobile labs
- Implementation of district wide phone system
- Formation of an ad hoc technology committee which proposed a comprehensive technology plan for the district

Goal 2: Provide a comprehensive training program for staff and community members.

Training programs for staff and community members have included the following:
- Senior Citizen technology workshops
- Extensive training on district email, grading, and phone systems
- Staff development technology workshops offered during summer, release time, and staff development days

Goal 3: Provide equitable access to technology for all staff and students.

This goal has been advanced through the following:
- Addition of sound fields and other assistive technology such as word processing devices and voice recognition software
- Acceptance of grants from various sources
- Distribution of laptop computers to a limited number of students and faculty
- Access to subscription online tutorial websites for students
- Development of a district portal which allows for remote access

Goal 4: Integrate technology into instructional and administrative functions as appropriate.

The district exhibits some excellent advances in administrative functions of this goal, such as:
- Automated payroll processes, online supply purchases, remote access of purchase requisitions, electronic budget development, grade reporting, attendance, and implementation of new school security and safety measures
- Review of new technological instructional materials by building principal, curriculum committee, and technology department personnel

However, lack of funding prevented technological purchases and sufficient training time that would have allowed for more widespread technology implementation.

Recognizing the deficiencies that the district experienced in fully achieving this goal, the ad hoc committee recommended the proposal of a separate question aimed at increasing funding to improve the technology plan. This separate question would also provide funding to establish a K-12 technology curriculum committee to write curricula to integrate technology into existing district curricula. Unfortunately, the separate question did not receive township voter approval and was defeated.

Goal 5: Provide access to information and foster information retrieval literacy.

Examples of components of this goal which have successfully been met include, but are not limited to:
- Use of web-based catalogs in school libraries
- Creation of a district web site and district-wide email system
- Adoption of software programs which allow for improved information exchange

IV. B. THREE YEAR GOALS AND OBJECTIVES

GOALS AND OBJECTIVES FOR 2010-2013

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

1.1 To improve technology access wherever learning occurs by ensuring that fixed and mobile computer labs and peripherals which meet the needs of each classroom and instructional area and process are available

1.2 To provide teachers with access to technology to enhance instruction, assist in administrative tasks and foster professional growth

1.3 To develop and implement a plan of action for upgrading electricity that meets expanded electrical outlet requirements

1.4 To refine and upgrade the plan for the purchase, maintenance, repair, replacement, and updating of technology equipment such that the district student-to-computer ratio meets or exceeds the state or county average.

1.5 To continue to expand and enhance sufficient telecommunications capacities at each site and between sites

Goal 2: Provide a comprehensive training program for staff and community members.

2.1 To expand the scope of delivery models for technology training in support of the instructional program through increased faculty collaboration

2.2 To provide training for staff on using available technology to enhance instruction within the curriculum

2.3 To provide opportunities to assist staff in developing new teaching strategies and methodologies which promote the infusion of technology within the classroom

2.4 To promote awareness in the entire community about the increasing role that technology plays in improving/enhancing education

Goal 3: Provide equitable access to technology for all staff and students.

3.1 To continually review and assess the distribution of technology in schools

3.2 To seek outside funding for the acquisition of technology for schools

3.3 To increase opportunities for students and staff to use school-owned equipment such as computers and other technology at home during non-school hours

3.4 To increase opportunities for students and parents to electronically access school information resources during non-school hours

3.5 To develop an assistive technology committee

Goal 4:	Integrate technology into instructional and administrative functions as appropriate.

4.1   To incorporate technology throughout the curricula to reinforce the New Jersey Core Curriculum Content Standards (NJCCCS) as well as federal standards

4.2   To incorporate the infusion of technology into the curriculum guide format

4.3   To evaluate and purchase instructional software which supports the curriculum guides and adoption cycles

4.4   To align district technology curricula with current state and federal student learning standards, benchmarks, and assessment at all grade levels for educational technology

4.5   To improve and expand the means through which all district stakeholders will communicate electronically with each other

Goal 5:	Provide access to information and foster information retrieval literacy.

5.1   To retrieve, analyze, evaluate and communicate information in expedient and efficient formats

5.2   To utilize a variety of electronic sources to retrieve information at local, regional, state, national, and international levels

5.3   To evaluate and select software for administrative uses which facilitates the exchange of information among all sites

5.4   To promote distance learning opportunities for staff, students and community

5.5   To provide instruction on search techniques

5.6   To evaluate and document online sources

5.7   To continue the use and promotion of online and electronic books.

V. A   Goals and Objectives for 2010-2013

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

	District Goal/Objective	**Strategy/Activity**	**Person(s) responsible**	**Timeline**	**Documentation**
1.1	To improve technology access wherever learning occurs by ensuring that fixed and mobile computer labs and peripherals which meet the needs of each classroom and instructional area and process are available	• Add and expand campus wireless network • Grant personally owned equipment "guest" network access • Add and expand technology resources and facilities, e.g. World Language Lab	Director of Technology Assistant Superintendent Principals	July 2010 - June 2013	Year-end needs assessment Technology committee review
1.2	To provide teachers with access to technology to enhance instruction, assist in administrative tasks and foster professional growth	• Provide training in and encourage the use of SharePoint and classroom websites • Provide LCD projectors, document cameras, subscriptions to online resources, etc.	Director of Technology Assistant Superintendent Principals LPDC IT Department	July 2010 - June 2013	Grade level/Department meetings Classroom observations Lesson plans Surveys
1.3	To develop and implement a plan of action for upgrading electricity that meets expanded electrical outlet requirements	• Implement as need dictates	Director of Plant Operations	Consistent with 5-year facility plan	Installation of electrical upgrades

	Objective/Activity		Person(s) responsible	Timeline	Evaluation
1.4	To refine and upgrade the plan for the purchase, maintenance, repair, replacement, and updating of technology equipment such that the district student-to-computer ratio meets or exceeds the state or county average.	• Implement to the extent that funds are available and budget permits.	Director of Technology

Assistant Superintendent | July 2010 - June 2013 | Year-end needs assessment/survey |
| 1.5 | To continue to expand and enhance sufficient telecommunications capacities at each site and between sites | • Major upgrade being performed summer of 2010
• Implement future upgrades as needed | Director of Technology | July 2010 - June 2013 | Network utilization is monitored |

Goal 2: Provide a comprehensive training program for staff and community members

	Objective/Activity		Person(s) responsible	Timeline	Evaluation
2.1	To expand the scope of delivery models for technology training in support of the instructional program through increased faculty collaboration	• Will provide a series of courses throughout the year
• Encourage the formation of Professional Learning Communities (PLCs) that focus on technology integration
• Provide screencasts that enable faculty to pursue online self-directed learning activities
• Provide online collaboration using various programs | Assistant Superintendent

Principals

Supervisors

LPDC | July 2010 - June 2013 | Review of Attendance sheets

PDP's

Building staff meetings

Evaluations from workshops

Survey |

2.2	To provide training for staff on using available technology to enhance instruction within the curriculum	• Will provide a series of courses throughout the year • Technology Teacher Leaders will provide support within each school	Asst. Superintendent Principal Supervisors SPDC	July 2010 - June 2013	Lesson plans Teacher Observations Course evaluations
2.3	To provide opportunities to assist staff in developing new teaching strategies and methodologies which promote the infusion of technology within the classroom	• Will provide a series of courses throughout the year • Encourage peer collaboration via technology • PLC's • Screencasts • Promote the use of webinars • Provide training in and encourge the use of Online Resources (SharePoint, Microsoft Live, Google Apps)	Dir Director of Technology Principals Supervisors SPDC	July 2010 - June 2013	Review of Attendance sheets PDP's Building staff meetings Evaluations from workshops Survey
2.4	To promote awareness in the entire community about the increasing role that technology plays in improving/enhancing education.	• Provide newsletters to community members • Disseminate information via superintendent reports to the public and BOE meetings • Disseminate information via Parent Teacher Group meetings • Highlight classroom activities and projects • Disseminate information via Back to School Nights	Superintendent Classroom Teachers Building Principals Department supervisors Media Specialists	July 2010 - June 2013	BOE reports Newsletters/News releases Website Updates Minutes Back to School Night Presentations

Goal 3: Provide equitable access to technology for all staff and students.

	Objective/Activity	Strategy/Activity	Person(s) responsible	Timeline	Evaluation
3.1	To continually review and assess the distribution of technology in schools	• Increase technology availability for sign-out using SharePoint • Conduct Needs Assessment Survey	Director of Technology Media Specialists	July 2010 – June 2013	Yearly Inventory Student-to-computer access Sign-out of equipment Reference Log Files
3.2	To seek outside funding for the acquisition of technology for schools	• Write grants • Solicit and accept donations from the Holmdel Foundation for Educational Excellence, Parent Teacher organizations of the schools, and other potential donors.	Assistant Superintendent Principals Supervisors Teachers	July 2010 – June 2013	Number and quality of district mini-grants and foundation grants awarded Number and quality of outside grants awarded Number and quality of private donations
3.3	To increase opportunities for students and staff to use school-owned equipment such as computers and other technology at home during non-school hours.	• Provide assistive technology as determined by IEP's • Provide staff members with access to districts network	Director of Technology Principal	July 2010 – June 2013	District technology inventory Inventory Location Sheet Reference Log Files
3.4	To increase opportunities for students and community members to electronically access school information resources during non-school hours	• Create teacher web sites for those without • Maintain and update district web site • Maintain and update individual school web sites	Director of Technology Teachers Webmaster	July 2010 – June 2013	Reference Log Files Feedback from students/parents /community members
3.5	To develop an assistive technology group to ensure availability and use of equipment.	• Create school based Professional Learning Groups to review and develop assistive technology.	Director of Special Services Principal Teachers	July 2010 – June2013	PLC Minutes/Logs Attendance sheets Surveys

Goal 4: Integrate technology into instructional and administrative functions as appropriate.

	Objective/Activity	Strategy/Activity	Person(s) responsible	Timeline	Evaluation
4.1	To incorporate technology throughout the curricula to reinforce the New Jersey Core Curriculum Content Standards as well as federal standards	• Technology courses will be offered throughout the school year as a way of incorporating technology into the curriculum • Revisions of current curriculum guides will include technology standards	Assistant Superintendent Technology Planning Committee	July 2010 – June 2013	Evaluations will take place throughout course offerings Teacher Observations PDP's Lesson Plans
4.2	To incorporate the infusion of technology into the curriculum guide format	• Notify individuals preparing curriculum that they must clearly indicate technology activities • Support will be provided for educators • Course offerings will include support for technology integration	Assistant Superintendent Technology Planning Committee/LPDC Curriculum/Revisers (Teachers)	Fall 2013	Curriculum guides Teacher Observations PDP's Course Evaluations
4.3	To evaluate and purchase instructional software which supports the curriculum guides and adoption cycles	• Review future curricula revisions to determine what types of software will be required	Classroom Teachers Supervisors Building Principal Assistant Superintendent Director of Technology	July 2010 - June 2013	Completed software review forms

4.4	To align district technology curricula with current state and federal student learning standards, benchmarks, and assessment at all grade levels for educational technology	• Revisions of current curriculum guides will ensure alignment of district technology curricula to state and federal student learning standards. • Annual meeting of the Technology Planning Committee will assess the state and federal changes to curricula standards	Technology Planning Committee Assistant Superintendent	Fall 2013	Written Curriculum State and Federal Curriculum Standards Documents
4.5	To improve and expand the means through which all district stakeholders will communicate electronically with each other	• Promote a paperless school environment • Shift toward communications via electronic newsletters, memos and meeting notifications • Share information electronically through the use of a variety of web-based programs	Director of Technology Assistant Superintendent All stakeholders	July 2010 - June 2013	Year-end needs assessment Use assessment

Goal 5: Provide access to information and to foster information retrieval literacy

	Objective/Activity	Strategy/Activity	Person(s) responsible	Timeline	Evaluation
5.1	To retrieve, analyze, evaluate and communicate information in expedient and efficient formats	• Promote a paperless school environment • Shift toward communications via electronic newsletters, memos and meeting notifications • Share information electronically through the use of a variety of web-based programs	Director of Technology Administrators Teachers Students	July 2010 - June 2013	Year-end needs assessment Lesson Plans Surveys PDP's Student Portfolios
5.2	To utilize a variety of electronic sources to retrieve information at local, regional state, national and international levels	• Provide online access to the WWW • Provide access to a variety of web-based programs • Promote correspondence between international and national schools	Director of Technology Media Specialists Teachers	July 2010 - June 2013	Year-end needs assessment Help-desk usage Lesson Plans Online Portfolio
5.3	To evaluate and select software for administrative uses which facilitates the exchange of information among all sites	• Utilize productivity software such as School Dudes, System 3000, Power School and Microsoft Office	Director of Technology Administration Clerical Staff	July 2010 - June 2013	Completed workshops Course offerings Completed training
5.4	To promote distance learning opportunities for staff and students	• Encourage affiliations with local universities • Promote teacher contacts with peers at other learning institutions • Encourage student affiliations with peers at other learning institutions • Encourage use of Skype and other distance learning software	Director of Technology Teachers Students	July 2010 - June 2013	Year-end evaluation Teacher Observations PDP's Student Portfolios

5.5	To provide instruction on search techniques.	• Provide instruction on how to search for reliable sources • Provide information on how to access information using other resources such as online databases (ERIC, Wilson, EBSCO)	Director of Technology Media Specialists Teachers	July 2010 - June 2013	Observations Teacher Observations Lesson Plans Student Portfolios
5.6	To evaluate and document online sources	• Provide teachers and students with reliable sources • Provide criteria for evaluating the reliability of online sources	Media Specialists Teachers Students	July 2010-2013	Teacher Observations Student Portfolios
5.7	To continue the use and promotion of online and electronic books	• Encourage teachers to take advantage of currently available electronic texts • Investigate new sources and technologies for the delivery of electronic texts	Asst. Superintendent Supervisors Teachers Students	July 2010-2013	Teacher Observations Usage Report Survey Student Survey

V. b.

Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.

Our Strategies:

Professional development workshops will be offered that support the development of technical skills among staff and students. These workshops will also include, but not be limited to, special education teachers who need to become more familiar with the scope of assistive technology devices available to the district. Our focus has been to try to develop assistance that starts with low-tech devices to gauge their success and gradually increase the complexity of the assistance offered to best meet the needs of the students.

The formation of an assistive technology committee to develop guidelines based on discussions with the New Jersey Department of Children and Families has been considered, but has not been established. These guidelines are in alignment with their desire to standardize assistive technologies across the entire state.

V. c.

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

Holmdel utilizes the online resources made available on NJTAP-IN's web site, such as their general rubric and skills array, to assess student technology literacy levels. The district utilizes shared teacher-created lessons and screen casts in addition to a purchased technology literacy curriculum called TechSteps to help teachers deliver technology rich lessons in their respective subject areas. Examples of student work are collected in either paper or electronic form as part of a portfolio that documents technology literacy. A filing cabinet maintained by the William R. Satz middle school media specialist contains a labeled folder for each student. Teachers complete the assessment rubric online utilizing Google's spreadsheet application.

V. d.

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

Technologies to reach stated goals are detailed in section 3.A.2. "Implementation Activity Tables" found on pages 28-31.
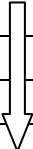
VI. FUNDING PLAN (July 2010-June 2011)

Funding has been and will continue to be provided from a combination of sources including annual operating budgets, bond referendums, and grants. The district also benefits from the generosity of school parent groups and the Holmdel Foundation for Educational Excellence. Every two years the district participates in the Monmouth County Improvement Authority's Pooled Capital Equipment Lease program. Much of the district's technology hardware is purchased through M.C.I.A.   In 2009 Holmdel used a small portion, or roughly $80,000, of the American Reinvestment and Recovery Act (ARRA) funds to outfit classrooms with LCD displays, new PCs, computer desks, touch screen overlays and sound field systems. The district spends about 1.65% of the $51,000,000 annual district operating budget on our technology initiatives, salaries, benefits and lease obligations, but we feel that it is one of the most important aspects our district can focus on to improve the education of our students.

All 2003 bond referendum construction items were deployed in 2004. Items included:
- Audio Systems-HS & Village Auditoriums
- Intercom/PA Systems-HS & Village Schools
- Clock System Upgrade @ W.R. Satz School
- Exterior doors alarmed in all four schools
- Alcatel PBX & Voicemail @ schools

2007-2010 Technology Curriculum, Technology Professional Development & Grants

	07-08 recommendation	07-08 Actual	08-09 2007 Projection	08-09 Actual	09-10 2007 Projection	09-10 Actual	10-11 Proposed
Release Time - P.D.	$51,000 Defeated*	$ X,XXX	$ 54,000	$ 225	$ 57,000	$ 0	$ 20,000
Outside Speakers –P.D.	$ 8,000 Defeated*	$ X,XXX	$ 8,000	$ 0	$ 8,000	$ 0	Total
Before/After School- P.D.	$28,800 Defeated*	$ X,XXX	$ 30,200	$ 2,029	$ 31,600	$ 855	
Summer Institutes	$22,240 Defeated*	$ X,XXX	$ 23,290	$ 0	$ 24,468	$ 0	
Out of District – P.D.	$ 5,920 Defeated*	$ X ,XXX	$ 5,980	$ 7,381	$ 6,040	$ 8,558	
Curriculum Writing-Tech	$26,120 Defeated*	$ X,XXX	$ 26,800	$ 0	$ - 0 -	$ 4,651	
Grant Writing	$10,000 Defeated*	$ 0	$ 10,000	$ 0	$ 10,000	$ 0	In-House

* Recommendation of the Ad Hoc Technology Committee, however, the April 17, 2007 separate budget question did not receive voter approval and the regular 07/08 base budget funding was immaterial.

Network Technology – Budget Projection and History

	'12/13	11/12	10/11	09/10	08/09	07/08	06/07	05/06	04/05	03/04
Supplies	$64,410	$64,410	$64,410	$64,410	$67,331	$67,296	$68,885	$80,381	$95,315	$102,839
Repairs	$138,780	$138,780	$138,780	$135,799	$137,316	$90,101	$74,227	$58,950	$27,223	$24,570
Training/Misc	$8,800	$8,800	$7,200	$8,800	$8,800	$5,991	$7,000	$5,000	$5,182	$12,531
Prof. Services	$7,100	$7,100	$7,100	$7,100	$1,075	$6,600	$6,600	$6,600	$1,212	$430
Equipment	$0.00	$0.00	$0.00	$0.00	$9,000	$0.00	$9,000	$8,500	$0.00	$0.00
M.C.I.A. (PCs, etc.)	N/A	$480,899	N/A	$490,750	n/a	$448,450	n/a	$84,800	n/a	$190,358
WAN - Data	$23,560	$23,560	$27,080	$43,560	$40,820	$43,510	$40,820	$48,011	$28,800	$28,800
WAN - Voice	$11,200	$11,200	$11,200	$13,200	$12,000	$13,107	$12,000	$12,000		
Internet	$10,840	$10,840	$10,840	$9,840	$7,456	$9,079	$10,800	$10,800	$13,620	$10,800
NIMAS	$12,800	$12,800	$12,800	$12,800						

As new systems have been brought online (phone system, auto dialer, intercom/PA system, student management system, security system, etc.) and the overall budget has been held flat or reduced, resources have been redirected from the supplies budgetary account to the equipment repairs account to cover the cost of update subscriptions, support services or maintenance contracts.

Proposed District Network Technology Operating Budget for 2010/2011

1. Network Technology Supplies • Printer toner and ink • Projector Lamps and notebook batteries • Software-new anti virus & MS Office licensing	$64,410

2. Equipment Repairs
• Hardware Maintenance contracts
  o Alcatel PBX Telephone System
  o HS & Village Audio Systems
  o Barracuda Networks Spam Filtering
  o 8e6 Internet Content Filtering Updates
  o Juniper Firewall Support Contract
  o Intercom/PA System Maintenance
• Software Maintenance and Support Contracts
  o Backup Exec backup and restore software
  o Network Associates Active Virus Defense Software
  o PowerSchool Student Management Software
  o Alert Now Automated Broadcast Communication Service
  o Financial & Transportation Software Support
	$138,780

3. Network Technology Training and Misc. • Student management system training • Professional development, workshops, seminars conferences	$8,800
4. Purchased Professional Services • On site consulting (e.g. VMware), application development • Microsoft technical support incidents	$7,100
5. Department Mileage (Reimbursement)	$1,500
6. Department Telephone (Cell Phone Allowance)	$1,320
7. Internet, Data & Voice Wide-Area-Network connectivity	$49,120

2009/2010 M.C.I.A Capital Pooled Lease Purchase Funded Items

1. (84 PCs) **HHS**- (31) Rm. 142, (26) Rm. 141, (9) Lower Library, (4) Admin.	
2. (42 PCs) **IHS** – (28) Room 130 Comp Lab, (36) Classrooms	
3. (40 PCs) **Satz** - (31) Room 207, (9) Administrative	
4. (33 PCs) **Village**- (27) Gr. 2/3 Comp Lab, (5) Admin & (1) Classroom	
5. (20) Tablet PCs-(14) HHS, (2) Satz, (2) IHS & (2) Vill	
6. (58) Notebook Computers-(15) Satz, (7) HHS, (17) IHS, (15) VILL & (8) Special Services MBG,CG,BA,ML, DD,CT,DH,CM	
7. Computer Furniture (16) Table Satz 207 & (20) Tables HHS 142	
8. (3) Printers (Departmental or Workgroup)	
9. (32) LCD Projectors & Ceiling Mount Kits	
10. (6) Small Networked Classroom Laser Printers	
11. (3) Juniper Firewalls and (1) Internet Content Filter Appliance	
12. (1) Alcatel PBX Upgrade	
13. (2) HP Procurve 2610-24 & (1) 2610-48 edge switches w/fiber	
14. (1) HP Procurve 5400 Core Switch with 48-1000BaseT & 24-BaseSX	
15. (29) Wireless Access Points 802.11n	
16. (5) Servers	
Total M.C.I.A. Technology Purchases Summer 2009	**$490,750**

B.

Ad Hoc Committee recommended items be funded that did <u>not</u> receive voter approval of a separate school budget ballot question on 4/17/07

	07/08	08/09	09/10
Purchase Desktop PCs	68	183	119
Purchase of Notebook Computers	-	33	127
Equip Visual Classrooms (Tablet PC, Projector, etc.)	72	28	28
Sound Field Systems	36	10	10
Assistive Technology	X	X	X
Mobile Notebook Comp. Lab at W.R. Satz	X	-	-
High School Writing Lab	-	X	-
Wireless Campus @ Indian Hill and Satz/HHS	-	-	X
PBX, SMS, SAN, SIF (new & upgrades)	X	x	x
(4) Technology Mentor Teachers (New Staff)	X	X	X
(1) Desktop Support (New Staff)	X	X	X
Staff Development	$115,960	$121,534	$127,108
Curriculum Writing (K-12 Technology)	X	X	-
Grants Writing (consulting)	X	X	X
Total Separate Budget Question	**$1,330,249**	**$1,314,477**	**$1,312,345**

* The above is a recommendation of the Ad Hoc Technology Committee; however, the April 17, 2007 separate budget question did not receive voter approval.

Ad Hoc Technology Committee 2007 report recommendations to be considered in the event of a future Bond Referendum

Board of Education PBX telephone system[1] to be integrated into district Alcatel centralized voice mail and 4-digit dialing plan	$41,000
District-wide Private Fiber Network[2] (voice, data and video)	$600,000
Renovation of HS comp. labs 141 and 142[3] to support 30 users	$300,000
Total Technology Bond Referendum Package	$941,000

[1]Plans for board of education phone system will be delayed until such time as a new office is constructed. It is anticipated that such a project may not impact the technology budget until the final year of this plan or possibly the next three-year plan.

[2]Plans for private fiber optic wide area network project have been put on hold as new broadband services have become available and become very cost effective.

[3]Holmdel High School room 142 (computer lab) was renovated in the summer of 2009. Most of the work was performed by the district maintenance staff which helped keep the total cost including computers, computer furniture, carpeting, data and electric service to a combined cost of only $ 51,000. Due to budgetary constraints, room 141 may not be renovated until the summer of 2013 at the earliest.

C. **Board Approval.** *Be sure it includes the budget for the first year of the plan*

Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.

Those elements are:

* *Goals and strategies for using telecommunications and information technology;*
* *A professional development strategy;*
* *An assessment of telecommunications services, hardware, software, and other services needed;*
* *Budget resources; and*
* *An ongoing evaluation process*

THESE MINUTES ARE UNAPPROVED AND SUBJECT TO MODIFICATION
REGULAR BUSINESS MEETING MAY 26, 2010

7f. <u>Acceptance of 2010 – 2013 Three Year Technology Plan</u>
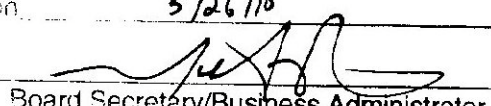
Resolved: That the Board accept the 2010 – 2013 Three Year Technology Plan for the Holmdel Township Public Schools to be submitted to the State Department of Education, Monmouth County Office in accordance with State regulations, as on file in the Office of the Assistant Superintendent, Curriculum and Instruction.

MOTION: <u>Mr. Collins</u>   SECOND: <u>Mr. Sockol</u>   VOTE<u>: 8-0</u>
Absent: Dr. Tai

that the aforegoing is a
true and exact copy of a resolution adopted
by the Holmdel Board of Education
on   **5/26/10**

Board Secretary/Business Administrator

D. **Board Approval.** *Attach a copy of the budget for each successive year of the plan*

Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.

Those elements are:

- *Goals and strategies for using telecommunications and information technology;*
- *A professional development strategy;*
- *An assessment of telecommunications services, hardware, software, and other services needed;*
- *Budget resources; and*
- *An ongoing evaluation process*

E.   Board Approval:

Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.

Those elements are:

- *Goals and strategies for using telecommunications and information technology;*
- *A professional development strategy;*
- *An assessment of telecommunications services, hardware, software, and other services needed;*
- *Budget resources; and*
- *An ongoing evaluation process*

VII. PROFESSIONAL DEVELOPMENT

a. Lisa Imbro, Chairperson of the Holmdel Local Professional Development Committee (HLPDC).

b. Professional Development Activities
   i. Provide course offerings for administrators to familiarize them with current trends in Educational Technology, such as 21st century skills, cyber safety, Google tools and integrating technology in standards based curriculum. This will enhance their understanding of technology integration within the classroom environment.
   ii. The technology committee will be meeting during the summer to develop and plan instructional course offerings for staff members to enhance their effective use of educational technology. As part of these course offerings, teachers will be expected to submit their final product to the LPDC, along with an abstract which will then be posted to our in-house collection of technology-rich lesson plans via SharePoint. Our plans for the future will be to assist teachers with their technology skills, which in turn will meet the needs of the 21st century learner. Through the course offerings we hope to promote collaboration among educators through established professional learning communities within the district. Media Specialists will coordinate information literacy skills to students and teachers about such items as online safety, evaluating internet resources and the district's acceptable use policy.
   iii. The technical staff is offered reference materials, self paced training resource kits and access to manufacturer technical support by phone or remote assistance on the Internet. Occasionally the district will send a representative from the network technology department to a technology roundtable meeting, a conference such as NJ Techspo, a manufacturer sponsored local training or marketing event or a technical exchange with a neighboring school district. In certain cases consultants will be brought onsite or a network technology member may have to travel offsite if a fee-based certification or advanced training is required. The department is also evaluating computer based learning series.
   iv. The technology committee will be looking at the application of assistive technology to include all staff members. A large percentage of the district's classrooms already have voice amplification (FrontRow) devices installed. In addition, the district's relationship with CPofNJ will be continued to assist staff with the application of assistive technology. The Director of Special Services will work in conjunction with both the Technology Planning Committee and the HLPDC to help develop course offerings for both special and regular education staff members.

c. The Director of Technology surveyed the entire school population. Faculty and student needs assessment survey results are in included in the appendix. Based upon the needs assessment results the Technology Committee in conjunction with the HLPDC will be planning an ongoing series of course offerings. The goal of these courses will be to provide sustained, high-quality professional development opportunities as they relate to the infusion of technology into the curricular process. In addition one of the goals of providing on-going professional development as it relates to the infusion of technology into the curriculum will be to offer courses that will help to prepare Technology Teacher Leaders. These Technology Teacher Leaders (TTL's) will assist staff members and ensure the effective use of classroom technology. Partners associated with the development of this approach will include, the HLPDC, Information Technology Department, Technology Planning Committee, Media Specialists, Technology Teacher Leaders and administrators.

Three-Year Local School District/Charter School Technology Plan
(2010-2013)

Professional Development Table
For Section VII-C
(2010-11 only)

The professional development detail is needed for school year 2010-2011 only.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Orientation	New staff members are introduced to accessing district resources, communication systems, programs and student information services.	Administrative support and network technology staff will provide ongoing sustained professional development for new staff. Mentors are assigned to new staff members to provide ongoing support throughout the year.
In-Service	Local Professional Development Committee (LPDC)/Technology Planning Committee (TPC) will provide workshops and presentations to all staff during the mandatory staff development days. Offerings are based on the needs identified by the state and district.	Administrative support, network technology staff, district instructors and professionals provide professional development.
Course Offerings	LPDC/TPC will design a series of ongoing courses that address the technology needs of district staff. Courses will have skills prerequisites and will require the creation and/or demonstration of a final product.	Administrative support, network technology staff, and district instructors provide ongoing sustained professional development throughout the course of the year. Products of these courses will be posted on the district intranet.

d. Projection for professional development activities:
  i. 2010-2011: Technology Planning Committee will meet over the summer to develop a series of course offerings aligned with NJ Core Curriculum Content Standards for Technology that will assist staff with needs that have been identified from the February, 2010 district-wide survey.
  ii. 2011-2012: Technology Planning Committee will review the current course offerings and evaluate its success. A feedback form will be used to review the effectiveness of the current course offerings and the data collected will be used to adjust the course offerings for the upcoming school year. Administrator input will be solicited to assess the frequency and effectiveness of technology infusion within the curriculum.
  iii. 2012 – 2013: As planning begins for the next Three Year Technology Plan, the committee will review the effectiveness of current offerings and develop new courses that will reflect current technological trends. Additionally, the needs of the staff members will be surveyed and necessary adjustments to Professional Development activities and course offerings will be made.

VIII - Evaluation Plan Table

The evaluation narrative includes how telecommunications services, hardware, software and other services will improve education. Telecommunications services are leased, tariffed, contracted, or month-to-month services that are used to communicate information electronically between sites. The services MUST be provided by an eligible Telecommunications Service provider. Examples of Telecommunications Services for E-Rate include T-1 lines, basic telephone service, and ISDN. Broadcast services (such as over-the-air radio and television) and cable TV are not considered Telecommunications Services.

The burden of proof for any federal inquiry lies with the district, and they should be able to support their process with methodology and documentation.

Three-Year Technology Plan Evaluation Narrative
Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in

a. integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,	Professional and support staff, along with the administrative team, will be reviewing the delivery of the curriculum and the outcomes of state and local testing. No plan is worthwhile unless there is measurable, data driven cohort analysis of student progress. The integration of technology should be considered a primary tool in advancing learning in all its forms- comprehension, questioning, synthesis, and application to future learning. It is therefore the teacher, the administrative team, the parents and the student who will provide data by means of testing, surveys, commentary, etc. on the effectiveness of curriculum delivery which include the various components of learning, including technology.
b. enabling students to meet challenging state academic standards and	As mentioned above, the analysis of student progress along with the integration of technology needs dedicated review. The state standards and the bar for reaching adequate yearly progress continue to rise; therefore the applications of technology need to be coordinated with the increase with the levels of proficiency. The review and analysis of data will determine progress for curriculum delivery, and Teacher/Admin training/course offerings will adjusted to continually meet the needs of the district goals.
c. developing life-long learning skills	The professional, support and administrative staff, parents and students are all responsible to convey to each other necessity for skills that will enable everyone to become productive members of our community. The advent of technology is just one facet in this development, as meaningful educational practices, applicability to future goals, and the tools to conduct oneself in the pursuit of knowledge. Every effort will be made to provide our population with the tools for success in the future.

APPENDIX

Google Accounts Program

As part of our ongoing attempts to increase the integration of technology into the educational process, students will be given the opportunity to use a set of new online tools.

The district has partnered with Google to create Google accounts for the faculty and students that are accessed by logging in to Holmdel's Google portal at < docs.holmdelschools.org >. These accounts will give students access to several useful Google features – Documents, Calendar, and Sites. Each program has some benefits:

Documents: This will provide students with the ability to post files they create to an online "locker" they can access from any computer with internet access. They will also be able to collaborate with others on these files, share copies with teachers for review, and save paper while doing it. This feature will also provide students with better access to their school-generated materials from home.

Calendar: Students will be able to set up a calendar that will email them reminders about upcoming assignments, assessments, and activities that they enter on the calendar. They can also share these calendars with others, which can help students coordinate their activities.

Sites: With proper teacher supervision, students will be able to edit or collaborate on teacher-created web pages quickly and easily to display work, gather information, and connect their learning to the larger world.

These tools will improve students' acquisition of 21st century skills, which will benefit them throughout their education, and throughout their careers.

Of course, any tool can be misused. Therefore, it is imperative for students and their parents to understand the following restrictions regarding the use of the Google applications, from the district's information technology policies:

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access is a privilege, not a right.

Individual users of the District's computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with District standards.

Network storage areas may be treated like school lockers. The Network Engineer and district supervisors and administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers are private.

1. *Personal Safety*
   a. *Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.*

      b. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

  2. *Illegal Activities*
      a. Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.
      b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.
      c. Users will not use the District system to engage in any illegal act.

  3. *System Security*
      a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.
      b. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

  4. *Inappropriate Language*
      a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
      b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
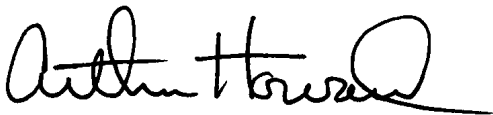
  Unacceptable Activities
  5. *Users are not permitted to:*
      a. Send or display offensive messages or pictures;
      b. Harass, insult or attack others;
      c. Intentionally waste limited resources;
      d. Download songs, games and other non-curriculum information;
      e. Use a password other than their own;
      f. Utilize the network for banking, political lobbying, commercial ventures, gambling or personal purchases; and/or
      g. Copy and/or distribute any unauthorized or inappropriate information received on district hardware.

In addition to the italicized policy items above, **students are not allowed to access the Google Sites application** within the Holmdel domain without teacher supervision, nor are they allowed to create web sites either under or using the Holmdel domain.

Violations will result in a loss of computer/network access, and may result in disciplinary action and in legal action in accordance with Board of Education policy, as well as in prosecution by state and federal laws. Cyberbullying from home computers that affects students in school will result in disciplinary action as deemed appropriate.

We look forward to working with your students on this next step in our exciting project!

Sincerely,

Arthur Howard,
Principal
William R. Satz Middle School

P.S. - Attached please find a copy of the W. R. Satz School's policies for internet and email use. Please KEEP THIS COPY OF THE USE POLICY for yourself and tear off, fill out, and return the bottom-most section.

W. R. Satz School's INTERNET AND E-MAIL RULES (Policy 6142.10)

Network storage areas will be treated like school lockers. District personnel may review files and communications to maintain system integrity and to ensure that users are accessing the system responsibly. Users should not expect that files stored on district servers would be private.

Within reason, freedom of speech and access to information will be honored. However, any student using such technologies to harass another student/adult or input or extract inappropriate information from a student/adult will be subject to in or out-of-school suspension at the discretion of the school administration. **In addition, if the incident is severe enough and warrants it, law enforcement personnel will be contacted.** During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility, just as they do for television, telephones, movies, radio and other potentially offensive media.

The following rules apply:
1. **Personal Safety**
   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, screen name, telephone numbers, and the like.
   b. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate that makes them feel uncomfortable.
2. **Illegal Activities**
   a. Users will not attempt to gain unauthorized access to the District network. Such action includes attempting to log on through another person's account or to access another person's files.
   b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.
   c. Users will not use the District system to engage in any illegal act.
3. **System Security**
   a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from accessing their account.
   b. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.
4. **Inappropriate Language**
   a. Users will not use obscene, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
   b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
5. **Unacceptable Activities**
   Users are not permitted to:
   a. Send or display offensive messages or graphics;
   b. Harass, insult, or attack others;
   c. Intentionally waste limited resources;
   d. Download songs, games, and other non-curricular information;
   e. Use a password other than their own;
   f. Utilize the network for banking, political lobbying, commercial ventures, gambling, or personal purchases;
   g. On district hardware, copy or display any unauthorized or inappropriate information received

Note to parents: If you do not want your child(ren) to have Internet access, please indicate this fact in a written statement addressed to the appropriate building principal(s) on an annual basis. Be aware that your child(ren) will be provided with alternate resources, reference materials, and/or other means of communication.

▪▪▪
Please tear off and return this section only – retain the rest for your records.

I have read the above policies regarding internet and email use and understand how they apply to my child as regards the Google accounts project.

Student name: _____ Parent signature: _____ Date: _____
                (Print clearly)

HOLMDEL TOWNSHIP PUBLIC SCHOOLS

24 CRAWFORDS CORNER ROAD • HOLMDEL, NEW JERSEY 07733-0407

"A COMMITMENT TO EXCELLENCE"

TEL: (732) 946-1808
FAX: (732) 834-0089

September 10, 2009

Dear Parents and Students of Team 5,

This year, Team 5 is going to try something different. We're going to allow students to use their own personal computers, such as laptops, netbooks, and tablet PCs, during class in place of paper and pens for Science, Social Studies, and Language Arts.

We are NOT requiring students to get laptops; however, we are going to encourage their use. We feel there are many benefits to students using laptops instead of traditional disposable materials.

- With the cost of some netbooks and laptops dropping below $200, they are not much more expensive than regular supplies.
- Personal computers can be re-used year after year throughout middle and high school.
- Personal computers can be used for a variety of activities at school and at home.
- Typing is faster than hand-writing; free touch-typing tutors are available online.
- Storing notes and other work on a computer increases students' organization and efficiency and allows quick searches for relevant information.
- Wireless internet connections will allow frequent research opportunities for students.
- Word processing programs allow faster editing and revision of class work.
- By saving their schoolwork as electronic files, students will create an electronic portfolio of their work, and will have easy access to their work from year to year to help encourage continuity of education – they can easily review past notes and work in preparation for future studies.
- Regular computer use has become a mainstay of the modern business and social world; using personal computers in school will help prepare students for responsible use in their professional and private lives.

If students are granted permission to use a personal computer in class, they will be personally responsible for proper use and protection of their personal equipment. The school will not be responsible for loss or theft of, or damage to, students' computers.

In order to maintain the safety and security of our students, students taking advantage of this unique opportunity will lose the privilege and will receive disciplinary action for the following reasons:

- Viewing inappropriate web sites or materials
- Creating and/or posting of inappropriate materials (blogs, websites, etc.)
- "Cyber-bullying" other students
- Using their computer or web access for non-academic purposes (e.g., gaming, instant messaging, etc.) while at school
- Paying attention to their computer rather than their teachers

Any of the above will result in a student losing his or her personal computer use privileges for the rest of the school year. **Student Initial_____** **Parent Initial_____**

For those students who wish to participate in this personal computing initiative, we suggest:

- Purchasing a PC-style personal computer, rather than a Mac-style computer
- Purchasing a computer with the Windows™ operating system
- Installing antivirus, firewall, and spyware-monitoring software
- Using the web-based school email system for communication and file-transfer purposes
- Using the free Microsoft Office Live programs and Microsoft Sky Drive online file storage system to keep back-up copies of classwork and for project collaboration purposes

The Team 5 teachers will review our expectations and computer use policies further with students in the future, and with parents at Back to School Night on Monday, September 14, 2009.

We look forward to working with your students on this exciting project!

Sincerely,

The Team 5 Teachers

P.S. - Attached please find a copy of the W. R. Satz School's policies for internet and email use. If you think your child may possibly participate in the Team 5 personal computing project, please <u>KEEP THIS COPY OF THE USE POLICY</u> for yourself and tear off, fill out, and return the bottom-most section.

W. R. Satz School's INTERNET AND E-MAIL RULES (Policy 6142.10)

Network storage areas will be treated like school lockers. District personnel may review files and communications to maintain system integrity and to ensure that users are accessing the system responsibly. Users should not expect that files stored on district servers would be private.

Within reason, freedom of speech and access to information will be honored. However, any student using such technologies to harass another student/adult or input or extract inappropriate information from a student/adult will be subject to in or out-of-school suspension at the discretion of the school administration. **In addition, if the incident is severe enough and warrants it, law enforcement personnel will be contacted.** During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility, just as they do for television, telephones, movies, radio and other potentially offensive media.

The following rules apply:
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   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, screen name, telephone numbers, and the like.
   b. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate that makes them feel uncomfortable.
2. **Illegal Activities**
   a. Users will not attempt to gain unauthorized access to the District network. Such action includes attempting to log on through another person's account or to access another person's files.
   b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.
   c. Users will not use the District system to engage in any illegal act.
3. **System Security**
   a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from accessing their account.
   b. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.
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   b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
5. **Unacceptable Activities**
   Users are not permitted to:
   a. Send or display offensive messages or graphics;
   b. Harass, insult, or attack others;
   c. Intentionally waste limited resources;
   d. Download songs, games, and other non-curricular information;
   e. Use a password other than their own;
   f. Utilize the network for banking, political lobbying, commercial ventures, gambling, or personal purchases;
   g. On district hardware, copy or display any unauthorized or inappropriate information received

Violations may result in disciplinary action, in a loss of computer/network access and in legal action in accordance with Board of Education policy, as well as in prosecution by state and federal laws. Cyberbullying from home computers that affects students in school will result in disciplinary action as deemed appropriate.

Note to parents: If you do not want your child(ren) to have Internet access, please indicate this fact in a written statement addressed to the appropriate building principal(s) on an annual basis. Be aware that your child(ren) will be provided with alternate resources, reference materials, and/or other means of communication.

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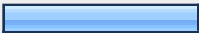
I have read the above policies regarding internet and email use and understand how they apply to my child as regards the Team 5 personal computer project.

Student name: _____ Parent signature: _____ Date: _____
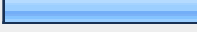
Faculty Technology Needs Assessment
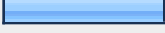
1. My primary location is

		Response Percent	Response Count
High School		**100.0%**	**74**
W.R. Satz School		0.0%	0
Indian Hill School		0.0%	0
Village School		0.0%	0
Board of Education Office		0.0%	0
	answered question		**74**
	skipped question		**0**
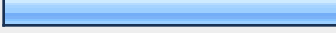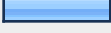
2. My job is

		Response Percent	Response Count
Teacher		**100.0%**	**74**
Special Education		0.0%	0
Support		0.0%	0
Guidance		0.0%	0
Administrator		0.0%	0
Clerical		0.0%	0
B&G		0.0%	0
Other (please specify in the box below)		0.0%	0
	answered question		**74**
	skipped question		**0**

3. My specialty is

		Response Percent	Response Count
Elementary		0.0%	0
Math-Science		**29.7%**	**22**
Humanities		25.7%	19
Physical Education		12.2%	9
Arts		8.1%	6
Special Ed.		4.1%	3
World Language		12.2%	9
Technology		5.4%	4
Other		2.7%	2
	answered question		74
	skipped question		0
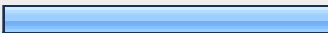
4. How often do you utilize voicemail and is there a benefit?

		Response Percent	Response Count
I check my voice mail daily and there is a benefit		5.4%	4
I check my voice mail weekly because I don't receive many voice messages		4.1%	3
I check for messages occasionally preferring to communicate through email		27.0%	20
I rarely check my voice mail, instead I rely on secretaries to field calls and take messages. The majority of my communications are via email.		**56.8%**	**42**
I would use voicemail more often if it would notify me when new messages have been left for me.		23.0%	17
		answered question	74
		skipped question	0
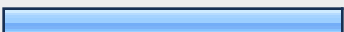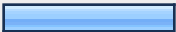
5. Training/workshops in technology standards, resources and uses meets my needs.

		Response Percent	Response Count
Strongly agree		9.5%	7
Agree		**47.3%**	**35**
NA/Don't Know		12.2%	9
Disagree		29.7%	22
Strongly Disagree		1.4%	1
		answered question	74
		skipped question	0
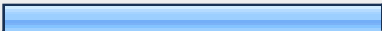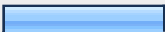
6. There are sufficient shared instructional technology resources provided by my peers (PowerPoints, websites, podcasts, etc.)

		Response Percent	Response Count
Strongly agree		6.8%	5
Agree		**50.0%**	**37**
NA/Don't Know		13.5%	10
Disagree		24.3%	18
Strongly Disagree		5.4%	4
	answered question		74
	skipped question		0
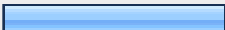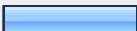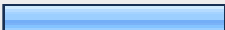
7. I share instructional technology resources (PowerPoints, websites, podcasts, etc.) with my peers.

		Response Percent	Response Count
Strongly agree		21.6%	16
Agree		**51.4%**	**38**
NA/Don't Know		4.1%	3
Disagree		16.2%	12
Strongly Disagree		6.8%	5
	answered question		74
	skipped question		0
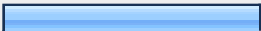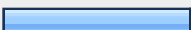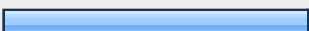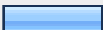
8. How often do you collaborate with colleagues using a form of technology such as email, blogging, SharePoint bulletin board, tweeting, moodle...

		Response Percent	Response Count
Often		**50.0%**	**37**
Sometimes		28.4%	21
NA/Don't Know		0.0%	0
Occasionally		14.9%	11
Never		6.8%	5
		answered question	74
		skipped question	0

9. Technology equipment is sufficiently modern (fast), available and reliable enough to carry out my lesson plans

		Response Percent	Response Count
Strongly Agree		13.7%	10
Agree		**52.1%**	**38**
N/A Don't Know		4.1%	3
Disagree		26.0%	19
Strongly Disagree		4.1%	3
		answered question	73
		skipped question	1

10. Training and support for CURRENT hardware, applications and information systems meets my needs

		Response Percent	Response Count
Strongly agree		9.5%	7
Agree		**58.1%**	**43**
NA/Don't Know		4.1%	3
Disagree		24.3%	18
Strongly Disagree		4.1%	3
		answered question	74
		skipped question	0

11. Training and support for NEW hardware/software updates meets my needs

		Response Percent	Response Count
Strongly agree		6.8%	5
Agree		**33.8%**	**25**
NA/Don't Know		20.3%	15
Disagree		**33.8%**	**25**
Strongly Disagree		5.4%	4
		answered question	74
		skipped question	0
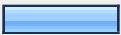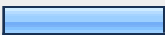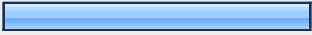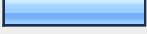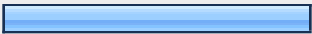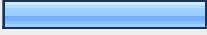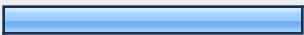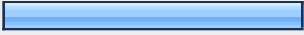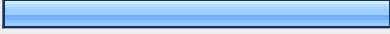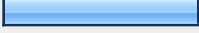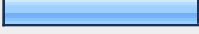
12. Students have adequate access to computers

		Response Percent	Response Count
Strongly agree		16.2%	12
Agree		**39.2%**	**29**
NA/Don't Know		8.1%	6
Disagree		28.4%	21
Strongly Disagree		8.1%	6
	answered question		74
	skipped question		0

13. I assess my students' technology literacy

		Response Percent	Response Count
Throughout the year as part of an integrated curriculum		**46.6%**	**34**
With several projects designed to satisfy NJCCS and NJTAP-IN		15.1%	11
With a once-a-year technology assessment		4.1%	3
I do not assess student technology literacy		34.2%	25
	answered question		73
	skipped question		1

14. How frequently do you personally use the following during the day – please select the appropriate answer for each one

	never	annually	monthly	weekly	daily	N/A	Response Count
Email	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (1)	**98.6% (73)**	0.0% (0)	74
Calendaring	**38.6% (27)**	2.9% (2)	11.4% (8)	28.6% (20)	18.6% (13)	0.0% (0)	70
SharePoint	8.2% (6)	2.7% (2)	27.4% (20)	27.4% (20)	**32.9% (24)**	1.4% (1)	73
SchoolDudes	**72.2% (52)**	2.8% (2)	6.9% (5)	1.4% (1)	1.4% (1)	15.3% (11)	72
LCD Projection	12.5% (9)	11.1% (8)	9.7% (7)	22.2% (16)	**41.7% (30)**	2.8% (2)	72
Microsoft Word	0.0% (0)	0.0% (0)	0.0% (0)	9.6% (7)	**90.4% (66)**	0.0% (0)	73
Microsoft Excel	29.7% (22)	6.8% (5)	12.2% (9)	17.6% (13)	**32.4% (24)**	1.4% (1)	74
Microsoft PowerPoint	20.5% (15)	8.2% (6)	19.2% (14)	13.7% (10)	**37.0% (27)**	1.4% (1)	73
EdAnalyzer	**77.8% (56)**	1.4% (1)	0.0% (0)	0.0% (0)	1.4% (1)	19.4% (14)	72
Systems 3000	**74.6% (53)**	1.4% (1)	0.0% (0)	0.0% (0)	0.0% (0)	23.9% (17)	71
						answered question	74
						skipped question	0
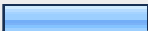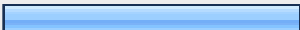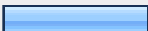
15. How often do you use the following technologies with your students (check all that apply)						
	Regularly	**Somewhat regularly**	**Somewhat infrequently**	**Infrequently**	**Never**	**Response Count**
Notebook Computer	15.1% (11)	8.2% (6)	5.5% (4)	6.8% (5)	**64.4% (47)**	73
SmartBoard	0.0% (0)	2.8% (2)	6.9% (5)	8.3% (6)	**81.9% (59)**	72
Tablet PC	19.7% (14)	7.0% (5)	1.4% (1)	7.0% (5)	**64.8% (46)**	71
Elmo document camera	5.6% (4)	11.3% (8)	5.6% (4)	7.0% (5)	**70.4% (50)**	71
iPod, MP3 player, Audio recorder for podcasts	12.7% (9)	11.3% (8)	12.7% (9)	8.5% (6)	**54.9% (39)**	71
Digital camera or video recorder	5.6% (4)	9.7% (7)	8.3% (6)	19.4% (14)	**56.9% (41)**	72
Internet (e.g. Study Island, United Streaming, You Tube, Skills Tutor, BrainPop, etc.)	28.4% (21)	**36.5% (27)**	17.6% (13)	6.8% (5)	10.8% (8)	74
Moodle	2.8% (2)	1.4% (1)	5.6% (4)	12.5% (9)	**77.8% (56)**	72
Google Docs	12.7% (9)	7.0% (5)	9.9% (7)	12.7% (9)	**57.7% (41)**	71
TechSteps	0.0% (0)	0.0% (0)	1.4% (1)	7.1% (5)	**91.4% (64)**	70
SynchronEyes comp. lab management software	2.8% (2)	0.0% (0)	0.0% (0)	11.1% (8)	**86.1% (62)**	72
Classroom website	**42.5% (31)**	8.2% (6)	6.8% (5)	5.5% (4)	37.0% (27)	73
Classroom Blog or Wiki	10.1% (7)	5.8% (4)	1.4% (1)	10.1% (7)	**72.5% (50)**	69
School e-mail	**66.2% (49)**	16.2% (12)	6.8% (5)	4.1% (3)	6.8% (5)	74
Other (please specify in the box below)						7
					answered question	74
					skipped question	0

16. I need assistance or professional development in... (please select the FIVE most needed areas)

		Response Percent	Response Count
Microsoft Windows Operating System (XP, Vista 7)		6.8%	5
Microsoft Word 2003 or 2007 (formatting, mail merge, etc.)		17.6%	13
Microsoft Excel 2003 or 2007 (tables, graphing, etc)		24.3%	18
Microsoft PowerPoint 2003 or 2007		32.4%	24
Tablet PC and OneNote		47.3%	35
PowerSchool		13.5%	10
Assessing student technology literacy		21.6%	16
Developing technology rich lessons		47.3%	35
Presenting with a LCD TV or Projector		31.1%	23
SharePoint e-mail or Outlook		10.8%	8
SharePoint doc, lesson & resource sharing		23.0%	17
SharePoint Bulletin Board		13.5%	10
Website Development (Google Sites)		45.9%	34
Google Docs		28.4%	21
Moodle		45.9%	34
Creating Podcasts		**59.5%**	**44**
EdAnalyzer		29.7%	22
Systems 3000		29.7%	22
School Dudes		32.4%	24
Other (please specify)			5
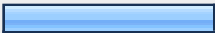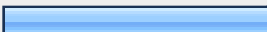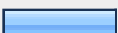
		answered question	74
		skipped question	0

17. Selecting only one item per column, rank the technology infusion aides below according to benefit. (please rank 8=greatest technology benefit and 1=the least) Use each number (rank) only once.

	1	2	3	4	5	6	7	8	Rating Average	R
Professional development explaining the technology standards	**27.6% (16)**	15.5% (9)	12.1% (7)	5.2% (3)	10.3% (6)	6.9% (4)	6.9% (4)	15.5% (9)	3.81	
Professional development on how to satisfy the tech standards	8.2% (5)	**21.3% (13)**	14.8% (9)	18.0% (11)	9.8% (6)	11.5% (7)	16.4% (10)	0.0% (0)	4.00	
Professional development on using the hardware and software that is available	1.8% (1)	5.5% (3)	12.7% (7)	16.4% (9)	20.0% (11)	12.7% (7)	7.3% (4)	**23.6% (13)**	5.33	
Obtaining wireless access	6.3% (4)	4.8% (3)	4.8% (3)	15.9% (10)	**27.0% (17)**	15.9% (10)	14.3% (9)	11.1% (7)	5.13	
Obtaining a ceiling mounted projector	14.8% (9)	6.6% (4)	8.2% (5)	11.5% (7)	8.2% (5)	14.8% (9)	13.1% (8)	**23.0% (14)**	5.03	
Obtaining more computers in the classroom	6.3% (4)	9.5% (6)	19.0% (12)	12.7% (8)	6.3% (4)	14.3% (9)	**20.6% (13)**	11.1% (7)	4.84	
Obtaining more access to the computer lab	6.6% (4)	18.0% (11)	11.5% (7)	8.2% (5)	11.5% (7)	**19.7% (12)**	11.5% (7)	13.1% (8)	4.70	
Access to a technology teacher leader	**21.5% (14)**	13.8% (9)	9.2% (6)	12.3% (8)	12.3% (8)	10.8% (7)	9.2% (6)	10.8% (7)	4.03	
								answered question		
								skipped question		

18. I take advantage of technology workshops, screencasts and/or web-based learning/training

		Response Percent	Response Count
Regularly		20.3%	15
Somewhat Regularly		**39.2%**	**29**
Somewhat Infrequently		27.0%	20
Infrequently		10.8%	8
Never		2.7%	2
		answered question	74
		skipped question	0

19. Would you be supportive of students being allowed to bring their personal notebooks into your class?

		Response Percent	Response Count
Very Supportive		22.1%	15
Supportive		**45.6%**	**31**
Not Supportive		22.1%	15
Strongly Oppose		5.9%	4
N/A		4.4%	3
		answered question	68
		skipped question	6
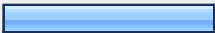
20. Should students be allowed access to YouTube?			
	13 of 13	Response Percent	Response Count
Strongly Agree		10.2%	6
Agree		32.2%	19
Disagree		**40.7%**	**24**
Strongly Disagree		16.9%	10
	Other (please specify)		13
	answered question		59
	skipped question		15
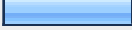
Faculty Technology Needs Assessment
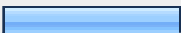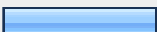
1. My primary location is

		Response Percent	Response Count
High School		0.0%	0
W.R. Satz School		**100.0%**	**31**
Indian Hill School		0.0%	0
Village School		0.0%	0
Board of Education Office		0.0%	0
	answered question		31
	skipped question		0
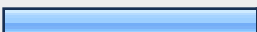
2. My job is

		Response Percent	Response Count
Teacher		**100.0%**	**31**
Special Education		0.0%	0
Support		0.0%	0
Guidance		0.0%	0
Administrator		0.0%	0
Clerical		0.0%	0
B&G		0.0%	0
Other (please specify in the box below)		0.0%	0
	answered question		31
	skipped question		0

3. My specialty is

		Response Percent	Response Count
Elementary		0.0%	0
Math-Science		**32.3%**	**10**
Humanities		29.0%	9
Physical Education		6.5%	2
Arts		3.2%	1
Special Ed.		6.5%	2
World Language		12.9%	4
Technology		3.2%	1
Other		6.5%	2
		answered question	31
		skipped question	0
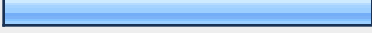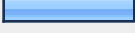
4. How often do you utilize voicemail and is there a benefit?

		Response Percent	Response Count
I check my voice mail daily and there is a benefit		0.0%	0
I check my voice mail weekly because I don't receive many voice messages		6.5%	2
I check for messages occasionally preferring to communicate through email		22.6%	7
I rarely check my voice mail, instead I rely on secretaries to field calls and take messages. The majority of my communications are via email.		**61.3%**	**19**
I would use voicemail more often if it would notify me when new messages have been left for me.		35.5%	11
	answered question		31
	skipped question		0
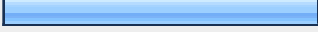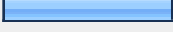
5. Training/workshops in technology standards, resources and uses meets my needs.

		Response Percent	Response Count
Strongly agree		16.1%	5
Agree		**51.6%**	**16**
NA/Don't Know		12.9%	4
Disagree		19.4%	6
Strongly Disagree		0.0%	0
	answered question		31
	skipped question		0
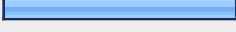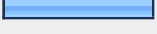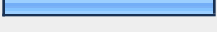
6. There are sufficient shared instructional technology resources provided by my peers (PowerPoints, websites, podcasts, etc.)

		Response Percent	Response Count
Strongly agree		6.7%	2
Agree		**40.0%**	**12**
NA/Don't Know		26.7%	8
Disagree		23.3%	7
Strongly Disagree		3.3%	1
		answered question	30
		skipped question	1

7. I share instructional technology resources (PowerPoints, websites, podcasts, etc.) with my peers.

		Response Percent	Response Count
Strongly agree		19.4%	6
Agree		**38.7%**	**12**
NA/Don't Know		12.9%	4
Disagree		25.8%	8
Strongly Disagree		3.2%	1
		answered question	31
		skipped question	0
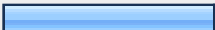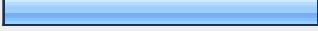
8. How often do you collaborate with colleagues using a form of technology such as email, blogging, SharePoint bulletin board, tweeting, moodle…

		Response Percent	Response Count
Often		**35.5%**	**11**
Sometimes		32.3%	10
NA/Don't Know		0.0%	0
Occasionally		22.6%	7
Never		9.7%	3
		answered question	31
		skipped question	0

9. Technology equipment is sufficiently modern (fast), available and reliable enough to carry out my lesson plans

		Response Percent	Response Count
Strongly Agree		16.7%	5
Agree		**56.7%**	**17**
N/A Don't Know		6.7%	2
Disagree		20.0%	6
Strongly Disagree		0.0%	0
		answered question	30
		skipped question	1

10. Training and support for CURRENT hardware, applications and information systems meets my needs

		Response Percent	Response Count
Strongly agree		6.5%	2
Agree		**48.4%**	**15**
NA/Don't Know		12.9%	4
Disagree		25.8%	8
Strongly Disagree		6.5%	2
		answered question	31
		skipped question	0

11. Training and support for NEW hardware/software updates meets my needs

		Response Percent	Response Count
Strongly agree		6.5%	2
Agree		**35.5%**	**11**
NA/Don't Know		22.6%	7
Disagree		32.3%	10
Strongly Disagree		3.2%	1
		answered question	31
		skipped question	0

12. Students have adequate access to computers

		Response Percent	Response Count
Strongly agree		9.7%	3
Agree		**38.7%**	**12**
NA/Don't Know		6.5%	2
Disagree		**38.7%**	**12**
Strongly Disagree		6.5%	2
		answered question	31
		skipped question	0
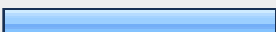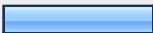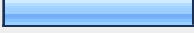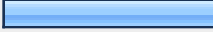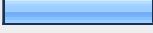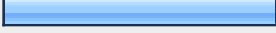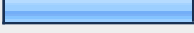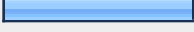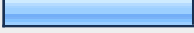
13. I assess my students' technology literacy

		Response Percent	Response Count
Throughout the year as part of an integrated curriculum		32.3%	10
With several projects designed to satisfy NJCCS and NJTAP-IN		12.9%	4
With a once-a-year technology assessment		6.5%	2
I do not assess student technology literacy		**48.4%**	**15**
		answered question	31
		skipped question	0

14. How frequently do you personally use the following during the day – please select the appropriate answer for each one

	never	annually	monthly	weekly	daily	N/A	Response Count
Email	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (31)**	0.0% (0)	31
Calendaring	**64.5% (20)**	0.0% (0)	6.5% (2)	3.2% (1)	22.6% (7)	3.2% (1)	31
SharePoint	19.4% (6)	9.7% (3)	19.4% (6)	**32.3% (10)**	16.1% (5)	3.2% (1)	31
SchoolDudes	**73.3% (22)**	3.3% (1)	3.3% (1)	3.3% (1)	0.0% (0)	16.7% (5)	30
LCD Projection	34.5% (10)	0.0% (0)	10.3% (3)	13.8% (4)	**41.4% (12)**	0.0% (0)	29
Microsoft Word	0.0% (0)	0.0% (0)	0.0% (0)	19.4% (6)	**80.6% (25)**	0.0% (0)	31
Microsoft Excel	**51.7% (15)**	10.3% (3)	20.7% (6)	6.9% (2)	6.9% (2)	3.4% (1)	29
Microsoft PowerPoint	22.6% (7)	12.9% (4)	**32.3% (10)**	9.7% (3)	22.6% (7)	0.0% (0)	31
EdAnalyzer	**83.9% (26)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	16.1% (5)	31
Systems 3000	**77.4% (24)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	22.6% (7)	31
						answered question	31
						skipped question	0
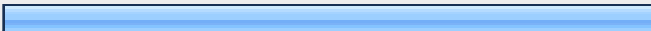
15. How often do you use the following technologies with your students (check all that apply)						
	Regularly	**Somewhat regularly**	**Somewhat infrequently**	**Infrequently**	**Never**	**Response Count**
Notebook Computer	13.3% (4)	23.3% (7)	10.0% (3)	13.3% (4)	**40.0% (12)**	30
SmartBoard	3.3% (1)	0.0% (0)	3.3% (1)	0.0% (0)	**93.3% (28)**	30
Tablet PC	0.0% (0)	24.1% (7)	3.4% (1)	3.4% (1)	**69.0% (20)**	29
Elmo document camera	13.3% (4)	3.3% (1)	3.3% (1)	3.3% (1)	**76.7% (23)**	30
iPod, MP3 player, Audio recorder for podcasts	0.0% (0)	13.3% (4)	13.3% (4)	10.0% (3)	**63.3% (19)**	30
Digital camera or video recorder	0.0% (0)	3.2% (1)	9.7% (3)	25.8% (8)	**61.3% (19)**	31
Internet (e.g. Study Island, United Streaming, You Tube, Skills Tutor, BrainPop, etc.)	**33.3% (10)**	**33.3% (10)**	16.7% (5)	10.0% (3)	6.7% (2)	30
Moodle	6.7% (2)	0.0% (0)	3.3% (1)	3.3% (1)	**86.7% (26)**	30
Google Docs	3.3% (1)	0.0% (0)	3.3% (1)	13.3% (4)	**80.0% (24)**	30
TechSteps	3.3% (1)	0.0% (0)	0.0% (0)	6.7% (2)	**90.0% (27)**	30
SynchronEyes comp. lab management software	10.0% (3)	**33.3% (10)**	3.3% (1)	20.0% (6)	**33.3% (10)**	30
Classroom website	27.6% (8)	0.0% (0)	6.9% (2)	6.9% (2)	**58.6% (17)**	29
Classroom Blog or Wiki	10.0% (3)	3.3% (1)	0.0% (0)	0.0% (0)	**86.7% (26)**	30
School e-mail	**60.0% (18)**	16.7% (5)	10.0% (3)	10.0% (3)	3.3% (1)	30
Other (please specify in the box below)						4
answered question						**31**
skipped question						**0**

16. I need assistance or professional development in... (please select the FIVE most needed areas)			
		Response Percent	Response Count
Microsoft Windows Operating System (XP, Vista 7)		12.9%	4
Microsoft Word 2003 or 2007 (formatting, mail merge, etc.)		12.9%	4
Microsoft Excel 2003 or 2007 (tables, graphing, etc)		41.9%	13
Microsoft PowerPoint 2003 or 2007		22.6%	7
Tablet PC and OneNote		35.5%	11
PowerSchool		9.7%	3
Assessing student technology literacy		25.8%	8
Developing technology rich lessons		58.1%	18
Presenting with a LCD TV or Projector		29.0%	9
SharePoint e-mail or Outlook		9.7%	3
SharePoint doc, lesson & resource sharing		32.3%	10
SharePoint Bulletin Board		22.6%	7
Website Development (Google Sites)		**67.7%**	**21**
Google Docs		41.9%	13
Moodle		29.0%	9
Creating Podcasts		29.0%	9
EdAnalyzer		6.5%	2
Systems 3000		3.2%	1
School Dudes		29.0%	9
Other (please specify)			0

			answered question	31
			skipped question	0

17. Selecting only one item per column, rank the technology infusion aides below according to benefit. (please rank 8=greatest technology benefit and 1=the least) Use each number (rank) only once.

	1	2	3	4	5	6	7	8	Rating Average	R
Professional development explaining the technology standards	20.0% (5)	20.0% (5)	20.0% (5)	8.0% (2)	4.0% (1)	16.0% (4)	12.0% (3)	0.0% (0)	3.52	
Professional development on how to satisfy the tech standards	8.3% (2)	20.8% (5)	8.3% (2)	20.8% (5)	29.2% (7)	4.2% (1)	0.0% (0)	8.3% (2)	3.96	
Professional development on using the hardware and software that is available	3.8% (1)	3.8% (1)	19.2% (5)	30.8% (8)	7.7% (2)	19.2% (5)	3.8% (1)	11.5% (3)	4.65	
Obtaining wireless access	4.2% (1)	16.7% (4)	16.7% (4)	20.8% (5)	25.0% (6)	4.2% (1)	12.5% (3)	0.0% (0)	4.08	
Obtaining a ceiling mounted projector	11.5% (3)	3.8% (1)	7.7% (2)	11.5% (3)	3.8% (1)	19.2% (5)	15.4% (4)	26.9% (7)	5.46	
Obtaining more computers in the classroom	12.0% (3)	16.0% (4)	0.0% (0)	4.0% (1)	4.0% (1)	12.0% (3)	28.0% (7)	24.0% (6)	5.40	
Obtaining more access to the computer lab	7.7% (2)	0.0% (0)	19.2% (5)	0.0% (0)	19.2% (5)	11.5% (3)	26.9% (7)	15.4% (4)	5.42	
Access to a technology teacher leader	27.6% (8)	13.8% (4)	10.3% (3)	0.0% (0)	10.3% (3)	10.3% (3)	13.8% (4)	13.8% (4)	4.07	
									answered question	
									skipped question	

18. I take advantage of technology workshops, screencasts and/or web-based learning/training

		Response Percent	Response Count
Regularly		6.5%	2
Somewhat Regularly		35.5%	11
Somewhat Infrequently		**38.7%**	**12**
Infrequently		19.4%	6
Never		0.0%	0
	answered question		31
	skipped question		0

19. Would you be supportive of students being allowed to bring their personal notebooks into your class?

		Response Percent	Response Count
Very Supportive		**100.0%**	**1**
Supportive		0.0%	0
Not Supportive		0.0%	0
Strongly Oppose		0.0%	0
N/A		0.0%	0
	answered question		1
	skipped question		30

20. Should students be allowed access to YouTube?			
	13 of 13	Response Percent	Response Count
Strongly Agree		0.0%	0
Agree		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Other (please specify)		0
	answered question		**0**
	skipped question		**31**

1. My primary location is

Answer Options	Response Percent	Response Count
High School	0.0%	0
W.R. Satz School	3.6%	2
Indian Hill School	92.9%	52
Village School	3.6%	2
Board of Education Office	0.0%	0
	answered question	56
	skipped question	0

2. My job is

Answer Options	Response Percent	Response Count
Teacher	62.5%	35
Special Education	23.2%	13
Support	1.8%	1
Guidance	0.0%	0
Administrator	0.0%	0
Clerical	5.4%	3
B&G	0.0%	0
Other (please specify in the box below)	7.1%	4
	answered question	56
	skipped question	0

3. My specialty is

Answer Options	Response Percent	Response Count
Elementary	34.5%	19
Math-Science	20.0%	11
Humanities	1.8%	1
Physical Education	1.8%	1
Arts	5.5%	3
Special Ed.	21.8%	12
World Language	1.8%	1
Technology	3.6%	2
Other	9.1%	5
	answered question	55
	skipped question	1

4. How often do you utilize voicemail and is there a benefit?

Answer Options	Response Percent	Response Count
I check my voice mail daily and there is a benefit	16.1%	9
I check my voice mail weekly because I don't receive many voice messages	5.4%	3
I check for messages occasionally preferring to communicate through email	16.1%	9
I rarely check my voice mail, instead I rely on secretaries to field calls and take messages. The majority of my communications are via email.	41.1%	23
I would use voicemail more often if it would notify me when new messages have been left for me.	33.9%	19
	answered question	56
	skipped question	0

5. Training/workshops in technology standards, resources and uses meet my needs.

Answer Options	Response Percent	Response Count
Strongly agree	5.4%	3
Agree	26.8%	15
NA/Don't Know	10.7%	6
Disagree	33.9%	19
Strongly Disagree	23.2%	13
answered question		56
skipped question		0

6. There are sufficient shared instructional technology resources provided by my peers (PowerPoints, websites, podcasts, etc.)

Answer Options	Response Percent	Response Count
Strongly agree	3.6%	2
Agree	14.3%	8
NA/Don't Know	23.2%	13
Disagree	44.6%	25
Strongly Disagree	14.3%	8
answered question		56
skipped question		0

7. I share instructional technology resources (PowerPoints, websites, podcasts, etc.) with my peers.

Answer Options	Response Percent	Response Count
Strongly agree	7.1%	4
Agree	44.6%	25
NA/Don't Know	10.7%	6
Disagree	30.4%	17
Strongly Disagree	7.1%	4
answered question		56
skipped question		0

8. How often do you collaborate with colleagues using a form of technology such as email, blogging, SharePoint bulletin board, tweeting, moodle...

Answer Options	Response Percent	Response Count
Often	30.9%	17
Sometimes	36.4%	20
NA/Don't Know	1.8%	1
Occasionally	14.5%	8
Never	16.4%	9
answered question		55
skipped question		1

9. Technology equipment is sufficiently modern (fast), available and reliable enough to carry out my lesson plans

Answer Options	Response Percent	Response Count
Strongly Agree	3.7%	2
Agree	31.5%	17
N/A Don't Know	14.8%	8
Disagree	22.2%	12
Strongly Disagree	27.8%	15
answered question		*54*
skipped question		*2*

10. Training and support for CURRENT hardware, applications and information systems meets my needs

Answer Options	Response Percent	Response Count
Strongly agree	3.6%	2
Agree	23.6%	13
NA/Don't Know	9.1%	5
Disagree	43.6%	24
Strongly Disagree	20.0%	11
answered question		*55*
skipped question		*1*

11. Training and support for NEW hardware/software updates meets my needs

Answer Options	Response Percent	Response Count
Strongly agree	3.7%	2
Agree	11.1%	6
NA/Don't Know	20.4%	11
Disagree	42.6%	23
Strongly Disagree	22.2%	12
answered question		*54*
skipped question		*2*

12. Students have adequate access to computers

Answer Options	Response Percent	Response Count
Strongly agree	1.9%	1
Agree	25.0%	13
NA/Don't Know	7.7%	4
Disagree	34.6%	18
Strongly Disagree	30.8%	16
answered question		*52*
skipped question		*4*

13. I assess my students' technology literacy

Answer Options	Response Percent	Response Count
Throughout the year as part of an integrated curriculum	20.4%	11
With several projects designed to satisfy NJCCCS and NJTAP-IN	11.1%	6
With a once-a-year technology assessment	13.0%	7
I do not assess student technology literacy	55.6%	30
	answered question	54
	skipped question	2

14. How frequently do you personally use the following during the day – please select the appropriate answer for each one

Answer Options	never	annually	monthly	weekly	daily	N/A	Response Count
Email	0	0	0	0	**55**	1	56
Calendaring	**23**	0	6	4	13	8	54
SharePoint	3	4	17	**20**	8	1	53
SchoolDudes	**33**	3	2	2	2	15	55
LCD Projection	**25**	0	11	5	7	7	54
Microsoft Word	0	0	2	16	**37**	1	56
Microsoft Excel	**25**	6	8	7	3	7	56
Microsoft PowerPoint	15	10	**16**	6	3	5	55
EdAnalyzer	**36**	1	0	0	0	19	56
Systems 3000	**30**	1	1	3	1	20	56
					answered question		56
					skipped question		0

15. How often do you use the following technologies with your students (check all that apply)

Answer Options	Regularly	Somewhat regularly	Somewhat infrequently	Infrequently	Never	Response Count
Notebook Computer	4	3	6	4	34	51
SmartBoard	3	2	5	9	34	53
Tablet PC	10	0	3	5	34	52
Elmo document camera	7	5	7	6	26	51
iPod, MP3 player, Audio recorder for podcasts	2	1	1	7	39	50
Digital camera or video recorder	1	4	6	12	25	48
Internet (e.g. Study Island, United Streaming, You Tube, Skills Tutor, BrainPop, etc.)	24	12	9	4	2	51
Moodle	2	1	1	2	44	50
Google Docs	6	5	3	7	30	51
TechSteps	1	0	4	3	42	50
SynchronEyes comp. lab management software	9	6	3	6	26	50
Classroom website	9	3	5	3	31	51
Classroom Blog or Wiki	2	2	1	1	43	49
School e-mail	36	3	1	4	6	50
Other (please specify in the box below)						3
				answered question		53
				skipped question		3

16. I need assistance or professional development in… (please rank 13=greatest need and 1=the least)

Answer Options	1	2	3	4	5	6	7	8	9	10	11	12	13	N/A	Rating Average	Response Count
Microsoft Windows Operating System	13	4	2	1	2	3	1	3	2	2	1	2	1	1	4.76	38
Microsoft Word	12	14	1	1	0	2	3	2	0	1	0	1	1	0	3.45	38
Microsoft Excel	1	2	7	1	1	4	3	2	3	2	2	5	1	1	7.00	35
Microsoft PowerPoint	1	4	4	7	4	1	0	3	3	3	3	2	2	0	6.46	37
Tablet PC and OneNote	1	0	2	3	6	0	2	0	2	1	4	5	9	4	8.91	39
PowerSchool	0	2	4	7	5	6	1	2	0	3	3	0	3	2	6.39	38
Assessing student technology literacy	2	2	1	2	3	3	0	3	2	5	7	3	3	1	8.17	37
Developing technology rich lessons	0	1	0	0	1	2	5	4	5	4	2	5	5	1	9.35	35
Presenting with a LCD TV or Projector	1	0	4	2	4	2	3	4	5	1	4	1	3	1	7.53	35
SharePoint e-mail	3	5	2	5	4	5	4	2	0	4	1	0	0	0	5.26	35
SharePoint doc, lesson & resource sharing	0	1	4	2	2	2	4	4	6	3	4	1	1	0	7.56	34
SharePoint Bulletin Board	4	2	4	1	4	2	4	3	4	4	1	2	1	0	6.44	36
Website Development	2	0	2	2	0	0	4	4	1	2	6	7	6	4	9.25	40
												answered question				52
												skipped question				4

17. How might the following improve your use of technology (please rank 8=greatest technology benefit and 1=the least)

Answer Options	1	2	3	4	5	6	7	8	Rating Average	Response Count
Professional development explaining the technology standards	16	2	6	0	4	1	5	3	3.32	37
Professional development on how to satisfy the tech standards	0	13	4	3	3	5	6	5	4.54	39
Professional development on using the hardware and software that is available	1	1	10	4	6	9	6	3	4.98	40
Obtaining wireless access	4	7	4	10	8	2	3	1	3.87	39
Obtaining a ceiling mounted projector	8	2	4	6	8	3	4	3	4.16	38
Obtaining more computers in the classroom	0	4	5	4	3	9	7	2	5.09	34
Obtaining more access to the computer lab	3	5	2	4	6	6	5	2	4.61	33
Access to a technology teacher leader	4	2	3	5	0	1	3	24	6.10	42
							answered question			50
							skipped question			6
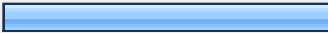
18. I take advantage of technology workshops, screencasts and/or web-based learning/training

Answer Options	Response Percent	Response Count
Regularly	23.1%	12
Somewhat Regularly	36.5%	19
Somewhat Infrequently	25.0%	13
Infrequently	13.5%	7
Never	1.9%	1
answered question		52
skipped question		4

Faculty Technology Needs Assessment

1. My primary location is

		Response Percent	Response Count
High School		0.0%	0
W.R. Satz School		0.0%	0
Indian Hill School		0.0%	0
Village School		**100.0%**	**22**
Board of Education Office		0.0%	0
		answered question	**22**
		skipped question	**0**

2. My job is

		Response Percent	Response Count
Teacher		**100.0%**	**22**
Special Education		0.0%	0
Support		0.0%	0
Guidance		0.0%	0
Administrator		0.0%	0
Clerical		0.0%	0
B&G		0.0%	0
Other (please specify in the box below)		0.0%	0
		answered question	**22**
		skipped question	**0**
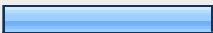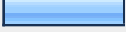
3. My specialty is			
2 of 13		**Response Percent**	**Response Count**
Elementary		**77.3%**	**17**
Math-Science		0.0%	0
Humanities		0.0%	0
Physical Education		0.0%	0
Arts		9.1%	2
Special Ed.		4.5%	1
World Language		0.0%	0
Technology		0.0%	0
Other		9.1%	2
		answered question	22
		skipped question	0
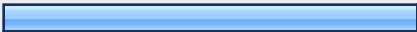
4. How often do you utilize voicemail and is there a benefit?

		Response Percent	Response Count
I check my voice mail daily and there is a benefit		9.1%	2
I check my voice mail weekly because I don't receive many voice messages		0.0%	0
I check for messages occasionally preferring to communicate through email		22.7%	5
I rarely check my voice mail, instead I rely on secretaries to field calls and take messages. The majority of my communications are via email.		**50.0%**	**11**
I would use voicemail more often if it would notify me when new messages have been left for me.		**50.0%**	**11**
	answered question		22
	skipped question		0

5. Training/workshops in technology standards, resources and uses meets my needs.

		Response Percent	Response Count
Strongly agree		13.6%	3
Agree		**36.4%**	**8**
NA/Don't Know		13.6%	3
Disagree		31.8%	7
Strongly Disagree		4.5%	1
	answered question		22
	skipped question		0
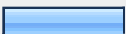
6. There are sufficient shared instructional technology resources provided by my peers (PowerPoints, websites, podcasts, etc.)

		Response Percent	Response Count
Strongly agree		0.0%	0
Agree		38.1%	8
NA/Don't Know		9.5%	2
Disagree		**52.4%**	**11**
Strongly Disagree		0.0%	0
	answered question		21
	skipped question		1
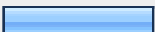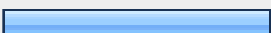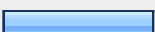
7. I share instructional technology resources (PowerPoints, websites, podcasts, etc.) with my peers.

		Response Percent	Response Count
Strongly agree		4.5%	1
Agree		**68.2%**	**15**
NA/Don't Know		9.1%	2
Disagree		13.6%	3
Strongly Disagree		4.5%	1
	answered question		22
	skipped question		0
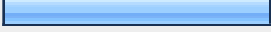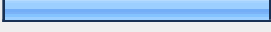
8. How often do you collaborate with colleagues using a form of technology such as email, blogging, SharePoint bulletin board, tweeting, moodle…

		Response Percent	Response Count
Often		**31.8%**	**7**
Sometimes		22.7%	5
NA/Don't Know		4.5%	1
Occasionally		22.7%	5
Never		18.2%	4
		answered question	**22**
		skipped question	**0**
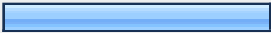
9. Technology equipment is sufficiently modern (fast), available and reliable enough to carry out my lesson plans

		Response Percent	Response Count
Strongly Agree		13.6%	3
Agree		**63.6%**	**14**
N/A Don't Know		9.1%	2
Disagree		13.6%	3
Strongly Disagree		0.0%	0
		answered question	**22**
		skipped question	**0**

10. Training and support for CURRENT hardware, applications and information systems meets my needs

		Response Percent	Response Count
Strongly agree		9.1%	2
Agree		**50.0%**	**11**
NA/Don't Know		13.6%	3
Disagree		18.2%	4
Strongly Disagree		9.1%	2
	answered question		22
	skipped question		0

11. Training and support for NEW hardware/software updates meets my needs

		Response Percent	Response Count
Strongly agree		4.5%	1
Agree		22.7%	5
NA/Don't Know		**40.9%**	**9**
Disagree		22.7%	5
Strongly Disagree		9.1%	2
	answered question		22
	skipped question		0

12. Students have adequate access to computers		Response Percent	Response Count
Strongly agree		4.5%	1
Agree		**40.9%**	**9**
NA/Don't Know		4.5%	1
Disagree		**40.9%**	**9**
Strongly Disagree		9.1%	2
	answered question		22
	skipped question		0
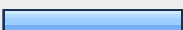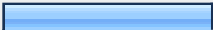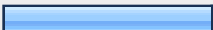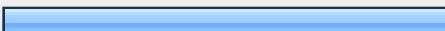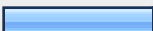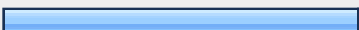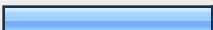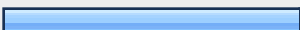
13. I assess my students' technology literacy		Response Percent	Response Count
Throughout the year as part of an integrated curriculum		**40.9%**	**9**
With several projects designed to satisfy NJCCCS and NJTAP-IN		13.6%	3
With a once-a-year technology assessment		4.5%	1
I do not assess student technology literacy		**40.9%**	**9**
	answered question		22
	skipped question		0

14. How frequently do you personally use the following during the day – please select the appropriate answer for each one

	never	annually	monthly	weekly	daily	N/A	Response Count
Email	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	**100.0% (22)**	0.0% (0)	22
Calendaring	**50.0% (11)**	0.0% (0)	13.6% (3)	13.6% (3)	13.6% (3)	9.1% (2)	22
SharePoint	10.0% (2)	5.0% (1)	**50.0% (10)**	25.0% (5)	5.0% (1)	5.0% (1)	20
SchoolDudes	**86.4% (19)**	0.0% (0)	4.5% (1)	0.0% (0)	0.0% (0)	13.6% (3)	22
LCD Projection	27.3% (6)	0.0% (0)	0.0% (0)	**50.0% (11)**	13.6% (3)	9.1% (2)	22
Microsoft Word	0.0% (0)	0.0% (0)	4.5% (1)	18.2% (4)	**77.3% (17)**	0.0% (0)	22
Microsoft Excel	27.3% (6)	13.6% (3)	**40.9% (9)**	9.1% (2)	9.1% (2)	4.5% (1)	22
Microsoft PowerPoint	18.2% (4)	13.6% (3)	**31.8% (7)**	**31.8% (7)**	4.5% (1)	0.0% (0)	22
EdAnalyzer	**81.8% (18)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	18.2% (4)	22
Systems 3000	**72.7% (16)**	4.5% (1)	4.5% (1)	0.0% (0)	0.0% (0)	18.2% (4)	22
						answered question	22
						skipped question	0
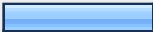
	Regularly	Somewhat regularly	Somewhat infrequently	Infrequently	Never	Response Count
15. How often do you use the following technologies with your students (check all that apply)						
Notebook Computer	4.8% (1)	9.5% (2)	4.8% (1)	0.0% (0)	**81.0% (17)**	21
SmartBoard	0.0% (0)	9.1% (2)	9.1% (2)	**40.9% (9)**	**40.9% (9)**	22
Tablet PC	13.6% (3)	18.2% (4)	0.0% (0)	4.5% (1)	**63.6% (14)**	22
Elmo document camera	0.0% (0)	0.0% (0)	4.5% (1)	4.5% (1)	**90.9% (20)**	22
iPod, MP3 player, Audio recorder for podcasts	0.0% (0)	4.5% (1)	4.5% (1)	13.6% (3)	**77.3% (17)**	22
Digital camera or video recorder	9.1% (2)	**27.3% (6)**	22.7% (5)	13.6% (3)	**27.3% (6)**	22
Internet (e.g. Study Island, United Streaming, You Tube, Skills Tutor, BrainPop, etc.)	**45.5% (10)**	27.3% (6)	18.2% (4)	4.5% (1)	4.5% (1)	22
Moodle	0.0% (0)	0.0% (0)	0.0% (0)	9.1% (2)	**90.9% (20)**	22
Google Docs	0.0% (0)	4.5% (1)	4.5% (1)	13.6% (3)	**77.3% (17)**	22
TechSteps	13.6% (3)	4.5% (1)	13.6% (3)	4.5% (1)	**63.6% (14)**	22
SynchronEyes comp. lab management software	0.0% (0)	0.0% (0)	0.0% (0)	4.5% (1)	**95.5% (21)**	22
Classroom website	13.6% (3)	9.1% (2)	9.1% (2)	22.7% (5)	**45.5% (10)**	22
Classroom Blog or Wiki	0.0% (0)	0.0% (0)	0.0% (0)	9.5% (2)	**90.5% (19)**	21
School e-mail	33.3% (7)	14.3% (3)	0.0% (0)	14.3% (3)	**38.1% (8)**	21
Other (please specify in the box below)						1
					answered question	22
					skipped question	0

16. I need assistance or professional development in... (please select the FIVE most needed areas)			
		Response Percent	Response Count
Microsoft Windows Operating System (XP, Vista 7)		18.2%	4
Microsoft Word 2003 or 2007 (formatting, mail merge, etc.)		27.3%	6
Microsoft Excel 2003 or 2007 (tables, graphing, etc)		27.3%	6
Microsoft PowerPoint 2003 or 2007		31.8%	7
Tablet PC and OneNote		31.8%	7
PowerSchool		0.0%	0
Assessing student technology literacy		27.3%	6
Developing technology rich lessons		**68.2%**	**15**
Presenting with a LCD TV or Projector		31.8%	7
SharePoint e-mail or Outlook		13.6%	3
SharePoint doc, lesson & resource sharing		22.7%	5
SharePoint Bulletin Board		31.8%	7
Website Development (Google Sites)		54.5%	12
Google Docs		27.3%	6
Moodle		31.8%	7
Creating Podcasts		45.5%	10
EdAnalyzer		13.6%	3
Systems 3000		9.1%	2
School Dudes		22.7%	5
Other (please specify)			2

17. Selecting only one item per column, rank the technology infusion aides below according to benefit. (please rank 8=greatest technology benefit and 1=the least) Use each number (rank) only once.

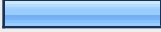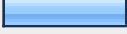|	1	2	3	4	5	6	7	8	Rating Average	R
Professional development explaining the technology standards	20.0% (3)	**26.7% (4)**	6.7% (1)	6.7% (1)	13.3% (2)	13.3% (2)	0.0% (0)	13.3% (2)	3.73	
Professional development on how to satisfy the tech standards	0.0% (0)	11.8% (2)	23.5% (4)	17.6% (3)	11.8% (2)	0.0% (0)	**29.4% (5)**	5.9% (1)	4.76	
Professional development on using the hardware and software that is available	0.0% (0)	10.0% (2)	**30.0% (6)**	20.0% (4)	10.0% (2)	20.0% (4)	5.0% (1)	5.0% (1)	4.35	
Obtaining wireless access	16.7% (3)	16.7% (3)	0.0% (0)	**33.3% (6)**	5.6% (1)	22.2% (4)	5.6% (1)	0.0% (0)	3.83	
Obtaining a ceiling mounted projector	**31.6% (6)**	10.5% (2)	10.5% (2)	0.0% (0)	**31.6% (6)**	0.0% (0)	15.8% (3)	0.0% (0)	3.53	
Obtaining more computers in the classroom	16.7% (3)	0.0% (0)	5.6% (1)	5.6% (1)	5.6% (1)	11.1% (2)	22.2% (4)	**33.3% (6)**	5.72	
Obtaining more access to the computer lab	**21.1% (4)**	10.5% (2)	10.5% (2)	15.8% (3)	15.8% (3)	**21.1% (4)**	5.3% (1)	0.0% (0)	3.79	
Access to a technology teacher leader	0.0% (0)	15.0% (3)	5.0% (1)	5.0% (1)	0.0% (0)	10.0% (2)	15.0% (3)	**50.0% (10)**	6.30	
								answered question		
								skipped question		

18. I take advantage of technology workshops, screencasts and/or web-based learning/training

		Response Percent	Response Count
Regularly		13.6%	3
Somewhat Regularly		**40.9%**	**9**
Somewhat Infrequently		22.7%	5
Infrequently		22.7%	5
Never		0.0%	0
	answered question		22
	skipped question		0
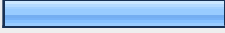
19. Would you be supportive of students being allowed to bring their personal notebooks into your class?

		Response Percent	Response Count
Very Supportive		0.0%	0
Supportive		0.0%	0
Not Supportive		0.0%	0
Strongly Oppose		0.0%	0
N/A		0.0%	0
	answered question		0
	skipped question		22
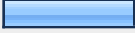
20. Should students be allowed access to YouTube?

	13 of 13	Response Percent	Response Count
Strongly Agree		0.0%	0
Agree		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Other (please specify)		0
	answered question		**0**
	skipped question		**22**

Student Technology Survey 2010

1. My grade level is:

		Response Percent	Response Count
12		35.4%	63
11		21.9%	39
10		24.2%	43
9		18.5%	33
8		0.0%	0
7		0.0%	0
		answered question	178
		skipped question	0

2. Do you own a notebook or netbook purchased in the last three years that is dedicated to your own personal use?

		Response Percent	Response Count
Yes		66.1%	117
No		33.9%	60
		answered question	177
		skipped question	1
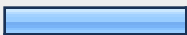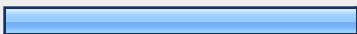
3. Would you bring your eligible notebook or netbook to school for academic use if granted guest wireless network access?

		Response Percent	Response Count
Yes		**80.2%**	**142**
No		19.8%	35
		answered question	**177**
		skipped question	**1**

4. Do you feel as though technology is appropriately and effectively integrated by your teacher into each of the following subject areas?

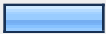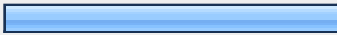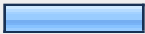|	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Response Count
MATH	24.9% (44)	**42.9% (76)**	16.4% (29)	11.3% (20)	4.5% (8)	177
SCIENCE	37.9% (67)	**49.7% (88)**	5.6% (10)	2.8% (5)	4.0% (7)	177
ENGLISH	13.1% (23)	**32.4% (57)**	30.1% (53)	18.2% (32)	6.3% (11)	176
SOCIAL STUDIES	26.7% (47)	**46.0% (81)**	16.5% (29)	5.7% (10)	5.1% (9)	176
WORLD LANGUAGE	21.0% (37)	**39.2% (69)**	15.3% (27)	14.2% (25)	10.2% (18)	176
					answered question	177
					skipped question	1

5. During your years at Holmdel, do you feel as though you have received adequate instruction in each of the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
Typing: Using proper technique	17.5% (31)	**48.0% (85)**	22.0% (39)	12.4% (22)	177
Spreadsheets: Input, analysis and graphing of data	9.6% (17)	**39.5% (70)**	35.6% (63)	15.3% (27)	177
Word Processing: Inputting and formatting of text	24.6% (43)	**54.3% (95)**	15.4% (27)	5.7% (10)	175
Multi-media Presentation	23.3% (41)	**55.1% (97)**	15.9% (28)	5.7% (10)	176
Online Etiquette & Cyber-Safety	23.2% (41)	**54.2% (96)**	16.4% (29)	6.2% (11)	177
				answered question	177
				skipped question	1

6. Please assess your skill level in each of the following areas:

	Advanced	Intermediate	Novice	None	Response Count
Typing: Using proper technique	**53.7% (95)**	37.3% (66)	6.8% (12)	2.3% (4)	177
Spreadsheets: Input, analysis and graphing of data	26.0% (46)	**42.9% (76)**	27.1% (48)	4.0% (7)	177
Word Processing: Inputting and formatting of text	**62.7% (111)**	31.1% (55)	4.0% (7)	2.3% (4)	177
Multi-media Presentation	**49.4% (87)**	40.9% (72)	8.5% (15)	1.1% (2)	176
				answered question	177
				skipped question	1

7. Do you feel as though Holmdel's Acceptible Use Policy, cyber-safety and the consequences associated with irresponsible online behavior are adequately covered and discussed? This also includes discussions on cyber-bullying, plagiarism and copyright infringement.

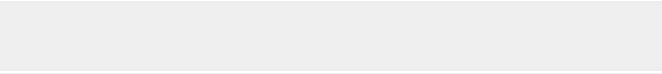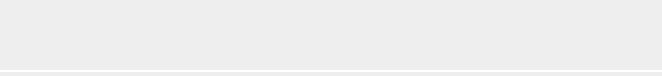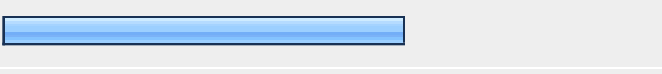|		Response Percent	Response Count
Strongly Agree		27.8%	49
Agree		**54.0%**	**95**
Disagree		12.5%	22
Strongly Disagree		5.7%	10
	answered question		176
	skipped question		2
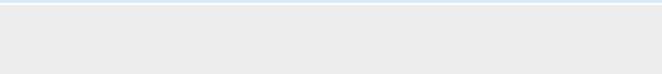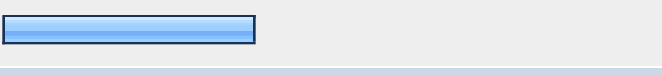
8. Do you feel as though you have adequate access to technology in school?

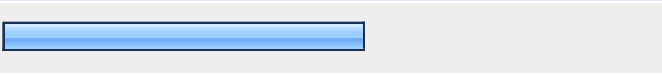|		Response Percent	Response Count
Strongly Agree		14.7%	26
Agree		**51.4%**	**91**
Disagree		20.9%	37
Strongly Disagree		13.0%	23
	answered question		177
	skipped question		1

9. Please indicate whether your teachers should be doing more or less with the following:

	More Needed	Maintain Current Level	Less Needed	What is this?	Response Count
Teacher use of LCD Projectors	23.4% (41)	**66.3% (116)**	6.9% (12)	3.4% (6)	175
Teacher Use of Document Cameras (Elmos)	18.9% (33)	**54.3% (95)**	17.7% (31)	9.1% (16)	175
Teacher use of PowerPoint Presentations	21.3% (37)	**63.2% (110)**	14.9% (26)	0.6% (1)	174
Moodle Electronic Classrooms	**37.5% (66)**	26.7% (47)	11.4% (20)	24.4% (43)	176
Google Docs/Apps	**47.4% (83)**	38.3% (67)	4.0% (7)	10.3% (18)	175
Student E-mail	42.6% (75)	**51.1% (90)**	5.7% (10)	0.6% (1)	176
Classroom Website	**62.6% (109)**	32.8% (57)	4.0% (7)	0.6% (1)	174
				answered question	**176**
				skipped question	**2**

10. Please include your suggestions for improving Holmdel's student technology literacy and 21st century skills.

	Response Count
	83
answered question	**83**
skipped question	**95**

Student Technology Survey 2010

1. My grade level is:

		Response Percent	Response Count
12		0.0%	0
11		0.0%	0
10		0.0%	0
9		0.0%	0
8		**61.5%**	**99**
7		38.5%	62
		answered question	**161**
		skipped question	**0**

2. Do you own a notebook or netbook purchased in the last three years that is dedicated to your own personal use?

		Response Percent	Response Count
Yes		**55.3%**	**89**
No		44.7%	72
		answered question	**161**
		skipped question	**0**

3. Would you bring your eligible notebook or netbook to school for academic use if granted guest wireless network access?

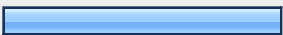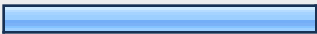|		Response Percent	Response Count
Yes		76.4%	120
No		23.6%	37
	answered question		157
	skipped question		4

4. Do you feel as though technology is appropriately and effectively integrated by your teacher into each of the following subject areas?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Response Count
MATH	15.0% (24)	**39.4% (63)**	30.6% (49)	6.3% (10)	8.8% (14)	160
SCIENCE	24.4% (39)	**48.8% (78)**	15.0% (24)	2.5% (4)	9.4% (15)	160
ENGLISH	42.5% (68)	**43.8% (70)**	6.3% (10)	1.3% (2)	6.3% (10)	160
SOCIAL STUDIES	31.4% (50)	**39.0% (62)**	18.9% (30)	1.9% (3)	8.8% (14)	159
WORLD LANGUAGE	19.5% (31)	**38.4% (61)**	20.8% (33)	9.4% (15)	11.9% (19)	159
	answered question					160
	skipped question					1

5. During your years at Holmdel, do you feel as though you have received adequate instruction in each of the following areas:

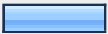|	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
Typing: Using proper technique	29.1% (46)	**41.8% (66)**	19.6% (31)	9.5% (15)	158
Spreadsheets: Input, analysis and graphing of data	22.8% (36)	29.1% (46)	**34.2% (54)**	13.9% (22)	158
Word Processing: Inputting and formatting of text	34.2% (54)	**49.4% (78)**	11.4% (18)	5.1% (8)	158
Multi-media Presentation	29.1% (46)	**46.8% (74)**	17.7% (28)	6.3% (10)	158
Online Etiquette & Cyber-Safety	**50.3% (79)**	40.1% (63)	5.7% (9)	3.8% (6)	157
				answered question	159
				skipped question	2
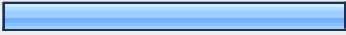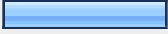
6. Please assess your skill level in each of the following areas:

	Advanced	Intermediate	Novice	None	Response Count
Typing: Using proper technique	41.5% (66)	**46.5% (74)**	10.7% (17)	1.3% (2)	159
Spreadsheets: Input, analysis and graphing of data	28.3% (45)	**39.0% (62)**	26.4% (42)	6.3% (10)	159
Word Processing: Inputting and formatting of text	**52.8% (84)**	37.7% (60)	7.5% (12)	1.9% (3)	159
Multi-media Presentation	**48.4% (77)**	37.7% (60)	10.7% (17)	3.1% (5)	159
				answered question	159
				skipped question	2

7. Do you feel as though Holmdel's Acceptible Use Policy, cyber-safety and the consequences associated with irresponsible online behavior are adequately covered and discussed? This also includes discussions on cyber-bullying, plagiarism and copyright infringement.

		Response Percent	Response Count
Strongly Agree		42.8%	68
Agree		**47.8%**	**76**
Disagree		6.3%	10
Strongly Disagree		3.1%	5
	answered question		159
	skipped question		2

8. Do you feel as though you have adequate access to technology in school?

		Response Percent	Response Count
Strongly Agree		15.2%	24
Agree		**52.5%**	**83**
Disagree		24.7%	39
Strongly Disagree		7.6%	12
	answered question		158
	skipped question		3

9. Please indicate whether your teachers should be doing more or less with the following:

	More Needed	Maintain Current Level	Less Needed	What is this?	Response Count
Teacher use of LCD Projectors	22.3% (35)	**70.7% (111)**	4.5% (7)	2.5% (4)	157
Teacher Use of Document Cameras (Elmos)	24.7% (39)	**54.4% (86)**	10.8% (17)	10.1% (16)	158
Teacher use of PowerPoint Presentations	30.8% (49)	**55.3% (88)**	13.8% (22)	0.0% (0)	159
Moodle Electronic Classrooms	**35.7% (56)**	22.3% (35)	11.5% (18)	30.6% (48)	157
Google Docs/Apps	**49.0% (76)**	31.0% (48)	6.5% (10)	13.5% (21)	155
Student E-mail	37.7% (60)	**61.0% (97)**	1.3% (2)	0.0% (0)	159
Classroom Website	**64.6% (102)**	29.1% (46)	4.4% (7)	1.9% (3)	158
				answered question	159
				skipped question	2

10. Please include your suggestions for improving Holmdel's student technology literacy and 21st century skills.

	Response Count
	75
	answered question	75
	skipped question	86

SOFTWARE REVIEW AND APPROVAL PROCEDURES

Software Title: _____ # of simultaneous users_____

Platform: MAC □   PC □   Network □   Other □ (web, Linux, etc)

Room Number where planned to be used _____ **School** □Village   □Indian Hill   □Satz   □HHS

Process started on: _____   **Process completed on:**_____   **Cost:**_____

Yes	No	Date		
□	□	_____	1. *Teacher/Supervisor*	I have reviewed and recommend the following software for implementation in the following way (include course, concept, etc.)

         Course Title:_____

         Grade(s): _____   Age(s):_____

         NJCCC Standards Addressed:_____

         District Goals Addressed:_____

         Curriculum Implementation (attach narrative)

         Signature_____, Jill Edwards___

□	□	_____	2. *Principal*	I have reviewed and recommend the following software as appropriate for the curriculum and within the identified budget.

         Signature_____

□	□	_____	3. *Technical*	I have conducted a technical review and recommend the software. Comments on equipment requirements, maintenance, support, licensing, and facilities are on the other side of this form.

         Signature_____

□	□	_____	4. *Asst. Supt. of Curriculum*	I have reviewed and recommend this software. Comments on training, maintenance, and support are on the other side of this form.

         Signature_____

□	□	_____	5. *Board of Education Curriculum Committee*	Has reviewed and recommends the software for approval by the Board of Education.
□	□	_____	6. *Board of Education*	Approves the software as a district package.

DISK OR CD MUST ACCOMPANY THIS FORM

– more –

ML:em 12/99

TECHNICAL Comments:

Equipment requirements: _____

_____

Maintenance: _____

_____

Support: _____

_____

 Cost: _____

_____

Licensing (Qty?/Site?): _____

_____

Facilities Requirements: _____

_____

Assistant Supt. of Curriculum

Training:_____

_____

_____

Maintenance: _____

_____

_____

Support: _____

_____

_____