

Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013

County: Bergen County Code: 03

District/Charter School or Affiliation: Upper Saddle River Schools

District Code: 5330

Grade Levels: K – 8

Web Site: <http://www.usronline.org>

Date Technology Plan approved by school board or governing body: 03/15/2010

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

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

Name: (print) Daniel B. Cazes

Title: Director of Technology

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Signature:  Date: 03/14/2010

Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Dr. Monica Browne

E-mail: mbrowne@usrschoolsk8.com

Phone: 201-961-6500

Signature: Monica M. Browne Date: 03/14/2010

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

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

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

Page #	
I. STAKEHOLDERS	
9	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
II. EXECUTIVE SUMMARY	
10	<i>Describe the school district's or charter school's vision or mission statement.</i>
III. TECHNOLOGY OVERVIEW	
A. Technology	
11	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
12	2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i> <ul style="list-style-type: none"> ▪ <i>Technology equipment</i> ▪ <i>Networking capacity</i> ▪ <i>Software used for curricular support and filtering</i> ▪ <i>Technology maintenance policy and plans</i> ▪ <i>Telecommunications services</i> ▪ <i>Technical support</i> ▪ <i>Facilities infrastructure</i> ▪ <i>Other services</i>
13	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>

14	<p>4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i></p> <p>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</p>
14	<p>5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i></p>
14	<p>6. <i>Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)</i></p>
16	<p>7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i></p>
<p>B. Cyber Safety</p>	
17	<p>1. <i>List the filtering method(s) used.</i></p>
17	<p>2. <i>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.</i></p>
24	<p>3. <i>Describe the district's Internet safety policy that addresses the</i></p> <p><i>a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—</i></p> <p style="padding-left: 40px;"><i>(I) obscene; or</i></p> <p style="padding-left: 40px;"><i>(II) child pornography; or</i></p> <p style="padding-left: 40px;"><i>(III) harmful to minors; and</i></p> <p><i>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.</i></p>
24	<p>4. <i>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.)</i></p>

C. Needs Assessment	
25	1. <i>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.</i>
25	a. <i>Evaluate educators' current practices in integrating technology across the curriculum.</i>
26	b. <i>Provide a summary of educators' proficiency in the use of technology within the district.</i>
26	c. <i>Determine the current educational environment and barriers by describing how:</i>
26	i. <i>Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
27	ii. <i>Often students have access to technology to support the use of 21st century skills in their learning environment,</i>
27	iii. <i>The needs of educators are evaluated,</i>
27	iv. <i>The needs of students are evaluated,</i>
27	v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
28	vi. <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
28	vii. <i>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,</i>
28	viii. <i>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,</i>
28	ix. <i>Supports were provided for educators other than professional development,</i>

29	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
29	2. <i>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.</i>
29	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	
31	<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
B. Goals and Objectives for 2010-2013	
32	<i>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.</i>
V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)	
33	A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
41	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.</i>
41	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
41	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
VI. FUNDING PLAN (July 2010 – June 2011)	

43	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.
47	B. Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.
50	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.
52	D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.
52	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: <ul style="list-style-type: none"> • 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	
53	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.
53	B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:
53	1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.

54	2. <i>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.</i>
54	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
54	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
55	C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 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.</i>
56	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
VIII. EVALUATION PLAN	
57	<i>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</i> 1. <i>Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,</i>
57	2. <i>Enabling students to meet challenging state academic standards, and</i>
57	3. <i>Developing life-long learning skills.</i>

I. STAKEHOLDERS

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

Stakeholder Table

Stakeholder Table		
Title	Name	Signature
Superintendent	Dr. Monica Browne	<i>Monica Browne</i>
Principal	David Kaplan	<i>David Kaplan</i>
Director of Technology	Daniel Cazes	<i>Daniel Cazes</i>
Curriculum Director/Curriculum Committee Member	Julie Walsh	<i>Julie-Anne Walsh</i>
Teacher	Barbara Toresco	<i>Barbara Toresco</i>
Special Education Teacher	Patricia Ackerly	<i>Patricia Ackerly</i>
Library Media Specialist	Elizabeth Ullrich	<i>Elizabeth Ullrich</i>
Guidance	Grace Sala	<i>Grace Sala</i>
Assistant Principal	James McCusker	<i>James McCusker</i>
Supervisor of Child Study Team	Suzanne Bassett	<i>Suzanne Bassett</i>
Network Technician	Scott Newman	<i>Scott Newman</i>

II. EXECUTIVE SUMMARY

Upper Saddle River Schools

Core Beliefs

The technology program in our schools is part of an environment designed to enable students to:

- Demonstrate intellectual, artistic, practical achievements reflecting creativity,
- Critical thinking, strong communication skills, and high standards.
- Learn through an approach that emphasizes the connections between
- Various subject areas.
- Develop a lifelong love of learning.
- Work well alone or as part of a team.
- Have a strong sense of achievement.
- Participate effectively in our pluralistic, democratic society.

The technology program in our schools is designed to foster communication and collaboration with the community.

Our school's technology undergoes continuous evaluation and review to assess its value to the learning process and to reflect the rapidly changing nature of technological advances.

The education community provides equal opportunity and equal access to facilities and equipment for all staff (administrative and instructional) and students.

The educational community creates a learning environment that is shaped by what the student needs to know.

The educational community provides for equitable and comprehensive professional development and support that prepares teachers for new roles and the use of all aspects of advanced technology.

Our schools design activities that are appropriate for a student's age and development. Our schools create an environment designed to enable students to demonstrate intellectual, artistic, practical and physical achievements reflecting creativity, critical thinking, strong communication skills, advanced technologies, and high standards.

III. TECHNOLOGY OVERVIEW

A. Technology

1. Provide an inventory of current technology networking and telecommunications equipment

The Upper Saddle River School District has a district-wide network that provides each building with high speed access to the internet: a private fiber networked WAN; a switched Ethernet LAN; and a digital telephone system with centralized voice mail, conference calling capabilities and four digit dialing between schools. The networking infrastructure consists of an AdTran NetVanta 3200 Ethernet Router, a Motorola SBV1259 SurfBoard Cable Modem, a FatPipe Warp Hi-Speed Router, a Watchguard Firebox x1250e Firewall, a Cisco 6500 series layer 2/layer 3 fiber switch, a Cisco 3508 Fiber switch, 14 Cisco 3560G10/100/1000 switches and 5 Cisco 3548 10/100 series switches. All networking equipment is racked in distribution closets throughout the schools and administrative offices. All classrooms and labs are connected to the wiring closets with cat 5 cable. The district connects to the Internet through a T-1 lines using Verizon as the service provider and a business class cable modem with Cablevision as the service provider.

The district maintains a centralized server room containing 9 Windows 2003 servers and two MAC OS 10.5 servers. The Windows 2003 servers include two domain controllers, two file servers, an Exchange 2003 server, a web server, a DHCP server, a DNS server, a server hosting the districts print queues, an ISA 2004 server, a library database server, and the student information system server. The three MAC OS 10.5 servers consist of a server hosting all OS 10 network applications, the Open Directory Server, and two servers acting as NetBoot servers. Other server functions include List Server, Web content filtering, Antivirus and Data Backup solutions.

The district maintains an inventory of over 700 computers. The inventory is comprised of:

- A laptop issued to every teacher for use during the school year
- Four computer labs with twenty-five desktop computers
- Three media centers with a minimum of ten desktop computers
- Nine laptop carts with a minimum of twelve and a maximum of twenty-four laptops in each cart
- K through 5th grade classroom have three desktop computers
- 6th grade classrooms contain two desktop computers
- 7th grade language arts room contain three desktop computers
- 8th grade social studies and language arts classrooms contain two desktop computers
- A related arts wing with twenty computers

In addition, 86 classrooms / computer labs have been configured with ceiling mounted projectors, Smart Boards, DVD/VCR players, amplifiers and speakers to create “multi-media” classrooms. All media centers have projectors mounted on the ceiling with powered screens, document cameras, and enhanced audio systems for class instruction.

All classrooms have scanners and inkjet printers for student and teacher use. Teachers have access to digital cameras and digital video cameras via the media centers in Bogert Elementary school and Reynolds Primary School; and the TV studio in Cavallini middle school.

All buildings are covered with an 802.11n wireless network for 100% coverage throughout the school district.

2. Describe the technology inventory needed to improve 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*

The projected inventory needed to improve student academic achievement through 2013 includes, but is not limited to;

- *Technology equipment*
 - i. Continue to maintain and upgrade the district's nine laptop carts
 - ii. Continue to maintain and upgrade the district's desktop computer inventory and evaluate the use of thin client computers throughout the district
 - iii. Install Smart Boards and projectors in the remaining locations in the district
- *Networking capacity*
 - i. Upgrade the five remaining Cisco 3548 10/100 switches to Cisco 3560G 10/100/1000 switches
 - ii. Increased network storage
 - iii. Increased network backup capacity
 - iv. Purchase higher speed Internet Access
 - v. Maintain/upgrade wireless network
- *Software used for curricular support and filtering*
 - i. Continue subscription to Watchguard WebBlocker web filtering software
 - ii. Continue subscription to Symantec Endpoint Security
 - iii. Continue subscription to Sunbelt Software Ninja anti-spam software
 - iv. Continue to upgrade and patch servers to current version of Apple and Microsoft Network operating systems
 - v. Continue to upgrade and patch workstations to current version of Apple and Microsoft operating systems
 - vi. Continue to maintain and upgrade all relevant subject area software applications to meet NJ Core Content Curriculum Standards

- vii. Review subject area software with administrators, grade chairs, and teachers on an annual basis
- *Technology maintenance policy and plans*
 - i. Technology still under the manufacturer's warranty is serviced, when necessary, by an authorized off-site dealer
 - ii. Technology not covered by the manufacturer's warranty is serviced in-house by the Network Technician or the Director of Technology
 - iii. The district's technology plan is reviewed on an annual basis by the Director of Technology
 - iv. Continue to maintain software licenses as required
 - v. Continue to update software as new updates and patches are released
 - vi. Continue to provide preventive maintenance to hardware components such as projectors and servers.
- *Telecommunications services*
 - i. Purchase more bandwidth for Internet access
 - ii. The emergency notification system service will be maintained
 - iii. Staff will continue to be provided with access to school based email
 - iv. Administrators will continue to be provided with access to email from a smart phone.
- *Technical support*
 - i. School district will continue to employ a Director of Technology and a Network Technician to support the district's hardware and personnel
 - ii. Staff will email all computer maintenance issues to an in-house technical support email address. Requests are responded to within twenty-four hours via email, remote assistance or a visit to their location
 - iii. Upper Saddle River School's technical department monitors all network hardware and servers on a continuous basis
- *Facilities infrastructure*
 - i. Complete installation of projectors, Smart Boards, amplifiers, and speakers in all classrooms
 - ii. Continue to maintain the district's four computer labs and three library media centers
 - iii. Current phone system and reporting software will be updated and maintained as needed
 - iv. An analog/digital security camera system will be maintained/expanded

3. Describe how the district integrates assistive technology devices into the network to accommodate student needs

The Upper Saddle River School Districts utilizes a wide range of assistive technology devices to accommodate the needs of students. Hardware components include personal laptops, scanners, adaptive keyboards, Alphasmarts, Sound Field Systems, Neos, and Danas. Software is installed on both individual student and classroom computers. Software packages in use include Inspiration, Kidspiration, Write Out Loud, Co-Writer, Draft Builder, Intellitools Classroom Suite, Study Island, and Rosetta Stone. In addition, based on individual student need, assistive technology evaluations are conducted and the recommendations implemented on a case-by-case basis.

4. How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.

All educators are issued a laptop or desktop computer for use during the school year. In addition, 94% of the instructional spaces have a Smart Board, a video projector mounted to ceiling, audio systems, and a DVD/VCR. Teachers also have access to grade level laptop carts, digital video cameras, digital cameras, and scanners.

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

All administrators are issued a desktop and a laptop computer to complete their daily work. In addition, administrators have smart phones with email access that allows them to be in constant communication with their building, staff, and other administrators.

6. Describe how the district's web site is accessible to all stakeholders

The district's website is accessible to all stakeholders as addressed in the W3C document "Web Content Accessibility Guidelines 2.0". This document outlines four principles and their sub-guidelines to ensure that a website will be accessible to all users.

Each principle and guideline is listed below:

1. Principle 1: Perceivable – Information and user interface components must be presentable to users in ways that they can perceive.

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

The Upper Saddle River Schools website uses text equivalents for every non-text element via the "alt" or "title" HTML tag. This will enable visitors who have images turned off or who use text browsers, screen readers, and other assistive technologies to use the website.

Guideline 1.2 Time-based Media: Provide alternatives for time-based media.

All time-based media on the Upper Saddle River School district website contain alternative text that presents equivalent information and is clearly labeled as such.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

All content on the Upper Saddle River website are created so content can be presented in different ways without losing structure. The website uses standard markup language on its webpages and cascading style sheets are used to control the format of all webpages. In addition, tables used in the Upper Saddle River School District's website use the proper markup language. When tables are used for layout of webpages, they can be linearized.

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background

The Upper Saddle River Schools website does not rely on colors to convey information, indicating an action, prompting a response, or distinguishing a visual element. If an audio on a Web page plays automatically, there is a mechanism to pause or stop the audio as well as a mechanism to control the audio volume.

. The background and foreground colors of the website provide sufficient contrast when viewed using monochrome readers.

Principle 2: Operable - User interface components and navigation must be operable.

Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.

All functionality of the content of the Upper Saddle River School district website is operable through a keyboard interface without relying on specific timings for individual keystrokes. In addition, keyboard focus can be moved to a different component of the page using a keyboard interface.

Guideline 2.2 Enough Time: Provide users enough time to read and use content.

The Upper Saddle River school district does not use time limits when viewing content on its website.

Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.

The Upper Saddle River School district website does not contain any content that flashes.

Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.

The Upper Saddle River School's website uses CSS to create its navigation system. This method delivers a clear and consistent navigation mechanism to all users.

Principle 3: Understandable - Information and the operation of user interface must be understandable.

Guideline 3.1 Readable: Make text content readable and understandable.

The natural language of a webpage is noted in the markup allowing the default human language of each Web page to be programmatically determined.

Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.

The content of the Upper Saddle River Schools website is dynamically loaded into the body of the webpage via ASP. This technology helps to maintain the clear and consistent design and layout to the website. In addition, cascading style sheets are used to create the navigation system on the website and to control the format of all district webpages. These aspects of the website allow the web pages to appear and operate in predictable ways.

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.

The Upper Saddle River School district helps users to avoid mistakes and errors by identify those errors for users and clearly labeling all forms when content requires user input.

Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.

The content of the Upper Saddle River Schools website is robust enough so it can be interpreted reliably by a wide variety of user agents and assistive technologies by using standard markup language, CSS, and ASP on its web pages. In addition, the web pages of the Upper Saddle River School District's website are fully accessible from older and newer web browsers.

All of the Upper Saddle School's webpages follow the Web Content Accessibility Guidelines (WCAG) 2.0 and have been validated by the WAVE accessibility tool.

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

Upper Saddle River School's technology minimum requirement and obsolescence plan reflects the increasing demands that our educational and administrative software place on our computing infrastructure. For various reasons, the average life cycle of the average personal computer is 3 to 6 years. Typically, the computer at the end of its six year life span becomes more of a liability due to the increased cost in maintaining the equipment's hardware, the cost of the labor to service the equipment, and the lost educational time of working on a slower computer. Once a computer falls outside the minimum hardware standards indicated below, it is either offered to the staff and community for purchase or sent to a computer recycling facility for disposal.

The current minimum hardware requirements for a Windows based machine to run on the Upper Saddle River School's network are:

- A Pentium 4 2.0 Ghz processor
- 512 MB of RAM
- 20 GB of hard drive space
- DVD ROM drive

The current minimum hardware requirements for an Apple Macintosh based machine to run on the Upper Saddle River School's network are:

- A G4 700 MHz processor
- 512 MB of RAM
- 40 GB of hard drive space
- DVD ROM Drive

Once a computer falls below the above minimum requirements it is moved out of current inventory and is replaced by a new machine purchased from the appropriate manufacturer.

B. Cyber Safety

1. List the filtering method(s) used

Upper Saddle River Schools uses Watchguard's WebBlocker Internet filter to manage employee and student access to websites. Every time a user on our network attempts to reach a Web site, their username is logged by our ISA firewall and then the Watchguard Firewall queries the WebBlocker database to determine whether or not to block the site.

WebBlocker relies on a URL database that contains over 14.4 million websites. WebBlocker's URL database is updated daily to give the most current protection available. The websites are divided into 54 content-type categories such as Drug Culture, Intolerance, Sexual Acts, etc. The configuration of the categories is flexible to allow the school district to define up to forty of its own categories. In addition, the district has the ability to create custom "Allowed" exceptions for Web sites, host addresses, or URLs. This allows the district to fine tune the websites listed in the database.

In addition, the WebBlocker application allows for centralized logging and reporting. It can generate graphical reports of Web access, usage, and time of day. This gives us the data necessary to adjust our security policy as necessary.

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

The Upper Saddle River Schools AUP for students and staff have been inserted on the following pages.

2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

The Upper Saddle River Schools have access to the Internet. The Internet is a global network of computers connected through a system of modems, satellites, and telephone wires. The access allows students to explore thousands of databases, educational sites, long distance learning, and various electronic resources. Searching for up to the minute information and the learning skills necessary to obtain it, are an integral part of our students education.

The Upper Saddle River Schools will offer supervised Internet access to our students. Since this resource connects millions of computers around the world with no central control, we must hold students responsible for the areas they will be allowed to search. With access to computers and people all over the world also comes the availability of some material that may not be considered to be of educational value within the context of the school setting. The Upper Saddle River Schools will install a filtering software, such as SurfWatch, on all Internet stations to filter and block offensive sites. However, on a global network it is impossible to control all materials. Students must be aware of their responsibilities and the consequences that will occur if the access is misused.

Before using the Internet, each student must sign this Authorized Use Policy along with a parent or guardian.

Policy:

1. Only students who have this agreement signed will have supervised access to the Internet.
2. Students will access the Internet for specific academic assignments and education-related functions.
3. Students are prohibited from:
 - Downloading, or uploading obscene, sexually explicit, abusive, racially offensive, illegal, defamatory, or other material deemed inappropriate by the school.
 - Sending harassing, obscene, and/or threatening e-mail to another user.
 - Sending junk mail, for profit messages, or chain letters.

- PROGRAM
- 2361/page 2 of 3
- Acceptable Use of Computer Network/Computers and Resources

- Downloading executable files or computer programs.
- Deleting any files or programs or altering any network settings.
- Introducing any computer viruses.
- Duplicating any copyrighted materials without the written consent of the owner or licensor.

4. Students will not reveal their own, or any other person's address or phone number while online. All communications and information accessible via the network should be assumed private property.

5. Students are required to receive permission to print anything from the Internet.

Violation of any of these rules may result in:

- 1 After school detention for a period of time to be determined by the severity of the access violation.
- 2 Cancellation of access rights for a period of time to be determined by the severity of the access violation.
- 3 In school suspension for a period of time to be determined by the severity of the access violation.
- 4 Any one of these options can be combined with another to further ensure proper Internet behavior.

Date Adopted: 19 May 2008

Student Internet Responsibility Agreement

I understand and agree to abide by the terms and conditions for access to the Upper Saddle River School's Network. I further understand that any violations of the regulations are unethical and may constitute a criminal offense. I understand that any violation of the noted guidelines and regulations may result in the cancellation of my access rights. Violations could also result in an imposition of school discipline, criminal prosecution and/or other legal action.

Name of User: _____
(please print)

Homeroom: _____

User Signature: _____ Date: _____

Parent or Guardian Internet Responsibility Agreement

(Since the user is under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Acceptable Use Policy for access to the district's network resources. I understand that this access is designed for educational purposes and that the district has taken precautions to eliminate controversial and inappropriate materials. I realize that if a student is found to be involved in controversial or inappropriate sites, it will be considered a violation of this agreement. This may result in the revocation of the student's access privileges and/or other disciplinary action.

I understand that the inappropriate use of the network by my child could result in criminal and civil penalties. Further, I accept responsibility for any damages or injuries caused by my child's use of the Internet, either in or out of school, in a manner which violates the terms and conditions of this agreement.

Having clearly been informed of the rules, regulations and consequences of the Network Use Agreement, I hereby give permission for my child to be issued access to the Internet.

Parent or guardian: _____
(please print)

User Signature: _____ Date: _____

Please return this signed agreement to your homeroom teacher.

3321 ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND RESOURCES
BY TEACHING STAFF MEMBERS

The Upper Saddle River Schools have access to the Internet. The Internet is a global network of computers connected through a system of modems, satellites, and telephone wires. The access allows Board/staff members to explore thousands of databases, educational sites, long distance learning, and various electronic resources. Searching for up to the minute information and the learning skills necessary to obtain it, are an integral part of our pupil's education.

The Upper Saddle River Schools offers Internet access to our Board/staff members. Since this resource connects millions of computers around the world with no central control, we must hold users responsible for the areas they will be allowed to search. With access to computers and people all over the world also comes the availability of some material that may not be considered to be of educational or district related business value within the context of the school setting. The district will install a filtering software, such as SurfWatch, on all Internet stations to filter and block offensive sites. However, on a global network it is impossible to control all materials. Users must be aware of their responsibilities and the consequences that will occur if the access is misused.

All messages shall pertain to education and/or legitimate Board/district business. E-mail communications among a Board majority concerning topics that require discussion may be subject to the Open Public Meetings Act (hereinafter "O.P.M.A."). As such e-mail shall not be used to circumvent requirements of the O.P.M.A. Board members should be particularly cautious of discussing agenda for an upcoming meeting by way of e-mail. The scope of discussion shall not exceed administrative functions of determining the topics to be included on the agenda and/or the order for which they will be presented. Once substantive issues concerning the agenda are discussed, these communications may be subject to O.P.M.A.

Because all computer hardware and software belong to it, the Board retains the right to access e-mail and other information stored on its system as it believes necessary. Thus confidentiality of e-mail communication cannot be assured. Staff/Board members shall not reveal their passwords to others in the network or to anyone outside of it. If anyone has reason to believe that a password has been lost or stolen or that e-mail has been accessed by someone without authorization, he/she shall contact the systems operator immediately.

Before using the Internet, each user must sign this Acceptable Use Policy.

Terms and Conditions

1. Only users who have this agreement signed will have supervised access to the Internet.
2. Users will access the Internet for educational and appropriate district-related functions.
3. Users are prohibited from:
 - a. Downloading, or uploading obscene, sexually explicit, abusive, racially offensive, illegal, defamatory, or other material deemed inappropriate by the school;
 - b. Sending harassing, obscene, and/or threatening e-mail to another user;
 - c. Sending junk mail, "for profit" messages, or chain letters;
 - d. Downloading executable files or computer programs;
 - e. Deleting any files or programs or altering any network settings;
 - f. Introducing any computer viruses; and
 - g. Duplicating any copyrighted materials without the written consent of the owner or licensor.
4. Users will not reveal their own, or any other person's address or phone number while online. If anyone has reason to believe that a password has been lost or stolen or that e-mail has been accessed by someone without authorization, he/she shall contact the systems operator immediately. All communications and information accessible via the network should be assumed private property.

Violations

Individuals violating this policy shall be subject to consequences and other appropriate discipline which includes, but is not limited to:

1. Suspension of network privileges;
2. Revocation of network privileges;
3. Suspension of computer privileges;
4. Revocation of computer privileges;

5. Legal action and prosecution by the authorities; and/or

6. Discipline in accordance with any other Board policies and regulations.

Any one of these options can be combined with another to further ensure proper Internet behavior.

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

Adopted: 19 May 2008

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*

The Upper Saddle River Schools Internet safety policy, as stated in BOE policy 2361, 3321, and 4321 mandates the use of filtering software to filter and block offensive sites, as well as visual depictions that are obscene, contain child pornography, or that are deemed harmful to minors. To meet this requirement, Upper Saddle River Schools has installed Watchguard's WebBlocker Internet filter that manages students and employees access to all websites.

- 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.*

Since September 2004 Upper Saddle River Schools has been implementing a federally endorsed Internet safety education program called i-Safe. i-Safe's interactive, student-centered curriculum provides the framework for our district's Internet safety curriculum taught in all grade levels, K – 8.

The iSafe curriculum is taught in modules to provide the teacher with the flexibility to adjust the program to their classroom. The modules are:

- K to 4: Cyber Community, Online Personal Safety, Cyber Security, Intellectual Property, and Cyber Bullying.
- 5 to 8: Cyber Community, Online Personal Safety, Predator Identification, Cyber Security, and Intellectual Property.

In addition, i-Safe has a "Dig Deeper" service which allows teachers to stay up to date on the newest Internet perils and challenges facing students. "Dig Deeper" is a series of articles (in an easily downloadable PDF format) that focus on a vital, timely topic important to educators and the teaching of Internet safety.

Furthermore, the Upper Saddle River Police Department annually visits the schools to speak to students on Internet safety.

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.)

The date when the school district provided the community with public notice and a hearing to address any proposed Internet Safety policies adopted by the school were 5/19/2008 and 9/22/2008.

C. Needs Assessment

*1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining **current** status. Afterwards, determine the educational needs, prioritize the identified needs and establish necessary changes through goals and objectives.*

a. Evaluate educator's current practices in integrating technology across the curriculum

All teachers in the Upper Saddle River School District use technology as a means of enhancing instruction. Students as early as Kindergarten receive training on how to use a variety of applications such as "Kidspiration," "Learn about Life Science," and "A to ZAP." As students get older and can handle more sophisticated applications and assignments, they begin to use word processing and presentation software to create projects and reinforce learning.

In this age of digital literacy and demand for instant information and communication, the Upper Saddle River School District is working hard to teach students how to responsibly and effectively use technology. With the exception of Kindergarten, all students have their own user ID names and passwords, which allow them to use the USR network. Students are introduced to the concept of a network and how it can be used to save and retrieve information in first grade.

The work completed by the staff that assists with integrating technology across the curriculum includes:

- Using Web 2.0 tools such as blogs and web video conferencing tools such as Skype to communicate with students and experts from the global community
- Presenting information to students with a video projector
- Displaying Smart Board lessons
- Accessing and using data from electronic weather stations
- Using web cameras
- Creating web pages for student and community use
- Communicating via email with administrators, staff members, parents, and community members
- Maintaining an electronic grade book
- Writing report cards
- Entering data into the school student management system
- Creating multimedia presentations
- Utilizing online reference databases
- Creating lesson plans
- Managing and maintaining special education data

b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district

The Upper Saddle River School District's goal is to have all personnel 100% technology literate. To assess how well the staff is doing at reaching this goal, the district gathers data by:

- Staff surveys and questionnaires
- Supervisory evaluation of technology use in lesson plans
- Observation of instruction
- Informal meetings and trouble-shooting by technology staff
- Review of student work (multi-media projects)
- Current use of tools to enhance productivity (email, grade books, report cards class, school and district and regional websites, etc.)

Evidence of technology use and proficiency also includes: teacher use of the Internet to support the curriculum; use of problem-based learning; class websites; and the use of the computer labs, SmartBoards, lab carts and other technology equipment.

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

All faculty members are issued a computer, either a laptop or a desktop, for use during the school year. This piece of equipment is used by teachers in numerous tasks that assist them in integrating technology into the curriculum. In addition, there are four computer labs, nine laptop carts, and classroom desktop computers that faculty can use.

Staff also has access to many pieces of technology such as video projectors, digital video cameras, Smart Boards, networked printers, and scanners that are located in all classrooms throughout the district. By the staff having this equipment easily accessible, it allows for greater integration of technology into their curriculum.

In addition, the district currently utilizes a web-based student management system. This system allows for teachers to take attendance; view demographic information; and submit progress reports, marking period grades and comments from any computer with Internet access.

In addition, the district currently utilizes a web-based special education data management system. This system allows for state report generation, management of the classification and IEP process, and the generation of progress reports from any computer with Internet access.

ii. Often students have access to technology to support the use of 21st century skills in their learning environment

Students in the Upper Saddle River schools are exposed to technology that supports 21st century skills on a daily basis. They interact with desktop computers in their classrooms, computer labs, library media centers, and through the use of Smart Boards. Additionally, they have access to laptop computers from one of the seven-laptop carts in the district.

iii. The needs of educators are evaluated

The needs of educators are evaluated on an annual basis from various sources. The sources include the Upper Saddle River School's professional development committee, information from the District Needs Assessment for NCLB, surveys conducted by the school district, feedback from user groups, as well as informal teacher comments and requests.

iv. The needs of students are evaluated

The needs of the students are evaluated using several methods. In the primary (grades K-2) and elementary (grades 3-5) students are evaluated throughout the year on technology-related projects they submit to the Technology Media Integration Specialist and their classroom teachers. In the middle school, all 8th grade students take an online objective technology exam to gauge their ability and to assess where greater emphasis should be placed in the curriculum. The test is based on NJCCCS 8.1 to measure how well the students in the district have met this objective. Finally, students are evaluated throughout the year on technology-related projects they submit to their classroom and subject area teachers.

v. Past professional development addressed the educators' and students' needs for technology integration

In the 2007-2008 school year, the district focused its professional development for staff on several pieces of software/technology. First was continuing support for staff in using Adobe Golive, a WYSIWYG HTML editor, which enables staff to update their teacher websites for effective parent communication. Further, integrating Interactive Whiteboards throughout the curriculum was the second area where the district focused its staff development resources. This staff development primarily took place in staff user group meetings where staff had an open forum to discuss the Smart Boards integration in their classroom. Finally, the district trained its staff on how to use its new student management system, WebEIM, for accessing student demographics, entering grades, and taking attendance. In addition to the above, staff members were sent to various technology conferences throughout the year to further address integration of technology in their classroom.

During the 2008-2009 school year, continuing professional development was provided for staff on using WebEIM. The focus of the training was on reviewing unused features of the software and on assisting the middle school staff on using the integrated gradebook. In addition, staff continued to meet at Smart Board user meetings to discuss Smart Board integration in their curriculum. The district also provided staff development on district owned software such as United Streaming, Adobe Golive, and iMovie. Remote Access workshops were also held that taught staff how to remotely access their files on the school network and how to remotely access their files on the school webserver.

- vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center*

The Upper Saddle River School administrators were trained with staff members on the use of the new systems and software as indicated in section v above.

- 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*

The Upper Saddle River school district initiated its first summer technology workshops program and offered educators the choice of eleven different 8-hour technology workshops. The workshops were offered on a voluntary basis and staff members were paid as outlined in the Upper Saddle River Education Association contract for their time. The 8-hour workshops were Adobe GoLive, Advanced Smart Board Lessons, Podcasting, Netrekker and Effective Internet Searching, Inspiration and Kidspiration, iMovie, Google Earth, Word 2008, Excel 2008, PowerPoint 2008, and Multimedia Resources. The focus of the workshops was to be on integrating the technology into current lessons and units. Educators were asked to produce a lesson/unit by the end of the workshop based on the material they learned during the 8-hours. In addition, staff development occurred during the year on Smart Board Integration, the WebEIM gradebook, BrainPop, and remote access to network resource from home.

- 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*

The Upper Saddle River School administrators had the opportunity to be trained with staff members during the summer workshops and by attending the workshops that were held throughout the year.

- ix. Supports were provided for educators other than professional development*

The Upper Saddle River Director of Technology and Network Technician provided one-on-one and small group training and support on an as-needed basis. Furthermore, Smart Board users groups met several times throughout the school year to discuss methods to further integrate interactive whiteboards into the curriculum. The Director of Technology attended building and grade level meetings to and demonstrated new technologies, discussed technical issues, and listened to staff requests. In addition, during the 2009-2010 school year the Upper Saddle River School district purchased a subscription to Atomic Learning, an online professional development resource where staff could develop their skills.

x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified

Technology related professional development is an on-going process since the field of computer science is constantly in flux with new developments, ideas, and hardware emerging on a never-ending basis. To keep the Upper Saddle River staff on the cutting edge of this ever-changing field, staff development needs to be run on a regular basis. The greatest barrier to running staff development workshops is finding time for staff to attend workshops without impacting their other teaching responsibilities.

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

To continue to improve academic achievement through the integration of technology, the district needs to maintain its commitment to:

- Upgrading and/or replacing computers that are on the verge of becoming obsolete
- Investigating new technologies such as server and/or desktop virtualization to offer more services to students, educators, administrators, and the community
- Increasing the number of computers in the laptop carts
- Completing the project of installing interactive whiteboards and projectors into every classroom
- Upgrading Operating systems and educational software
- Improving the current district and school websites through use of a content management system
- Providing staff development on practices that will further integrate technology into the curriculum
- Continuing to provide staff development on integrating interactive whiteboards into the curriculum
- Acquiring greater bandwidth for faster communication over the Internet

3. Prioritize the identified needs

The Technology Planning Committee has determined that it is necessary for students and teachers to have up-to-date and reliable computers and technology. The committee understands

that students and teachers rely on the district's technology for it to be used in a consistent and meaningful manner that will improve student academic achievement. To this end, greatest priority will be given to updating the computer hardware and software in the district. This includes:

- Updating desktop computers in the classroom, laptop carts, and teacher issued computers (desktops and laptops)
- Researching new technologies such as virtualization for servers and desktops
- Installing Smart Boards and projectors into every classroom
- Acquiring greater bandwidth for improved Internet communications

As our technology foundation is maintained, with up-to-date hardware and software in place, the Technology Planning Committee considers staff development to be the keystone to assuring that technology will be used throughout the curriculum to improve student achievement. Thus, the Technology Planning Committee considers the next priority is to continue to provide regular staff development on how to use and integrate software such as: Smart Notebook software, WebEIM student management system, MS Office Suite, iLife Suite, Adobe Photoshop & GoLive, Inspiration, Kidspiration, and Key Skills.

IV. THREE-YEAR GOALS AND OBJECTIVES

A. *History*

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.

Goal 1

Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.

The district efforts to achieve this goal include:

- Infusing educational technology into instructional activities aligned with the NJCCCS as can be noted in teacher lesson plans
- Students demonstrating proficiency in educational technology (Internet research skills, multi-media presentations, word processing, spreadsheet and database skills, etc.)
- Students having access to various pieces of software and online resources (MS Office suite, Adobe CS, and iLife '06)
- Students use of technology in authentic PBL projects (Food Force World Food Program, the Oregon Trail, the Study of Rock and Minerals, etc.)
- Students acting responsibly and ethically when obtaining information and using onsite and online information (students follow guidelines for citing the use of online images, music, video, and text)

The Technology Planning Committee believes this goal to be an ongoing process and therefore continues to support this goal.

Goal 2

Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.

Educators have worked hard to achieve this goal by:

- Participating in ongoing high-quality professional development activities (attending workshops on webpage design, word processing, spreadsheets, Smart Boards, United Streaming, etc.)
- Using evaluation practices to address the effective use of educational technology (rubrics, student portfolios, presentations, etc.)
- Using technology tools that provide opportunities for authentic learning (Smart Boards, graphing calculators, online resources, etc.)
- Accessing interactive tools to communicate with parents, students, and other educators (Email, teacher and administrator web pages)

The Technology Planning Committee believes that Goal 2 should be continued and staff development will be offered to assist staff to keep up-to-date in the area of educational technology.

Goal 3

Students, teachers, and administrators will have access to educational technology in all learning

environments, including classrooms, media centers, schools, and other educational settings such as the local library.

The district has made every effort to reach this goal by:

- Ensuring all students and staff have regular and equitable access to technology equipment when needed including nine laptop carts, four computer labs, computers in the classrooms, network printers, scanners, digital cameras, and digital video cameras are accessible to all staff and students.
- Installing interactive white boards and projectors in 95% of instructional spaces throughout the district

The ability to access educational technology throughout the schools' facilities is an important step in ensuring that technology is used on a regular basis. Thus, Upper Saddle River Schools will continue moving toward this goal.

Goal 4

New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

The district has made every effort to reach this goal by:

- Maintaining broadband, high speed networks with reliable Internet access with at least 1.5Mbps (or greater) of dedicated data services, two firewalls, twelve servers, Cisco routers and switches, and 100% wireless coverage in all district facilities
- Providing access to technical support (Network Technician and Director of Technology)
- Ensuring all users are able to use technology in a safe, ethical manner (WebBlocker, i-Safe, etc.)

B. Goals and Objectives for 2010-2013

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.

The Technology Planning Committee believes the four goals from the '07 – '10 technology plan need to be modified to align with the district's needs and state technology plan. The goals for the '10 – '13 plan are listed below:

Goal 1

All students will be prepared to excel in the community, work place and in our global society using 21st century skills

Goal 2

All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21st century skills into curricula and instructional practices.

Goal 3

Educational technology will be accessible by students, teachers, and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, library media centers, and other educational settings such as the local library.

Goal 4

The school district will establish and maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually.

**V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES
(July 2010 – June 2013)**

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

Goal 1

All students will be prepared to excel in the community, work place and in our global society using 21st century skills

1. Educational technology will be infused across all curricular areas. The district will align the curriculum with the most recent version of NJCCS (NJAC 6A:8-3.1), the International Society for Technology in Education (ISTE) Standards, and focus on student centered, problem-based, real-world curricula to attain 21st century skills.
2. All students will demonstrate proficiency in using educational technology, information literacy, expert decision-making and complex communications.
3. Instructional and content materials will be universally designed to assure access for all learners through technology.
4. Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.
5. All students and learning communities will have ubiquitous, equitable and barrier free access to on-line resources and other distance learning technologies.
6. Research will be conducted to identify both emerging and promising practices in educational technology so that students will continue to excel in the community, work place and global community.
7. Research-based information will be disseminated to support the development of 21st century skills for New Jersey’s educational community.

Three-Year Technology Implementation Activity Table				
District Objective Number	Strategy/Activity	Timeline	Person Responsible	Documentation
1, 2, 3, 4	Project based learning activities will continue to be developed by the classroom teacher	Ongoing	Principal	Review of Lesson Plans
1, 2, 4, 5, 6	Internet project links will be posted on the school website	Ongoing	Director of Technology	Viewing of district website:

			& Educators	www.usronline.org
1, 2, 5, 6	Students will keep a portfolio of work in their network folder	Ongoing	Educators & Student	Student work will be evaluated by the classroom teacher
6 & 7	District representatives will participate in planning the quad district technology curriculum	Ongoing	Director of Technology & Educators	Distribution of quad district requirements for technology proficiency
1, 2, 3, 4 & 5	Create classroom environments to support curriculum-based teaching and learning processes	Ongoing	Director of Technology, Director of Curriculum, Teacher	Sign in sheets from professional development activities
1, 2, 3, 4 & 5	Yearly subscriptions to online resources will be renewed	Yearly	Director of Technology	Purchase orders
3, 4	Software licenses will be maintained and new software reviewed and ordered	Yearly	Director of Technology	Purchase orders
2, 4, 5	Students will have access to public library databases.	Yearly	Library Media Specialist	Statistical reports from public library
6 & 7	Educators and Administrators will attend regional and state technology conferences	Ongoing	Director of Technology	Purchase orders

Goal 2

All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21st century skills into curricula and instructional practices.

1. All educators, including administrators, will participate in ongoing, sustained, high-quality professional development activities focused on infusing 21st century skills into curricula and instructional practices.
2. All school administrators will model the 21st century skills necessary to provide effective and informed leadership that supports the infusion of educational technology and encourages learning beyond the school walls.
3. All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards and success in a global society.
4. All educators, including administrators, will use e-mail and other interactive tools to communicate with parents/legally designated caregivers, students and other educators electronically.
5. All educators, including administrators, will act responsibly and ethically when obtaining and using technological resources and applications.
6. All educators, including administrators, will model and/or promote the effective integration of educational technology and information literacy.

Technology Implementation Activity Table				
District Objective Number	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Provide teachers and administrators with access to online resources and professional development	Ongoing	Director of Technology	Report from website on usage
1	Offer in-house technology workshops on various applications. (MS Office, iLife, Adobe GoLive, Adobe Photoshop, WebEIM, Smart Board, etc.)	Ongoing	Director of Technology	Sign-in sheets
1, 3, & 6	Technology related PIP for each educator	Yearly	Principal	PIP
3 & 6	Technology section of educator's annual evaluation	Yearly	Principal	
1	Provide a "Network Information" manual	Yearly	Director of Technology	Manual
2	Educators maintain a classroom webpage that contains up-to-date information on class information, schedules, homework and projects, and classroom policies.	Ongoing	Teachers, Building Principal, Director of Technology	WebPages
2	Administrators maintain building webpages that contain up-to-date information on upcoming events and monthly newsletters and calendars	Ongoing	Teachers, Building Principal, Director of	WebPages WebPages

			Technology	
2, 4	All staff will have school issued email accounts to communicate with parents, teachers, and administrators	Ongoing	Principal	Email server logs
1, 2	Maintain subscriptions to websites that offer professional development such as Atomic Learning and Fountas and Pinnell	Yearly	Director of Technology	Purchase Orders
5	All educators and administrators are required to read and sign the district's Acceptable Use policy (AUP)	Yearly	Director of Technology	Signed Acceptable Use Policy

Goal 3

Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, library media centers, and other educational settings such as community centers and libraries.

1. All students and educators will have consistent, equitable and barrier free access to appropriate technology including technologies with universal design features that assure access for all students in all learning environments.
2. All educators, including administrators and students, will have ubiquitous and effective access to on-line resources..
3. All districts, schools and classrooms will be connected to high- speed voice, video and data networks in all learning environments.
4. All schools will have web sites that meet the following criteria:
 - Informative, interactive and timely
 - Relevant to school and local community
 - Allows access to email (such as web portal) and network (such as VPN) for administration and staff
 - Meets accessibility standards (Section 508 compliant <http://www.section508.gov/> and National Instructional Materials Accessibility Standards <http://nimas.cast.org/>).
5. All educators will have access to technical support via a technician and/or other means as necessary to maintain equipment and infrastructure.
6. All school districts will implement their Acceptable Use Policy (AUP) and other means to ensure that all members of the learning community are able to use technological systems, online resources and software in a safe, ethical and secure manner.

Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Students and educators will use classroom computers, computer labs, library media centers, and laptop carts	Ongoing	Educators	Exchange Public Calendars and lesson plans
1	Teachers will have access to digital cameras, digital video cameras, and projectors	Ongoing	Educators	Destiny
2	The district and school will maintain licenses to on-line resources such as Ebsco, Facts on File, Grolier, Nettekker, SIRS, BCCLS, Atomic Learning, United Streaming, Brain Pop, and other online resources	Ongoing	Educators and Director of Technology	Purchase Orders
3	The district will maintain a LAN that includes 10/100/1000 connections to all educational spaces and offices	Ongoing	Director of Technology and Network	Network maps and other information

	in the district. In addition the district will continue to maintain its 100% wireless coverage of all facilities.		Technician	
5	Teachers will have access to technical support via email and phone and request building maintenance via SchoolDude.com.	Ongoing	Network Technician, Director of Technology	Email and phone logs
4	Maintain and update school district website and school websites: <ul style="list-style-type: none"> • Informative, interactive and timely • Relevant to school and local community • Allows access to email (such as web portal) and network (such as VPN) for administration and staff • Meets accessibility standards (Section 508 compliant http://www.section508.gov/) and National Instructional Materials Accessibility Standards http://nimas.cast.org/). 	Ongoing	Director of Technology	www.urschoolsk8.com
4	Maintain and update teacher websites	Ongoing	Educators and Principal	Teacher websites off of school domain
6	Educators, Administrators, Students and parents will sign the district AUP	Yearly	Principal, Director of Technology	Signed AUP sheets and SMS
6	iSafe program	Ongoing	Educators, Principal, Director of Technology	Teacher Lesson Plans
6	WebBlocker Internet Filter	Ongoing	Director of Technology	Purchase Order

Goal 4

The district will establish and maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually.

1. The district will obtain and/or maintain high-speed networks, current hardware/software and Internet access which enable all students and educators to support their curricular activities.
2. All school buildings will have the equipment, connectivity and technical support necessary to provide e-learning opportunities in all learning environments.
3. The district will have the technical staff to support and maintain our technology resources and systems.
4. School administration will conduct a Total Cost of Ownership analysis and use the results to budget for effective implementation and support of educational technology systems in the district.

Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1	The district will provide high speed Internet access to all schools, maintain/upgrade its computer hardware including routers, switches, and computers on a regular basis.	Ongoing	Director of Technology	Contracts with ISP
1	Maintain an accurate district inventory.	Ongoing	Director of Technology	Database
1	Obsolete equipment will be replaced as specified by the district's criteria for obsolescence and on an as needed basis.	Ongoing	Network Technician, Director of Technology	Database
1 & 2	Maintain contracts on routers, switches, firewall, servers, antivirus software, spam software, and web filtering software.	Ongoing	Director of Technology	Service contracts
1 & 2	Monitor computers, servers, routers, firewalls, switches, wireless access points, and network printers.	Ongoing	Network Technician, Director of Technology	Event logs, Intuit network monitoring software
2 & 3	Maintain and update images of clients.	Ongoing	Network Technician	Images on network servers
1 & 2	Create and maintain network documentation.	Ongoing	Network Technician	Documentation
3	The district will continue to employ a Director of Technology and	Ongoing	Superintendent	Employment Contracts

	Network Technician to maintain the technology resources and systems.			
4	The Director of Technology will be responsible for analyzing and evaluating the total cost of ownership of all hardware and software purchases for the district.	Ongoing	Director of Technology	Director's technology review notes

B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.

The Technology Planning Committee is composed of a diverse group of educators and administrators including classroom teachers, a library media specialist, a guidance counselor, an assistant principal, a building principal, the curriculum coordinator, the Supervisor of Special Services, the Network Technician, the Director of Technology, and the Superintendent of Schools. Each participant brings with them a skill set to assure that the technology plan address the use of technology to support 21st century learning for all learning communities. For example, the Supervisor of Special Services addresses the need for assistive technology devices to accommodate the needs of students with special needs (section III, letter A, subsection 3 of this report). In addition, the input of principals, classroom teachers, and library media specialist address the needs of supporting 21st century learning for on-level and above level students through the PBL activities completed throughout the curriculum (Section V, Letter A).

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

Upper Saddle River Schools participate in a quad district curriculum planning team composed of Ho-Ho-Kus Schools, Allendale Schools, and Northern Highlands Regional School District. The quad district meets on a regular basis to review curriculum and to ensure that the schools are meeting and exceeding the NJCCCS 8.1 benchmarks for 8th grade students. For details of how Upper Saddle River School District, as well as the quad district, assure that all students are technology literate by the end of 8th grade, see Appendix A.

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

There are numerous telecommunication and information technologies that are useful in reaching Upper Saddle River Schools '10 – '13 technology plan goals. These include, but are not limited to:

- Increase bandwidth lines for high speed Internet access
- Firewalls to secure the LAN from outside resources
- WebBlocker Internet filtering software for safe Internet access
- A digital phone system with voicemail for improved parent communication
- Windows 2008 servers with updated and patched operating systems for network operations such as Active Directory, DNS, DHCP, email, WebServer, File Server, Application server, etc.
- Apple 10.6 servers with updated and patched operating systems for network operations such as Open Directory, File Server, Application server, etc.
- A high-speed switched LAN for access to network resources
- Up to date computers to run the most recent software and operating systems
- Various software packages for infusing technology into the curriculum
- Interactive whiteboards (Smart Boards) for use in the classroom environment
- Projectors

- Digital cameras and digital video cameras
- Move towards server and desktop virtualization for greater efficiency, improved performance, and cost benefits.

VI. FUNDING PLAN (July 2010 – June 2011)

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

TECHNOLOGY			
MAINTENANCE & SERVICE CONTRACTS			
Description	Quantity	Price	Amount
Apple Computer, Inc. - AASP Membership Fee	1	1,000.00	\$1,000
Outside system support	1	1,000.00	\$1,000
Domain Name Registration	2	40.00	\$80
Digicert SSL Certificate	1	700.00	\$700
Watchguard Firebox LiveSecurity 1YR	1	1,100.00	\$1,100
Watchguard Firebox WebContent Filtering 1YR	1	500	\$500
Watchguard Firebox Gateway AV 1YR	1	1,000	\$1,000
AntiSpam Contract Renewal	1	1,000	\$1,000
Corporate Antivirus Protection	1	700	\$700
WebEIM Support	1	4,500	\$4,500
FatPipe Networks Gold Service Pack	1	2,000	\$2,000
Total			\$13,580

PROJECTED FUNDING FOR 2010-2013 MAINTENANCE AND SERVICE CONTRACTS

Anticipated 2010/11	Projected Funding 2011/2012	Projected Funding 2012/2013
\$13,580	\$13,988	\$14,407

TECHNOLOGY			
SUPPLIES & SOFTWARE			
Description	Quantity	Price	Amount
Upgrade servers to Windows 2008 and Exchange 2010	1	1,000	\$1,000
Upgrade to Microsoft Forefront Security	1	650	\$650
Replacement Parts for hardware	1	5,000	\$5,000
Network supplies (tapes, cables, battery's for UPS, etc.)	1	1,000	\$1,000
Office supplies for tech staff	1	981	\$981
13.3-inch MacBook with Combo Drives for Student	40	1,000	\$40,000
13.3-inch MacBook with Combo Drives for Teachers	12	1,000	\$12,000
Apple iMacs	26	1,000	\$26,000
Smart Boards	3	1,300	\$3,900
Toner for HP Color LaserJet printers	1	10,000	\$10,000
Office Enterprise School Agreement License and SA	700	22	\$15,680
United Streaming Video	1	5,000	\$5,000
BrainPop	1	2,500	\$2,500
Bulbs for classroom projectors	19	265	\$5,035
Total			\$128,746

PROJECTED FUNDING FOR 2010-2013 SUPPLIES AND SOFTWARE

Anticipated	Projected Funding	Projected Funding
2010/11	2011/2012	2012/2013
\$128,746	\$132,608	\$136,586

TECHNOLOGY			
INTERNET SERVICE – DISTRICT			
Description	Quantity	Price	Amount
Verizon T1 - \$485 per month	1	5,820	\$5,820
Cablevision – Internet Service with Boost - \$64.90	1	779	\$779
Total			\$6,599

PROJECTED FUNDING FOR 2010-2013 INTERNET SERVICE

Anticipated 2010/11	Projected Funding 2011/2012	Projected Funding 2012/2013
\$6,599	6,797	\$7,001

TECHNOLOGY					
MEMBERSHIP DUES					
Description			Quantity	Price	Amount
MacAuthority - Magazine			1	75	\$75
NJECC			1	825	\$825
ISTE			1	75	\$75
Total					\$975

PROJECTED FUNDING FOR 2010-2013 MEMBERSHIP DUES

Anticipated 2010/11	Proposed 2011/2012	Proposed 2012/2013
\$975	\$1,004	\$1,034

TECHNOLOGY					
EQUIPMENT					
Description			Quantity	Price	Amount
Dell PowerVault 124T 2U Tape Autoloader			1	5,500	\$5,500
Cisco Catalyst 3560 48 10/100/1000T POE + 4 SFP			4	4,250	\$17,000
Total					\$22,500

PROJECTED FUNDING FOR 2010-2013 EQUIPMENT

Anticipated 2010/11	Proposed 2011/2012	Proposed 2012/2013
\$22,500	\$10,000	\$12,000

TECHNOLOGY					
STAFF DEVELOPMENT - TECHNOLOGY WORKSHOPS					
Description			Quantity	Price	Amount
Training for Educators			1	10,000	\$10,000
Training for Administrators			1	1,000	\$1,000
Training for Technical Staff			1	2,000	\$2,000
Total					\$13,000

PROJECTED FUNDING FOR 2010-2013 STAFF DEVELOPMENT – TECHNOLOGY WORKSHOPS

Anticipated 2010/11	Proposed 2011/2012	Proposed 2012/2013
\$13,000	\$13,390	\$13,791

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

**Funding Plan Table
(2010-2011)**

Complete this table to indicate the funding source of anticipated costs of technologies to ensure that students have access to technology. The use of this table is optional and is provided as a convenience.

Three-Year Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			X	
Print media needed to achieve goals			X	
Technology Equipment			X	X
Network			X	
Capacity			X	
Filtering			X	
Software			X	
Maintenance			X	
Upgrades			X	
Policy and Plans			X	
Other services			X	

**Funding Plan Table
(2011-2012)**

Complete this table to indicate the funding source of projected costs of technologies to ensure that students have access to technology.

Three-Year Technology Plan Projected Funding Table (2011-2012)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			X	
Print media needed to achieve goals			X	
Technology Equipment			X	X
Network			X	
Capacity			X	
Filtering			X	
Software			X	
Maintenance			X	
Upgrades			X	
Policy and Plans			X	
Other services			X	

**Funding Plan Table
(2012-2013)**

Complete this table to indicate the funding source of projected costs of technologies to ensure that students have access to technology.

Three-Year Technology Plan Projected Funding Table (2012-2013)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			X	
Print media needed to achieve goals			X	
Technology Equipment			X	X
Network			X	
Capacity			X	
Filtering			X	
Software			X	
Maintenance			X	
Upgrades			X	
Policy and Plans			X	
Other services			X	

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.

**EXTRACT FROM THE MINUTES OF
A MEETING OF THE BOARD OF EDUCATION
OF THE BOROUGH OF UPPER SADDLE RIVER
IN THE COUNTY OF BERGEN, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK**

The Board of Education of the Borough of Upper Saddle River, in the County of Bergen and State of New Jersey, convened in Regular Session on March 15, 2010 at 8:00 p.m. in the Media Center of the Cavallini Middle School.

The following members were present: Mr. Koski, Mrs. Sacco Torres, Mr. Ferrarie, Mrs. Galimi, Mrs. Smiechowski, Dr. Stoller, Mr. Wei

The following member(s) were absent: None

The following resolution was offered by Dr. Stoller, seconded by Mrs. Smiechowski and adopted by the Board of Education with all voting in favor:

Approve the three-year District Technology Plan for 2010/11 through 2012/13.

Yes: 7
No: 0

STATE OF NEW JERSEY)
COUNTY OF BERGEN) ss

I, Dana Imbasciani, Secretary to the Board of Education of the Borough of Upper Saddle River, in the County of Bergen, State of New Jersey, hereby certify that the foregoing extract from the minutes of the Board of Education of said district duly called and held on March 15, 2010, has been compared by me with the original minutes as officially recorded in my office in the minute book of said Borough of Upper Saddle River, Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of the Board of Education.



Dana Imbasciani
Board Secretary/Business Administrator

ACTUAL 2006/07	ACTUAL 2007/08	ACTUAL 2008/09	BUDGETED 2009/10	PROPOSED 2010/11	ACCOUNT NAME
\$ 9,717	\$ -	\$ 61,747	\$ -	\$ 22,500	Equipment
\$ 16,477	\$ 11,656	\$ 10,300	\$ 13,580	\$ 13,580	Maint & Svc Contracts
\$ 145,186	\$ 225,574	\$ 98,932	\$ 149,246	\$ 128,746	Supplies
\$ 3,039	\$ 4,845	\$ 4,086	\$ 6,599	\$ 6,599	Telephone - Internet
\$ 3,774	\$ 1,020	\$ 1,020	\$ 975	\$ 975	Dues & Conferences
\$ -	\$ 9,623	\$ 4,600	\$ 15,000	\$ 13,000	Staff Dev - Workshop
\$ -	\$ 430	\$ 35	\$ 1,000	\$ 1,000	Staff Dev - Mileage
\$ 178,193	\$ 253,148	\$ 180,720	\$ 186,400	\$ 186,400	

D. A board-approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes

The district, on an annual basis, files its board-approved budget with its technology plan for e-rate auditing purposes through the Education Consortium (ECTS).

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;*
- *A professional development strategy;*
- *An assessment of telecommunications services, hardware, software, and other services needed;*
- *Budget resources; and*
- *An ongoing evaluation process.*

The technology plan's creation date is March 15, 2010.

VII. PROFESSIONAL DEVELOPMENT

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.

Daniel B. Cazes, Director of Technology

B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:

1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments

In order to optimize the benefits of technology in learning, teaching, and school operations, the district believes that all administrators must be competent in using and implementing technology. To this end, all administrators have the opportunity to attend conferences and workshops on a regular basis. Annual conferences attended by administrators include NJ Techspo, NMSA's Annual Education Conference, and NJECC. In addition, the school administration has the ability to attend all in-house and out-of-district workshops listed in number 2 below.

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..

All educators have opportunities to obtain professional development that furthers the effective use of technology, models 21st century skills, and demonstrates global outreach.

The technology training offered to staff includes:

In-house, 8 hour long summer workshops that are conducted over four consecutive days.

The topics of the workshop include:

- Adobe Go-Live
- Advanced Smart Board lesson
- Nettekker and Effective Internet Searching
- Inspiration
- Kidspiration
- iMovie '09
- Google Earth
- Word 2008
- Excel 2008
- PowerPoint 2008
- Multimedia Resource (United Streaming, BrainPop, Atomic Learning)
- Google custom search engines
- Skype and ePals
- Wikis and Blogs
- Out-of-district workshops on integrating technology in the curriculum, Smart Boards,

digital photo editing, Flash animation, etc.

- Out-of-district conferences
- Faculty and grade level meetings

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

All technical staff members have the opportunity to attend out-of-district training on various topics and to obtain technology certifications such as CCNA, MSCE, Apple certification, and Dell certification. In addition, the district provides the technical staff with all the necessary subscriptions and literature to stay current on educational technology.

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

Bergen County Special Services School District consults on a regular basis and provides training for staff, students, and families in the use of assistive technology.

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.

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
To integrate Web 2.0 tools such as Blogs, Wikis, and Podcasts into the curriculum.	Educators will have the opportunity to attend in-house workshops as well as out-of-district technology conferences.	The technology staff will support educators as they integrate Web 2.0 technology into their curriculum.
To effectively use Smart Boards in the classroom	Educators will continue to discuss the integration of Smart Boards throughout their curriculum at their grade level meetings and have the opportunity to attend out-of-district workshops.	Educators will have support from their peers as well as the Director of Technology as they continue to integrate Smart Boards in to the curriculum.
To integrate the districts multimedia resources into the curriculum	In-house training on how to use United Streaming, Brain Pop, and Atomic Learning.	Educators will have ongoing opportunities to attend webinars throughout the year on the multimedia resources paid for by the district.
To be able to communicate with the global community and experts in the field	Educators will have the opportunity to receive training in using video conferencing software and email to communicate with experts in the field as well as other educators and students from around the world.	The technology staff will support educators as they integrate various technologies such as Skype and ePals in to their curriculum.

D. Project professional development activities that will continue to support identified needs through 2013, including all partners.

The Upper Saddle River School District will continue to provide staff development that promotes 21st century skills in all learning environments. This includes, but is not limited to training staff to integrate Web 2.0 tools such as Blogs and Wikis, integrating digital storytelling through videos and podcasts, and communicating with experts in the field and educators from the global community.

VIII. EVALUATION PLAN

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

The Upper Saddle River School District uses various means to ensure that technology is being integrated into the curriculum. The measures listed below are ongoing and are regularly used to evaluate the goals, objectives, activities, resources and services described in this plan. The evaluation methods include:

- Lesson plan review noting technology integration
- Classroom observations
- Curriculum mapping
- Staff surveys
- Self-assessments
- Staff participation in technology workshops

2. Enabling students to meet challenging state academic standard

To ensure that students are meeting the challenging State academic standards, the district analyzes data obtained from the various State exams: NJASK 3, 4, 5, 6, 7 and 8. Furthermore, NJCCC Standard 8.1 is evaluated at the end of 8th grade with an subjective online assessment. The assessment is analyzed to determine where students are excelling and where the students' skills are weak so the necessary adjustments can be implemented.

3. Developing life-long learning skills

The technology program in our schools is part of an environment designed to enable students to demonstrate intellectual, artistic, practical achievements reflecting creativity, critical thinking, strong communication skills, and high standards. It is the goal of all administrators and educators to assist the students in developing a lifelong love of learning, the ability to work well independently or as part of a team, a strong sense of achievement, and the skill to participate effectively in our pluralistic, democratic society. To assess if our students are reaching this goal, the faculty assigns and evaluates projects, judges class participation, and addresses our students' social interactions.

APPENDIX A
Regional K – 8
Technology Curriculum

REGIONAL K-8

TECHNOLOGY CURRICULUM

*REGIONAL OFFICE OF CURRICULUM AND
INSTRUCTION*

ALLENDALE ~ HO-HO-KUS ~ NORTHERN HIGHLANDS ~ UPPER SADDLE RIVER

JILL MORTIMER, SUPERVISOR
NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL
298 HILLSIDE AVENUE
ALLENDALE, NEW JERSEY 07401

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Preface

This curriculum was designed to standardize the content students are exposed to in all three regional elementary districts (Allendale, Ho-Ho-Kus, Upper Saddle River) and to enhance the transition to the high school's technology offerings. The document is aligned with the State of New Jersey's Technological Literacy Content Standards and Cumulative Progress Indicators. The objectives are required in all districts, while the activities, assessments, and other template areas are provided as a menu of choices.

Acknowledgments

Members of the Regional K-12 Technology Curriculum Committee spent numerous hours creating this document. Their dedication and expertise are sincerely appreciated. The growth of the students remained the top priority throughout the process. The efforts on the part of the quad-districts to standardize the content students are exposed to results in a coherent, benchmarked program of study that benefits students K-12.

Approval List

Regional Teachers

Regional Principals

Regional Superintendents

Allendale Board of Education

Ho-Ho-Kus Board of Education

Upper Saddle River Board of Education

School Administrators

ALLENDALE

Jerilyn Caprio, Ed.D., Superintendent
Susan Hase, Principal, Hillside School
Bruce Winkelstein, Principal, Brookside School

HO-HO-KUS

Loretta Bellina, Superintendent
Alexis Eckert, Principal

NORTHERN HIGHLANDS

Robert McGuire, Ed.D., Superintendent
John Keenan, Principal

UPPER SADDLE RIVER

Joyce Snider, Ed.D., Superintendent
Janet Katz, Ed.D., Curriculum Coordinator
David Kaplan, Principal, Bogert School
Gene Solomon, Principal, Cavallini School
Joanne Vernon, Principal, Reynolds School

Technology Curriculum Committee Members

ALLENDALE

Gladys Ravettine
Johnna Costanza

HO-HO-KUS

Karen Schoenfelder
Martha Walsh

UPPER SADDLE RIVER

Dan Cazes

NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL

Michael Rightmire, Director of Technology

New Jersey Core Curriculum Content Standards for Technological Literacy – 2004 Version

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
 - Internet access
 - Copyrighted materials
 - On-line library resources
 - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

Information Access and Research

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice etiquette when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Nature and Impact of Technology

Refer to Science Standards 5.2 and 5.4.

B. Design Process and Impact Assessment

Refer to Science Standards 5.2 and 5.4.

C. Systems in the Designed World

Refer to Science Standards 5.2 and 5.4.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an effect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

Regional Technology Curriculum

Grades K-4

Content Standard 8.1 (Computer and Information Literacy) All students will use computer application to gather and organize information and to solve problems. Indicators A. 1-9; B. 1-10	
Required Objectives	Suggested Activities
Basic Computer Skills and Tools	
Use basic technology vocabulary	Laminated cards with names of equipment, match card with equipment; computerized “Simon Says”; test, matching worksheets, integrated in instructional activities
Use basic features of an operating system (i.e. accessing programs, identifying and selecting a printer, finding help)	Formal instruction; mini-lessons, self-help sheets; daily use
Input and access text and data, using appropriate keyboarding techniques or other input devices	Software programs- Mavis Beacon, Type To Learn, Jumpstart, Keymates, Kidstyping, Kidspiration, Inspiration, MS Office Suite, AppleWorks, Internet use, World Book online, Brain Pop, Kid Pix,
Produce a simple finished document using word processing software	Microsoft Word, AppleWorks
Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template	Graph Club, Excel, Word
Create and present a multimedia presentation using appropriate software	PowerPoint, Kid Pix
Create and maintain files and folders	Formal instruction; daily use
Use a graphic organizer	Kidspiration, Writing Companion, Inspiration
Use basic computer tools (i.e mouse, keyboard)	Daily use
Application of Productivity Tools – Social Aspects	
Discuss common uses of computer applications and identify their advantages and disadvantages	Formal instruction when new applications are introduced; Internet use
Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: <ul style="list-style-type: none"> • Internet access • Copyrighted materials • On-line library resources • Personal security and safety issues 	i-SAFE curriculum; acceptable use policies; plagiarism; filtering software programs World Book, Brain Pop
Practice appropriate Internet etiquette	i-SAFE; formal instruction, netiquette
Recognize the ethical and legal implications of plagiarism of copyrighted materials	Teacher discussion, citing instructions/requirements

Regional Technology Curriculum
 Grades K-4

Required Objectives	Suggested Activities
Application of Productivity Tools – Information Access and Research	
Recognize the need for accessing and using information	Internet use and benefits
Identify and use web browsers, search engines, and directories to obtain information to solve real world problems	Classroom displays; formal instruction; lists of common search engines
Locate specific information by searching a database	Access Hotlists using Filamentality or a word program; access hyperlinks within documents
Recognize accuracy and/or bias of information	Discussion of the meaning of URL extensions; how to evaluate the validity of web sources
Application of Productivity Skills – Problem Solving and Decision Making	
Solve problems individually and/or collaboratively using computer applications	Yearly Progress Pro software; enrichment projects; group work, PBLs
Identify basic hardware problems and solve simple problems	Troubleshooting common problems; formal instruction; teachable moments; mini lessons

Regional Technology Curriculum

Grades K-4

Vocabulary for Students		Enrichment Extensions
<i>Computer</i> <i>Monitor/ Screen/ Display</i> <i>Keyboard</i> <i>Mouse</i> <i>CPU</i> <i>Log on/off</i> <i>Password</i> <i>User ID</i> <i>Booting or Boot</i> <i>Scroll bar</i> <i>Floppy disk drive</i> <i>CD-ROM</i> <i>CD-ROM drive</i> <i>USB port</i> <i>URLs</i> <i>Desktop</i> <i>Hard drive</i> <i>Laptop</i> <i>Internet</i> <i>Website</i> <i>Icon</i> <i>Shortcut</i> <i>Search engine</i> <i>Link</i> <i>Toolbar</i> <i>Window</i> <i>Cursor</i> <i>Pointer</i> <i>Printers</i> <i>Exit</i>	<i>Minimize</i> <i>Maximize</i> <i>Clicking</i> <i>Double click</i> <i>Drag</i> <i>Copy</i> <i>Paste</i> <i>Highlight</i> <i>Font</i> <i>Closing</i> <i>Saving</i> <i>Directories</i> <i>Network</i> <i>Server</i> <i>Email</i> Right click Left click Favorites CD burner Launch Http Hourglass Control key Numeric keypad Start button (Italics indicate words that will be covered in all districts)	Differentiated learning through the following: PBLs Webquests Scavenger hunts Mini lessons Robo Lab Advanced proficient column on rubrics for advanced learners to strive to Classroom helpers

Regional Technology Curriculum

Grades 5 - 8

Content Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems. Indicators A. 1-12	
Required Objectives	Sample Activities
Students will be able to -	
Basic Computer Skills and Tools	
Use appropriate technology vocabulary (see list on next page)	Vocabulary worksheets
Understand file management concepts	Instruction on saving procedures, Windows Explorer/Finder, file searching
Demonstrate effective input of text and data, using touch keyboarding with proper technique – the mouse, other input devices (i.e. digital cameras)	Type to Learn, Key Mates, Kids' Typing, Jumpstart Typing, Mavis Beacon Typing, www.senselang.com
Manage and identify parts of operating system interface <ul style="list-style-type: none"> • Minimize, maximize, restore • Move and size windows • Work in multiple windows simultaneously 	Demonstration and worksheets
Employ the help features	Demonstration, direct instruction
Utilize editing techniques <ul style="list-style-type: none"> • Cut, copy, paste • Delete vs. backspace • Insertion • Text selection 	Instruction of word processing techniques in conjunction with Internet usage

Regional Technology Curriculum Grades 5- 8

Required Objectives	Sample Activities
Demonstrate proficiency in using common tools – <ul style="list-style-type: none"> • Spell check, thesaurus, dictionary 	Specific projects, direct instruction, experience when working on a project
Demonstrate proficiency in the following word processing skills: <ul style="list-style-type: none"> • Identification of word processing environment (menu) • Page layout – margins, tabs, page orientation, spacing, headers and footers • Advanced Formatting – fonts, styles, colors, format painting, highlighting, text alignment • Bullets and numbering – lists • Columns • Tables • Drawing (autoshapes, text boxes, draw, org. charts) • Printing – creating a range • Graphics – clip art, files, insertion, watermarks, wrapping 	Projects, research papers, direct instruction, theme related activities, newsletters, calendars, web page design, world language menus, holiday decorations, acrostic poems
Insert data from one document into another	Projects, research papers, direct instruction, theme related activities, newsletters, calendars, web page design
Demonstrate proficiency in the following spreadsheet skills – <ul style="list-style-type: none"> • Identification of spreadsheet environment • Entering data • Inserting and deleting columns and rows • Add, subtract, multiple and divide cells, rows, or columns of numbers • Use basic formulas and functions • Create basic charts • Interpret data 	Grade book creation, holiday gift list, graphing, direct instruction, demonstration

Regional Technology Curriculum Grades 5- 8

Required Objectives	Sample Activities
Design and produce a basic multimedia project <ul style="list-style-type: none"> • Sound, graphics, video, transitions, animations 	PowerPoint presentations, iMovie
Design and create a simple database <ul style="list-style-type: none"> • Define fields • Input data • Produce a report using sort and query 	Excel
Use network resources for storing and retrieving data	Demonstration, direct instruction
Use a graphic organizer to create, construct, or design a document	Inspiration, Word, PowerPoint (diagrams), Graph Club
Create and utilize shortcuts	Direct instruction, demonstration

Regional Technology Curriculum

Grades 5- 8

Vocabulary for Students	Enrichment Extensions
Bits, bites, kilo, mega, giga CPU Database Drives (floppy, cd, network, hard/fixed) Graphics Herz HTML Http Input Keyboard Memory vs. storage <i>Monitor</i> Mouse Operating System Output Portal Presentation Processing RAM ROM <i>Search engine</i> Server <i>Spreadsheet</i> Storage <i>URL</i> <i>Word processor</i> <i>World Wide Web</i> (Italics indicate words that will be covered in all districts)	Operating system -create and rename a folder Spreadsheet – <ul style="list-style-type: none"> • absolute vs. relative cell references • labeling charts and graphs • changing colors • advanced functions • range naming • advanced charting • manipulating multiple sheets Multimedia presentations – embedded video, voice overs, changing colors, recommended design rules, importing other applications Word processing -Text effects, customizing bullets, autoformat, autocorrect, drop cap, change case, word count, summary Mail merge Track changes Toolbars – turning on, off, customizing Hyperlinking Field codes Function keys, shortcuts Create, record, and define macros Find and replace, go to Section breaks Desktop publishing techniques Use of templates File protection Show and hide codes

Regional Technology Curriculum Grades 5- 8

Content Standard 8.1 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems. Indicators B. 1-10	
Required Objectives	Suggested Activities
Application of Productivity Tools: Social Aspects	
Demonstrate an understanding of how changes in technology impact the workplace and society.	Discussions; demonstrate use of Smart Board
Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	Discussions; projects; problem-based learning activities
Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.	Discussions
Describe and practice safe Internet usage.	i-SAFE program
Describe and practice netiquette when using the Internet and electronic mail.	i-SAFE program
Application of Productivity Tools: Information, Access and Research	
Choose appropriate tools and information resources to support research and solve everyday problems, including but not limited to: <ul style="list-style-type: none"> on-line resources and databases search engines and subject directories 	Problem-based learning activities; Athena; Follett; SIRS; ERIC; World Book; Echo Host; United Streaming; Google; Yahoo!igans; ASK; Yahoo; AlltheWeb; 37; Smart Board
Evaluate the accuracy, relevance, and appropriateness of both print and non-print sources	Discussions
Application of Productivity Tools: Problem Solving and Decision Making	
Use computer applications to modify information independently and/or collaboratively to solve problems	Problem-based learning activities; Internet research
Identify basic hardware problems and demonstrate the ability to solve common problems	Teachable moments
Determine when technology tools are appropriate to solve a problem and make a decision	Discussions; problem-based learning activities

Regional Technology Curriculum

Grades 5- 8

Vocabulary for Students	Enrichment Extensions
<p> <i>Acceptable Use Policy (AUP)</i> Blog – journal posting Chat room Emoticons <i>Hacking</i> <i>Inappropriate sites</i> <i>Instant messaging</i> Internet slang, shorthand Plagiarism Pornography <i>Spam</i> <i>Virus</i> </p> <p>(Italics indicate words that will be covered in all districts)</p>	<p> Advanced search engines, search techniques Use current events as a context for teaching these concepts AWS – Weather Bug NICENET – discussion boards Jason Project EPals Webquests Bug Scope – with University of Illinois </p>

Regional Technology Curriculum

Grades 5- 8

<p>Content Standard 8.2 (Technological Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p> <p>Indicators A. 1-5; B. 1-5; C. 1-3</p>	
Required Objectives	Suggested Activities
Nature and Impact of Technology	
Describe the nature of technology and the consequences of technological activity.	Application to Social Studies units – how advances in technology have impacted every historical time period
Describe how the use of technology interacts with our environment.	Covered in Science Grade 6 – Environmental Issues unit
Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.	Covered in Science curriculum; technology class
Describe how technological activity has an effect on economic development, political actions, and cultural change.	Covered in Social Studies curriculum
Explain the cultural and societal effects resulting from the increases of knowledge and information available today.	Covered in Social Studies curriculum
Design Process and Impact Assessment	
Demonstrate and explain how the design process is not linear.	Covered in Science curriculum; technology class
Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.	Covered in Science curriculum; technology class
Identify a technological problem and use the design process to create an appropriate solution.	Covered in Science curriculum; technology class
Describe how variations in resources can affect solutions to a technological problem.	Covered in Science curriculum

Regional Technology Curriculum

Grades 5- 8

Required Objectives	Suggested Activities
Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system, or environment.	Covered in Science curriculum; technology class
Systems in the Designed World	
Explain the technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.	Covered in Science curriculum; Social Studies curriculum; technology class
Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.	Covered in Science curriculum; Social Studies curriculum; technology class
Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.	Covered in Science curriculum

Regional Technology Curriculum

Grades 5- 8

Vocabulary for Students	Enrichment Extensions
<p> <i>Analyze</i> <i>Design</i> <i>Model</i> <i>Economic development</i> <i>Process</i> <i>Cultural change</i> <i>Political actions</i> <i>Human capability</i> <i>Cost efficiency</i> <i>Quality</i> <i>Sustained ability</i> <i>Interdependence of subsystems</i> </p> <p>(Italics indicate words that will be covered in all districts)</p>	<p>Multimedia projects, reports, PBL</p> <p>Stock Market Project – SMG – through Kean College – 10 week investment unit, use of Internet to invest in and research companies</p>