SADDLE BROOK PUBLIC SCHOOLS
THREE-YEAR TECHNOLOGY PLAN

July 2007 through June 2010

Section I: Stakeholders

The following members constitute the members of the Saddle Brook Technology Committee:

Title	Name	Signature
IT Coordinator	Mr. Joe Frangipane	
Superintendent	Dr. Harry Groveman	
Board of Ed. Member	Dr. Richard Filipek	
Board of Ed. Member	Mr. Keith Rosso	
Faculty Member	Ms. Darla Matsakis	
Faculty Member	Mr. Howard Weinberg	
Faculty Member	Ms. Dorothy Filipek	
Faculty Member	Ms. Linda Marcus	
Computer Technician	Mr. Lyle Welner	
Media Specialist	Ms. Ida Luteran	
Supervisor of Curriculum	Dr. James Heinegg	
Guidance Counselor	Ms. Marta Benito	
Student	Mr. Vincent Zafonte	
Parent/Community	Mr. Richard DiGiacomo	

Section II: Executive Summary

Vision Statement

The vision of the Saddle Brook School District is to create a state-of-the-art integrated information system in order to establish a **Connected Learning Community**. We define this community as a linked environment in which networking connections can provide for dynamic interaction in three ways—within and between schools, between schools and homes, and between schools and the larger community of learning resources available via the Internet and through libraries and museums. Ultimately within our Connected Learning Community, learning won't be limited by the hours of a school day, the walls of a classroom, or the resources of an individual community. Through our vision we hope to diminish the barriers of time, distance, convenience and access as we strive to afford our students and teachers access to technology and the technological skills and tools necessary to help them find, evaluate, organize and use information effectively. As active members of a Connected Learning Community, our students will acquire the information technology skills they need to become lifelong learners who will develop a passion for exploration and discovery.

Through the creation of an integrated information system we expect to enable:

- Connections within and between schools so that students, teachers, and administrators learn to work in an information-rich, collaborative environment. They will exchange electronic mail, post announcements, coordinate work and share documents. Students will be expected to use a wide variety of technological tools to enhance their current and future success as students and workers. They will have access to electronic communities throughout the state, and further, for the sharing of information in the development of skills based on the New Jersey Core Curriculum Content Standards. They will also have access to the World Wide Web learning to navigate this information superhighway while also learning how to manage, retrieve and assess the information that they receive. Teachers and administrators will share databases, bulletin-board services, and electronic mail while learning to collaborate with colleagues both within the school the schools of this district as well as with other local, national and international sites.

- Connections between school and home to provide teachers and parents with efficient and interactive ways to discuss student progress and school activities. Students, parents and teachers will be able to exchange work and collaborate on assignments on a regular basis.

- Connections between the schools and the larger community through the use of the Internet to provide access to libraries (e.g., B.E.L.S.), museums, zoos and a host of resources that will make access to the world part of the classroom experience. Virtual field trips to faraway places, consultations with experts

worldwide, and collaborative projects with other learners across the globe will all be possible.

In order for this vision to succeed learners, including educators, administrators, staff, and community members will need to possess the ability to manage information through the skillful use of technology. Therefore, our vision calls for the inclusion of professional development opportunities that will infuse the coordinated use of information technologies into the repertoire of all members of our Connected Learning Community.

The creation of our Connected Learning Community will permit efficient and effective communication within and outside this district. Our integrated information system will seek technologies that will maximize productivity while seeking to minimize cost of services, resources and experiences through the use of collaborations and partnerships that will enable us to streamline the implementation process.

Section III: Technology Overview

A. Technology

1. Inventory Of Current Networking And Telecommunications Equipment

Manufacturer	Model	Speed (Mbps)	Ports/Device	Total Ports
Cisco	Catalyst 3500 XL	10/100	48	96
Cisco	Catalyst 2950	10/100	48	192
3com	Superstack 2	10	24	72
Dlink	DSS-24	10/100	24	48
Dlink	DSS-16t	10/100	16	16
Dlink	DES-1024d	10/100	24	72
Netgear	GS608	100/1000	8	8
Cisco	Catalyst 3550 XL	100/1000	10(fiber)	
		17		
		504		

Manufacturer	Model	Speed (Mbps)	Ports/Device	Total Ports
Dlink	DSS-24	10/100	24	72
3com	Superstack 3	10/100	24	24
FriendlyNet	Asante	10	8	8
		5		
		104		

Manufacturer	Model	Speed (Mbps)	Ports/Device	Total Ports
Cisco	Catalyst 2950	10/100	48	48
		1		
		48		

Manufacturer	Model	Speed (Mbps)	Ports/Device	Total Ports
Dlink	DSS-24	10/100	24	72
		3		
		72		

Manufacturer	Model	Speed (Mbps)	Ports/Device	Total Ports
Dlink	DSS-24	10/100	24	72
3com	Superstack 2 (hub)	10	24	24
Cisco	Catalyst 3500 XL	10/100	48	48

5
144

Total network devices district wide: 31
Total network ports district wide: 872

2. Inventory Of Technology Needed To Improve Student Achievement

Three-Year Technology Plan Inventory Table			
Area of Need	**2007-8**	**2008-9**	**2009-10**
Technology Equipment	1 PC per classroom 1 Lab per School 30 PCs per lab 1 File Server per School Routers, Switches and Modems to provide network access to all computers	Same as previous plus additional mini-labs to support curriculum Journalism, Digital Photography, Music, etc.	Additional minilabs, additional Storage Area Network Equipment
Software used for curricular support and filtering	OS - Microsoft XP Pro Microsoft Office Pro 2003 Inspiration, Kidspiration Programming (C++, Java, Dreamweaver, Elementary Titles, Adobe Creative Suite, Quark)	OS-Microsoft Vista Microsoft Office Pro 2007 Inspiration, Kidspiration Programming (C++, Java, Dreamweaver, Elementary Titles, Adobe Creative Suite, Quark)	OS- Microsoft Vista or equal Current Office Suite Inspiration, Kidspiration Programming (C++, Java, Dreamweaver, Elementary Titles, Adobe Creative Suite, Quark)
Technology maintenance policy and plans	Factory Onsite maintenance on all computers	Factory Onsite maintenance on all computers	Factory Onsite maintenance on all computers
Telecommunications Services	Modem access at all schools, VPN connectivity between	Managed Fiber WAN NxT1 Internet Access to central site	Managed Fiber WAN NxT1 Internet Access to central site
Technical Support	In House with Emergency Support from vendors	In House with Emergency Support from vendors	In House with Emergency Support from vendors

Facilities – infrastructure including central telephone & security systems	Toshiba Key System at each school, Security cameras Phase 1 & 2 complete at High School	Key Systems interconnected via managed fiber Internet Voice Security Cameras Phase 1 at each Elementary School	Key Systems interconnected via managed fiber Internet Voice Security Cameras Phase 1 at each Elementary School Phase 3 at HS/MS Phase 2 at Elementary Schools
Other Services:	BELS /BCClS Library Services Explore Learning EGizmos	BELS /BCClS Library Services Explore Learning EGizmos	BELS /BCClS Library Services Explore Learning EGizmos United Streaming

3. District Assistive Technology Integration

The district provides all assistive technology integration required by 504 plans and student I.E.P.s. The current district assistive technology inventory includes:

- Intellitools
- Two FM Units for students with I.E.P.s
- One Communication Board
- Three Additional FM units for Regular Education students with 504 plans

4. District Web Site Accessibility

Saddle Brook School District works to make its web site accessible to all faculty, students, and community members. In order to do so, we seek to address Federal Accessibility Standards as follows:

We have adopted, and seek to implement, the standards for Web-based Intranet and Internet Information and Applications (1194.22). All revisions and new pages are

evaluated according to these criteria. Legacy pages will be dealt with on a case-by-case basis.

5. Plan For Replacement Of Obsolete Computers/Technology

Lease Arrangement

The district has moved to a system of cascading four-year leases, so that when fully implemented, no computer used by students or staff will be more than four years old. This provides a number of great benefits. First of all, computers are under warranty from the manufacturer. Hardware issues are covered under the factory warranty. Secondly, the operating systems and office software are included in the lease, and will therefore always be current and correctly licensed. Each year, the district replaces one fourth of its work stations, servers, and switches. At the end of Year Four, the first year's computers will be replaced, and the cycle will continue. Because the computers are purchased on a dollar-cost buyout lease, as they are replaced, the residual value can offset the cost of the next lease cycle. Our new criterion for obsolescence, therefore, is more than one year off of the three-year manufacturer's hardware warranty.

B. Cyber Safety

1. Filtering Method. Saddle Brook School District currently uses Cablevision as its Internet Service Provider. As part of their package, Cablevision provides filtering through "SmartFilter" from N2H2.com. SmartFilter is CIPA compliant, has an expanded database and education-specific categories. This is a tightly integrated filtering solution and enhanced security. Through administrative override, additional web sites can be blocked or allowed as necessary.

2. AUP. The district has recently adopted a new Acceptable Use Policy for students and staff. (See Appendix A)

3. Instruction. Students are educated about online safety awareness in a variety of ways. Computer teachers instruct all students regarding the principles of online safety. In addition, teachers and administrators use the Acceptable Use Policy as a means of educating students and parents about online safety. Finally, classroom teachers integrate instruction involving online safety into projects which include online research.

4. Parent Resources. Resources are made available to parents through district communications about the Acceptable Use Policy, Board of Education meetings, and communications from teachers regarding online safety. The Bergen County Prosecutor's Office presented a public forum at our high school to educate parents about Internet Safety. Our Community School offered an Internet Safety program to parents.

C. Needs Assessment

1. Completed Needs Assessment

While the district is constantly assessing its needs with respect to student and staff technology, in 2006 we had the opportunity to receive a thorough, formal needs assessment. Dorothy Filipek, staff member and member of our Technology Committee, was part of an action research team which conducted a study, "Analysis of Technology Integration in the Classroom." The results of this study have been integrated into our on-going assessment.

a. Staff's current practice in integrating technology across the curriculum varies considerably according to teacher competence and relevance of technology to the particular curricular area. According to the above-mentioned action research, 82.3% of staff encourages students to use computers for learning experiences. For example, high school science and math teachers who are proficient in use of SMART boards, tablet pcs, etc., have found many ways of integrating technology into their classroom activities. Other teachers are in need of further professional development. In addition, lack of funding prevents fuller implementation of technology integration, e.g., by limiting equipment and software.
b. In summary, proficiency varies widely across the more than one hundred fifty staff members in the district. Some staff members are proficient enough to be able to lead professional development in technology. Most teachers are proficient enough to use basic technology applications and to integrate use of the Internet into their student projects. Some teachers have only a rudimentary grasp of technology, and are in need of further professional development. According to the action research, 78.3% were comfortable in integrating technology, and 68.1% described their training as adequate.
c. Current educational environment and barriers:
    i. Staff are assured access to technology as follows. All staff have at least one computer workstation in the classroom, access to a limited number of SMART boards, projectors, etc. is offered on a shared basis, and computer labs are available for classroom use.
    ii. While most classrooms have only a limited number of computer workstations, our new Media Center has computers which are accessible to students, and there is at least one computer lab in every school.
    iii. Needs of staff are evaluated through faculty meetings, workshop request forms, workshop evaluation forms, and informal interactions with staff.
    iv. The needs of students are evaluated through teacher observations, surveys, and evaluations of computer teachers.
    v. All professional development activities have included several workshops on technology integration. For example, on Staff Development Day, January 15, 2007, the district offered workshops in

SMART board technology, Dreamweaver software applications, and Genesis, the new school administration software.

vi. Professional development for administrators is offered both through formal sessions, such as a recent FrontPage workshop, and through individual instruction provided by the IT Coordinator and the District Technician.

vii. In addition to individual workshops on Staff Development Day, professional development is offered through after-school staff development opportunities provided by the Saddle Brook Professional Development Academy and through regular faculty meetings.

viii. On-going, sustained workshops in Genesis and training in web page development have been offered throughout the 2006-2007 school year.

ix. The IT Coordinator and the District Technician provide ongoing, one-to-one coaching for district faculty and administration.

x. The main needs and barriers related to technology integration are funding, time, and space.

2. Needs of the district to improve academic achievement

   The district needs to provide more training in specific equipment, such as SMART boards, tablet PCs, etc., as well as how to integrate use of technology into the curriculum. As mentioned, lack of funding is a key barrier to providing this training, as well as sufficient equipment.

3. Prioritization of identified needs

The needs identified above, in order of priority (beginning with area of greatest need) are:

1. Budget/funding
2. Time/staffing
3. Professional Development
4. Space Requirements

Section IV: Three-Year Goals And Objectives

A. History

1. Goals from the 2004-07 Plan:

Goal 1. Saddle Brook 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 (NCLB EETG #1, ETPNJ #1).

Objective 1.1: By June 2005, Saddle Brook will ensure that NJ Core Curriculum Content Standards 8.1 and 8.2 (Technological Literacy, 2004) have been integrated and applied in all areas of the curriculum.

Goal 2. Every Saddle Brook student, regardless of race, ethnicity, gender, family income, geographic location, or disability, will become technologically literate by the end of Grade Eight (NCLB EETG #2).

Objective 2.1: By June 2006, Saddle Brook will create and adopt an assessment instrument in order to measure the degree to which a student has achieved proficiency in the NJ CCC Standards in Technological Literacy (8.1). Affirmative Action officer will confer to ensure equitable implementation.

Goal 3. Saddle Brook educators will attain the skills and knowledge necessary to use educational technology effectively in order to assist students to achieve the Core Curriculum Content Standards (ETPNJ #2).

Objective 3.1: By June 2005, Saddle Brook will provide increased and personalized staff development opportunities by offering at least three new workshops and/or mentoring opportunities, including on-line opportunities.

Goal 4. 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 community centers (ETPNJ #3).

Objective 4.1: By June 2007, Saddle Brook will expand classroom application of technology through the development of dedicated tech labs (i.e., a computer-based Journalism, Science or Math lab) and the use of portable wireless labs.

Goal 5. Saddle Brook will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology (ETPNJ #4).

Objective 5.1: By June 2007, the district will upgrade connectivity between schools and through to the Internet.

Goal 6. Saddle Brook school system will encourage effective integration of technology to establish research-based instructional methods that can be implemented as “best practices” (NCLB EETG #3).

Objective 6.1: By June 2005, Saddle Brook will dedicate a section of the district web site to a best practices page to encourage effective integration of technology to establish

research-based instructional methods. Samples and lesson plans from district and out-of-district educators will be shared.

2. Evaluation of Goals

Goal #1 has been achieved in many critical areas in the curriculum. In order to achieve full integration, however, further work will need to be done.

Goal #2 has been met; further refinement of the assessment tool will ensure continued success.

Goal #3 has been met to the extent that several new workshops have been offered. More online workshop offerings will need to be offered in the future. Lack of funding has been an obstacle.

One way that Saddle Brook educators have used technology to assist students in meeting the standards is through Homework Hero. In our dialogue with community members parents, indicated the most useful thing our school can put on its web site is an up-to-date listing of homework assignments. We have chosen to employ a product called Homework Hero to achieve that goal.

By integrating links to individual teachers into our Website we have turned our School home page into a portal that is attractive, easy to use, and accessible to the community and which provides up-to-date information about class assignments and classroom activities.

The structured format of Homework Hero gives the teachers an opportunity to maintain their own custom Webpages in a format that blends seamlessly with our district site and is both easy to use and rich in features.

At Homework Hero, teachers and students have the shortest route to posting and viewing assignments. They stay on task, because there are no calendars, lesson plans, or gradebooks—just assignments. Despite the focus on ease of use, the system is remarkably flexible in producing an attractive and useful teacher page.

Goal #4 has been met to the extent that a journalism lab and science lab upgrades have been achieved. A photojournalism lab (funded by private donation) is in the process of being installed. Implementation of portable wireless labs has been postponed due to lack of funding.

Goal #5 has been accomplished. Further upgrades, which are now indicated, will be implemented pending sufficient funding.

Goal #6 has not been attained. Migration to an off-site web hosting facility with better bandwidth may facilitate meeting this goal in 2007-2010.

3. Unexpected Outcomes or Benefits

Upgrading Internet access to broadband provided through Cablevision has improved connectivity and utilization of online resources.

A parent who is an employee of HP alerted the district to HP's "Technology in the Classroom" grants. Successful application to this program has allowed extensive integration of technology in secondary math and science.

Implementation of the photojournalism lab, which was limited by lack of funding, was realized through a private donation.

B. Goals and Objectives for 2007-2010

1. Goals that continue from the 04-07 plan

Although some of the goals and objectives from 04-07 were met, all will need to be continued in order to fully realize them. These will therefore continue from 04-07:

Goal 1. Saddle Brook 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 (NCLB EETG #1, ETPNJ #1).

Goal 2. Every Saddle Brook student, regardless of race, ethnicity, gender, family income, geographic location, or disability, will become technologically literate by the end of Grade Eight (NCLB EETG #2).

Goal 3. Saddle Brook educators will attain the skills and knowledge necessary to use educational technology effectively in order to assist students to achieve the Core Curriculum Content Standards (ETPNJ #2).

Goal 4. 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 community centers (ETPNJ #3).

Goal 5. Saddle Brook will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology (ETPNJ #4).

Goal 6. Saddle Brook school system will encourage effective integration of technology to establish research-based instructional methods that can be implemented as "best practices" (NCLB EETG #3).

2. Modification of goals

Overall goals will be maintained in their 04-07 structure; in order to fully realize the level of achievement, objectives will be adjusted and refined (see part 3).

Goal 1. Saddle Brook 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 (NCLB EETG #1, ETPNJ #1).

Goal 2. Every Saddle Brook student, regardless of race, ethnicity, gender, family income, geographic location, or disability, will become technologically literate by the end of Grade Eight (NCLB EETG #2).

Goal 3. Saddle Brook educators will attain the skills and knowledge necessary to use educational technology effectively in order to assist students to achieve the Core Curriculum Content Standards (ETPNJ #2).

Goal 4. 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 community centers (ETPNJ #3).

Goal 5. Saddle Brook will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology (ETPNJ #4).

Goal 6. Saddle Brook school system will encourage effective integration of technology to establish research-based instructional methods that can be implemented as “best practices” (NCLB EETG #3).

3. Addition of objectives

The following objectives will be added:

Goal 1. Saddle Brook 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 (NCLB EETG #1, ETPNJ #1).

Objective 1.1. By June 2008, Saddle Brook will condense its Computer Applications course into a half-year course, and reconfigure the remaining technology course offerings into three one-semester courses. New courses will include more advanced training in technology, programming, and applications.

Goal 2. Every Saddle Brook student, regardless of race, ethnicity, gender, family income, geographic location, or disability, will become technologically literate by the end of Grade Eight (NCLB EETG #2).

Objective 2.1. By June 2009, all Saddle Brook students, regardless of race, ethnicity, gender, family income, geographic location, or disability, will pass the district technology assessment.

Goal 3. Saddle Brook educators will attain the skills and knowledge necessary to use educational technology effectively in order to assist students to achieve the Core Curriculum Content Standards (ETPNJ #2).

Objective 3.1. By June 2008, Saddle Brook will provide increased and personalized staff development opportunities by offering at least three new workshops and/or mentoring opportunities, including on-line opportunities.

Goal 4. 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 community centers (ETPNJ #3).

Objective 4.1. By June 2009, Saddle Brook will open at least one new dedicated lab.

Goal 5. Saddle Brook will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology (ETPNJ #4).

Objective 5.1. The district will further upgrade connectivity between schools and through to the Internet and provide more goods and services over IP network.

Goal 6. Saddle Brook school system will encourage effective integration of technology to establish research-based instructional methods that can be implemented as “best practices” (NCLB EETG #3).

Objective 6.1. By June 2009, Saddle Brook will dedicate a section of the district web site to a “best practices” page to encourage effective integration of technology to establish research-based instructional methods. Samples and lesson plans from district and out-of-district educators will be shared.

Section V: Three Year Implementation Activity Tables*

July 2007 – June 2010

Three-Year Technology Implementation Activity Table				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Document-ation**
1.1	Rewriting of course objectives for High School technology courses	09/07-06/08	Supervisor of Curriculum, Technology teachers	Curriculum documents
2.1	Analysis of results of district technology assessments in 2007, 2008, 2009	09/07-06/09	Supervisor of Curriculum, Technology teachers	Records of district technology assessments
3.1	Development of 3 new workshops	09/07-06/08	Supervisor of Curriculum, IT Coordinator	Workshop agendas, evaluations
3.1	Implement self-directed tutorials with assessments	09/07-06/08	IT Coordinator, technician	Automated reports from tutorials
4.1	Development of photo-journalism lab in Saddle Brook High School	09/07-06/09	IT Coordinator, Photojournalism teacher	Lab descriptions, receipts
5.1	Upgrade WAN to managed fiber	09/08-06/09	IT Coordinator, technician	Designs, board minutes, receipts
5.1	Upgrade network switchgear in all closets	09/08-06/09	IT Coordinator, technician	Designs, board minutes, receipts
5.1	Select server upgrades	09/08-06/09	IT Coordinator, technician	Designs, board minutes, receipts
5.1	Add network-attached storage	09/09-06/10	IT Coordinator, technician	Designs, board minutes, receipts
6.1	Add best practices descriptions to district web site	09/07-06/08	Supervisor of Curriculum, IT Coordinator, technician	Web sit hits, professional development records

*Note: All activity implementation plans are contingent upon available funding.

Section VI: FUNDING PLAN

A. Anticipated Costs (subject to district, state, federal budget variations)

Funding Plan 2008-2009

Three-Year Technology Plan Anticipated Funding Table (2007-2008)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Digital curricula (see NIMAS in the HELP section)	**$0**	**$0**	**$13,000**	**Will apply**
Print media needed to achieve goals	**$0**	**$0**	**$400**	**Will apply**
Technology Equipment	**$150 (Title IID)**	**$0**	**$100,000**	**Will apply**
Network	**$0**	**$0**	**$101,132.80**	**Will apply**
Capacity	**$0**	**$0**	**$0**	
Filtering	**$0**	**$0**	**$3,000***	
Software	**$0**	**$0**	**$3,000**	**Will apply**
Maintenance	**$0**	**$0**	**(included in lease)**	
Upgrades	**$0**	**$0**	**$3,500**	
Policy and Plans	**$0**	**$0**	**$500**	
Other services		**$0**	**$1,500**	

Annual Funding Plan 2009-2010

Three-Year Technology Plan Projected Funding Table (Quantities below are costs *per year*, 2008-2010)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Digital curricula (see NIMAS in the HELP section)	**$0**	**$0**	**$14,500**	**Will apply**
Print media needed to achieve goals	**$0**	**$0**	**$400**	**Will apply**
Technology Equipment	**$150 (Title IID)**	**$0**	**$98,000**	**Will apply**
Network	**$0**	**$0**	**$12,000**	**Will apply**
Capacity	**$0**	**$0**	**$0**	
Filtering	**$0**	**$0**	**$3,000**	
Software	**$0**	**$0**	**$3,000**	**Will apply**
Maintenance	**$0**	**$0**	**(included in lease)**	
Upgrades	**$0**	**$0**	**$3,500**	
Policy and Plans	**$0**	**$0**	**$500**	
Other services		**$0**	**$1,500**	

Attached is a copy of the Board Approval (Appendix B).

Section VII: Professional Development

A. *Coordination of Professional Development* Dr. James Heinegg, Supervisor of Curriculum & Instruction, is the person responsible for coordinating the professional development activities noted in this plan.

B. *Planned Professional Development Activities for Teachers*

1. All teachers have access to a variety of educational technology in instructional areas. This includes stand-alone desktops in every classroom, access to a computer lab in every school, SMART boards available on an as-needed basis, televisions, etc. There is an additional set of computers in the Middle/High school Media Center. Teachers with laptops also have wireless access to the network.
2. Each administrator has his or her own desktop computer. As needed, some administrators also use laptops and/or PDAs. Administrators also have access to presentation software, such as projectors and SMART boards.

C. *Ongoing, sustained Professional Development Activities for 2007-2008*

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2007-2008	Support
Integrating use of SMART board technology	Study group on use of SMART board, with participants sharing techniques and strategies.	Professional development credit, coordination of meeting time
Greater proficiency in Genesis student management system	Set up regular training sessions, run either by Genesis or by staff with proficiency	Time and professional development credit where applicable
Greater proficiency in Dreamweaver software for web site development	Training sessions, workshops on professional development day, study group	Self-tutorials, presenters, time, professional development credit
Integrating technology into classroom presentations	Offerings through Saddle Brook Staff Development Academy	Presenters, time, professional development credit

D. *Financial and Time Resources*

Federal grant funds (Title I, Title IIA, Title IID, and Title V) are used for professional development activities. These funds are used for workshops that are part of staff development day, as well as workshops that operate throughout the school year. One hour after school every Monday is available for a professional development activity. Other times are available on an as-needed basis.

E. *Projected Professional Development Activities through 2010*

-Continued offering of basic technological proficiency workshops through Staff Development Academy and district professional development days
-Use of on-line tutorials to widen scope of professional development offerings
-Expanded course offerings in Staff Development Academy
-Expanded course offerings for district staff development day and follow-up meetings.
-Mentoring of staff by technically proficient colleagues

Section VII: Evaluation Plan

We have the following process and accountability measures in place:

1. The District Technology Committee meets regularly to oversee the meeting of goals and objectives.
2. District performance on state testing—NJ ASK, GEPA, HSPA—is used to evaluate the extent to which students are meeting NJCCC standards. Where appropriate, the analysis of results includes consideration of integration of technology into curriculum and instruction.
3. The District Professional Development Committee collects data on staff development needs, evaluates best practices, and coordinates staff development.
4. Members of the Board of Education, in coordination with the Superintendent and Business Administrator, oversee funding issues in technology.
5. Teachers and administrators, through faculty meetings and administrative council meetings, provide input into evaluation of extent to which goals and objectives are being met.
6. Technology teachers have developed a proficiency assessment exam to measure the extent to which students have met NJ Core Curriculum Content Standards with respect to technological literacy.

The table on the next page describes our evaluation plan further.

Three-Year Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate this plan as <u>effectively</u>. . .	
a. integrating technology	Effective integration of technology will be evaluated through surveys of teachers and administrative observation. Instructional planning and preparation, as well as instructional strategies, are components of all formal teacher observations. Integration of technology can be a component of both elements. When possible, additional evaluation tools, such as the action research project mentioned in our needs assessment, will also be integrated into our evaluation process.
b. enabling students to meet challenging state academic standards	The extent to which students are meeting state academic standards is measured in a variety of ways. New Jersey ASK 3/4/5/6/7, GEPA, and HSPA assessments are analyzed and reported on an annual basis. In addition, school level objectives all include some measurement of student achievement of standards, including some which are not assessed through state testing. Classroom assessments, teacher observations, and administrative observations are also used to determine student achievement. Our re-design of our high school technology offerings, described in our goals and objectives, will also allow us to measure the extent to which students are meeting challenging state academic standards.
c. developing life-long learning skills	We are beginning implementation of two programs which are designed to promote life-long learning skills and which include an assessment component which would allow for their evaluation. Pathways® and Synergistics ® are two technology-based programs which develop life-long learning skills, problem-solving, critical thinking, and career awareness. We will be implementing these programs initially at the 7-12 grade levels. The assessment components for these programs will allow us to measure the development of life-long learning skills.

2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

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

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate

the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network(s) in a manner that:

1. Intentionally disrupts network traffic or crashes the network;

2. Degrades or disrupts equipment or system performance;

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

4. Steals data or other intellectual property;

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

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

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

8. Invades privacy of others;

9. Posts anonymous messages;

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

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

Internet Safety/Protection

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

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

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

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed with the Information Technology Coordinator a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;

2. Suspension of network privileges;

3. Revocation of network privileges;

4. Suspension of computer privileges;

5. Revocation of computer privileges;

6. Suspension from school;

7. Expulsion from school; and/or

8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3
Federal Communications Commission: Children's Internet Protection Act.

Adopted: 13 June 2007

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

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

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

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

Standards for Use of Computer Network(s)

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

1. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

2. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

3. Using the computer network(s) in a manner that:

   a. Intentionally disrupts network traffic or crashes the network;

   b. Degrades or disrupts equipment or system performance;

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

   d. Steals data or other intellectual property;

   e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;

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

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

   h. Invades privacy of others;

   i. Posts anonymous messages;

   j. Possesses any data which is a violation of this policy; and/or

k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;

2. Suspension of network privileges;

3. Revocation of network privileges;

4. Suspension of computer privileges;

5. Revocation of computer privileges;

6. Suspension;

7. Dismissal;

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

9. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

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

Adopted: 13 June 2007

Appendix B

Saddle Brook School District
Board Approval