

**NORTH HUNTERDON-VOORHEES  
REGIONAL HIGH SCHOOL DISTRICT**

**DISTRICT TECHNOLOGY PLAN**

**JULY 1, 2010 – JUNE 30, 2013**

## TABLE OF CONTENTS

Executive Summary.....	Page 3
Planning Process.....	Page 5
Needs Assessment.....	Page 7
Goals & Objectives.....	Page 11
Implementation Strategies & Activity Tables.....	Page 15
Professional Development.....	Page 25
Technology Inventory.....	Page 28
Funding Plan.....	Page 33
Evaluation Plan.....	Page 35
Appendix A - Acceptable Use Policy.....	Page 36

## **EXECUTIVE SUMMARY:**

Much has been accomplished in the North Hunterdon-Voorhees Regional High School District since the original technology plan was adopted in the 1996-1997 school year.

- An effective voice and data network has been established between the two high schools that includes a dedicated high-speed fiber connection between buildings and a high-speed wireless network accessible from all district locations.
- All instructional staff members are issued a tablet PC or notebook computer for instructional purposes and administrative tasks.
- Teachers use mobile wireless notebook carts to bring technology resources into the regular instructional environment.
- Web 2.0 tools, such as WikiSpaces and Moodle are maintained for teacher and student use.
- Communication has been enhanced through the use of mass calling/emailing solutions, as well as through the parent portal allowing access to student progress information.

This plan will continue to monitor and update the technology infrastructure and the use of instructional technology throughout the district. As stipulated in the North Hunterdon-Voorhees Mission Statement, this plan will allow for innovation and allow for personalized educational experiences through the use of technology. In addition to the district mission statement, we have included a shared vision statement developed through the Hunterdon County Educational Technology Resource Council. This committee works annually to articulate county-wide on topics related to educational technology use in our schools. This plan will foster the shared vision statement and prepare students for success in 21st century academic and workplace environments.

### **North Hunterdon-Voorhees Mission Statement:**

*The North Hunterdon-Voorhees Regional High School District, a district committed to innovation, personal excellence, high achievement, and community partnership, provides all students with personalized opportunities through a broad spectrum of exemplary educational experiences to develop their fullest potential, to foster lifelong learning, and to become responsible citizens in a continually changing society.*

### **Hunterdon County Educational Technology Vision Statement:**

*Students will achieve the 21st century skills needed to effectively compete, connect, communicate and collaborate in a global society by developing a culture of digital citizenship. The school community will use current and emerging technologies to voluntarily and continuously improve and expand their teaching and learning in and away from school.*

To achieve the above mission statement, the North Hunterdon-Voorhees Regional High School District will provide the following:

- Equipment and software necessary to deliver instruction using technologically innovative methods.
- Access to current technology that will prepare students to achieve higher levels of technological competency.
- Professional development for staff in order to achieve higher levels of technological competency.
- Instruction for staff and students in the ethical use of technology and new media.
- A technical staff to ensure computers and related equipment will be kept current and in working order to provide staff and students with reliable technological resources.
- Current and appropriate software installed on computers.

## Planning Process:

### District Technology Committee - 2009-2010 School Year

Name	Title/Position	Signature
Dr. Richard Bergacs	Director of Technology	
Dr. Frank C. Helies	Assistant Superintendent	
Ernie Kovacs	Assistant Principal	
Martha Hickson	Library Media Center	
Barbara Frederick	Guidance	
Patricia Raleigh	Guidance	
Patrick Butler	Support Staff	
Mark Herbert	Support Staff	
Hans Salopek	Support Staff	
Regina Cavo	Teacher	
Ken Thompson	Teacher	
Lynne Diehl	Teacher	
Lauren Watson	Teacher	
Greg Cottrell	Teacher	
Janet Parziale	Teacher	
David Novak	Teacher	
Michelle Kush	Teacher	
Brian Chisholm	Teacher	
Maren Smagala	Communications Specialist	
Walid Tahir	Student	
Victor Razuk	Student	
Debbie Close	Board of Education	
Steve Woods	Community Member/Parent	
Andy West	Community Member/Parent	

This plan has been developed and will be evaluated by the District Technology Committee (DTC). The DTC meets throughout the school year to discuss concerns and plan for the direction of educational technology within the district. When appropriate, these meetings are also used to have vendors give demonstrations of products that would be beneficial to our district. Previous district plans were reviewed by the DTC and revised to produce this current plan.

**Introduction:**

Our current capabilities allow for multiple modes of communication. Teachers are provided with integrated voice mail and email as methods to communicate with each other, administration, and parents. Providing teachers with tablet PCs and notebook computers that can access the network from any room where they are teaching has expanded the capabilities of email and instructional technology integration. Additional multimedia capabilities in classrooms have been identified by the DTC as an essential need in order to use our existing technology more effectively for instructional purposes. Formal professional development classes train administrators and teachers on the benefits of using messaging and scheduling tools included in our email package, as well as the efficient use of Internet research tools and email communication capabilities.

The priorities for achieving our vision include:

- Providing and maintaining reliable equipment and software to be used for instructional and administrative purposes.
- Providing staff members with comprehensive training on how to use these systems.
- Evaluating hardware and software solutions on an annual basis to determine if they are meeting the needs of the district.
- Developing, for every discipline, curriculum that utilizes appropriate technology resources to meet the NJ Core Curriculum Content Standards.

## Needs Assessment:

Staff members at North Hunterdon and Voorhees High School were surveyed in March 2010 to determine the current status of technology use. The survey used was developed as part of a doctoral dissertation by Richard Bergacs at Rutgers University and was developed based on the categories and items provided in the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T). The following are the results of the 2010 survey:

### Technology Operations & Concepts

	1	2	3	4	5	Rating Average
I feel comfortable using computers	2.5% (3)	0.0% (0)	8.6% (8)	20.5% (25)	70.5% (86)	4.57
I use word processing to develop classroom handouts	3.3% (4)	0.0% (0)	2.5% (3)	7.5% (9)	86.7% (104)	4.74
I can use various formatting techniques in word processing	3.3% (4)	2.5% (3)	0.2% (10)	20.5% (25)	65.6% (80)	4.43
I can design a multimedia presentation	6.6% (8)	4.9% (6)	11.5% (14)	20.5% (25)	56.6% (69)	4.16
I feel comfortable using email	2.5% (3)	0.0% (0)	0.8% (1)	9.0% (11)	87.7% (107)	4.80
I can conduct Internet searches for educational topics	2.5% (3)	0.0% (0)	1.8% (2)	17.2% (21)	78.7% (96)	4.70

### Planning & Designing Learning Experiences

	1	2	3	4	5	Rating Average
I use technology enhanced instructional strategies	3.3% (4)	3.3% (4)	16.7% (20)	30.8% (37)	45.8% (55)	4.13
I apply current research on technology and learning to my teaching strategies	1.7% (2)	6.8% (8)	29.9% (35)	30.8% (36)	30.8% (36)	3.82
I identify and evaluate technology resources to be used in my instructional practices	2.5% (3)	5.8% (7)	19.0% (23)	42.1% (51)	30.6% (37)	3.93
I incorporate instructional technology into my lesson plans	4.2% (5)	7.6% (9)	16.8% (20)	36.1% (43)	35.3% (42)	3.91
I use instructional technology to meet diverse student needs	2.5% (3)	8.3% (10)	21.5% (26)	34.7% (42)	33.1% (40)	3.88
I feel comfortable managing technology while delivering lessons	3.3% (4)	5.8% (7)	10.0% (12)	33.3% (40)	47.5% (57)	4.16

### Teaching Learning and the Curriculum

	1	2	3	4	5	Rating Average
I facilitate technology-enhanced classroom experiences	2.5% (3)	7.6% (9)	18.6% (22)	31.4% (37)	39.8% (47)	3.98
I address core content and student technology skills through my lessons	3.4% (4)	5.9% (7)	21.2% (25)	33.9% (40)	35.6% (42)	3.92
I use technology to support learner-centered instructional strategies	1.7% (2)	6.8% (8)	16.2% (19)	41.0% (48)	34.2% (40)	3.99
I use technology to increase students' higher order thinking skills	3.4% (4)	9.4% (11)	13.7% (16)	40.2% (47)	33.3% (39)	3.91
I use technology to manage student learning activities	4.2% (5)	5.9% (7)	18.5% (22)	37.0% (44)	34.5% (41)	3.92
Instructional technology is an integral part of my curriculum	5.0% (6)	10.8% (13)	17.5% (21)	36.7% (44)	30.0% (36)	3.76

### Assessment and Evaluation

	1	2	3	4	5	Rating Average
I use technology to assess student learning of subject matter	1.7% (2)	19.5% (23)	22.9% (27)	<b>31.4% (37)</b>	24.6% (29)	3.58
I use technology to analyze and interpret data to enhance student performance	3.4% (4)	12.7% (15)	<b>28.8% (34)</b>	<b>28.8% (34)</b>	26.3% (31)	3.62
I apply multiple methods to determine appropriate use of technology by students	3.4% (4)	14.7% (17)	29.3% (34)	<b>33.6% (39)</b>	19.0% (22)	3.50
I use technology to communicate assessment results to students	6.0% (7)	12.0% (14)	16.2% (19)	<b>33.3% (39)</b>	32.5% (38)	3.74
I use technology to assess course effectiveness	5.2% (6)	10.3% (12)	<b>33.0% (38)</b>	22.6% (26)	20.9% (24)	3.36

### Productivity and Professional Practice

	1	2	3	4	5	Rating Average
I use technology to engage in ongoing professional development	1.7% (2)	7.6% (9)	9.2% (11)	37.8% (45)	<b>43.7% (52)</b>	4.14
I evaluate and reflect on decisions made to enhance student learning through technology	1.7% (2)	12.0% (14)	20.5% (24)	<b>36.8% (43)</b>	29.1% (34)	3.79
I use technology to manage student grades and records	2.5% (3)	0.0% (0)	2.5% (3)	19.5% (23)	<b>75.4% (89)</b>	4.65
I use technology to communicate with professional peers and staff members	2.5% (3)	0.0% (0)	0.8% (1)	17.6% (21)	<b>79.0% (94)</b>	4.71
I use technology to increase my productivity	2.6% (3)	0.9% (1)	2.6% (3)	23.9% (28)	<b>70.1% (82)</b>	4.58
I use technology to communicate with parents	2.5% (3)	0.0% (0)	0.8% (1)	21.0% (25)	<b>75.6% (89)</b>	4.67

### Social Ethical Legal and Human Issues

	1	2	3	4	5	Rating Average
I model and teach ethical use of technology	3.4% (4)	7.6% (9)	15.3% (18)	24.6% (29)	<b>49.2% (58)</b>	4.08
I use technology to empower diverse student populations	6.0% (7)	10.3% (12)	<b>35.0% (41)</b>	21.4% (25)	27.4% (32)	3.54
I promote safe and healthy use of technology	3.4% (4)	1.7% (2)	13.6% (16)	32.2% (38)	<b>49.2% (58)</b>	4.22
I facilitate equitable access to technology	4.2% (5)	0.8% (1)	22.0% (26)	28.3% (31)	<b>46.6% (55)</b>	4.10
I identify and use technology that promotes social diversity	6.0% (7)	11.2% (13)	<b>37.9% (44)</b>	19.8% (23)	25.0% (29)	3.47
I understand the ethical and social implications of technology on society	2.5% (3)	3.4% (4)	17.8% (21)	28.0% (33)	<b>48.3% (57)</b>	4.16

Respondents were asked to rate themselves on a scale of 1-5 with 1 being the lowest and 5 being the highest. These were identified as SD – Strongly Disagree, D- Disagree, U- Undecided, A- Agree, or SA – Strongly Agree. The mean scores and distributions are reported above. Past professional development opportunities have been developed to further the use of educational technology, and the survey results above will allow that program to be further improved. The two areas that show the lowest mean scores occur in the *Social, Ethical, Legal & Human Issues* and *Assessment & Evaluation* section. These indicators will be further analyzed and specific professional development classes will be developed and delivered to address these areas. Teachers and administrators are provided a



dedicated portable computer to ensure they have access to appropriate technology. Students have access to technology through multiple fixed labs, classroom computers and mobile computer carts that are used throughout the school. These initiatives will be continued and expanded to ensure access by all. Teachers and administrators will continue to be surveyed on an annual basis to determine areas of need. Professional development and technology initiatives will be designed to meet the identified needs.

Student technology skills are evaluated through the *Advanced Academic Literacies* course at each school. This course is required for all ninth grade students and includes a pre-test and post-test designed to measure student technology skills. This data is used to evaluate the effectiveness of the course and to continually provide students with relevant technology skills that will assist them throughout their high school career. All other curricular areas are expected to utilize technology at least once per week within the learning environment.

During each school year, much of the professional development is provided through the monthly professional development days. Nine early-dismissal days for students are scheduled to allow staff nine half-days of dedicated professional development time. Scheduling conflicts has been identified as the primary cause prohibiting both teachers and administrators to attend more professional development. These days provide dedicated time to address professional development and allow teachers and administrators to participate without scheduling conflicts. In addition to professional development days, teachers and students are provided with ongoing daily support through building technicians and online resources. A web portal is under development that will allow user-specific information and resources to be presented to teachers, administrators and students. This plan includes strategies to implement this solution and provide a streamlined technology experience.

The following items, listed in priority order, will allow for appropriate professional development, successful technology integration, and improved academic achievement for all students:

1. Continue providing technology hardware and software that teachers and administrators can use in and out of the district for educational purposes.
2. Continue providing a rich and flexible professional development program that caters to the unique scheduling issues related to teachers and administrators.
3. Continue to survey both staff and students to determine needs and address those needs through professional development and technology initiatives.

## **GOALS & OBJECTIVES:**

The 2007-2010 Technology Plan included four goals that were modeled upon those of the New Jersey State Technology Plan. The goals were:

1. *Students, teachers and administrators will have access to educational technology in all learning environments.*
  - a. *Significant progress was made towards this goal, and a modified version of this goal will continue. Access to technology has increased over the past three years, but additional work is necessary to provide the “ubiquitous” access we envision.*
2. *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.*
  - a. *The addition of the Advanced Academic Literacies course has moved us significantly closer to the achievement of this goal, but further progress is necessary. As 21<sup>st</sup> century skills continue to change rapidly, the need to acquire new skills and information encouraged us to continue this goal.*
3. *Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards and complete administrative tasks.*
  - a. *This goal has been accomplished, and the new goal will focus on improving the skills that were attained in the previous three years.*
4. *Establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.*
  - a. *A reliable infrastructure has been established to support the educational technology needs of our district. Future goals will focus on the improvement and maintenance of these systems.*

All four of these goals provided the direction to allow both staff and students to achieve through the use of technology. While there were not any notable unexpected outcomes, members of the DTC agree that we have made significant

progress toward these goals in the last three years. This was, and is, the expected outcome from a plan of this nature.

Using our past technology plans, the North Hunterdon-Voorhees Regional High School District has achieved significant progress in providing students the technology and information resources necessary to meet the *New Jersey Core Curriculum Content Standards*. Attention to the following goals will allow the North Hunterdon-Voorhees Regional High School District to achieve and maintain a high technological standard. These goals and objectives provide an effective plan for the implementation and use of technological resources in our schools. During this planning process, the Hunterdon County Educational Technology Resource Council (HCETRC) met monthly to develop county-wide goals based on the *Education Technology Plan for New Jersey* dated January 8, 2003. The North Hunterdon-Voorhees DTC adopted these goals to promote consistency with other county schools and ensure our district is progressing in line with the New Jersey Department of Education. Consequently, we decided to adopt the following five goals and the corresponding objectives.

1. ***Students, teachers and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments.***

Objectives:

- 1.1 All students will be assigned a mobile device to enable research and collaboration at any time.
- 1.2 Classrooms will be outfitted with multimedia equipment to benefit instruction.
- 1.3 All teachers will be trained in the operation and pedagogy associated with the use of mobile devices in the classroom.

2. ***Students will attain 21st Century skills in educational technology and information literacy to achieve the Core Curriculum Content Standards to succeed in the global society.***

Objectives:

- 2.1 The district will develop and implement a four-year information-literacy curriculum across all content areas.
- 2.2 All students will critically evaluate web sites used for academic work.

- 2.3 All students will select and use specialized databases for advanced research to solve real-world problems.
- 2.4 All students and staff will demonstrate appropriate use of copyright, fair use, and Creative Commons guidelines.

3. ***Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards.***

Objectives:

- 3.1 Educators will attend at least one technology-related professional development class per school year.
- 3.2 Technology tools/findings will be shared among colleagues in monthly department meetings as a regular agenda item.
- 3.3 Educators will execute at least one technology-related lesson for their discipline based on the Core Curriculum Content Standards per school year.
- 3.4 Educators will require students to choose from a variety of Web 2.0 tools as a means of completing project-based assessments in their specific discipline.
- 3.5 All faculty members will receive training on key areas of information literacy.

4. ***Continuously improve and maintain the technology infrastructure necessary for students, parents, community members and educators to access electronic information and to communicate effectively.***

Objectives:

- 4.1 District staff will use technology as the main conduit to communicate all important and timely information to parents and the greater community.
- 4.2 The technology infrastructure and servers will allow for seamless sharing of documents among fellow educators and across the two high schools.
- 4.3 All computers throughout the district will have access to the wired or wireless network with 99.999% uptime availability, including access to the Internet.
- 4.4 Information will be organized in a web portal to allow easy access for various constituents.
- 4.5 The district will provide email for students to allow communication within the district.

**5. Provide qualified personnel to support the infrastructure, equipment, and curriculum integration to allow educational technology to permeate all learning environments.**

Objectives:

- 5.1 Professional staff will receive repairs to equipment, or be provided a spare unit to work with, within a timeframe that will not affect instruction.
- 5.2 Staff will be provided an easy method to troubleshoot problems, and if necessary submit a trouble ticket.

## **IMPLEMENTATION STRATEGIES/ACTIVITY TABLES**

The following activities and implementation strategies will allow the North Hunterdon-Voorhees Regional High School District to accomplish the 2010-2013 goals and objectives. Each of the following tables references a specific goal and objective. Through the accomplishment of the goals and objectives, the activities and implementation strategies will ensure the following:

- All students will acquire information technology literacy skills.
- All students, regardless of gender, race, national origin, special needs, or religious affiliation will have equitable access to educational technology.
- Innovative strategies will be supported and implemented in the instructional classroom.
- Communication will increase with parents and community through web site enhancements and other electronic communication systems.

**NORTH HUNTERDON / VOORHEES REGIONAL SCHOOL DISTRICT TECHNOLOGY PLAN  
IMPLEMENTATION STRATEGIES/ACTIVITY TABLES**

**GOAL 1: Students, teachers and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments.**

<b>1.1 All students will be assigned a mobile device to enable research and collaboration at any time.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Research affordable devices that will meet the educational needs of students and provide authoritative online alternatives to textbooks.	Director of Technology	Vendors, Conference	January 2011	Presentation to DTC
Develop policy for distribution, support, and funding of devices.	Director of Technology, DTC	Neighbor School Districts, Research	June 2011	BOE Approval of Policy
Develop a budget to purchase devices that will not increase district expenditures.	Director of Technology, Business Office	District Funds	October 2011	Approved Budget
Distribute mobile devices to all students identified in the distribution plan.	Technology Staff	Distribution Space, Staff time	September 2012	Successful Distribution
<b>1.2 Classrooms will be outfitted with multimedia equipment to benefit instruction.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
All instructional areas will have a projection device.	Technology Staff	District Funds	September 2010	Inventory of Devices
Research, purchase, and install supplementary audio equipment	Technology Staff, Custodial Staff	District Funds	June 2011	Inventory of Devices
All instructional areas will have access to internal video distribution	Technology Staff	District Funds	June 2011	Inventory of Devices



<b>1.3 All teachers will be trained in the operation and pedagogy associated with the use of mobile devices in the classroom.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Research best practices and successful programs for student-centered instruction and project-based learning using technology.	<b>Director of Technology, AP for Instruction</b>	<b>Education Journals, Research</b>	<b>June 2011</b>	<b>Present to Tech and Curriculum Committees</b>
Develop a schedule of professional development classes that will enable instruction using technology.	<b>Professional Development Committee</b>	<b>Scheduled Pro. Dev. Days</b>	<b>August 2011</b>	<b>Pro Dev Schedule</b>
Provide ongoing professional development through Professional Learning Communities.	<b>Professional Development Committee</b>	<b>Time</b>	<b>January 2012</b>	<b>Meeting Notes</b>
Deliver professional development to all faculty on information literacy, including web evaluation, database use, copyright, fair use and Creative Commons guidelines.	<b>Professional Development Committee, School Library Media Specialist</b>	<b>Time, Schedule</b>	<b>June 2011</b>	<b>Pro Dev Schedule</b>

**GOAL 2: Students will attain 21st Century skills in educational technology and information literacy to achieve the Core Curriculum Content Standards to succeed in the global society.**

<b>2.1 The district will develop and implement a four-year information-literacy curriculum across all content areas.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Identify and prioritize critical information skills required for college and the workplace.	School Library Media Specialist, DTC	Time	June 2011	Meeting Notes
Convene a curriculum team to develop a sequence of instructional modules and assessments for each skill.	District Curriculum Admin, School Library Media Specialist	Time, Pro. Assoc. Fees	June 2011	Meeting Notes, Curriculum
Work with department supervisors to identify projects or units of study in each department and academic year into which information-literacy instruction can be embedded.	District Administration, AP for Instruction, School Library Media Specialist	Curr. Dev. Time	Annually	Curriculum, Staff PIPs
<b>2.2 All students will critically evaluate web sites used for academic work.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Establish criteria for analyzing web sites.	School Library Media Specialist, DTC	Time, Research	June 2011	List Published
Develop and distribute graphic organizer and other training tools to help students evaluate web sites.	School Library Media Specialist	Time, Schedule	September 2011	Lesson Plans
Promote availability of evaluation tools via district, school, and media center web sites.	School Library Media Specialist	District Web Site	Continuous	Updated Web Page
Obtain agreement from all academic departments to embed/require web evaluation for all academic projects that permit use of the free web.	District Administration, AP for Instruction	Curr. Dev. Time	June 2011	Curriculum

<b>2.3 All students will select and use specialized databases for advanced research to solve real-world problems.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Fund annual purchase of electronic database subscriptions to support all curriculum content areas.	<b>Business Office</b>	<b>District Funds</b>	<b>Annually</b>	<b>Budget</b>
Promote availability of databases via district, school, and media center web sites.	<b>School Library Media Specialist</b>	<b>Time</b>	<b>Continuous</b>	<b>Updated Web Page</b>
Develop and distribute instructional tools (e.g., screen-casts, tip sheets) to guide users in database operation.	<b>School Library Media Specialist, Tech. Director</b>	<b>Web Site</b>	<b>June 2011, Continuous</b>	<b>Updated Web Page</b>
Obtain agreement from all academic departments to embed/require database use in all research projects.	<b>District Administration, AP for Instruction, Dept. Supervisors</b>	<b>Curr. Dev. Time</b>	<b>June 2011</b>	<b>Curriculums</b>
<b>2.4 All students and staff will demonstrate appropriate use of copyright, fair use, and Creative Commons guidelines</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Research and identify the most common types of school-based violations of copyright and fair use guidelines.	<b>School Library Media Specialist</b>	<b>Time, Internet</b>	<b>June 2011</b>	<b>Curriculum, Evaluation Tools</b>
Develop and distribute instructional tools (e.g., screen-casts, tip sheets) on copyright and fair use in education.	<b>School Library Media Specialist, Tech. Director</b>	<b>Web Site</b>	<b>June 2011, Continuous</b>	<b>Updated Web Page</b>
Promote board policies on copyright and availability of instructional tools via district, school, and media center web sites.	<b>School Library Media Specialist, Tech. Director</b>	<b>Web Site</b>	<b>June 2011, Continuous</b>	<b>Updated Web Page</b>
Obtain agreement from all academic departments to embed/require copyright compliance in all staff and student work.	<b>District Administration, AP for Instruction, Dept. Supervisors</b>	<b>Curr. Dev. Time</b>	<b>June 2011</b>	<b>Curriculums, Staff PIPs</b>

**GOAL 3: Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards.**

<b>3.1 Educators will attend at least one technology-related professional development class per school year.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Schedule adequate technology-related professional development classes during cafeteria days.	<b>Technology Staff Professional Dev. Comm.</b>	<b>Time</b>	<b>Annually</b>	<b>Schedule of Classes</b>
Include attendance in technology related professional development in the Professional Improvement Plan for all teachers.	<b>Department Supervisors</b>	<b>Time, Pro. Dev. Schedule</b>	<b>Annually</b>	<b>Submitted PIP's</b>
<b>3.2 Technology tools/findings will be shared among colleagues in monthly department meetings as a regular agenda item.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Schedule a technology-sharing segment at all department staff meetings.	<b>Department Supervisors</b>	<b>Time, Research</b>	<b>Ongoing</b>	<b>Meeting Agendas</b>
Promote new tools through department website and Web Portal	<b>Technology Staff, Teachers</b>	<b>Web Site &amp; Portal</b>	<b>Ongoing</b>	<b>WebSite, Portal</b>
<b>3.3 Educators will execute at least one technology-related lesson for their discipline based on the Core Curriculum Content Standards per school year.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Teachers will include at least one lesson utilizing technology for each unit taught.	<b>Teachers, Supervisors</b>	<b>Shared Resources</b>	<b>Ongoing</b>	<b>Lesson Plans</b>
Example lessons will be presented to all teachers within each department.	<b>Teachers, Supervisors</b>	<b>Time, Staff Meetings</b>	<b>Annually</b>	<b>Meeting Minutes</b>
Provide teachers with curricular and technical support that promotes technology integration.	<b>Curr. &amp; Tech Admin.</b>	<b>Time</b>	<b>Ongoing</b>	<b>Meeting Notes</b>

<b>3.4 Educators will require students to choose from a variety of Web 2.0 tools as a means of completing project-based assessments in their specific discipline.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
A continually refreshed suite of Web 2.0 tools will be compiled and shared with faculty members.	<b>Technology Director, DTC</b>	<b>Time, District Funds</b>	<b>Annually</b>	<b>Email, WebSite</b>
Projects and assignments will utilize Web 2.0 resources whenever possible	<b>Teachers, Supervisors</b>	<b>Time</b>	<b>Ongoing</b>	<b>Lesson Plans</b>
Curriculum will include references to Web 2.0 tools to deliver and reinforce the content knowledge in each subject area.	<b>Curriculum Admin., Supervisors</b>	<b>Curr. Dev. Time</b>	<b>Curriculum Renewal Cycle</b>	<b>Approved Curriculum</b>
<b>3.5 All faculty members will receive training on key areas of information literacy.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Identify and prioritize critical information skills required for college and the workplace.	<b>School Library Media Specialist</b>	<b>Time, Internet</b>	<b>June 2011</b>	<b>Skill List</b>
Work with department supervisors to include information literacy training (e.g., web evaluation, database use, copyright) in faculty members' PIP goals.	<b>Supervisors</b>	<b>Time, Online Resources</b>	<b>Annually</b>	<b>Approved PIP's</b>
Develop and deliver training on critical skills to faculty members.	<b>Professional Development Committee, School Library Media Specialist</b>	<b>Time, Online Resources</b>	<b>September 2011</b>	<b>Training Schedule</b>

**GOAL 4: Continuously improve and maintain the technology infrastructure necessary for students, parents, community members and educators to access electronic information and to communicate effectively.**

**4.1 District staff will use technology as the main conduit to communicate all important and timely information to parents and the greater community.**

Action Plan / Major Activities	Staff	Resources	Timelines	Indicators of Success
Train district and school staff in the use of mass communication tools, such as School Messenger.	Technology Staff, Administrators, Support Staff	Mass Comm. System	June 2011	Electronic Communication Records
Implement a Web Portal solution to allow for directed information to parents, students, and staff members.	Technology Staff	Portal Software, Time	September 2010	Successful Web Portal
Allow all constituents to decide what information to receive alerts about, and where those alerts should be sent.	Technology Staff	Time	June 2011	Registration Records

**4.2 District's infrastructure and servers will allow for seamless sharing of documents among fellow educators and across the two high schools.**

Action Plan / Major Activities	Staff	Resources	Timelines	Indicators of Success
The web portal solution will include department areas where staff can share information within each department.	Technology Staff, Teachers	Portal Software	January 2011	Department Pages
Promote and provide training on Moodle as an online classroom management solution.	Technology Staff, Teachers	Moodle, Pro. Dev Schedule	Ongoing	Moodle Site Records

**4.3 All computers throughout the district will have access to the wired or wireless network with 99.999% uptime availability, including access to the Internet.**

Action Plan / Major Activities	Staff	Resources	Timelines	Indicators of Success
Improve the notification system to alert technology staff to potential network issues.	Technology Staff	Funds, Software	Annually	Helpdesk Records
Add additional wireless access points to all areas with low signal or a high concentration of users	Technology Staff	District Funds	Annually	Site Survey Results

<b>4.4 Information will be organized in a web portal to allow easy access for various constituents.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Develop and publish a web portal.	Technology Staff	Time, District Funds	June 2011	Web Portal
Train teachers and other staff on modifying the appropriate portal pages for their department/area.	Professional Development, Tech Staff	Time	Ongoing	Professional Development Schedule
Use the portal for dissemination of information from district, school, and department levels.	Supervisors, Building & District Admin	Training, Time	June 2012	Web Portal Information
<b>4.5 The district will provide email for students to allow communication within the district.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Research email solutions that will allow for safe and efficient communication with teachers.	Director of Technology	Time	October 2010	List of Solutions
Research and develop policy for email usage by students.	Director of Technology	Time, Online Resources	January 2011	BOE approved policy
Train faculty and students in the use of the email system and promote the system as the primary means of communication.	Professional Development Committee	Time	September 2011	Training Schedule

**GOAL 5: Provide qualified personnel to support the infrastructure, equipment, and curriculum integration to allow educational technology to permeate all learning environments.**

<b>5.1 Professional staff will receive repairs to equipment, or be provided a spare unit to work with, to allow for limited disruption to the learning environment.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Create Service Level Agreements within the trouble ticket system.	Director of Technology	Time, HelpDesk Software	January 2011	SLA's Present
Monitor the SLA's throughout the year to ensure they are being met.	Director of Technology	Time	Annually	SLA Reports
Maintain an inventory of spare computers for replacement of units that cannot be repaired immediately.	Technology Staff	District Funds, Hardware	Annually	Inventory Reports
<b>5.2 Staff will be provided an easy method to troubleshoot problems before submitting a trouble ticket.</b>				
<b>Action Plan / Major Activities</b>	<b>Staff</b>	<b>Resources</b>	<b>Timelines</b>	<b>Indicators of Success</b>
Develop an online helpdesk to allow staff to search for common solutions to problems.	Technology Staff	HelpDesk Software	June 2011	Web Portal Content
Provide training and troubleshooting information that is easily accessible on a web portal.	Technology Staff	Time, HelpDesk Software	June 2011	Web Portal Content



## **PROFESSIONAL DEVELOPMENT:**

Through coordination with the Assistant Superintendent's office and the professional development coordinators, a series of technology-related courses have been developed and will continue to be offered throughout the year.

Professional Development Activities are coordinated through:

***Frank C. Helies, PhD – Assistant Superintendent***

***Richard Bergacs EdD – Technology Director***

***Steven Schultz – Professional Development Coordinator***

The district has committed to providing dedicated professional development days throughout the year. Students are dismissed early on these days and staff members attend various professional development activities in the afternoon, many of which are technology related. Research of current literature relating to technology-based professional development is reviewed on a regular basis to determine if similar programs would fit into our district. Teacher laptop/tablet initiatives, online learning, and process-based learning are all examples of programs that were initiated after thorough research and evaluation of the current literature. Web 2.0 technologies have also been introduced and continue to be a focus of professional development. Research-based surveys administered locally to staff members also provide a solid foundation to determine what courses should be offered each year to further effective use of technology in the classroom.

The key to successful implementation of this technology plan will be the availability of ongoing professional development opportunities for teachers, staff, and administrators. The DTC and the District Professional Development Committee will work together to provide relevant courses to staff members.

Surveys of our professional staff will be conducted through the District Professional Development Committee to ascertain the current level of expertise and general need among staff members in course offerings to further utilize technology in instruction. As a result of previous surveys, we have determined that our staff members are continually growing technologically. While staff members are at different levels of technology integration, most have taken

advantage of various training sessions and are incorporating technology into their instruction at some level.

Time is greatest barrier to increased professional development. Teachers are extremely busy with increased student workloads, after-school sports and activities, and other administrative responsibilities. Most teachers find it difficult to schedule time after school dedicated to professional development. The dedicated professional development days and online tutorials provided by the district allow staff to participate in classes that fit their own schedule. Classes on topics such as Outlook, Moodle, TeacherLogic, Excel, Web Development, Wikis, and Tablet PC use are all examples of courses currently offered. These classes teach the skills that allow staff members to model 21<sup>st</sup> Century skills. An example is a world language teacher using Skype to connect with students around the world to emphasize our global society. Classes in specific assistive technologies are also offered to all staff when there is a need to implement such technologies to ensure student learning. These courses will continue to be offered and will grow to provide necessary skills for all staff, teachers & administrators.

Teachers and administrators in the district participate in a mobile computer program that provides a laptop/tablet computer to every teacher and administrator. All of the laptops have wireless network access to enable access to the network from anywhere in the building. This initiative has allowed teachers and administrators to become immersed in technology. This immersion allows teachers and administrators to learn about technology at their own pace and at any time. Through this initiative, professional development relating to technology is an ongoing occurrence. It also allows teachers to have access to a computer they are familiar with during instructional time, thereby giving teachers more confidence in the hardware and software to be used. Administrators in the district have participated in the NJ ELITE program to increase the level of knowledge regarding technology infusion in the classroom. They have also participated in the Legal One program offered through the NJPSA and NJASA. This training coupled with the immersion theory continues to increase the level of understanding that administrators have for technology. Courses are scheduled to train supervisors

and administrators on specific software packages, such as student information systems, technology trouble-reporting software, and evaluation software.

In addition to professional development opportunities for educators, technical staff members are provided with training on new technologies to provide an efficient technology infrastructure. Formal professional development has been offered in solutions such as VMWare and resources are purchased to continually support the professional growth of technology support staff.

One of the current district wide goals continues to be the infusion of technology into every curriculum area. To monitor and evaluate the progress of this goal, each department supervisor develops an annual report highlighting the technology activities that are occurring in every discipline. This information is submitted to the building principal, who monitors and evaluates these activities in conjunction with district office personnel. Through this method, every Core Content Curriculum Area has documented technology activities occurring.

Identified Needs in order of priority:

1. Continue to provide exemplary professional development opportunities to all staff relevant to the meaningful integration of technology throughout the curriculum.
2. Maintain multiple levels of support, through self-directed resources, building level technicians, and district level planning.
3. Survey staff annually and based on the data collected, modify the professional development program to meet the needs of the staff.

# TECHNOLOGY INVENTORY:

Computers by Entity/Type/Manufacturer/Model - Array

Entity	Type	Manufacturer	Model	Count
North Hunterdon High School	Desktops	Apple	iMAC	29
North Hunterdon High School	Desktops	Apple	MacMini	1
North Hunterdon High School	Desktops	Aspect	AMD 2.01	25
North Hunterdon High School	Desktops	Aspect	P4 1.8	32
North Hunterdon High School	Desktops	Aspect	P4 2.4	38
North Hunterdon High School	Desktops	Aspect	P4 2.8	34
North Hunterdon High School	Desktops	Aspect	P4 3.06	56
North Hunterdon High School	Desktops	HP	HP/Compaq 5750 sm-form-factor	244
North Hunterdon High School	Laptops	HP	2730p	14
North Hunterdon High School	Laptops	HP	6510b	109
North Hunterdon High School	Laptops	HP	6530b	37
North Hunterdon High School	Laptops	HP	8710p	1
North Hunterdon High School	Laptops	HP	8730w	1
North Hunterdon High School	Laptops	Dell	Latitude2100	1
North Hunterdon High School	Laptops	Gateway	200ARC	17
North Hunterdon High School	Laptops	Gateway	E155	141
North Hunterdon High School	Laptops	Gateway	M275	79
North Hunterdon High School	Laptops	Gateway	M280	4
North Hunterdon High School	Laptops	Gateway	M285	112
North Hunterdon High School	Laptops	Gateway	M405	11
North Hunterdon High School	Laptops	Gateway	M460	30
North Hunterdon High School	Laptops	Gateway	M685G	1
North Hunterdon High School	POSystems	UTCRetail	UltimaTouch1800	5
Voorhees High School	Desktops	Aspect	P4 2.4	36
Voorhees High School	Desktops	Aspect	P4 2.8	54
Voorhees High School	Desktops	Aspect	P4 3.06	53
Voorhees High School	Desktops	HP	HP/Compaq 5750 sm-form-factor	196
Voorhees High School	Laptops	HP	2730p	12
Voorhees High School	Laptops	HP	6510b	75
Voorhees High School	Laptops	HP	6530b	30
Voorhees High School	Laptops	Gateway	E155	85
Voorhees High School	Laptops	Gateway	M275	16
Voorhees High School	Laptops	Gateway	M285	134
Voorhees High School	Laptops	Gateway	M405	1
Voorhees High School	Laptops	Gateway	M460	4
Voorhees High School	POSystems	UTCRetail	UltimaTouch1800	5
District Office	Desktops	Aspect	P4 1.8	22
District Office	Desktops	HP	HP/Compaq 5750 sm-form-factor	6
District Office	Laptops	HP	2730p	1
District Office	Laptops	HP	6510b	18
District Office	Laptops	Gateway	E155	2
District Office	Laptops	Gateway	M275	1
District Office	Laptops	Gateway	M285	3

## Technology Inventory Narrative:

- The North Hunterdon-Voorhees Regional High School District currently maintains 1,200 personal computers in two high schools. These computers are connected to a Windows 2003/2008-based network that provides Internet access, file sharing, and printer services. All users have a dedicated account that provides them with storage space on the network,

as well as additional network shares to allow users to interact with each other. This provides a secure area where users can store information and retrieve it from anywhere on the network. The physical network connections are at a minimum 100 Mbps to each desktop machine. These desktops then connect to one of 22 Individual Distribution Frames (IDFs) that are connected to the Main Distribution Frame (MDF) through a gigabit fiber link. The MDF uses a routing switch to provide gigabit speeds to each IDF while allowing multiple network subnets to communicate. With the addition of tablet PCs and wireless network access points, teachers and students now have WiFi network access using the 802.11n standard for speeds up to 108 Mbps connection speeds. A Windows based Network Access Control solution is used to secure the wireless network and encrypt the data using WPA2/AES as defined in the 802.1x standard. All teachers are provided with a tablet PC or notebook computer, and new staff members are issued a computer when hired. Mobile laptop and tablet carts are also utilized to allow a computer lab to be brought into any classroom. The district currently has 14 15-unit carts at each school which can be signed out by teachers for use in the classroom. Multimedia projectors have been provided for every classroom, and this plan will allow the multimedia expansion to continue through audio and visual enhancements.

- Currently our school participates in the Microsoft School Agreement and uses the Microsoft Office Professional suite of products as our core software package. Other software packages are installed throughout the school in specialized areas. These packages include but are not limited to Adobe Acrobat, Photoshop, Pagemaker, Indesign, TurboCad, Garage Band, Sibelius, Final Cut Pro, Visual Studio, Geometry Sketchpad, and Data Studio. Web 2.0 tools such as WikiSpaces and Moodle are also provided for educational purposes. Microsoft Outlook is our email client and staff members take advantage of the full client and web access component this platform offers. A thin-client server provides access to

student information software so staff can work offsite and have a consistent program interface.

- Our district currently uses the St. Bernard iPrism network appliance as our Internet filtering platform to prevent access to pornography and other inappropriate web content. This device utilizes technology to analyze, filter, and audit all Internet traffic within the district. The Acceptable Use Policy is attached as Appendix A. Both staff and students are expected to adhere to this policy. Students are educated about online safety and ethics through the media center, health classes and the Advanced Academic Literacies course that all ninth grade students complete. Resources are also posted on our district website for parents to use as an educational tool. Community workshops have been offered in the past to educate parents about the potential dangers available online. These workshops were based on the NetSmartz program and a public hearing to discuss this is scheduled for April 20, 2010 as part of the regular board meeting agenda.
- The Computer Operations Manager is responsible for scheduling and prioritizing maintenance requests. Each school employs technicians to provide computer maintenance on site. The district currently uses a web-based reporting system that all staff members can use to easily research and report problems with equipment in their area. A network administrator travels between both schools to maintain and upgrade services provided through the network operating system. A computer operation manager also travels between the building to maintain and troubleshoot issues with the network infrastructure and VoIP phone system. A database administrator manages the central office student-information system, and each building employs a registrar/data specialist to handle local database support issues. These employees provide maintenance, support and technical assistance to anyone in the district.
- The district currently receives Internet access from two dedicated 10 Mbps Ethernet circuits provided to the North Hunterdon facility. A dedicated fiber network is provided between North Hunterdon & Voorhees to provide

10Gbps network capacity between the buildings. This connection allows for both voice and data capacity. Voorhees High School receives Internet access through these lines as well via the Gigabit WAN link between the schools. Two ISP providers, CenturyLink and Level 3 Communications, are used to provide fault tolerant Internet access. These two circuits utilize BGP to balance the load on the circuits when they are both up, thereby providing a total of 20 Mbps Internet speeds for the district.

- Our current electrical capacity is adequate and is upgraded as needed to provide power to computers and related equipment. Any additional construction will include standard network connections and adequate electrical capacity.
- Electrical capacity, mounting brackets, and associated cabling has been provided to classrooms for all technology equipment.

### **Student Academic Achievement**

The above technology inventory will continue to be evaluated and upgraded to allow for student academic achievement through 2013. The above inventory will provide the necessary hardware and network infrastructure, including telecommunications, to allow for student achievement. Adequate technology maintenance and technical support are also provided through this plan and inventory. Software that supports the curriculum will be evaluated, purchased, and incorporated to allow for the greatest impact to the educational environment.

### **Assistive Technology**

The North Hunterdon-Voorhees technology department is dedicated to providing any equipment, software or assistive devices to allow equal opportunities to students with disabilities. Specialized equipment is utilized and maintained to allow students to communicate and interact with the school community. Consultation with Child Study Team members and the Director of Special Services allows us to provide appropriate and necessary equipment and software that will enable the students. Our website was originally designed to conform to Federal Accessibility guidelines, and all future web development will take these requirements into consideration.

**Technology Obsolescence:**

In order to provide all staff and students with current educational technology, the North Hunterdon-Voorhees Regional High School District will utilize the following criteria to determine if computers or other technology-related equipment should be replaced as a result of obsolescence.

- The expected useful life for laptop and desktop computers will be four years. This is the anticipated time frame that a purchased computer can be expected to perform utilizing current software.
- While this is an expected life to be used for budgetary purposes, every computer will be evaluated on an annual basis to determine if it can continue to function as a viable piece of equipment and run current software used throughout the district. With this evaluation, it is possible that computers may need to be replaced after three years of service, but may continue to function appropriately up to five years of service.
- The determination of obsolescence for other technological devices, such as printers, scanners, and projectors will be determined on an annual basis. The same criteria will be applied to determine if the equipment still provides for current educational technology needs.
- All electronic equipment will be disposed of through a recycling program designed to minimize the environmental impact of electronic waste.



## FUNDING PLAN:

The following table provides a broad-based budget for technology purchases during the 2010-2013 school years. All actual expenditures are decided annually through the regular budget cycle, and are subject to annual board approval. The specific purchases from each budget line item will be determined by the immediate needs of the district. Priorities and immediate needs will be discussed at the DTC. All services, materials, and other resources will be purchased using the funds allocated in one of the following line items. All budget amounts are proposed recommendations and are subject to Board of Education approval for each fiscal year. Current and projected salaries have been used for that specific line item, but do not include any additional staff that may be required as technology use increases by staff and students.

Technology Budget Projections 2010-2013			
	2010-2011	2011-2012	2012-2013
Technological Equipment Purchases	\$74,800.00	\$76,670.00	\$78,587.00
Software Licenses	\$168,200.00	\$172,405.00	\$176,715.00
Technology Small Equipment	\$440,500.00	\$451,513.00	\$462,800.00
Technology Supplies	\$155,050.00	\$158,962.00	\$162,899.00
Purchased Professional/Technical Services	\$99,790.00	\$102,285.00	\$104,842.00
Technology Support Salaries	\$535,372.00	\$548,756.00	\$562,475.00
<b>Total Technology Expenditures</b>	<b>\$1,473,712.00</b>	<b>\$1,510,555.00</b>	<b>\$1,548,319.00</b>
Anticipated Annual Budget	\$55,000,000.00	\$56,375,000.00	\$57,784,375.00
% of Annual Budget spent on Technology	2.68%	2.68%	2.68%

This budget will provide for our software license needs and lease costs to allow the district to replace obsolete computers. It also includes software fees for the current information systems. The budget numbers presented allow for a 2.5%

growth in all areas.

These funds are part of the regular fiscal budget and are derived from local and state revenue sources. These projected budget amounts will ensure that students and teachers have access to technology to enhance academic achievement.

The North Hunterdon-Voorhees Regional High School District participates in the federal E-rate program. Our reimbursement rate for the 2010-2011 school year was calculated at 40%. This will provide approximately \$60,000 in savings for the 2010-2011 school year. While each year is a new approval process, it is anticipated that based on future-year applications savings of similar amounts will be obtained.

## **EVALUATION PLAN:**

Evaluation and assessment are vital components of any project. With changes taking place daily in the area of technology, it is a difficult task to adequately review progress. At the same time, and due to these continual advancements, it is perhaps even more important that we have a carefully considered plan for evaluation. This evaluation process will ensure that technology is integrated throughout curriculums to promote 21<sup>st</sup> Century skills for all students so they have the necessary skills for life-long learning.

The DTC will be the primary agency to oversee and evaluate the progress of this plan within our District. The DTC will have representation from students and staff at both high schools, community members, district administration and the board of education. Their recommendations will be submitted to the North Hunterdon-Voorhees Board of Education through the technology office. The current plan's creation date as defined by e-rate is considered February 1, 2010 as all required elements were present at that time.

Assessment/Evaluation will occur as follows:

- Evaluate the progress toward the stated goals found within this District Technology Plan annually.
- Review the District Technology Plan annually and revise components to meet current district needs. New and revised goals and objectives will evolve from this process. These revisions will be board approved as part of the yearly assessment process.
- Communicate regularly with administrators, teachers, parents, and board members the progress toward fulfillment of goals and plans for the future.

## **Appendix A**

### **North Hunterdon-Voorhees Regional High School District Technology Acceptable Use Policy**

Please read this document carefully before signing.

The North Hunterdon-Voorhees Regional High School District is providing computer, network, Intranet and Internet access to students, faculty, and staff for educational and district business purposes only.

Internet access enables clients to use access to university library catalogs, online databases, and public domain software. Communication with people globally using e-mail and discussion groups on a multitude of topics, are only a few uses for the Internet. The types of information available on the Internet are vast, and not all information available on the Internet is educationally appropriate. The North Hunterdon-Voorhees Regional High School District firmly believes that the information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district. In accordance with the "Children's Internet Protection Act" (CIPA), the North Hunterdon Voorhees Regional High School will use appropriate filtering measures to limit the exposure of students to indecent or objectionable material on the Internet. All students, faculty, and staff using the Internet are expected to exercise caution when accessing information and are reminded that the final responsibility lies with the user.

The North Hunterdon-Voorhees Regional High School District expects anyone using a computer, technology facilities, and equipment to use them in such a way as not to violate personal as well as professional data and not to break any laws concerning network and Internet usage. Students and parents must understand that a user who violates any of these provisions will have his/her privileges terminated and future access could be denied. Anyone who commits an illegal act may be subject to criminal prosecution. Access to NHVnet is controlled through the use of unique user ID and password, and users should be aware that the use of technology will be logged and monitored for compliance.

Please be advised that the consequences of misuse or damage to the North

Hunterdon-Voorhees computer system may result in student restriction or suspension of computer access, disciplinary action, and/or a bill for the cost of equipment and network engineer reprogramming services.

The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understands their significance.

#### Technology Use Agreement

1. Acceptable Use – NHVnet is to be used for educational purposes and district business. The use of each account must be in support of education and must be consistent with the educational objectives of the North Hunterdon-Voorhees Regional High School District.

Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national, state or local regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, racially offensive material, or material protected by trade secret or contract.

2. Privileges – The use of any computer facility and the Internet is a privilege. If the terms of this agreement are violated, privileges will be taken away.

3. Network Etiquette – Use should be consistent with Board of Education guiding ethical statements and accepted community standards. Clients are expected to be polite and not to use foul or abusive language. The privacy of others must be respected; for example, users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others. Clients **MUST NOT** give their personal address or phone number or the address or phone number of anyone else while on the Internet! Clients should remember that information found on the Internet is theirs to use; however, they assume it is copyrighted material.

4. Security – Clients are responsible for maintaining the security of their account(s). Using someone else's user ID or password is considered a violation of this agreement and may result in the loss of privileges. Attempts to log on to network resources as a system administrator or as any individual or organization

other than oneself will result in cancellation of user privileges.

5. Vandalism and Harassment –Vandalism is defined as any following:

- Malicious damage to hardware including but not limited to CPUs, monitors, printers and network wiring.
- Malicious attempts to harm or destroy data, or programs of another user, Internet or other networks that are connected to the network backbone
- The knowing uploading, downloading, dissemination of or the creation of computer viruses.
- Installations of software without administration consent.
- The use of hardware or software tools designed to intercept or interrupt network services.

Harassment is defined as the persistent annoyance of another user, or the interference with another's work. Harassment includes, but is not limited to, the sending of unwanted email.

6. Use of NHVnet and any attached network in a manner that precludes or significantly hampers its use by others is not allowed. Excessive uses of shared resources such as printing facilities or network file services or the excessive downloading of files is prohibited.

7. All forms of electronic advertising not sanctioned by the Board of Education are prohibited. Using the system for commercial or personal financial gain is prohibited.

8. Users will abide by the rules set down in this document as well as the guiding principles of the District's "Acceptable Use Policy" and any regulations developed by the school administration.

9. Users may encounter material that is controversial and which users, parents, teachers or administrators may consider inappropriate or offensive. However, on a global network it is impossible to control effectively the content of data, and an industrious user may discover controversial material. It is the users responsibility not to initiate access to such material. Any decision by the Board of Education to restrict access to Internet material shall not be deemed to impose any duty on the Board to regulate the content of material on the network.

The Board of Education makes no warranties of any kind, whether expressed or implied, for the service it is providing; it will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, deliveries, miss-deliveries, damage caused to personal equipment, or service interruptions caused by the Board of Education's negligence, or by the user's errors or omissions. Use of the telecommunications facilities and systems, as well as any information obtained via the Internet is at the user's own risk. The Board specifically denies any responsibility for the accuracy or quality of information obtained through the Internet or telecommunications resources. All users need to consider the source of any information they obtain, and consider how valid that information may be. North Hunterdon-Voorhees Regional High School District

### **Technology Code of Conduct**

The computer system structure facilitates educational advancement through its use by students, staff, and faculty. Anyone, who prevents this facilitation by excessive use of system resources, by altering the structure with computer viruses, or by vandalizing the system, will have all privileges revoked for system use. The following code of conduct will be adhered to for continued system use at North Hunterdon-Voorhees Regional High School District.

1. Do not use someone else's password or sign-on identification code, or share yours.
2. You are expected to stay on your network menu at all times and not to alter the configuration of the PC.
3. Do not introduce any system altering programs such as electronic "viruses" on the system at any time.
4. Do not take apart or try to fix any hardware or software at any time.
5. Do not use any personal software of any kind, including games or screen savers, on the system.
6. If a computer is found to be damaged or does not seem to be working, notify the teacher immediately.
7. LOG OFF! For your own protection, please make sure that you have logged off properly before leaving the computer station. In most cases this will be

accomplished by restarting the machine.

8. For Internet usage with a school account, you will need to fill out a Technology and Computer Acceptable Use Agreement.

Please be advised that the consequences of misuse or damage to the North Hunterdon-Voorhees computer system may result in student restriction or suspension of computer access, disciplinary action and or a bill for the cost of equipment and network engineer reprogramming services.

Students will not receive Internet access until this agreement is signed by both the student and parent/guardian and returned.

**STUDENT**

I have read the Board of Education's Technology Acceptable Use Policy and understand its provisions. Further, I have read the Technology Code of Conduct, and I agree to its terms. I understand that a violation of this agreement will result in loss of privileges and possible legal action.

User's full name (please print) \_\_\_\_\_

User's signature \_\_\_\_\_

Date \_\_\_\_\_ Student ID # \_\_\_\_\_

**PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read and understand the Board of Education's Technology Acceptable Use Policy and the Technology Code of Conduct. I also understand that this access is for educational purposes, and that I will not hold the Board of Education responsible for materials acquired on the Internet. Further, I accept full responsibility for the actions of my child in the use of the NHVnet. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_