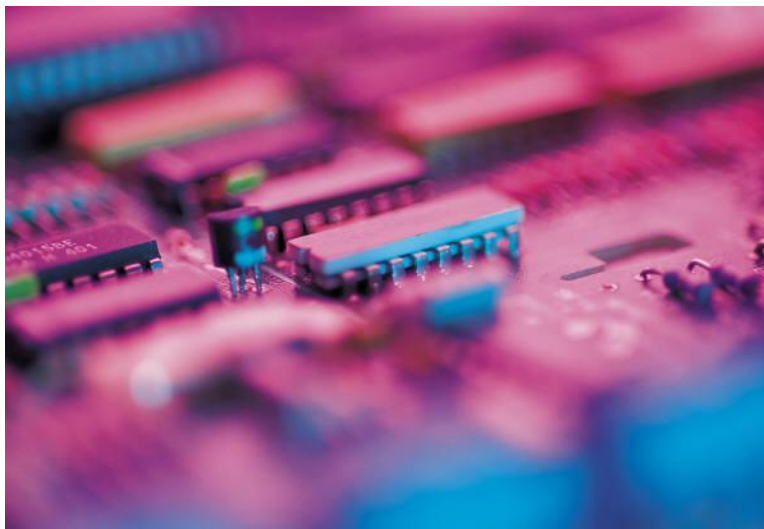


HARRISON TOWNSHIP SCHOOL DISTRICT

120 North Main Street
MULLICA HILL, NEW JERSEY
856.478.2016

<http://www.harrisontwp.k12.nj.us/>



TECHNOLOGY PLAN

2013 – 2016

**Harrison Township School District
Three Year Technology Plan
July 1, 2013 through June 30, 2016**

County: Gloucester

County Code: 15

District/Charter School or Affiliation: Harrison School District

District Code: 2070

Grade Levels: K-6

Web Site: harrisontwp.k12.nj.us

Date Technology Plan approved by school board or governing body: April 29, 2013

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

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

Name: Andrew P. Davis

Title: Director of Curriculum and Instruction

E-mail: davis@harrisontwp.k12.nj.us

Phone: 856.478.2016 ext. 168

Signature: Andrew P. Davis Date: April 29, 2013

Superintendent/Lead Person Technology and Funding Plan Approval:

District Superintendent/Lead Person: Dr. Missy Peretti

E-mail: perettim@harrisontwp.k12.nj.us

Phone: 856.478.2016 ext. 123

Signature: Dr. Missy Peretti Date: 4/29/13

County Coordinating Council Approval:

Lead Agent: Gloucester County Technology Coordinating Council

E-mail: _____

Phone _____

Signature: _____ Date: _____

Name & Title: _____

Signature: _____ Date: _____

Name & Title: _____



County Superintendent Approval, letter attached

Date:

HARRISON TOWNSHIP BOARD OF EDUCATION

**120 N. Main Street
Mullica Hill, New Jersey 08062
(856) 478-2016
Fax (856) 478-0699**

**Dr. Missy Peretti
Superintendent**

**Robert E. Scharlé
School Bus. Admin/Board Sec.**

Certification of Minutes

April 30, 2013

**State of New Jersey
County of Gloucester**

I, Robert E. Scharlé, Secretary of the Board of Education of the Township of Harrison in the County of Gloucester, State of New Jersey, hereby certify that the foregoing extract is from the Minutes of the Meeting of the Township of Harrison Board of Education held on April 29, 2013.


Robert E. Scharlé, Board Secretary

*Seal of the Township of Harrison
Board of Education*

Motion: Approval of the 2013-2016 Technology Plan for the Harrison Township School District, as presented.

Motion: Mr. Williams
Vote: Roll Call (8-0-1)
Absent: Ms. Beske

Second: Mr. Sindoni
Carried: Yes

County Approval Letter

Davis, Andrew

From: D'Ambrosio, Anna <anna.dambrosio@doe.state.nj.us>
Sent: Monday, June 03, 2013 1:40 PM
To: Peretti, Missy
Cc: Davis, Andrew; Shenk, Shawn; Gibbs, Barbara
Subject: 2013-2016 District Technology Plan

Importance: High

This is to notify you that the Harrison Township School District 2013-2016 District Technology Plan has been approved by the Technology Review Committee.

The County Office will notify the Office of Educational Technology of all approved plans by June 15. The NJDOE will send a notification of approval to the Chief School Officers of your district. The Office of Technology suggests that school districts post the approved educational technology plan on their website.

Congratulations!

Anna

Anna D'Ambrosio
Secretarial Assistant, General Education
Gloucester County Office of Education, Shady Lane Complex
254 County House Rd, Clarksboro, NJ 08020
856-686-8370, ext. 8379, fax 856-423-5296
anna.dambrosio@doe.state.nj.us



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Commissioner

Technology Plan Approval Letter

Laurence Cocco, Director of the Office of Educational Technology for the New Jersey Department of Education, is certified by the Universal Service Administrative Company to approve technology plans as required for participation in the Schools and Libraries Program (E-Rate).

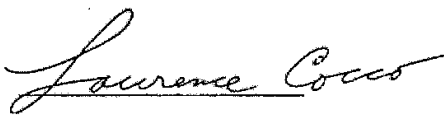
HARRISON TOWNSHIP SCHOOL DISTRICT has a technology plan that meets required E-Rate program elements.

This technology plan covers the period starting on July 1, 2013 and ending on June 30, 2016.

All applicants and service providers are required to retain documents related to the Universal Service Fund for a period of at least **five (5) years from last date of service**. The suggested list of documents to be retained can be found in Paragraphs 45-50 in the FCC's 5th Report and Order (FCC 04-190).

If you have any questions please send an email to edtech@doe.state.nj.us.

Name: Laurence Cocco
Director, Office of Educational Technology
Division of Innovation

Signature: 

Date: June 21, 2013

Acknowledgements

Harrison Township School District Board of Education

Mrs. Barbara Beske, President

Dr. Kristin DeSimone

Mr. Parick Duffey

Mr. D. Gregory Fuller

Mrs. Stacey Muscarella

Mr. Joe Schwab, Vice President

Mr. Joseph Sindoni

Mrs. Thersea Vaites

Mr. John Williams

Administration

Dr. Missy Peretti

Superintendent

Mr. Robert Scharle'

Business Administrator

Mr. Andrew P. Davis

Director of Curriculum and Instruction

Mrs. Joan Ruberton

Supervisor of Student Services

Mrs. Mariann Edelmayer

Principal – Harrison Township Elementary

Mrs. Deborah Calabree

Principal – Pleasant Valley Elementary

Mrs. Renee Ingiosi

Assistant Principal – Harrison Township

Mr. Shawn Shenk

Technology Coordinator

Mrs. Dottie Hall


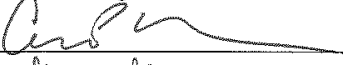
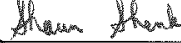
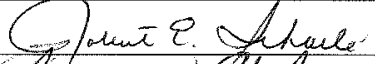

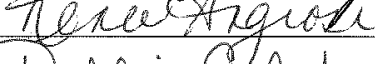


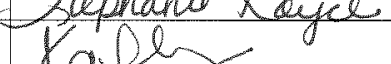
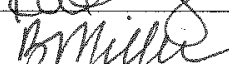
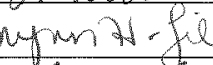

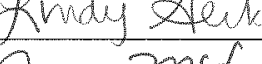
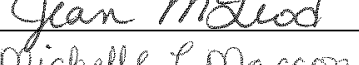


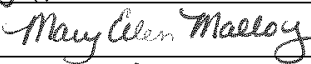






Transportation Supervisor

Mr. Milt Ney

Supervisor of Buildings & Grounds

**Harrison Township School District
Three Year Technology Plan
July 1, 2013 through June 2016**

I. STAKEHOLDERS

Stakeholder Table		
Title	Name	Signature
Superintendent	Dr. Margaret Peretti	
Director of Curriculum	Andrew P. Davis	
Technology Coordinator	Shawn Shenk	
Business Administrator	Robert Scharle	
Principal – HTS	Mariann Edelmayer	
Assistant Principal – HTS	Renee Ingiosi	
Principal – PVS	Deborah Calabree	
Supervisor of Student Services	Joan Pabisz-Ruberton	
Teacher – Kindergarten	Stephanie Royce	
Teacher – Grade 1	Kate Felzenberg	
Teacher – Grade 2	Brianna Miller	
Teacher – Grade 3	Brynn Clum	
Teacher – Grade 4	Frank Locantora	
Teacher – Grade 5	Lindy Gerkens	
Teacher – Grade 6	Jean McLeod	
Special Education Teacher	Michelle Macconi	
Special Education Teacher	Andrew Hulfish	
Guidance Counselor	Linda Ott	
Library Media Specialist	Mary Ellen Malloy	
Library Media Specialist	Melissa Dabrowski	
Teacher of Music	Anthony Otowski	
Board Member		
Police Officer	Joe Marchei	
PTA President	Anna Brown	

District/Nonpublic School/ Charter School Three-Year Educational Technology Plan Checklist

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here:

[Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

DIRECTIONS: Place a check in the un-shaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed	
	Req'd by E-Rate	Not req'd E-Rate
<p>DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (http://www.usac.org/sl/applicants/step01/default.aspx)</p> <p style="text-align: center;">Tech Plan creation date: <u>April 29, 2013 BOE Approval Date</u></p>	i and 35	

DIRECTIONS:

Answers to questions regarding e-rate compliance:

http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionstoConsider.pdf

Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.

Indicate in the *PAGE #* column, the page number where the corresponding information is found.

For purposes of this document, “educators” are defined as school staff members who teach children, including librarians and media specialists.

Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

	Indicate in the un-shaded spaces the page number where the corresponding information is found	
Inventory Sample Table	Req'd by E-Rate	Not req'd by E-Rate
<p>TECHNOLOGY INVENTORY: Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <i>for 12 months of the e-rate funded year</i>, such as the following areas: Technology equipment including assistive technologies Networking capacity Filtering method Software used for curricular support and filtering Technology maintenance and support Telecommunications equipment and services Other services NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx</p>	1-13	
<p>NEEDS ASSESSMENT: Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.</p>	14-19	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
<p>THREE-YEAR GOALS: List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities. E-Rate requirements: www.ecfr.gov</p>	20-21	
<p>THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE: Implementation Activity Sample Table</p> <p>Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</p> <p>telecommunications, information technology, educational technology (including assistive technologies), and student technology readiness in preparation for online testing in 2014-2015.</p>	24	
	22 & 27	
		22 & 27
		27
<p>PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i></p> <p>Describe the planned professional development strategies by addressing each of the following questions:</p> <p>How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?</p> <p>What professional development opportunities, resources and support (online or in person) exist for technical staff?</p> <p>How will professional development be provided to educators on the application of assistive technologies to support educating all students?</p>	28-31	
		28
		29
<p>EVALUATION PLAN: Evaluation Plan Sample Table Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.</p>	32-34	
Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	32-33	
<p>FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table Provide the anticipated costs for 2013-2014 by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</p>		35-38

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Appendixes

A. Board of Education Policy 4281.1 (Acceptable Use Policy)

B. New Jersey Core Curriculum Content Standards 8.1 & 8.2

C. Curriculum MAP of Technology Units

D. Technology Curriculum Objectives Matrix

E. Acceptable Use Policy: Staff

F. Acceptable Use Policy: Students

G. Photo Release: Students

H. Equipment Sign-Out: Students

I. Faculty & Staff Survey: 2012-2013

J. Technology In-Service Surveys

October 8, 2012

November 12, 2012

January 18, 2013

Harrison Township School District Three Year Technology Plan July 1, 2010 through June 30, 2013

EXECUTIVE SUMMARY

District Mission Statement

The mission of the Harrison Township School District, in partnership with the home and community, is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential; to become confident, capable, life-long learners. It is the expectation of the Board of Education that students at all grade levels achieve the New Jersey Core Content Curriculum Standards. Together, we are committed to fulfill our mission by providing the necessary resources to foster a safe, caring, supportive environment of mutual respect, communication, teamwork, and appreciation of the individual.

Vision Statement

“Educational Technology is the effective implementation of technology across all curriculum areas in a learner centered environment to support students and teachers in the learning process. It enables students to develop the knowledge and skills necessary to be productive, informed citizens, and self-directed lifelong learners. It requires teachers to develop teaching strategies that lead to academic success for each student. It supports higher-order thinking skills such as information-gathering information-organizing, evaluating, problem solving and decision making, and allows collaboration and the development of communication skills (New Jersey Department of Education).”

In a society that is dependent on information and knowledge, equitable and universal access is essential to the learning process. With the guidance of skilled educators and community members, all students will have the opportunity to become actively engaged in the learning process as they think, create, inquire, solve problems, and communicate in collaborative and interdisciplinary environments. Students will emerge as lifelong learners, productive members of the workforce and citizens that can contribute to society.

Our district believes:

The school of tomorrow is not bound by walls or limited to a standard school day.

The community of today is one of continuous learning.

Information and communication are essential tools for the process of improving our curriculum.

Using technology ethically and appropriately, all stake holders can control their own learning by communicating with professionals and students from around the world.

With increasing global information, all stake holders must be able to scrutinize content for reliability and validity.

Educators must continue to engage in the use of technology, to provide direction and motivation for all stake holders.

Effective student assessment is an integral part of strong teaching methods; technology assists in providing and managing this information for our teachers.

**Harrison Township School District
Three Year Technology Plan
July 1, 2013 through June 30, 2016**

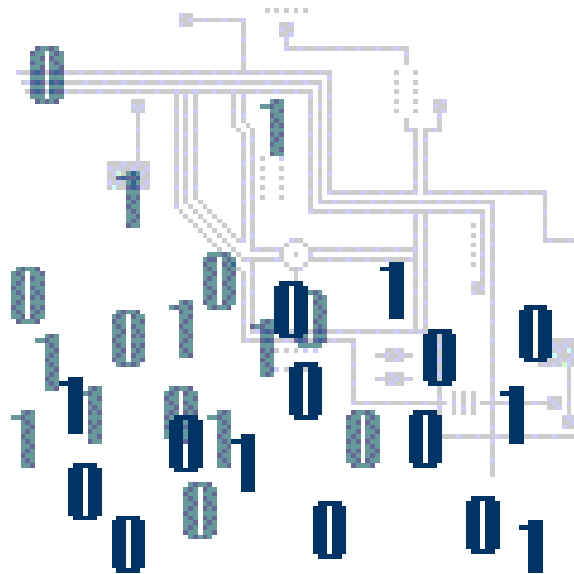
I. Technology Inventory

Inventory Chart of Current Technology Networking and Telecommunications Equipment:

Location	Number	Technology Item
Classrooms	7 (mean)	Multimedia Computers (desktop and/or laptop)
	1	SmartBoard and/or LCD Projector
	1	DVD via Desktop or Laptop
Special Area Classrooms	1	Multimedia Computer
	1	SMARTBoard and/or LCD Projector
	1	DVD via Desktop or Laptop
HTS Computer Lab	31	Multimedia Computers
	1	SMARTBoard & LCD Projector
	1	VCR
	1	DVD Player via Desktop
	1	Color Laser Printer
	1	Monochrome Laser Printer
PVS Computer Lab #1	30	Multimedia Computers
	1	SMARTBoard & LCD Projector
	1	VCR
	1	DVD Player via Desktop
	1	Color Laser Printer
	1	Monochrome Laser Printer
PVS Computer Lab #2	31	Multimedia Computers
	1	DVD Player via Desktop
	1	Monochrome Laser Printer
HTS LMC	1	SmartBoard & LCD Projector
	19	Multimedia Computers
	3	Televisions
	3	VCRS
	3	DVD Players
	1	Monochrome Laser Printer
PVS LMC	1	SmartBoard & LCD Projector
	29	Multimedia Computers
	2	Televisions
	2	VCRS
	2	DVD Players
	1	Monochrome Laser Printer
	1	Color Laser Printer

Inventory Chart of Current Technology Networking and Telecommunications Equipment

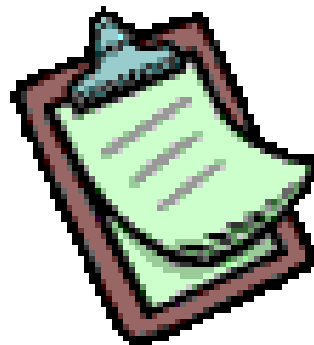
Technology Item	Harrison Township	Pleasant Valley	Total In District
Desktops	182	131	313
Desktops, counted including NComputing stations	207	278	485
Desktops (TouchScreen)	3	2	5
Laptops	179	199	378
Servers	0	24	24
PBX Phone Systems	1	1	2
Printers	39	22	61
Interactive Whiteboards (Smart ©)	44	31	75
Televisions	12	6	18
LCD Projectors	47	33	80
Interactive Tables (Smart ©)	3	0	3
Student Response Systems (Smart ©)	9	7	16
Smart © Airliners (Tablets)	0	7	7
VHS Players	46	36	82
DVD Players	6	4	10
Fax Machines	1	1	2
Copiers	8	3	11
Digital Cameras	5	22	27
Digital Video Cameras	1	1	2
Overhead Projectors	32	25	57
Listening Centers	46	2	48
Scanners	12	11	23
FM Systems	4	8	12



Inventory Chart of Current Technology Networking and Telecommunications Equipment

Analysis of Computers In-District April 1, 2013			
Computer	HTS	PVS	Total in District
Dell OptiPlex GX270	0	2	2
Dell OptiPlex GX280	5	1	6
Dell OptiPlex 780	5	2	7
Dell OptiPlex 790	45	65	110
NComputing Devices	25	150	175
Dell OptiPlex 7010	127	59	186
Dell Latitude D630	43	30	73
Dell Latitude E4300	1	0	1
Dell Latitude E6410	17	10	27
Dell Latitude 2110	44	120	164
Dell Latitude 2120	60	5	65
Dell Vostro 1510	14	34	48
HP dc 7900	0	3	3
Dell OptiPlex 755	3	2	5
TOTALS	389	483	872

Along with this information, the District Technology Coordinator and School Business Administrator have access to a detailed chart including information such as the purchase date, 5-year date (for lease purchase data), and notes. The notes section includes obsolescence, replacement, and location information.



**Harrison Township School District
Three Year Technology Plan
July 1, 2013 through June 30, 2016**

Technology Inventory

The table below describes the district’s technology inventory that is needed to improve student academic achievement through 2016.

Technology Plan Inventory Table			
Area of Need	Describe for 2013-14	Describe for 2014-15	Describe for 2015-16
Technology Equipment	<p>Run a pilot program to consider using different technology devices (other than Windows laptops and desktops). Devices that might be in the program include, tablets (iPads, Android tablets, Amazon Kindle Fire tablets, and Windows 8 tablets) Chromebooks, etc.</p> <p>Replace approximately 75 existing laptops with new laptops.</p> <p>Consider purchasing additional computing devices to meet any new PARCC testing requirements. Depending on PARCC requirements, there may be a need for additional computers to meet those needs. These needs would be met by purchasing additional computers in this school year.</p> <p>Replace our main network storage device and upgrade servers running our virtualized environment, including upgrading VMWare licensing.</p>	<p>Consider purchasing devices that have met the needs of the district, based on the pilot program run in the 2013-14 school year. Use these devices to either replace aging netbooks or supplement those netbooks.</p> <p>Consider purchasing additional computing devices to meet any new PARCC testing requirements. Depending on PARCC requirements, there may be a need for additional computers to meet those needs. These needs would be met by purchasing additional computers in this school year.</p> <p>Consider using a secondary ISP, to provide failover protection, in case of failure of the primary ISP, during PARCC testing.</p> <p>Consider purchasing additional SMART Boards.</p>	<p>Consider purchasing devices that have met the needs of the district, based on the pilot program run in the 2014-15 school year. Use these devices to either replace aging netbooks or supplement those netbooks.</p> <p>Consider purchasing additional computing devices to meet any new PARCC testing requirements. Depending on PARCC requirements, there may be a need for additional computers to meet those needs. These needs would be met by purchasing additional computers in this school year.</p> <p>Consider purchasing additional SMART Boards.</p> <p>Consider purchasing additional audiovisual equipment (still and moving video (e.g. digital cameras, etc.), voice capturing (e.g. microphones), projection technology (e.g. LCD projectors and document cameras), and headsets.</p>

Area of Need	Describe for 2013-14	Describe for 2014-15	Describe for 2015-16
<p>Technology Equipment (continued)</p>	<p>Purchase new firewall solution, to replace aging firewall solution.</p> <p>Purchase equipment for new grade 2/3 computer lab for HTS. The lab will be in compliance with PARCC.</p> <p>Upgrade bandwidth from our ISP to meet increasing bandwidth demands.</p> <p>Consider purchasing additional SMART Boards (e.g. grade 5 and 6 science labs, instrumental music, etc.).</p> <p>Consider purchasing additional audiovisual equipment (still and moving video (e.g. digital cameras, etc.), voice capturing (e.g. microphones), projection technology (e.g. LCD projectors and document cameras), and headsets.</p> <p>Consider purchasing additional student response systems.</p> <p>Consider replacing 3 oldest servers.</p> <p>Consider replacing printers and/or replacing with all-in-ones (i.e. scanner, printer, and fax).</p> <p>Consider purchasing additional storage devices in order to secure the various technology items.</p>	<p>Consider purchasing additional audiovisual equipment (still and moving video (e.g. digital cameras, etc.), voice capturing (e.g. microphones), projection technology (e.g. LCD projectors and document cameras), and headsets.</p> <p>Consider purchasing additional student response systems.</p> <p>Consider replacing 3 oldest servers.</p> <p>Consider replacing printers and/or replacing with all-in-ones (i.e. scanner, printer, and fax).</p> <p>Consider purchasing additional storage devices in order to secure the various technology items.</p>	<p>Consider purchasing additional student response systems.</p> <p>Consider replacing 3 oldest servers.</p> <p>Consider replacing printers and/or replacing with all-in-ones (i.e. scanner, printer, and fax).</p> <p>Consider purchasing additional storage devices in order to secure the various technology items.</p>

Area of Need	Describe for 2013-14	Describe for 2014-15	Describe for 2015-16
Networking Capacity	Maintain and upgrade current mainframe as well wireless environment.	Consider upgrading wireless network from 802.11g to 802.11ac. Take into account the need to upgrade some or all of the cabling infrastructure, at HTS, from Cat5 to Cat6. Consider upgrading switching infrastructure at HTS to meet increased data bandwidth of 802.11ac.	Consider upgrading wireless network from 802.11g to 802.11ac. Take into account the need to upgrade some or all of the cabling infrastructure, at HTS, from Cat5 to Cat6. Consider upgrading switching infrastructure at HTS to meet increased data bandwidth of 802.11ac.
Software used for curricular support and filtering	<p>Continue software license agreements for the following: Microsoft School License Agreement (including Windows and Office products), EduBlog, eBoard, DIBELS, MAP Testing Software, RealTime, Discovery Education, Brain Pop, Lightspeed Web Filtering, and Anti-Virus Suite; these items may change due to the evolution of product design.</p> <p>Consider purchasing Smart® Classroom Suite.</p> <p>Consider purchasing word processing (e.g. Qwerty Town, Edu Typing) and math fluency (e.g. Reflex math) programs.</p> <p>Consider purchasing new licenses for Vision by Altiris (or alternative classroom management software). Not necessary if we elect to purchase Smart Classroom Suite.</p> <p>Purchase licenses for upgrade to new Windows Server operating system.</p>	<p>Continue software license agreements for the following: Microsoft School License Agreement (including Windows and Office products), EduBlog, eBoard, DIBELS, MAP Testing Software, RealTime, Discovery Education, Brain Pop, Lightspeed Web Filtering, and Anti-Virus Suite; these items may change due to the evolution of product design.</p> <p>Consider purchasing Smart® Classroom Suite.</p> <p>Consider purchasing word processing (e.g. Qwerty Town, Edu Typing) and math fluency (e.g. Reflex math) programs.</p> <p>Consider purchasing new licenses for Vision by Altiris (or alternative classroom management software). Not necessary if we elect to purchase Smart Classroom Suite.</p> <p>Purchase licenses for upgrade to new Windows Server operating system.</p>	<p>Continue software license agreements for the following: Microsoft School License Agreement (including Windows and Office products), EduBlog, eBoard, DIBELS, MAP Testing Software, RealTime, Discovery Education, Brain Pop, Lightspeed Web Filtering, and Anti-Virus Suite; these items may change due to the evolution of product design.</p> <p>Consider purchasing Smart® Classroom Suite.</p> <p>Consider purchasing word processing (e.g. Qwerty Town, Edu Typing) and math fluency (e.g. Reflex math) programs.</p> <p>Consider purchasing new licenses for Vision by Altiris (or alternative classroom management software). Not necessary if we elect to purchase Smart Classroom Suite.</p> <p>Purchase licenses for upgrade to new Windows Server operating system.</p>

Area of Need	Describe for 2013-14	Describe for 2014-15	Describe for 2015-16
Technology maintenance policy and plans	Computers are repaired on an as needed basis. The network equipment is upgraded, per the needs of the users and their software. The school software licensing is renewed every one, two, or three years depending on the license agreement.	Computers are repaired on an as needed basis. The network equipment is upgraded, per the needs of the users and their software. The school software licensing is renewed every one, two, or three years depending on the license agreement.	Computers are repaired on an as needed basis. The network equipment is upgraded, per the needs of the users and their software. The school software licensing is renewed every one, two, or three years depending on the license agreement.
Telecommunications Services	Repaired on an as needed basis.	Consider purchasing a new phone system for the entire district, or select schools.	Consider purchasing a new phone system for the entire district, or select schools.
Technical Support	Maintain relationship with SJTP for higher level engineering services. Consider additional staffing.	Maintain relationship with SJTP for higher level engineering services. Consider additional staffing.	Maintain relationship with SJTP for higher level engineering services. Consider additional staffing.
Facilities – infrastructure including central telephone & security systems	Repaired on an as needed basis. Consider purchasing additional video surveillance devices and services.	Repaired on an as needed basis. Consider purchasing additional video surveillance devices and services.	Repaired on an as needed basis. Consider purchasing additional video surveillance devices and services.
Other Services:	Review and consider updating our present website.	Review and consider updating our present website.	Review and consider updating our present website.

Technology Inventory – Overview

Educators have access to educational technology in their instructional areas such as using desktops, mobile laptops and wireless units, PDAs. (**NOTE:** For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)

Harrison Township Elementary

Each classroom has a teacher workstation.

Each classroom has a SmartBoard six student workstations, and a means to display videos (DVD and/or VHS player).

Each grade level has a shared digital camera and two student response systems (Senteos).

There is one working lab in the Harrison Township elementary school.

The media center has 13 student workstations, a SmartBoard, and a digital video camera.

Additional equipment includes but is not limited to 4 televisions, 1 monochrome printer, 1 color laser printer, and 3 DVD and 4 VHS players.

Pleasant Valley Elementary

Each classroom has a teacher workstation.

Each classroom has a SmartBoard (excluding grade 5 and 6 science labs) six student workstations, and a means to display videos (DVD and/or VHS player).

Each grade level has a shared digital camera and two student response systems (Senteos).

There are currently five airliners for staff use and one Smart podium.

There are two working labs at Pleasant Valley.

The media center has 30 student workstations, a SmartBoard, and a digital video camera.

Additional equipment includes but is not limited to 4 televisions, 1 monochrome printer, 1 color laser printer, and 2 DVD and 4 VHS players.

District Wide

The district is a wireless environment

Because of our network design, all faculty and staff can log onto any computer on campus and from home to complete productivity activities, e.g. email, student data base (RealTime), Microsoft Office Suite, Smart ® software, district share drive, etc.

District administrators have access to technology in their workplace including devices such as using desktops, mobile laptop and wireless units, PDAs:

- Every administrator has a desktop workstation and a laptop computer.
- There are also various devices that are accessible when necessary (e.g. LCD projectors, digital cameras, video cameras, VHS/DVD, etc).
- Because of our network design, all administrators can log into any computer on campus and at home to check email and work on productivity activities.

The Harrison Township School District's web site is accessible to all stakeholders through the use of accessibility products (e.g. magnifier, narrator, and on-screen keyboard offered by Microsoft Office Programs).

Statement on Obsolescence

Depreciation is a measure of loss in service value that is incurred in connection with the consumption or the retirement of the property, in this case educational technology to include technological hardware (computers, servers, etc.) that is in our district.

When looking at a planned obsolescence program for educational technology our district will look to answer the following questions before making a decision to replace outdated equipment.

1. Does our district need a computer(s)? Is it really necessary to replace a computer, what tasks are currently being done with this computer, can it be used elsewhere in the district?
2. How might we delay obsolescence and extend the life of a computer(s)? Sometimes a computer becomes obsolete when it is too slow to run the latest software. In order to delay obsolescence our Technology Coordinator looks at less expensive software that will do the same job, he/she weighs the benefits of needing the latest software features. Would using the Open Source platform benefit our district? Find new life for obsolete computers, perhaps as print, file or email servers, or clustering computers together to create a faster computer.
3. When deciding to replace or get rid of our old computers, do we sell, donate or recycle it? If our district makes the determination that we cannot use a computer or hardware, can someone else use it?
4. Will we recycle our obsolete computers? Most computer equipment contains hazardous materials and needs to be handled properly. Our district will contact local recycling companies that will properly dispose of our obsolete computers.

The district technology personnel will coordinate with business office to assure that all purchases have been approved and are financially feasible and within the proper specifications. Such a policy will insure that all machines purchased will remain current and productive for as long as possible.



Technology Inventory – Overview

Cyber Safety

1. The district uses *Lightspeed Rocket for filtering*. Licensing is purchased in increments of 3 years. Updates to the database are continuous (the main database resides on Amazon servers, that the Lightspeed appliance is constantly accessing). More information about the software can be found at their website:
<http://www.lightspeedsystems.com/products/rocket/collaborative-filter/>
2. The district students and their parents sign the AUP yearly (Appendix F). New students and their parents sign an AUP upon registration. The AUP for staff is in the staff handbook which is available in hard copy and digitally (Appendix E). The staff AUP is initially reviewed with all new hires. Each time a staff member logs onto a computer he/she will be prompted with a message of acceptance of the policy. If they choose to click on ‘no’ the internet will not be available. The photo release form has also been updated and reflects a 21st century learning environment (Appendix G). All policies conform to our Board of Education ‘Acceptable Use Policy for Networked systems and The Internet’ Title code 4218.1 (Appendix A)

See attached AUPs – Appendix A, E, and F



3. Students are educated about online safety awareness, through the technology literacy standards that are stated below:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **Strand D. Digital Citizenship** – Technology advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.

Standard 8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing resources.

Standard 8.1.4.D.1 Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

Standard 8.1.4.D.2 Analyze the need for and use of copyrights.

Standard 8.1.4.D.3 Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Standard 8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Standard 8.1.8.D.2 Summarize the application of fair use and Creative Commons guidelines.

Standard 8.1.8.D.3 Demonstrate how information on a **controversial issue** may be biased.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **Strand E. Research and Information Literacy**

Standard 8.1.4.E.2 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

The technology literacy standards are addressed in several methods. They are specifically addressed during the instructional time devoted to technology instruction in the student's schedule; the in-class support model will be further refined and defined during the 2010 – 2011 school year and beyond. NJCCCS 8.1 and 8.2 are also addressed as applicable during library media classes. The school staff may address the topic of cyber safety on an individual, as needed basis. See attached Technology Curriculum Map of Units and Objectives/ Standards/ CPIs matrices – Appendix B, C, and D.

Our parents are informed about online safety via the district website, teacher eboards, school newsletters, and parent presentations (e.g. PTA). The school staff may address parents on an individual basis as opportunities arise. The district offers a yearly presentation by staff, local and/or county officials for community members.



4. Public notice and hearing(s) to address proposed Internet safety policies adopted by the school and district pursuant to CIPA. The various acceptable use policies and BOE Policy 4218.1 are reviewed annually and updated as needed. Policy 4218.1 is being recommended for review.

Resource:

Information from Universal Service Code:

<http://www.law.cornell.edu/uscode/html/uscode47/usc sec 47 00000254----000-.html>

Technology Inventory - Overview

Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability. The IEP team consistently uses a collaborative decision-making process that provides a systematic consideration of each student's possible need for assistive technology devices and services. A physical therapist and occupational therapist hired by the school district have completed RESNA training and are involved with on-going assessment of assistive technology student needs, devices and services. Decisions regarding the need for assistive technology devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum. When a need for assistive technology is identified, the IEP team, through the RESNA trained occupational and physical therapist, explores a range of devices, services and supports to address those needs. Assistive technology assessments include functional assessment in the student's environment. Assistive technology is integrated into the curriculum and daily activities of the student across environments. Staff supporting the student across all environments in which the assistive technology is expected to be used share responsibility for the implementation of the plan. Evaluation of effectiveness of assistive technology is a dynamic, responsive, ongoing process.

Harrison Township School District will utilize an Accessibility Committee consisting of administration, teaching staff, related services personnel, and parents to research 'best practice' and make recommendation to the Administrative Team. Mrs. Joan Ruberton, Supervisor of Student Services will serve as the lead for the committee.

Year 1 – 2013-2014

Review and Report on Assistive Technology and Universal Design for Learning utilization in the district and plan for future research of 'best practice'

Recommend future trends to research

Develop Assistive Technology Strategy Bank

Year 2 – 2014-2015

Review and report on the *Quality Indicators for Assistive Technology Services with QIAT Self-Evaluation Matrices*

Quality Indicators for Consideration of Assistive Technology Needs

Quality Indicators for Assessment of Assistive Technology Needs

Quality Indicators for Including Assistive Technology in the IEP

Quality Indicators for Assistive Technology Implementation

Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

Quality Indicators for Assistive Technology Transition

Quality Indicators for Administrative Support of Assistive Technology

Quality Indicators for Professional Development and Training in Assistive Technology

Develop Assistive Technology Strategy Bank

Year 3 – 2015-2016

Review, Refine, and Implement Identified Needs on Universal Design for Learning

Accessible Curriculum

Digital Technologies

Maintain Assistive Technology Strategy Bank

II. Needs Assessment

The following section describes the needs assessment process that was used to identify the necessary telecommunication services, hardware software, and other services to improve education.

Using SurveyMonkey.com, a teacher needs assessment was developed based on the six National Educational Technology Standards for Teachers (NETS) as well as the New Jersey Core Curriculum Content Standards for Technology (8.1 and 8.2). All faculty, staff, and support personnel in the district were requested to participate in this assessment (see Appendix I). The Technology Committee also reviewed prior district in-service surveys to identify professional development need (see Appendix T). The 2010 district needs assessment survey was reviewed to revisit the needs of our students and their families (see the 2010-2013 Technology Plan).



Based on the survey conducted in March 2013, Harrison Township School District's staff is proficient in using the following technology:

- The ability to connect to the district's server from home to access documents.
- The ability to download and manipulate digital pictures and use them for projects.
- The ability to use Google Earth.
- The ability to determine the source, reliability, and validity of information found on the web.
- The ability to teach their students to identify the basic features of a computer and explain how to use them.
- Knowledge and ability to search the internet for information to help enhance lessons.
- The ability to teach their students to create a document with text using a word processing program.
- The ability to teach their students to create a document with text formatting and graphics using a word processing program.

Based on the survey conducted in March of 2013, Harrison Township School District's staff is proficient (based on percent of staff that responded) using the listed technology resources as follows:

I can comfortably use the following technology resources in the district (check all that apply):

Technology	Yes	Somewhat	No, I Need Training	Total Responses
Copier to PDF and/or E-mail	75.4% (52)	17.4% (12)	7.2% (5)	69
Digital Camera	76.5% (52)	22.1% (15)	1.5% (1)	68
Scanner	72.1% (49)	16.2% (11)	11.8% (8)	68
Smart Board	66.2% (43)	23.1% (15)	15.4% (10)	65
Senteo Student Response System	11.3% (7)	17.7% (11)	72.6% (45)	62
Microsoft Word (Basic)	95.5% (64)	3.0% (2)	1.5% (1)	67
Microsoft Word (Intermediate)	88.4% (61)	7.2% (5)	4.3% (3)	69
Microsoft Word (Advanced)	72.5% (50)	17.4% (12)	10.1% (7)	69
Microsoft Excel (Basic)	45.6% (31)	35.3% (24)	19.1% (13)	68
Microsoft Excel (Intermediate)	23.5% (16)	38.2% (26)	39.7% (27)	68
Microsoft Excel (Advanced)	13.2% (9)	27.9% (19)	60.3% (41)	68
Microsoft PowerPoint	68.7% (46)	25.4% (17)	6.0% (4)	67
Destiny	20.05 (13)	41.5% (27)	38.5% (25)	65
Edu Blog	32.2% (21)	33.8% (22)	33.8% (22)	65
Discovery Education	51.5% (34)	28.8% (19)	19.7% (11)	66
Video Camera	45.5% (30)	39.4% (26)	16.7% (11)	66
Movie Maker or iMovie	15.6% (10)	37.5% (24)	46.9% (30)	64
Google Maps, Map Quest, Google Earth	61.2% (41)	29.9% (20)	9.0% (6)	67
Photo Story	31.8% (21)	30.3% (20)	37.9% (25)	66
Animoto	1.6% (1)	7.8% (5)	90.6% (58)	64
Reflex Math	3.2% (2)	9.5% (6)	87.3% (55)	63
Prezi	4.8% (3)	9.7% (6)	85.5% (53)	62
Kahn Academy	11.3% (7)	24.2% (15)	64.5% (40)	62

The following information was reported based on the Parent/Student Survey conducted in March 2010 (N = 93; see the 2010-2013 Technology Plan for details):

- 100% reported that there is a computer in the household.
- 100% of the students that responded stated that they had access to a computer in the home.
- 78.9% of the students reported that they used the computer at home from 1 to 2 hours daily.
- 69.7% of the students reported that they access the EDM games on-line from home.
- 96.7% reported that they access the district website monthly.
- 59.3% reported that they access the district website bi-weekly.
- 82.0% reported that they most often visit the teacher's e-board.
- 68.5% reported that they most often visit the school calendar.
- 81.5% reported that they would like forms sent digitally.
- 72.8% reported they were aware of our annual community presentation in regards to cyber-safety.

The 2013 Needs Assessment Survey, Technology Plan Committee Meetings, and Administrative Meetings have identified the following areas of need:

- Using cloud based applications such as a wiki
- Creating a podcast
- Video streaming via Skype, Smart, or other streaming sites
- Instructing students through virtual environments such as blogging and wikis
- Instructing students on intermediate and/or advanced features of Excel
- Instructing students to create professional documents (e.g. newsletters, flyers)
- Creating multimedia presentations including sound and images
- Using mapping tools to plan and choose alternate routes
- Instructing students to select and apply digital tools to collect, organize, and analyze data



Current Educational Environment & Barriers

Descriptors	Current Educational Environment	Barriers
<p>Educators are assured access to technology to facilitate technology integration across the curriculum</p>	<p>Each teacher has at least 7 to 8 student stations (desktop and/or laptop) in his/her classroom</p> <p>Each classroom has Internet and Intranet access</p> <p>Available through hard and wireless connections throughout the district</p>	<p>Technology is constantly changing and because of budget restraints, it is difficult to upgrade our equipment every three years.</p> <p>Some stations are not working to capacity.</p>
<p>Often students have access to technology to support the use of 21st century skills in their learning environment</p>	<p>Our media centers are equipped with a bank of desktops and laptops computers (HTS 13, PVS 30)</p> <p>At least one computer lab is available for use by a whole class or for small group instruction (HTS 31 , PVS 31 computer stations). Each building will have two labs at the start of the 2013-14 school year.</p> <p>Each classroom has at least 7 to 8 student stations.</p> <p>Hard and wireless connectors are available throughout the district</p>	<p>Teacher confidence and competence in programs and technology integration.</p> <p>Maintenance of current equipment; some stations are not working to capacity.</p>
<p>The needs of educators are evaluated</p>	<p>Through a yearly Technology needs assessment and after all in-service days (using SurveyMonkey.com)</p>	<p>Subjectivity of interpreting questions, limitations of survey format (e.g. subgroup calculations and disaggregated data length of survey), and staff participation.</p>
<p>The needs of students are evaluated</p>	<p>Through a needs assessment survey and teacher conversation</p>	<p>Lack of consistent assessment for exit grade as we move to a push in (integrated delivery model).</p>

Descriptors	Current Educational Environment	Barriers
<p>The needs of parents are evaluated</p>	<p>Through a needs assessment survey</p>	<p>Lack of parent participation in workshops. Parent confidences and competence in programs.</p>
<p>Past professional development addressed the staff and students' needs for technology integration</p>	<p>Professional Development opportunities in: Video Streaming (Discovery Education, YouTube, TeacherTube, etc.), Story On-line, Brain POP, MAP Data Analysis via DesCartes, Thinkfinity, Academy of Teaching and Learning, RealTime, Smart ® Technology (smart, senteo, etc.), EduBlog, AASA (TECHSPO), BER (Mathematics), BER (Reading), BER (Writing), EIRC trainings, School Specialty On-line, DIBELs, EDM eSuite, etc.</p>	<p>Limitations of Local Budget; Limitations of time for workshops and training.</p>
<p>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center</p>	<p>Professional Development opportunities in: Video Streaming (Discovery Education, YouTube, TeacherTube, etc.), Story On-line, Brain POP, MAP Data Analysis via DesCartes, Thinkfinity, Academy of Teaching and Learning, RealTime, Smart ® Technology (smart, senteo, etc.), EduBlog, AASA (TECHSPO), BER (Mathematics), BER (Reading), BER (Writing), EIRC trainings, School Specialty On-line, DIBELs, EDM eSuite, etc.</p>	<p>Limitations of Local Budget; Limitations of available time for administrators.</p>
<p>Ongoing, sustained professional development was provided for all educators to further the effective use of technology in the classroom and library media center</p>	<p>District workshops provided in the following technology-related initiatives: Smart ® Technology, Senteo, EduBlog, NWEA MAP Descartes, RealTime, School Specialty, Brain POP, Thinkfinity, Video Streaming, Discovery Education, YouTube, Teacher Tube, Ted via iTunes, Kahn Academy, Reflex Math, Qwerty Town, Edu Typing, etc.</p>	<p>Limitations of Local Budget; Limitations of available time for workshops.</p>

Descriptors	Current Educational Environment	Barriers
<p>Ongoing, sustained professional development was provided for administrators to further support the effective use of technology in the classroom or library media center.</p>	<p>District workshops provided in the following technology-related initiatives: See Staffing Above Teachscape Educational Law</p> <p>Through formal and informal staff observations and evaluations, Professional Development Plan, and surveys (Survey Monkey and normal)</p>	<p>Limitations of Local Budget;</p> <p>Limitations of available time of the administrators</p>
<p>Supports were provided for educators other than professional development</p>	<p>Ongoing consultation with Harrison Township's IT professional and computer teachers</p>	<p>Available articulation and collaborator time between the Teacher of Technology and other faculty (e.g. homeroom, SE, and Special Area Teachers as well as CST Members)</p>
<p>Professional development needs and barriers relating to using educational technology as part of instruction have been identified</p>	<p>Through PIPs, evaluations, and Survey Monkey staff surveys</p>	<p>School community members who did not respond but still have need in the area of technology go unidentified</p>

Additional areas of need that were identified in the open-ended responses and/or through committee included:

- A well-defined technology scope & sequence (content, skills, objectives, and cross-curricular projects)
- Using advanced features provided through SMART © and the Smart Exchange ®
- Using advanced features of Microsoft products (Word, Excel, PowerPoint, and Publisher)
- Using student response systems
- Integration of blogging into the curriculum, i.e. looking for ways to communicate in the 21st century
- Formal review of BOE Policy 4218.1
- Exploration of alternate technology (Apple, Google Chrome, Microsoft 8, ^{THE}Cloud, etc.)
- Updating and/or overhauling the district web-site
- Investigating alternate communication means to stakeholders (Facebook, Twitter, e-mail)
- Time to explore and refine technology related resources and/or curricula
- Upgrades and/or increase in the number of wireless access points
- Additional SmartBoards in grade 5 & 6 science labs and special area classrooms (e.g. instrumental music)
- Additional working student technology devices (e.g. netbooks, notebooks, etc.)
- Alignment of purchases to meet or exceed the PARCC specifications

III. Three-Year Goals

The timeline to meet all goals and objectives is by June 2016.

Goal 1: To Create 21st Century Learners. To ensure that by sixth grade every student is technologically literate by ensuring equitable access to technology for communication and problem solving purposes in collaborative and interdisciplinary environments.

Objective 1.1. Students will routinely utilize technology as a tool to enhance learning throughout the curriculum to develop critical thinking skills, to research information, to communicate and interact with others in- and out-side of the district, and to master the New Jersey Core Curriculum Content Standards.

Objective 1.2. Students will be engaged in authentic technology applications throughout the grade levels and content areas. Because of the integrated nature of our curriculum, projects will be referred to as applications throughout this document.

Objective 1.3. Student proficiency and fluency in keyboarding skills will be increased.

Goal 2: To Create 21st Century Professionals. To enable all teachers to use the NET (National Education Technology) as well as New Jersey Core Curriculum Content Standards (8.1, 8.2, etc.) as guidelines for planning and delivering relevant and rigorous integrated technology-based applications so that students will achieve success in learning, communication, and life skills.

Objective 2.1. The technology curriculum committee will review the present technology curriculum (e.g. Curriculum Map of Technology Units, Technology Curriculum Objectives Matrix, and Technology Skills) and align them to the various grade level applications.

Objective 2.2. Grade level applications will be created and refined.

Objective 2.3. The English Language Arts, mathematics, science, and social studies curriculum committees will review the present curriculum and align and infuse the NJCCCS 8.1 and 8.2.

Objective 2.4. All teachers will participate in sustained professional development so that they can facilitate their students' completion of integrated technology applications and projects and to improve upon their own technology related skills.

Objective 2.5. The district will investigate various resources (e.g. Apple, Google Chrome, PC, Microsoft, ^{The}Cloud, etc.), applications (e.g. Reflex Math, Qwerty Town, Edu Typing, etc.), and web 2.0 tools so that students may safely engage in a technology rich curriculum. Staff exploration of these resources will be supported through technology proposals.

Goal 3: To Create and Maintain 21st Century Environments and Systems.

Objective 3.1. The district will maintain and upgrade the existing technology infrastructure to promote growth and expansion while enhancing and updating security as measured by technology industry best practices.

Objective 3.2. All new hard- and software purchase will meet or exceed PARCC guidelines.

Objective 3.3. The district will investigate various resources (e.g. Apple, Google Chrome, PC, Microsoft, The Cloud, etc.), applications (e.g. Reflex Math, Qwerty Town, Edu Typing, etc.), and web 2.0 tools so that students may safely engage in a technology rich curriculum. Staff exploration of these resources will be supported through technology proposals.

Objective 3.4. The district will purchase and equitably distribute the necessary hardware so that students, staff, and faculty have access to rich technology resources.

Objective 3.5. The district will purchase and equitably distribute the necessary software (downloadable and/or web-based) so that students, staff, and faculty have access to rich technology resources.

Objective 3.6. Student safety while using the internet and technology resources will be supported through student and community education and the use of the Acceptable Use Policy.

Objective 3.7. The board will continue to review and revise policies pertaining to technology in compliance with the law.

Goal 4: To Create 21st Century Collaboration with Constituents. To utilize technological resources to effectively communicate district goals, objectives, and overall learning expectations to the school community in order to foster student achievement and stakeholder understanding.

Objective 4.1. Hold community education sessions (e.g. Cyber safety, Reading Street, Math Fluency, Keyboarding, technology resources, etc.).

Objective 4.2. Investigate ways in which to gather, assess, and disseminate information in a digital world in order to refine our communication methods, procedures, and resources.

Objective 4.3. Share knowledge and participate with other educators in New Jersey, the United States, and across the world so that our school community (students, parents, staff, faculty, and administration) is competitive in the 21st Century flat-world.

Objective 4.4. Maintain and expand shared technology services to create a universal technology environment, hosted services, and support.

IV. Three-Year Implementation and Strategies Tables

The goal charts below describe the realistic implementation strategies to improve education through technology. They include timelines, person(s) responsible, and documentation (or evidence) that will prove that the activity occurred. In order to plan for a technology-rich learning environment, telecommunications, information technology, educational technology (including assistive technologies), and student technology readiness in preparation for online testing in 2014-2015 have been addressed.

Three-Year Technology Implementation Activity Table				
Harrison Township School District – Goal 1				
<u>To Create 21st Century Learners.</u> To ensure that by sixth grade every student is technologically literate by ensuring equitable access to technology for communication and problem solving purposes in collaborative and interdisciplinary environments.				
District Objectives	Strategies/Activities	Time-line	Person(s) Responsible	Documentation
Objective 1.1. Students will routinely utilize technology as a tool to enhance learning throughout the curriculum to develop critical thinking skills, to research information, to communicate and interact with others in- and out-side of the district, and to master the New Jersey Core Curriculum Content Standards.	Investigate how to spend lease purchase, PTA, and other funds for the 2013-14 school year and beyond. This process will be facilitated through committee discussion, surveys, and mini-grants (pilots).	2013-2016	Technology Curriculum Committee	Purchase Orders
	Engage the students in activities and with technology that are in compliance with and aligned to PARCC.	2013-2016	Technology Plan Committee	Grant Applications
	Investigate web-based keyboarding programs for student use.	2013-2014	Administrative Team	Curriculum
Objective 1.2. Students will be engaged in authentic technology <u>applications</u> throughout the grade levels and content areas. Because of the integrated nature of our curriculum, projects will be referred to as applications throughout this document.	Purchase prioritized items.	2013-2016	Tri-district Technology Representatives	Meeting Agendas
	Refine grade level applications.	2013-2016	Classroom Teachers	Student Work Products
	Continue to refine and define our library media science (LCATS) and technology curricula (NJCCCS 8.1 & 8.2).	2013-2016		NJ ASK/PARCC Assessment Results
Objective 1.3. Student proficiency and fluency in keyboarding skills will be increased.	Investigate the creation of additional performance-based assessments at all grade levels.	2013-2016		Grade 8 Assessment Results
	Review individual students needs and review, purchase, and implement assistive technology as needed per IEP.	2013-2016		
	Meet with our tri-district technology leads to review the grade 8 assessments in order to align our grade level applications to the end assessment.	2013-2016		

Three-Year Technology Implementation Activity Table

Harrison Township School District – Goal 2

To Create 21st Century Professionals. To enable all teachers to use the NET (National Education Technology) as well as New Jersey Core Curriculum Content Standards (8.1, 8.2, etc.) as guidelines for planning and delivering relevant and rigorous integrated technology-based applications so that students will achieve success in learning, communication, and life skills.


District Objectives	Strategies/Activities	Time-line	Person(s) Responsible	Documentation
Objective 2.1. The technology curriculum committee will review the present technology curriculum (e.g. Curriculum Map of Technology Units, Technology Curriculum Objectives Matrix, and Technology Skills) and align them to the various grade level applications.	Cross-content curriculum development which includes authentic integration of technology. Refine grade level applications. Meet with our tri-district technology leads to review the grade 8 assessments in order to align our grade level applications to the end assessment.	2013-2016 2013-2016 2013-2016	Technology Curriculum Committee Curriculum Committees Technology Plan Committee	Grant Applications Curriculum Meeting Agendas Student Work Products
Objective 2.2. Grade level applications will be created and refined.	Continually seek stakeholder input via observations, conversations, and surveys in order to focus priorities.	2013-2016	Administrative Team	Survey Results
Objective 2.3. The English Language Arts, mathematics, science, and social studies curriculum committees will review the present curriculum and align and infuse the NJCCCS 8.1 and 8.2.	Actively pursue and investigate the ever-changing tools through on-going professional development and learning.	2013-2016	Tri-District Technology Representatives	
Objective 2.4. All teachers will participate in sustained professional development so that they can facilitate their students' completion of integrated technology applications and projects and to improve upon their own technology related skills.	On-going sustained job-embedded professional development (in- & out-of-district). Investigate how to spend lease purchase, PTA, and other funds for the 2013-14 school year and beyond. This process will be facilitated through committee discussion, surveys, and mini-grants (pilots).	2013-2016 2013-2016	Classroom Teachers	
Objective 2.5. The district will investigate various resources (e.g. Apple, Google Chrome, PC, Microsoft, The Cloud, etc.), applications (e.g. Reflex Math, Qwerty Town, Edu Typing, etc.), and web 2.0 tools so that students may safely engage in a technology rich curriculum. Staff exploration of these resources will be supported through technology proposals.				



Three-Year Technology Implementation Activity Table

Harrison Township School District – Goal 3

To Create and Maintain 21st Century Environments and Systems.

District Objectives	Strategies/Activities	Time-line	Person(s) Responsible	Documentation
Objective 3.1. The district will maintain and upgrade the existing technology infrastructure to promote growth and expansion while enhancing and updating security as measured by technology industry best practices.	Investigate how to spend lease purchase, PTA, and other funds for the 2013-14 school year and beyond. This process will be facilitated through committee discussion, surveys, and mini-grants (pilots).	2013-2016	Technology Coordinator	Purchase Orders
Objective 3.2. All new hard- and software purchase will meet or exceed PARCC guidelines.	Maintain and upgrade telecommunication systems (e.g. phone, fax, copiers, security systems, etc.)	2013-2016	Administrative Team	PARCC Documents
Objective 3.3. The district will investigate various resources (e.g. Apple, Google Chrome, PC, Microsoft, The Cloud, etc.), applications (e.g. Reflex Math, Qwerty Town, Edu Typing, etc.), and web 2.0 tools so that students may safely engage in a technology rich curriculum. Staff exploration of these resources will be supported through technology proposals.	Continue to look for best-practices and the best-resources for student learning as it relates to PARCC (implementation, delivery, and learning). Classroom, grade level, and school technology resources counts (inventory). BOE review of policy 4281.1	2013-2016 Yearly 2013-2014	Technology Curriculum Committee Technology Plan Committee Classroom Teachers	Grant Applications Curriculum Acceptable Use Policies BOE Policy
Objective 3.4. The district will purchase and equitably distribute the necessary hardware so that students, staff, and faculty have access to rich technology resources.				
Objective 3.5. The district will purchase and equitably distribute the necessary software (downloadable and/or web-based) so that students, staff, and faculty have access to rich technology resources.				
Objective 3.6. Student safety while using the internet and technology resources will be supported through student and community education and the use of the Acceptable Use Policy.				
Objective 3.7. The board will continue to review and revise policies pertaining to technology in compliance with the law.				



Three-Year Technology Implementation Activity Table

Harrison Township School District – Goal 4

To Create 21st Century Collaboration with Constituents. To utilize technological resources to effectively communicate district goals, objectives, and overall learning expectations to the school community in order to foster student achievement and stakeholder understanding.

District Objectives	Strategies/Activities	Time-line	Person(s) Responsible	Documentation
Objective 4.1. Hold community education sessions (e.g. Cyber safety, Reading Street, Math Fluency, Keyboarding, technology resources, etc.).	Continually seek stakeholder input via observations, conversations, and surveys in order to focus priorities. Hold parent and community educational sessions.	On-Going Yearly	Administration Team Technology Plan Committee	Survey Results Meeting Agendas
Objective 4.2. Investigate ways in which to gather, assess, and disseminate information in a digital world in order to refine our communication methods, procedures, and resources.	Search for alternate means of communicating with and to stakeholders (e.g. website, e-mail, Facebook, twitter) Review and revise our district web-site.	2013-2016	Technology Curriculum Committee	Presentation PowerPoints, Pamphlets, and Handouts
Objective 4.3. Share knowledge and participate with other educators in New Jersey, the United States, and across the world so that our school community (students, parents, staff, faculty, and administration) is competitive in the 21 st Century flat-world.		2013-2015	Teachers	Digital Communications (e-mail, Facebook, twitter)
Objective 4.4. Maintain and expand shared technology services to create a universal technology environment, hosted services, and support.				District Website

IV. Three-Year Implementation and Strategies

The following bulleted list provides additional support for the Harrison Township School Districts use of specific telecommunications and information technologies strategies to support student learning:

- Apply technology to increase productivity. Use a variety of advanced features of word processing, desktop publishing, graphics programs, and technology tools to develop professional products in the office and the classroom.
- Locating, selecting, capturing, and integrating video and digital images in varying formats for use in presentations, publications and/or other products.
- The use of instructional design principles to develop multimedia projects to support professional development.
- The use of technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning via e-mail and e-boards.
- Teachers will participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.
- The district will design, develop, and maintain Web pages and sites that support communication between the school and community via e-boards.
- The district will identify, classify, and recommend adaptive /assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.
- The use of Global Connect to enhance communication in emergency / crisis and non-emergency situations.
- Our district's student database provides easy access for teachers to review longitudinal student academic data to track student academic achievement. The grade book function will be accessible to staff in 2013-2014.
- The DIBELs web-site is actively used to produce, gather, store, and analyze student's strengths and weaknesses.
- Our computer-based MAP (Measures of Academic Performance) national assessment program aids teachers to diagnostically identify the strengths and weaknesses of students to assist in differentiating instruction.
- Shared Folders on the Local Area Network (LAN) provides easier and more efficient communication tool when preparing report cards for parents.

The following bulleted list provides additional support for the Harrison Township School Districts use of strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities:

- Use technology to support learner-centered strategies that address the diverse needs of students.
- Use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.
- Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools.
- Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
- Use methods and strategies for teaching concepts and skills that support integration of research tools.

- Use methods and strategies for teaching concepts and skills that support integration of problem solving/decision-making tools.
- Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.
- Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.
- Use methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.
- Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.
- Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.

Please note that the Harrison Township School District is a K to 6 system. Our students will be assessed via the state testing system PARCC in 2014-2015 in grades 3 through 6. Are students will have been exposed to the testing procedures and protocols and future technology purchases will meet or exceed the PARCC guidelines.



Through our formative and summative technology applications and our curriculum integration, the district will continue to align and improve upon our scope and sequence as it relates to the needs of our sister school - Clearview Regional High School District. This articulation is facilitated through purposeful and active communication and collaboration with Clearview Regional High School District. This articulation has been developed to ensure the attainment of technological skill development of our students in preparation for the eighth grade assessment. Additional articulation will continue to occur between Harrison Township, Mantua Township, and Clearview Regional school district to further support the equitable use and access of technology for our school community.



V. Professional Development Strategies

Andrew P. Davis, Director of Curriculum and Instruction, the building-based (HTS and PVS) and district-based Professional Development Committee, as well as the full administration team are responsible for coordinating the professional development opportunities of this district.

Describe the planned professional development strategies by addressing each of the following questions:

PD Question One: How will ongoing, sustained professional development be provided to all educators, (including administrators) that increase effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?

In-service days will be devoted to providing a variety of technology related workshops based on ongoing needs assessment. In-service days will be devoted to the development and refinement of short and long term technology applications as appropriate. Our long-range goal is the develop technology coaches at each grade level so that grade level projects continue to be implemented and refined. As staff members investigate new technology resources through mini-grants, they will be expected to train their colleagues in their use with our students. An additional goal is to continue to support the opportunity, for interested staff members that have the ability to lead and turn-key trainings, to attend out-of-district workshops and sessions as appropriate to keep abreast of the latest technology trends and future changes that will potentially affect student learning.

The administrative team will remain abreast of current research through personal research study groups and applicable workshop attendance. A current area of study is focused on Achieve New Jersey and educator effectiveness. The administrative team is being trained and assessed in the consistent and accurate evaluation of staff through the Teachscape portal and the Danielson 2013 model.

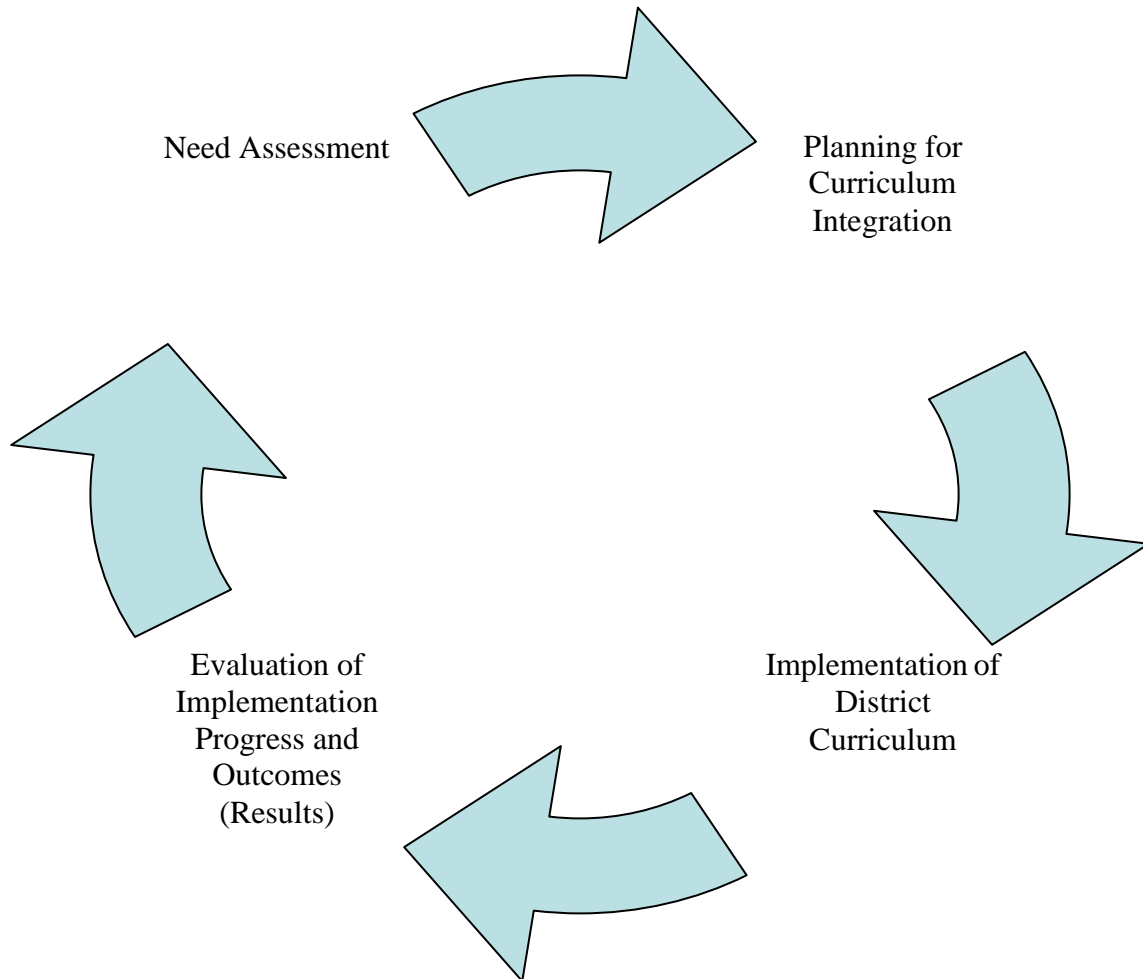
Workshop, trainings and trainers will be actively sought to support staff development and to provide the catalyst for change in the design and delivery of our (21st century) curriculum. Our library media specialist created and presented the first formal library media science curriculum at a national conference and will be presenting the document to our Board of Education for formal approval and adoption during the 2013-14 school year. Our in-house in-service days are open to all administration, faculty, and staff and offer a variety of technology related workshops (e.g. book clubs, blogs, NINGs, etc.).

PD Question Two: What professional development opportunities, resources, and support (on-line or in person) exist for technical staff?

Our technology coordinator and support staff attend workshops, and courses as appropriate, to keep abreast of the latest technology trends that will positively affect student, faculty, staff, administration, and parent learning. They attend yearly conferences which include Techspo. The technology staff also attends Gloucester County Technology Committee meetings and tri-district meetings. The tri-district meetings continue to foster the relationships between technical staff, faculty, and administration through collaborative conversation and interactions which continue to support student academic growth within the Harrison Township, Mantua Township, and Clearview Regional school districts.

PD Question Three: How will professional development be provided to educators on the application of assistive technologies to support educating all students?

After careful review of individual student needs in conjunction with the review of the Quality Indicators for Assistive Technology Services (QIAT) self-evaluation matrices individual student action plans will be developed. Teacher and support staff will be trained in using the specific assistance technology. As the students' IEP are reviewed so shall the effectiveness of these interventions. A cyclical needs assessment, training/planning for integrators, implementation, and evaluation model will be utilized to foster sustainability and growth in the area of assistive technology. The philosophical, theoretical, research-supported, and practical implication of Universal Design for Learning will be peppered throughout the districts' in-service days, publications, and presentations.



Professional Development for 2013-2014

Professional development detail is provided for the first school year of the educational technology plan. The table illustrates the aspects of technology that need to be developed and/or enhanced, the professional development that is planned to address or strengthen these needs, and the follow-up support that will be provided after the professional development is completed. The table below is based on the Harrison Township School District educators' proficiency and the identified needs for professional development. The chart includes the ongoing, sustained, high-quality professional development opportunities planned for 2013-2014 as it relates to the infusion of technology into the curricular process. The information provided below includes a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. The chart also includes a description of the involvement of all partners associated with professional development for the district.

Educators' Proficiency / Identified Need	Ongoing, sustained, high-quality professional development planned for 2013-2014	Support
<p>Integrating technology into the content areas based on the applications determined by various curriculum committees (e.g. ELA, math, science, social studies, and technology).</p> <p>Infusion of the NJCCCS 8.1 & 8.2 throughout the curricula (including special areas).</p> <p>Student access to technology in their learning environment; may include PARCC compliancy concerns</p> <p>Ongoing, sustained professional development to address the staff and students' needs for technology integration (see previous needs assessment for details).</p> <p>Identifying needs and barriers related to using educational technology as part of instruction</p>	<p>Ongoing Reading Street technology resources and technology application support.</p> <p>Summer curriculum development (across the content areas), e.g. application refinement, keyboarding, and math fluency.</p> <p>Continued committee work across the content areas to develop and refine short and long-term applications.</p> <p>In-Service days will be designed to meet the identified needs of the staff based on the scope of the applications. Specific times and dates will be part of the duties of the PD committee as well as the administrative team.</p> <p>Participation in out-of-district workshops (BER, EIRC, ETTC, ISTE, etc.).</p> <p>Continued communications with stakeholders in order to support the community knowledge of and ability to use technology.</p> <p>Accessibility Committee meetings as described in the action plan.</p>	<p>Resources (e.g. time, financial commitment, and <i>working</i> material resources).</p> <p>Committee members will be granted release time to develop the long and short term technology applications.</p> <p>Release time for peer observations and/or peer coaching.</p> <p>On-going faculty support via the effective use of grade level and team times.</p> <p>Collaboration/articulation time is slated at the beginning and/or the end of the school day based on the negotiated contract and also includes scheduled Professional Learning Community time.</p> <p>Turn-key training.</p> <p>Committee members will be granted release time to complete their research on assistive technology and webpage accessibility.</p>

Professional Development Strategies

As our district needs evolve and change over the next three years, our district is committed to informing, engaging, and training all stakeholders (e.g. staff, students, parents, faculty, community members, and administration) in the area of educational technology. The list below provides further insight into the projected professional development activities that will continue to support identified needs through 2016.

Hardware Applications

Interactive Whiteboards (Smart ©)
Document Cameras (Elmo ©)
Student Response Systems(Senteo)
Digital Cameras
Video Cameras (FLIP)

Exploration into Applications

Microsoft 8
Apple (iPads)
Notebooks
Tablets PCs
Google Chrome
THE Cloud

Software Applications

Reading Street
Microsoft Word
Microsoft Excel
Microsoft PowerPoint
Publisher
Movie Maker
EDM On-line
EduBlog
eBoard
Discovery Education
Qwerty Town
Edu Typing
Reflex Math
Kahn Academy

Digital Media

Digital Photos
Audio Podcasts
Video Podcasts
Streaming Video
Scanning Documents
PDF Documents

Data Analysis

NJ ASK
Reading Street 2013 ©
NWEA CCSS MAP
DIBELS
ACCESS

Cyber Safety

Web 2.0

Wikis
Google Applications
RSS Feeds
Social Networks (NING)
Blogging
Video Streaming
Animoto



VI. Evaluation Plan

The Harrison Township School District's technology plan committee has created a systematic method of evaluating all stakeholders' use of technology. Stakeholders include but are not limited to teachers (to enhance instruction and build student proficiency), students (to utilize technology effectively to apply, create and produce), administration (communicating and organizing data), and parents (to receive and interpret student data and assist student academic growth).

(VII) The various aspects of the plan are reviewed yearly or more often if needs arise. Areas of focus include the review of programs, technology systems, and curriculum to meet district, state and federal goals. Areas of evaluation include implementation practices, resources utilized, hardware and software systems, and technology-based curriculum objectives (content and skills).

Educational Technology Plan Evaluation Narrative

Describe the process to regularly evaluate how...

Telecommunications services, hardware, software and other services are improving education.

The equitable access to high-quality hardware, software, and on-line resources to support student learning; assistive technology provided as needed.

Review and refinement of district web-based resources to include but not limited to the content areas (ELA and Math) and the district web-site.

The authentic integration of technology throughout the content areas; global impact, career success, safety, ethics, inquiry, critical thinking, problem solving, decision making, communication skills, collaboration, independent learning, and life-long learning.

High speed intranet and internet to support collaboration and technology enhancement to meet or exceed the NJCCCS 8.1 & 8.2.

The maintenance of high-speed local area network for efficient use of technology resources.

Educational Technology Plan Evaluation Narrative

Describe the process to regularly evaluate how...

Effective integration of technology is enabling students to meet challenging state academic standards.

Analysis of the English Language Arts and mathematics scores from the New Jersey Assessment of Skills and Knowledge (NJ ASK 3, 4, 5, and 6); PARCC in 2015-16 (Calendar year).

Analysis of the NWEA CCSS MAP scores in grade K through 6 (Fall & Spring).

Review of in-house curriculum resources such as Reading Street, DIBELs, Reflex Math, Qwerty Town, and formative & summative curriculum assessments in Math, Science, and SS (Unit-based).

Review of mid- an end-of-trimester student reports by administration.

Ongoing curriculum revisions which include authentically infused technology skills throughout the content areas. The means of delivery will be enhanced by increasing the number of resources available to students and faculty as well as varying the types of resources available (e.g. laptop, desktops, PC, Apple, Smart, Microsoft, Pearson, Google, etc.)(Unit-based).

Continual review of applications and aligned assessments (rubrics) to ensure continual growth and academic rigor (Unit-based).

Tri-district articulations in the area of student technology skill development to review and refine the process of delivering and measuring student proficiency.

The LEA is meeting the identified goals in the educational technology plan.

Yearly reviews of technology goals, objectives, and attainment levels.

Review of student growth indicators (ELA, Math, and technology-based)(Unit-based).

Review of district technology systems and resources as they apply to the ever-changing Flat World, e.g. services, maintenance, upgrades, adaptations, and alternate resources (Yearly minimally).

Three-Year Technology Plan Evaluation Chart

The processes and accountability measures that are used regularly to evaluate the extent to which goals, objectives, activities, resources, and services are effective in:

Goals, Objectives, and Activities:

1. Integrating technology into Curricula and Instruction to promote 21st Century skills and global collaboration and outreach:

The evaluation of the student applications through:

- Observations by Teachers
- Grade Level and/or Team Meetings
- Observations by Administration
- Administrative Learning Walks
- Curriculum Revisions
- Analysis of Applications (projects and portfolios)
- Use of the Rubrics to evaluate all applicable grade level applications
- Staff Surveys (e.g. In-service and Yearly)
- Student Survey
- Parent Survey

*Because of the integrated nature of our curriculum, projects will be referred to as **applications** throughout this document.*

2. Enabling students to meet challenging state academic standards:

Analysis of the English Language Arts and mathematics scores from the New Jersey Assessment of Skills and Knowledge (Grades 3, 4, 5 and 6) and pre- and post-reading and mathematics assessments via the N.W.E.A. Measures of Academic Progress (Grades K through 6).

Review of progress and trimester student reports by administration.

Continual review of applications and the aligned assessments (rubrics) to ensure continual growth and academic rigor.

3. Developing life-long learning skills:

The evaluation of the student applications through:

- Observations by Teachers
- Grade Level and/or Team Meetings
- Observations by Administration
- Administrative Learning Walks
- Curriculum Revisions
- Analysis of Applications (projects and portfolios)
- Use of the Rubrics to evaluate all applicable grade level applications
- Staff Surveys (e.g. In-service and Yearly)
- Student Survey
- Parent Survey

Resources and Services:

Although this list is extensive, it is not all inclusive.

- Local Budget
- Service Providers
- Stakeholders
- Mainframe
- Phone System
- Internet Connectivity
- Multimedia Computers (desk and laptops)
- Interactive Whiteboards & LCD Projectors
- Student Response Systems
- Licenses (e.g. MAP, DIBELS, NWEA, Discovery Education, EduBlog, Survey Monkey, eBoard, etc.)
- Digital Media

VIII. Funding Plan

The following section provides the anticipated costs for the 2013-14, 2014-15, and 2016-2017 school years by source of funds (federal, state, local and other) and includes expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades, and other services including print media that will be needed to achieve the goals of this plan. It also allows for specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

This plan contains all elements for e-rate funding:

- ✓ Creation Date
- ✓ Technology Inventory
- ✓ Needs Assessment
- ✓ Three-year Goals
- ✓ Three-year Implementation and Strategies Table
- ✓ Professional Development Strategies
- ✓ Evaluation Plan

Although this is a continuation and refinement of previous plans (which all possess the aforementioned elements), this plan was formally approved by the Harrison Township Board of Education on April 29, 2013 and therefore created on this date.

The copy of the Board approval for this technology plan is included on page iii. A tentative technology budget follows for the three years of this plan. All yearly budgets are Board approved and available for review in the Harrison Township Business Office.



Harrison Township School District

Technology Funding Plan 2013-14

Area	Target Group	Estimated Cost	Funding Source
Digital Curriculum (NIMAS)	Students	\$500	Local
Assisted Technology & Augmentative Communication Devices	Special Needs Students	\$3,000	Local
Print materials to include but not limited to academic textbooks, workbooks and periodicals typically for professional development and professional development trainings.	Faculty & Staff Administration	\$4,000	Local NCLB
New/replacement hardware including but not limited to desktop computers, interactive whiteboards, printers, LCD's, and wireless lab equipment.	District	\$125,000	Local (Lease Purchase)
Network Capacity	District	\$60,000	Local (Lease Purchase)
Internet Connection	District	\$4,800	Local
Filtering	District	\$13,000 (2013-14) 3-Year License	Local
Software and electronically delivered learning materials and upgrades to current software (e.g. Reading Street, Qwerty Town, Reflex Math)	Students Faculty	\$65,000	Local
Licensure (e.g. AESOP, Brain Pop!, Discovery Education, Edu Blog, Enchanted Learning, Microsoft, NWEA CCSS MAP (K-6), Realtime)	Students Faculty	\$50,000	Local PTA
Phone/Voice Mail Systems	District	\$20,000	Local
Security Systems	District	\$17,000	Local
Technology Services: Personnel (Coordinator and Technician) Salary & Benefits	District	\$144,000	Local
Consultation Services – SJTP – Assisted Technology	Students Faculty & Staff	\$4,000	Local

Harrison Township School District

Tentative Technology Funding Plan 2014-2015

Area	Target Group	Estimated Cost	Funding Source
Digital Curriculum (NIMAS)	Students	\$500	Local
Assisted Technology & Augmentative Communication Devices	Special Needs Students	\$3,000	Local
Print materials to include but not limited to academic textbooks, workbooks and periodicals typically for professional development and professional development trainings.	Faculty & Staff	\$4,000	Local
	Administration		NCLB
New/replacement hardware including but not limited to desktop computers, interactive whiteboards, printers, LCD's, and wireless lab equipment.	District	\$150,000	Local (Lease Purchase)
Network Capacity	District	If Needed	Local
Internet Connection	District	\$5,000	Local
Filtering	District	3-Year License	Local
Software and electronically delivered learning materials and upgrades to current software (e.g. Reading Street and CCSS Math)	Students	\$130,000	Local
	Faculty		Local
Licensure (e.g. AESOP, Brain Pop!, Discovery Education, Edu Blog, Enchanted Learning, Microsoft, NWEA CCSS MAP (K-6), Realtime, Qwerty Town, Reflex Math)	Students	\$50,000	Local
	Faculty		PTA
Phone/Voice Mail Systems	District	\$20,000	Local
Security Systems	District	\$17,000	Local
Technology Services: Personnel (Coordinator and Technician) Salary & Benefits	District	\$150,000	Local
Consultation Services – SJTP – Assisted Technology	Students	\$4,000	Local
	Faculty & Staff		Local

Harrison Township School District

Tentative Technology Funding Plan 2015-2016

Area	Target Group	Estimated Cost	Funding Source
Digital Curriculum (NIMAS)	Students	\$500	Local
Assisted Technology & Augmentative Communication Devices	Special Needs Students	\$3,000	Local
Print materials to include but not limited to academic textbooks, workbooks and periodicals typically for professional development and professional development trainings.	Faculty & Staff	\$4,000	Local
	Administration		NCLB
New/replacement hardware including but not limited to desktop computers, interactive whiteboards, printers, LCD's, and wireless lab equipment.	District	\$100,000	Local (Lease Purchase)
Network Capacity	District	If Needed	Local
Internet Connection	District	\$5,200	Local
Filtering	District	\$10,000 Websense	Local
Software and electronically delivered learning materials and upgrades to current software (e.g. Reading Street and CCSS Math)	Students Faculty	\$130,000	Local
Licensure (e.g. AESOP, Brain Pop!, Discovery Education, Edu Blog, Enchanted Learning, Microsoft, NWEA CCSS MAP (K-6), Realtime, Qwerty Town)	Students	\$50,000	Local
	Faculty		PTA
Phone/Voice Mail Systems	District	\$20,000	Local
Security Systems	District	\$18,000	Local
Technology Services: Personnel (Coordinator and Technician) Salary & Benefits	District	\$157,000	Local
Consultation Services – SJTP – Assisted Technology	Students	\$4,000	Local
	Faculty & Staff		

APPENDICES

Board of Education Policy 4281.1 (Acceptable Use Policy)

New Jersey Core Curriculum Content Standards 8.1 & 8.2

Curriculum MAP of Technology Units

Technology Curriculum Objectives Matrix

Acceptable Use Policy: Staff

Acceptable Use Policy: Students

Photo Release: Students

Equipment Sign-Out: Students

Faculty & Staff Survey: 2012-2013

Technology In-Service Surveys

October 8, 2012

November 12, 2012

January 18, 2013

APPENDIX A

Board of Education Policy 4281.1 (Acceptable Use Policy)

FILE CODE 4218.1

Monitored
 Mandated
 Other

ACCEPTABLE USE POLICY FOR NETWORKED SYSTEMS AND THE INTERNET

Students, staff and administration of the Harrison Township School District have the opportunity to access the Internet to facilitate the need to prepare students, staff and administrators to be computer literate in an increasingly technological world, to foster educational and personal growth in technology, information gathering and communication skills. The District supports resources that will enhance the learning environment with direct guidance from faculty and staff. The goal of the Board of Education in providing networked and Internet services to faculty and students are to promote educational excellence. Use of the Internet is intended to supplement and enhance the District's curricula.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Public domain software and graphics of all types for school use.
3. Discussion groups on a plethora of topics.
4. Many university Library Catalogs, the Library of Congress and a large collection of relevant information to educators and students.

With the Internet comes the availability of material that may be objectionable, obscene, or inappropriate in an educational setting. Precautions have been taken to restrict access by students to controversial materials. However, the school district cannot ensure that determined students will not defeat the precautions and access objectionable or offensive material.

THE TERMS AND CONDITIONS OF USING THE INTERNET ARE AS FOLLOWS:

1. **Acceptable Use:**

Student and faculty use must be in support of education and research. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material. Commercial activities, product advertisement, and political lobbying are also prohibited.

2. **Privileges:**

The use of the Internet is a privilege, not a right. Inappropriate use will result in the loss of user privileges.

3. Network Etiquette:

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Keep messages short and to the point.
- b. Use appropriate language.
- c. Electronic mail (email) is not private. Messages relating to or in support of illegal activities will be reported to the proper authorities and will result in the loss of user privileges.
- d. Do not reveal the address or phone number of anyone.
- e. Do not use the network in such a way that you would disrupt the use of the network by other users.
- f. All communications and information accessible via the network should be assumed to be the private property of the author, and therefore, subject to all copyright regulations.

4. No Warranties:

The Board of Education makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school district will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, no-deliveries, or service interruptions caused by the school district or Internet Service Provider's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk.

5. Security:

Security on any computer system is high priority, especially when the system involves many users. Attempts to log on to the Internet using another individual's password or giving a password to another individual may result in the loss of user privileges. Any user identified as having a history of problems with the district's computer systems may be denied access to the Internet.

6. Vandalism and Harassment:

- a. Vandalism is defined as any attempt to harm, modify or destroy data of another user, Internet or other networks. This includes the uploading or creating of computer viruses.
- b. Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment also includes the sending of unwanted mail.
- c. Vandalism or harassment will result in cancellation of user privileges.

7. Monitoring:

Use of the Internet will be monitored. Network storage areas will be treated like school lockers. Network managers will be reviewing files and communications to maintain system integrity and to ensure that users are using the system properly.

8. Inappropriate Uses:

The following are examples of inappropriate uses but are not limited to:

- a. Using the network for financial or commercial gain.
- b. Using copyrighted material without expressly written permission.
- c. Using the network to lobby for votes.
- d. Using the network to access/distribute pornography.
- e. Using the network to send/receive inflammatory messages.
- f. Creating a computer virus and/or placing it on the network.
- g. Using the network to send/receive a message with someone else's name on it.
- h. Using the network to send/receive a message that is inconsistent with the school's code of conduct.
- i. Using the network to provide addresses or other personal information that others may use inappropriately.
 - j. Using the network for sending/receiving/storing a large number of personal messages or files.
- k. Using finite resources in a wasteful manner.
- l. Interfering with computer systems in the Harrison Township School District, or anywhere else, is an effort to obtain private information, have the computer malfunction or destroy data.

9. Not All-Inclusive:

This Acceptable Use Policy is not all-inclusive. There may be actions, not listed in this policy, taken by users that are inappropriate. These actions may result in the loss of user privileges and other disciplinary measures. A school administrative staff will be the final judge as to what is inappropriate use.

This policy is established by the Harrison Township Board of Education and will be upheld by District School Administrators.

Board Approval: May 25, 1998

APPENDIX B

New Jersey Core Curriculum Content Standards 8.1 & 8.2

2009 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
		8.1.P.A.2	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
		8.1.P.A.3	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
		8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.
		8.1.P.A.5	Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
		8.1.P.A.6	Turn smart toys on and off.
2	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
		8.1.2.A.2	Use technology terms in daily practice.
		8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
		8.1.2.A.4	Create a document with text using a word processing program.

		8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate .
4	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.4.A.1	Demonstrate effective input of text and data using an input device.
		8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
		8.1.4.A.3	Create and present a multimedia presentation that includes graphics.
		8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
		8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a multimedia presentation including sound and images.
		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
12	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications .	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
		8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

		8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
		8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		B. Creativity and Innovation	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.P.B.1	Use a digital camera to take a picture.
2	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources .
4	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.4.B.1	Produce a media-rich digital story about a significant local event or issue based on first-person interviews.
8	The use of digital tools and media-rich resources enhances creativity	8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also

	and the construction of knowledge.		known as a shared hosted service).
12	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.	8.1.12.B.1	Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		C. Communication and Collaboration	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.P.C.1	Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
		8.1.P.C.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-Rom, DVD, or other storage device and press "play" and "stop."
2	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
4	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
8	Digital tools and environments support the learning process and	8.1.8.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a

	foster collaboration in solving local or global issues and problems.		global problem or issue, and propose possible solutions.
12	Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		D. Digital Citizenship	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
4	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
		8.1.4.D.2	Analyze the need for and use of copyrights.
		8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
		8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.

		8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
12	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
		8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
		8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
		8.1.12.D.4	Explain the impact of cyber crimes on society.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		E. Research and Information Literacy	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Effective use of digital tools assists in gathering and managing information.	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
2	Effective use of digital tools assists in gathering and managing information.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
4	Effective use of digital tools assists in gathering and managing information.	8.1.4.E.1	Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

		8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8	Effective use of digital tools assists in gathering and managing information.	8.1.8.E.1	Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
12	Effective use of digital tools assists in gathering and managing information.	8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
		8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		F. Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.P.F.1	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
2	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.2.F.1	Use mapping tools to plan and choose alternate routes to and from various locations.

4	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.
8	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.8.F.1	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
12	Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
		8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		A. Nature of Technology: Creativity and Innovation	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Technology products and systems impact every aspect of the world in which we live.	8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
4	Technology products and systems impact every aspect of the world in which we live.	8.2.4.A.1	Investigate factors that influence the development and function of technology products and systems.
		8.2.4.A.2	Using a digital format, compare and contrast how a technology product has changed over time due to

			economic, political, and/or cultural influences.
8	Technology products and systems impact every aspect of the world in which we live.	8.2.8.A.1	Explain the impact of globalization on the development of a technological system over time.
12	Technology products and systems impact every aspect of the world in which we live.	8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		B. Design: Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The design process is a systematic approach to solving problems.	8.2.2.B.1	Brainstorm and devise a plan to repair a broken toy or tool using the design process.
		8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
4	The design process is a systematic approach to solving problems.	8.2.4.B.1	Develop a product using an online simulation that explores the design process.
		8.2.4.B.2	Design an alternative use for an existing product.
		8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species, and the environment.
		8.2.4.B.4	Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.
8	The design process is a systematic	8.2.8.B.1	Design and create a product that addresses a real-world

	approach to solving problems.		problem using the design process and working with specific criteria and constraints.
		8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
		8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
12	The design process is a systematic approach to solving problems.	8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
		8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.
		8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand	C. Technological Citizenship, Ethics, and Society		
By the end of	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

grade			
2	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.2.C.1	Demonstrate how reusing a product affects the local and global environment.
4	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.
		8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.
		8.2.4.C.3	Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.
8	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.8.C.1	Explain the need for patents and the process of registering one.
		8.2.8.C.2	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
12	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a web-based publication that elicits further comment and analysis.
		8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
		8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative

			impacts.
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Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		D. Research and Information Fluency	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.2.D.1	Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
4	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.4.D.1	Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.
8	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.8.D.1	Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
12	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.12.D.1	Reverse-engineer a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		E. Communication and Collaboration	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
4	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.4.E.1	Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.
8	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.
12	Digital tools facilitate local and global communication and collaboration in designing products and systems.	8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world,	

as they relate to the individual, global society, and the environment.

Strand F. Resources for a Technological World

By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.2.F.1	Identify the resources needed to create technological products and systems.
4	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.4.F.1	Describe how resources are used in a technological product or system.
		8.2.4.F.2	Explain how resources are processed in order to produce technological products and systems.
8	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.
		8.2.8.F.2	Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
12	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
		8.2.12.F.2	Explain how material science impacts the quality of products.
		8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		G. The Designed World	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.2.G.1	Describe how the parts of a common toy or tool interact and work as part of a system.
		8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.
4	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.4.G.1	Examine a malfunctioning tool and use a step-by-step process to troubleshoot and present options to repair the product.
		8.2.4.G.2	Explain the functions of a system and subsystems.
		8.2.4.G.3	Evaluate the function, value, and aesthetics of a technological product, system, or environment from the perspective of the user and the producer.
8	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.
12	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.12.G.1	Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

BASIC TECHNOLOGY TERMS

Basic technology terms for preschool: Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

CONTROVERSIAL ISSUE

Controversial issue: For example, global warming, scarcity of water, alternative energy sources, election campaigns.

CURRENT AND EMERGING TECHNOLOGY RESOURCES

Current and emerging technology resources: For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

DATA COLLECTION TECHNOLOGY

Data-collection technology: For example, probes, handheld devices, and geographic mapping systems.

DEVELOPMENTALLY APPROPRIATE

Developmentally appropriate: Students' developmental levels prescribe the learning environment and activities that are used.

DIGITAL LEARNING GAME

Digital learning game: For example, Alice, Lively.

DIGITAL TOOLS1

Digital tools for grade 2: For example, computers, digital cameras, software..

DIGITAL TOOLS2

Digital tools for grades 4, 8, and 12: For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

ELECTRONIC AUTHORIZING TOOL

Electronic authoring tools: Software that facilitates online book development (e.g., multimedia electronic book).

MAPPING TOOLS

Mapping tools: For example, Google earth, Yahoo maps, and Google maps.

MEDIA-RICH RESOURCES

Media-rich: Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

MULTIMEDIA PRESENTATION

Multimedia presentation: For example, movie, podcast, vlog.

ONLINE DISCUSSIONS

Online discussion: UNICEF, Oracle, i-Earn, blogs, wikis.

ONLINE LEARNING COMMUNITY

Online learning community: For example, i-Earn, Ning, blogs, wikis, Second Life.

OPERATIONS AND RELATED APPLICATIONS

Operations and related applications: For example, saving a word processing file to a network drive, printing a spreadsheet.

REVERSE-ENGINEER

Reverse engineer: To isolate the components of a completed system.

SHARED HOSTED SERVICE

Shared hosted services: For example, podcasts, videos, or vlogs.

TECHNOLOGIES

Technologies: Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

VIRTUAL ENVIRONMENTS

Virtual environments: For example, games, simulations, websites, blogs.

WEB-BASED PUBLICATION

Web-based publication: For example, web pages, wikis, blogs, ezines.

APPENDIX C

Curriculum MAP of Technology Units

Curriculum Map of Technology Units

Kindergarten	<ul style="list-style-type: none"> Keyboard Skills Mouse Mastery Interactive Storybooks Internet Use & Safety
Grade 1	<ul style="list-style-type: none"> Keyboard Skills Mouse Mastery Interactive Storybooks Internet Skills Computer Graphics Internet Safety
Grade 2	<ul style="list-style-type: none"> Keyboard Skills Mouse Mastery Word Processing Electronic Research Computer Graphics Electronic Books Internet Safety
Grade 3	<ul style="list-style-type: none"> Keyboard Skills (and Secure Computer Literacy) Word Processing Multi-Media Presentation Electronic Research Electronic Book Math Software Science Software Spreadsheets I Spreadsheets II Internet Safety Internet Etiquette Computer Uses
Grade 4	<ul style="list-style-type: none"> Secure Technology Skills Word Processing Multi-Media Presentation Electronic Research Electronic Books Math Software Science Software Spreadsheets Internet Safety Internet Etiquette Computer Uses
Grade 5	<ul style="list-style-type: none"> Secure Technology Skills Word Processing Multi-Media Presentation Electronic Research Electronic Books Math Software Science Software Spreadsheets Internet Safety Internet Etiquette Computer Uses
Grade 6	<ul style="list-style-type: none"> Secure Technology Skills Word Processing Multi-Media Presentation Electronic Research Electronic Books Math Software Science Software Spreadsheets Art Connection Internet Etiquette Internet Safety Computer Uses

APPENDIX D

Technology Curriculum Objectives Matrix

Skills	K	1	2	3	4	5	6
<i>Expectations are set for end of each grade level</i>							
Word	X	X	X	X	X	X	X
Open/Close/Save as	B	S	S	S	S	S	S
Printing document	B	S	S	S	S	S	S
Clip Art (format)		B	D	D	D	S	S
Heading (HTWP Standard)		B	D	S	S	S	S
Undo/Redo		B	B	D	S	S	S
Font/Size/Color		B	D	S	S	S	S
Spacing (word and punctuation)		B	B	D	S	S	S
Spell Check			B	D	D	D	S
Alignment			B	D	S	S	S
Cut/Copy/Paste			B	D	S	S	S
Word Art				B	D	S	S
Thesaurus				B	D	D	S
Portrait/Landscape				B	D	S	S
Grammar Check				B	D	D	S
Text Wrapping (photos)					B	D	D
Bullets (numbering)					B	D	S
Insert Photos					B	D	S
Insert Table						B	D
Columns							B
Proper Paragraph Structure				B	D	S	S
Line Spacing						B	D
PowerPoint			X	X	X	X	X
Printing Handouts			B	B	D	D	D
Purpose (why do you use program?)			B	D	S	S	S
Slide Layout			B	B	D	D	S
Background			B	D	D	S	S
Text (insert and format)			B	D	D	S	S
Graphics (insert and format)			B	B	D	D	S
Insert New Slide			B	B	D	S	S
Insert Chart/Table			B	B	B	B	B
Animations						B	B
Sounds						B	B
Transitions						B	B
Present presentation orally			B	D	D	S	S
Excel				X	X	X	X
Purpose of program				B	B	D	D
Basic terminology				B	B	D	D
Input Data to blank spreadsheet				B	B	D	D
Format				B	B	D	D
Format font, size and color				B	B	D	S
Use fill color to change the look of the table							B
Use borders to change the look of the table							B
Format cells, rows and columns							B
Create Charts				B	B	B	B
Print Spreadsheet				B	B	D	D
Print Chart				B	B	D	D
Insert Functions							B
Sort data						B	B
Publisher					X	X	X
Purpose					B	B	D
Choose Appropriate Template					B	B	D
Printing Project					B	B	D
EduBlog (Not Mandatory)							
Purpose/usage (etiquette, appropriateness)		B	D	S	S	S	S
Access website		B	D	S	S	S	S
Log in to blog		B	D	D	S	S	S
Select blog from Dashboard (click Visit Site)		B	D	S	S	S	S
Select post		B	D	S	S	S	S
Post/submit comment		B	D	S	S	S	S

Access non-primary blogs (Blogroll or Dashboard)		B	B	B	D	S	S
Create, copy and paste blog post from Word			B	D	D	S	S
Select category				B	D	D	D
Computer Literacy	X	X	X	X	X	X	X
Safe Usage	B	B	D	D	D	D	D
Log on/off	B	D	S	S	S	S	S
Terminology	B	D	S	S	S	S	S
Troubleshooting	B	B	D	D	D	D	D
o Keyboard (num lock, caps lock)		B	D	D	S	S	S
o Headphones (volume, no sound)	B	D	D	D	D	S	S
o Power (computer/monitor will not turn on, or turns off while using it)	B	D	D	D	D	S	S
	B	B	D	D	S	S	S
Mouse Usage	B	B	B	D	D	S	S
Mouse usage (left click)	B	D	S	S	S	S	S
Mouse usage (right click, wheel)				B	D	S	S
Start Menu Selection to launch software	B	D	D	S	S	S	S
Navigate Desktop & Icons	B	B	B	D	D	S	S
Choose Printer					B	B	D
Change Print Settings (ex: # of pages, orientation)						B	B
Access Student Drive						B	D
Camera Usage	B	B	B	B	B	B	B
Minimize/Maximize		B	D	D	S	S	S
Dual Program Usage				B	D	S	S
Keyboarding	X	X	X	X	X	X	X
Posture/Positioning	B	B	D	D	S	S	S
Multiple Key Usage	B	B	D	D	S	S	S
Key Functions	B	B	B	D	D	D	D
Appropriate Accuracy	The						
	The						
	Program						
	will take						
	care of this						
Appropriate Speed							
Reference and Research	X	X	X	X	X	X	X
Access Internet	B	D	S	S	S	S	S
Navigate Websites	B	B	D	D	D	S	S
Entering Web Address		B	B	B	D	D	S
Usage of Search Engines			B	B	D	D	D
Citing Sources/ Fair Use/ CC		B	B	B	B	D	D
Copy/Paste Information					B	D	D
Awareness of Bias/Accuracy					B	B	D
Global Awareness							
Printing (website or selection)				B	B	D	D
Other: if/when applicable							
Photo Story							
Skype							
Audio/Visual Equipment							
Airliners							
SMARTBOARD							
Notebook Software							
Senteo							
Touch Screen Monitor							
Interactive Games							
Access E-Board							
Access/use materials on disc, tape and dvd							
Kahn Academy							
Reflex Math							
	K	1	2	3	4	5	6
CyberSafety		B					
Knowledge/understanding of AUP & Photo Release	S	S	S	S	S	S	S
Password Creation	N/A	B	B	D	S	S	S
Web browsing (privacy, spam, pop ups, search engines, tracking, and downloads)	B	B	B	D	S	S	S
Privacy	B	B	B	D	S	S	S
Permanence	B	B	B	D	S	S	S
Cyber bullying	B	B	D	D	S	S	S
Copyrights	N/A	B	B	D	D	S	S

APPENDIX E

Acceptable Use Policy: Staff

Harrison Township School District

ACCEPTABLE USE POLICY - STAFF

Acceptable use policies are in accordance with Board Policy file code 4218.1. The Board Policy can be found on the district website and is also available upon request.

General Information:

The Harrison Township School District (HTSD) provides computer equipment, computer services, and Internet access to its students and staff (herein referred to as users) for educational purposes only. The Harrison Township School District believes that all staff should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services available to staff offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination, and the use of global communication resources. The “system administrators” referred to herein are employees of HTSD. They are the administrators of the computer system, and, as such, reserve the right to monitor all activity on network facilities.

Because of the complex association between so many government agencies and networks, the end user of these networks must adhere to strict guidelines. They are provided here so that staff, community, and student users and the parents/guardians of students are aware of their responsibilities. The district may modify these rules at any time by publishing modified rule(s). The signatures of the staff on the district-approved permission form are legally binding and indicate that the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules established under this policy.

Communications on the network are often public in nature. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Staff should not expect that files stored on district servers will be private.

Within reason, freedom of speech and access to information will be honored. As teachers of younger students, staff members are expected to guide them toward appropriate material. Older students will have more responsibility for locating appropriate materials. The following are examples of inappropriate uses but are not limited to:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another person’s account
- Trespassing in another person’s files
- Intentionally wasting limited resources
- Employing the network for financial, political or commercial purposes
- Opening/saving files from outside school network that have not been scanned for viruses
- Photographing or videotaping on school property without checking photo/video release forms.

Violations may result in a loss of access as well as other disciplinary or legal action. Staff specifically agrees to indemnify the HTSD and the system administrators for any losses, costs, or damages, including reasonable attorney's fees incurred by the District relating to, or arising out of any breach of this agreement by the user. Network resources are to be used by the user for his/her person only; commercial uses are strictly prohibited. Each user is personally responsible for his/her own behavior.

On-Line Conduct and Expectations:

Any action by a network user that is determined by an administrator to constitute an inappropriate use of network resources is strictly prohibited and may result in termination of the offending member's account and other action in compliance with the District's Board policy. Additionally, improper use of resources that restricts or inhibits other members from using and enjoying those resources is prohibited. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information, or software in violation of any local, state, or federal law is also prohibited and is a breach of the terms of this agreement. The use of computers is for educational purposes.

Software Libraries:

Software is provided to users as a curricular resource. No user may install, upload, or download software, without the expressed written consent of the system administrator. Any software having the purpose of damaging other members' accounts or the District network (example: computer viruses) is specifically prohibited. The school or system administrators, reserve the right to refuse the posting of files. Additionally, files may be removed at any time without notice. The school or system administrators further reserve the right to immediately terminate the account or take action consistent with the District's Board policy of a member who misuses the software libraries.

Copyrighted Material & Plagiarism:

Copyrighted material must not be placed on any system connected to the network without the author's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the system. Users may review copyrighted materials for their own use. Software copyright laws will be followed to the fullest extent. Additionally, proper citation is required for use of copyrighted materials.

Live Interactive Communication Areas:

The school and system administrators reserve the right to immediately terminate the account of, or take action consistent with the District's Board policy against, a user who misuses the real time conference features (e.g. ooVoo, Skype, video chat, webcasting).

Electronic Mail:

Staff will have Electronic mail (email) accounts. District email is not to be used for commercial or for-profit purposes (i.e. business purposes). Announcements of sharing and caring in relationship to illnesses and family tragedy and hopefully happy events can continue over the general Harrison and Pleasant Valley user accounts. Please be sensitive when composing notices. These accounts may be monitored by administration.

Solicitation Email Group

Staff will utilize the "Solicitation" email group to solicit support for non-profit (non-personal gain) fund raisers that are not school sponsored. This group may be monitored by administration. If you are interested in being a member of this user account please email the system administrator.

Disk Storage:

The system administrators reserve the right to set quotas for disk storage on the system. A user who exceeds his/her quota will be advised to delete files to return to compliance. A user who remains in non-compliance of disk space quotas after seven days of notification will have their files removed by a system administrator.

Security:

Security on any computer system is a high priority, especially when the system involves many users. If a user feels that he/she can identify a security problem on the system, the user must notify the system administrator. The user should not demonstrate the problem to anyone except the system administrator.

Password Security:

In order to maintain proper system security, a user must not let others know their password, as this would allow others access to their account. Attempts to log in to the system using another user's account or as a system administrator will result in termination of the account of the user in violation. Users should immediately notify a system administrator if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any user identified as a security risk will have his/her account terminated and be subject to other disciplinary action.

Vandalism:

Vandalism will result in cancellation of system privileges and other disciplinary measures in accordance with the District's Board policy. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other networks that are connected to the Internet backbone or of doing intentional damage to hardware or software resident on the system. This includes, but is not limited to, the uploading or creation of computer viruses.

Game Playing:

Game playing is permitted when previewing for class purposes and the game conforms to the curricular goals of the District.

Printing:

The printing facilities of the HTSD network should be used judiciously. Unnecessary printing is a drain on the capacity of the networks, adds expense, and shortens the life of equipment.

Laptops & Netbooks: (portable devices)

Laptops and other portable computing devices are supplied by the administration as instructional tools for the classroom. It is understood that it takes time and practice for teachers to become accustomed to using these devices. As such teachers may take these devices home to continue to work with them and increase their proficiency in using them. When in personal possession of equipment the staff member is responsible for its care and safety.

Harrison Township School District

ACCEPTABLE USE POLICY FOR STAFF

Statement of Purpose

The Harrison Township School District (HTSD) provides staff with technology for the purpose for which it was intended, that is, in support of education and consistent with the purposes of the HTSD. Priority use of the computing facilities will be for work directly related to the school curricula. Personal use of technology is not permitted during student contact time and/or work related responsibilities. All school Internet use is filtered and may be monitored. Communications and files on the network should be considered public information.

The following are our agreements about the use of technology in the schools of HTSD.

Terms of Agreement

When completing the Acceptable Use Policy, please print all information, except when a signature is required.

My Name: _____ **My School:** _____

I have read the Acceptable Use Policy for the Harrison Township School District. As a user of the school's network, I hereby agree to comply with all stated rules in the Acceptable Use Policy. In summary, I understand the following:

1. I will only use the computer account provided to me and will take responsibility to protect my account from unauthorized access.
2. I will not give my password or personal information to anyone and will take steps to prevent others from learning my password and personal information.
3. I will not copy unauthorized software into local drives or onto the network drive.
4. I will not attempt to maliciously access, acquire, or modify in any way information that belongs to another person.
5. I will not copy unauthorized software onto local drives or onto the network drive.
6. I agree to abide by any patent, copyright, or license restrictions that relate to the use of the computing facilities, programs, or documentation.
7. I agree not to use technology to violate the terms of any software licensing agreement.
8. I agree not to use technology to violate any applicable local, state, or federal laws.
9. I agree not to review or download any material that is obscene, vulgar, or otherwise inappropriate.
10. I agree not to use the computing facility to disseminate defamatory, inaccurate, abusive, obscene, profane, threatening, racially offensive, intimidating, or illegal material; these acts may be considered cyber bullying.
11. I agree to promptly disclose any message or contact that is inappropriate or makes me feel uncomfortable to a supervisor.
12. I agree not to damage or vandalize any computer equipment. I agree not to introduce any virus into the system; I understand that transferring files from computers outside the district network increases my chances of spreading a virus and I will take steps to prevent these types of viruses.
13. I agree to use the computer resources efficiently and not to intentionally waste these resources.
14. I agree that as a network user I will notify the staff member in-charge of any security problem on the district system that I might identify.
15. I agree not to use district e-mail for commercial, political, or for-profit purposes.
16. I understand that if I violate any condition in the acceptable use policy, I may lose my privilege of using the computers, the networks, and/or the Internet. I understand that users may be held financially responsible for intentional losses, costs, or damages to any school computer equipment or system. Additionally I understand that I may face further penalties at the district level; based on the severity of my actions, legal action may become necessary.

Staff Member Signature: _____

Date Signed: _____

APPENDIX F

Acceptable Use Policy: Students

Harrison Township School District

ACCEPTABLE USE POLICY FOR STUDENTS 2013-2014

Acceptable use policies are in accordance with Board Policy file code 4218.1. The Board Policy can be found on the district website and is also available upon request.

General Information:

The Harrison Township School District (HTSD) provides computer equipment, computer services, and Internet access to its students and staff for educational purposes only. The HTSD believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination, and the use of global communication resources. The "system administrators" referred to herein are employees of the HTSD. They are the administrators of the computer system, and, as such, reserve the right to monitor all activity on network facilities.

Because of the complex association between so many government agencies and networks, the end user of these networks must adhere to strict guidelines. They are provided here so that staff, community, and student users and the parents/guardians of students are aware of their responsibilities. The district may modify these rules at any time by publishing modified rule(s). The signatures of the students and/or parents on the district-approved permission form are legally binding and indicate that the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules established under this policy.

Students are responsible for good behavior on school computers and networks, just as they are in a classroom or school hallway. Communications on the network are often public in nature. The network is provided for students to conduct research and communicate with others. Access to network services is given only to students who agree to act in a considerate and responsible manner. Parent permission is required. *Access is a privilege – it is not a right.* Access entails responsibility. It is presumed that users will comply with district standards and will honor the agreements they have signed. Precautions have been taken to restrict access by students to controversial materials. However, HTSD cannot ensure that determined students will not defeat the precautions and access objectionable or offensive material.

System and/or school administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Students should not expect that files stored on district servers will be private. Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate material. Older students will have more responsibility for locating appropriate materials.

The following are examples of inappropriate uses but are not limited to:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Giving out personal information (your own or others)
- Violating copyright laws
- Using another person's account
- Trespassing in another person's files
- Intentionally wasting limited resources
- Employing the network for commercial purposes
- Printing without permission

- Viewing personal email without teacher permission and supervision
- Instant Messaging
- Opening/saving files from outside school network that have not been scanned for viruses
- Photographing or videotaping on school property without permission
- Accessing social media sites: i.e., Facebook, Youtube, Webkinz, etc. without teacher permission and supervision
- Accessing unapproved blogs, podcasts, and wikis
- Use of personal devices for internet access

Violations may result in a loss of access as well as other disciplinary or legal action. Additional disciplinary action or penalties may be determined at the building level. Students and their parents/guardians specifically agree to indemnify HTSD for any losses, costs, or damages, including reasonable attorney's fees incurred by the District relating to, or arising out of any breach of this agreement by the user. Commercial uses are strictly prohibited.

On-Line Conduct and Expectations:

Any action by a network user that is determined by an administrator to constitute an inappropriate use of network resources is strictly prohibited and may result in termination of the offending member's account and other action in compliance with the District's discipline code. Additionally improper use of resources that restrict or inhibit other members from using and enjoying those resources is prohibited. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information, or software in violation of any local, state, or federal law is also prohibited and is a breach of the terms of this agreement.

Software Libraries:

Software is provided to users as a curricular resource. No user may install, upload, or download software, without the expressed written consent of the system administrator. Any software having the purpose of damaging other members' accounts or the District network (example: computer viruses) is specifically prohibited. The school or system administrators, reserve the right to refuse the posting of files. Additionally, files may be removed at any time without notice. The school or system administrators further reserve the right to immediately terminate the account or take action consistent with the District's discipline code of a user who misuses the software libraries.

Copyrighted Material & Plagiarism:

Copyrighted material must not be placed on any system connected to the network without the author's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the system. Users may review copyrighted materials for their own use. Software copyright laws will be followed to the fullest extent. Additionally, proper citation is required for use of copyrighted materials.

Live Interactive Communication Areas:

The school and system administrators, reserve the right to immediately terminate the account of a member who misuses real-time conference features (ooVoo, Skype, talk, chat, Internet relay chat, etc).

Electronic Mail:

Students will not have Electronic mail (email) accounts and will be prohibited from access to third party email (ie. AOL, Comcast, Verizon, Hotmail, Yahoo, etc.) as well as instant messaging on the district computer network. E-mail accounts may be set up for classroom use by individual teachers upon written request to the network administrators.

Disk Storage:

The system administrators reserve the right to set quotas for disk storage on the system. A user who exceeds his/her quota will be advised to delete files to return to compliance. A user who remains in non-compliance of disk space quotas after seven days of notification will have their files removed by a system administrator.

Security:

Security on any computer system is a high priority, especially when the system involves many users. If a user feels that he/she can identify a security problem on the system, the user must notify his/her teacher or administrator. The user should not demonstrate the problem to anyone except the teacher, school administrator or system administrator.

Password Security:

In order to maintain proper system security, a user must not let others know their password, as this would allow others access to their account. Attempts to log in to the system using another user's account or as a system administrator will result in termination of the account of the user in violation. Users should immediately notify a school authority if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any user identified as a security risk will have his/her account terminated and be subject to other disciplinary action.

Vandalism:

Vandalism will result in cancellation of system privileges and other disciplinary measures in accordance with the District's discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other networks that are connected to the Internet backbone or of doing intentional damage to hardware or software resident on the system. This includes, but is not limited to, the uploading or creation of computer viruses.

Game Playing:

Game playing is permitted on the HTSD system only when terminals are not needed for other purposes and the game conforms to the curricular goals of the District.

Printing:

The printing facilities of the HTSD network should be used judiciously. Unnecessary printing is a drain of the capacity of the networks, adds expense, and shortens the life of equipment. By developing on-screen proofreading skills and practicing proper use of cut and paste techniques, users can and should conserve printing resources and help the system run more efficiently.



Harrison Township School District

ACCEPTABLE USE POLICY FOR STUDENTS 2013-2014

Parents and Students:

Please read together, sign, and return the document to the school.

Statement of Purpose

The Harrison Township School District (HTSD) believes that all students should have access to technology when they act in a responsible, efficient, courteous, and legal manner. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet use is filtered and monitored. Acceptable uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology in the schools of Harrison Township School District.

Technology Rules

Using technology correctly and responsibly is very important. I will follow these rules:

1. I will use all technology devices (i.e. desktops, laptops, cameras, etc.) carefully and not damage, change, or tamper with hardware, software, settings, or the network.
2. I will never use any form of electronic communications to hurt, frighten, or bully anyone.
3. I will use technology and the Internet for schoolwork only. I will use the programs and websites that my teacher has approved.
4. I will not share my passwords.
5. I will not view, send, or display inappropriate messages or pictures.
6. I will tell a trusted adult if I read or see something that is inappropriate. I will tell an adult if I see or hear something that makes me feel sad, scared, or uncomfortable.
7. I will obey copyright laws.
8. I will not use my personal email account or any personal electronic device at school except with the permission of a staff member, according to building policy.
9. I will print only when my teacher tells me to.
10. I will only use my own file or my own folder on the student server.
11. I will not open files that I bring in from outside school (i.e. Flash Drives, any storage device) that has not been scanned by a staff member.
12. I promise not to photograph, video, or record in any other way anything on school property or throughout the school day without permission.

Parent Signature: _____

Date: _____

I understand that if I break any of the rules, there will be consequences which may include the loss of privileges with technology.

Student Signature: _____

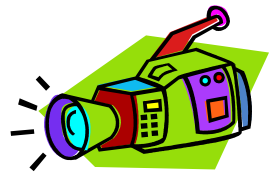
Date: _____

APPENDIX G

Photo Release: Students



Harrison Township School District Parental/Guardian Photo and Video Consent Form




We are sending you this parental consent form to both inform you and to request permission for your child's photo/image and/or personally identifiable information to be published on the district and/or school's web site or in press releases that are sent to newspapers or television stations.

As you are aware, there are potential dangers associated with the posting of personally identifiable information on a web site since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we as schools do want to celebrate your child and his/her work. The law requires that we ask for your permission to use information about your child.

Pursuant to law, we will not release any personally identifiable information without prior written consent from you as parent or guardian. Personally identifiable information includes student names, photo or image, residential addresses, e-mail address, phone numbers, and locations and times of class trips.

If you, as the parent or guardian, wish to rescind this agreement, **you may do so at any time** in writing by sending a letter to the principal of your child's school and such rescission will take effect upon receipt by the school.

Check ONE (1) of the following choices:

Parent's Choice	Overview	Includes		
	I/We DO NOT GRANT permission for my child's photo/image and first name & last initial to be included in various media outlets or district communications.			
	I/We GRANT permission for my child's photo/image and first name & last initial to be published in district communications.	Yearbook School Newsletters Classroom Newsletters Classroom E-mails EduBlog (password protected) PTA Communications		
	I/We GRANT permission for my child's photo/image and first name & last initial to be published in various media outlets and district communications.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> District Website & Facebook Newspaper (e.g. Student of the Month, Honor Roll, and Superintendent's List) Television E-Boards </td> <td style="width: 50%; border: none; vertical-align: top; text-align: center;"> Yearbook School Newsletters Classroom Newsletters Classroom E-mails EduBlog (password protected) PTA Communications </td> </tr> </table>	District Website & Facebook Newspaper (e.g. Student of the Month, Honor Roll, and Superintendent's List) Television E-Boards	Yearbook School Newsletters Classroom Newsletters Classroom E-mails EduBlog (password protected) PTA Communications
District Website & Facebook Newspaper (e.g. Student of the Month, Honor Roll, and Superintendent's List) Television E-Boards	Yearbook School Newsletters Classroom Newsletters Classroom E-mails EduBlog (password protected) PTA Communications			

Student's Name: (please print) _____ Grade: _____

Print Name of Parent/Guardian: (print) _____ Date: _____

Signature of Parent/Guardian: (sign) _____

APPENDIX H

Equipment Sign-Out: Students

Harrison Township School District's

EQUIPMENT ACCEPTANCE FORM

Requesting use of laptops, netbooks or other technology based equipment off of school grounds

I, _____ am hereby requesting permission to take technology equipment listed below to and from school. I understand that I am accepting full responsibility for the equipment and will return it in proper working condition along with any/all accessories at the time designated by the Network administrator.

I acknowledge that I am accepting the following items:

Make/Model of item: _____ (i.e. Dell Latitude D630)

Description of Item: _____ (i.e. Laptop – st111)

Other Information: _____

Power Adapter: Yes _____ No _____ Carrying Case: Yes _____ No _____

I acknowledge that the equipment and all its accessories are the property of the Harrison Township School District and are on loan to me. The equipment and all accessories must be returned, in proper working condition. If I fail to do this, I understand that I will be billed for the broken and/or missing equipment.

I acknowledge that I will not be able to install new programs on the equipment.

I acknowledge that any loss of data is not the responsibility of the district's technology department to recover. I will provide my own source for backing up any pertinent data, and I will make sure I back that data up before returning the equipment.

I acknowledge that by removing this equipment from school property, I am accepting personal responsibility for the security and condition of the equipment, all terms in this Equipment Acceptance form, all terms in the Acceptable Use Policy of HTSD, and I will follow the Technology Policy for the Harrison Township School District.

I have read the terms above, understand the instructions, and agree to abide by these instructions, the Acceptable Use Policy of HTSD and the Technology Policy.

_____ Student's Name	_____ Student's Signature	_____ Date
_____ Parent's Name	_____ Parent's Signature	_____ Date
_____ Service Tag #	_____ Other Identification	_____ Asset Tag #

Laptop Care

DO's:

Treat this laptop as if you bought it with your own money.

Report laptop malfunctions directly to the Technology Staff via email or phone.

Keep the laptop in the carry case that was provided to you as much as possible when transporting.

Keep the laptop in a clean and dry environment.

Store the laptop in a safe and secure location when not in use; do not leave the laptop in an unsupervised, unlocked room.

DON'Ts:

Do not attempt to perform maintenance or clean the laptop. If cleaning or maintenance is required please notify the IT staff via email.

Do not keep food or drinks near your laptop.

Do not copy sensitive data or documents onto your laptop.

Do not exceed normal storage temperature, this could damage the laptops. If the laptop must be left in a car for short periods of time, keep it locked and out of sight.

Do not expose the laptop to extreme shock (dropping the laptop, leaving it loose in a car trunk, or subjecting it to any other type of hard or sudden jolt).

Do not use magnets around the laptop.

Do not place items on top of the laptop or drop anything on the laptop.

Do not check the laptop as baggage when traveling; treat it as carry-on luggage.

Do not install personal programs on the laptop or allow anyone to copy a program or file off of the laptop.

Do not share your passwords with anyone.

APPENDIX I

Faculty & Staff Survey: 2012-2013

(Detail Available in the Curriculum Office)

APPENDIX J

Technology In-Service Surveys
(Detail Available in the Curriculum Office)

October 8, 2012

November 12, 2012

January 18, 2013

**Harrison Township School District
In-Service Day Schedule for October 8, 2012**

Location (start):

Pleasant Valley Elementary School

Time & Session

8:00 AM to 8:30 AM
8:40 AM to 10:30 AM
9:45 AM to 11:45 AM
10:40 AM to 12:30 PM
11:25 AM to 12:25 PM
12:30 PM to 1:30 PM
12:30 PM to 2:30 PM
1:35 PM – 3:25 PM

Workshop Description

Session 1 AESOP
Session 2a See Listed Workshops
Session 2b [Augmentative Communication](#)
Session 3 See Listed Workshops
LUNCH A (*Treasures*)
LUNCH B
Session 4b Treasures Training
Session 4a See Listed Workshops

Grade Level	Session 1	Session 2	Session 3	Session 4
Pre-School	A	D	N	N
Grade K	A	EK	FQ	DF
Grade 1	A	K	EFQ	DF
Grade 2	A	K	EFQ	DF
Grade 3	A	K	EFQ	DF
Grade 4	A	D	FK	EFQ
Grade 5	A	D	FK	EFQ
Grade 6	A	D	FK	EFQ
Interventionist (Math)	A	K	D	K
Interventionist (Reading)	A	Q	DEF	FQ
Instructional Aides	A	Q	EFQ	Q
Nurses	A	Q	D	FQ
Guidance	A	I	D	I
P.E. & Health	A	I	D	I
Library	A	Q	D	Q
Art	A	H	D	H
Music	A	H	D	H
World Language	A	Q	D	Q
S.E. Resource Teachers	A	See list	See list	See list
S.E. Resource Aides	A	C	See list	See list
S.E. Self-Contained	A	C	See list	See list
S.E. Teacher's Assistants	A	C	See list	See list
S.E. Self-Contained Aides	A	C	See list	See list
Speech	A	C	D	B
Child Study Team	A	C	D	B

Workshops:

- A.) AESOP – Automated Substitute Management System, PVS Cafetorium
- B.) Avoiding Predetermination and Other Legal Pitfalls, PVS B 101
- C.) Augmentative Communication, PVS Music Room
- D.) Professional Learning Communities, PVS Cafetorium
- E.) Journeys Training, B103 & B 102
- F.) Treasures Training, A 103 & A 102
- G.) Reading Street Training, On Own
- H.) Curriculum Development NJCCCS 1.1 – 1.4 Visual & Performing Arts, PVS Art Room
- I.) Curriculum Development NJCCCS 2.2 – 2.6 Comprehensive Health & PE (Gym Office)
- J.) Curriculum Refinement NJCCCS Social Studies, In Self-determined Small Groups
- K.) Curriculum Refinement CCSS (Mathematics), PVS LMC
- L.) Student Data Review, In Self-determined Small Groups
- M.) Data Collection & Records Update, In-self Determined Small Groups
- N.) Curriculum Development Preschool Standards, HTS Room 98
- O.) APA Development, On Own
- P.) Determining Readability Levels, PVS B101
- Q.) Choice – Please Contact Your APR/PIP Administrator for PD Hour Approval

The 2010-15 PD schedule is well under way; five year accrument of 100 hrs.

Activities that are defined as part of an educator’s daily duties that are completed during an in-service day may or may not accrue hours. It is important for teachers to communicate with their direct supervisor for clarification. Additional information can be found in our HTWP “[What Counts](#)” document and at the following link provided by the New Jersey State Department of Education: http://www.state.nj.us/education/profdev/pd/teacher/plft_guidance.pdf

**Harrison Township School District
In-Service Day Schedule for November 12, 2012**

Location (start):

Harrison Township Elementary School

Time & Session

8:00 AM to 8:45 AM
9:00 AM to 10:00 AM
9:00 AM to 11:00 AM
11:00 AM to 1:00 PM
1:20 PM to 3:25 PM

Workshop Description

Session 1 EE4NJ, HTS Gyms 1 & 2
Session 2a EE4NJ Special Areas and CST, Gyms 1 & 2
Session 2b Reading Street, HTS Computer Lab
Session 3 Journeys, PVS B 102
Session 4 Treasures, PVS A 102

Grade Level	Session 1	Session 2	Session 3	Session 4
Pre-School	A	See Workshops	See Workshops	See Workshops
Grade K	A	See Workshops	See Workshops	See Workshops
Grade 1	A	See Workshops	See Workshops	See Workshops
Grade 2	A	See Workshops	See Workshops	See Workshops
Grade 3	A	See Workshops	See Workshops	See Workshops
Grade 4	A	See Workshops	See Workshops	See Workshops
Grade 5	A	See Workshops	See Workshops	See Workshops
Grade 6	A	See Workshops	See Workshops	See Workshops
Interventionist (Math)	A	See Workshops	See Workshops	See Workshops
Interventionist (Reading)	A	See Workshops	See Workshops	See Workshops
Instructional Aides	A	See Workshops	See Workshops	See Workshops
Nurses	A	B	See Workshops	See Workshops
Guidance	A	B	See Workshops	See Workshops
P.E. & Health	A	B	See Workshops	See Workshops
Library	A	B	See Workshops	See Workshops
Art	A	B	See Workshops	See Workshops
Music	A	B	See Workshops	See Workshops
World Language	A	B	See Workshops	See Workshops
S.E. Resource Teachers	A	See Workshops	See Workshops	See Workshops
S.E. Resource Aides	A	See Workshops	See Workshops	See Workshops
S.E. Self-Contained	A	See Workshops	See Workshops	See Workshops
S.E. Teacher's Assistants	A	See Workshops	See Workshops	See Workshops
S.E. Self-Contained Aides	A	See Workshops	See Workshops	See Workshops
Speech	A	B	See Workshops	See Workshops
Child Study Team	A	B	See Workshops	See Workshops

Workshops:

- A.) EE4NJ Overview, HTS Gyms 1 & 2 (Peretti & Davis – 8-8:45)
- B.) EE4NJ Special Area and CST: Objective Data Collection, HTS Gyms 1 & 2 (Peretti & Davis–9-10:00)
- C.) An Informal Look at Creating a Grade Book via Excel, B 109 or B 102 (Flexon – 9:00-10:30)
- D.) Reading Street Q & A, HTS Computer Lab (Pearson Rep – 9:00-11:00)
- E.) Journeys Q & A, PVS B 102 (Houghton Mifflin Rep – 11:00-1:00)
- F.) Treasures Q & A, PVS A 102 (Mc-Graw Hill Rep – 1:20-3:25)
- G.) Ingiosi 504 Review (2:00 – 2:30)
- H.) Pre-K Special Education Curriculum Writing, HTS Supt Conference Room
- I.) APA Preparation, Data Collection, and Summary
- J.) CCSS (ELA/Math) IEP Benchmark Development and Alignment
- K.) Executive Dysfunction
- L.) Special Education Rules and Regulations
- M.) Mathematics Curriculum Alignment and Refinement to the CCSS
- N.) Small Group ELA Pilot Review
- O.) Science Curriculum Refinement
- P.) Social Studies Curriculum Refinement
- Q.) LCATS Curriculum Refinement
- R.) Choice – Please Contact Your APR/PIP Administrator for PD Hour Approval

The 2010-15 PD schedule is well under way; five year accrument of 100 hrs.

Activities that are defined as part of an educator’s daily duties that are completed during an in-service day may or may not accrue hours. It is important for teachers to communicate with their direct supervisor for clarification. Additional information can be found in our HTWP “[What Counts](#)” document and at the following link provided by the New Jersey State Department of Education:

http://www.state.nj.us/education/profdev/pd/teacher/plft_guidance.pdf

**Harrison Township School District
In-Service Day Schedule for January 18, 2013**

Primary Location:

Pleasant Valley Elementary School

Time & Session

8:00 AM to 10:00 AM
10:00 AM to 11:30 AM
11:30 AM to 12:30 PM
12:30 PM to 2:30 PM
12:30 PM to 2:30 PM
1:30 PM to 3:25 PM

Workshop Description

Session 1 ELA Pilot Review (PVS Cafetorium)
Session 2 Progressive Math Initiative (PVS Cafetorium)
LUNCH
Session 3a Special Education Research, Theory & Practice
Session 3b Daily Five DVD Viewing
Session 4 Self-guided Professional Development

Grade Level	Session 1	Session 2	Session 3	Session 4
Pre-School	M	M	C	M
Grade K	A	B	D	M
Grade 1	A	B	D	M
Grade 2	A	B	D	M
Grade 3	A	B	D	M
Grade 4	A	B	D	J
Grade 5	A	B	D	M
Grade 6	A	B	D	M
Interventionist (Math)	M	B	F	M
Interventionist (Reading)	A	M	D	M
Instructional Aides	M	B	D	M
Nurses	M	M	M	M
Guidance	M	M	M	M
P.E. & Health	M	M	M	M
Library	M	M	M	M
Art	M	M	M	M
Music	M	M	M	M
World Language	M	M	M	M
S.E. Resource Teachers	M	B	C	M
S.E. Resource Aides	Q	Q	C	NA
S.E. Self-Contained	M	M	C	M
S.E. Teacher's Assistants	M/Q	M/Q	C	M
S.E. Self-Contained Aides	M/Q	M/Q	C	NA
Speech	P	N	C	P
Child Study Team	M	N	C	M

Workshops:

- A.) ELA pilot Discussion (8:00 – 10:00 PVS Café)
- B.) Progressive Math Initiative Overview (10:00 – 11:30 PVS Café)
- C.) Special Education – Research, Theory, and Practice (12:30 – 2:30 HTS Activity Center)
- D.) Daily Five DVD Review (12:30 – 2:30)
 - a. Kindergarten (118 minutes – Royce’s Room)
 - b. Grade 3 – 6 (114 minutes – PVS Café)
 - c. Grades 1 – 2 Strategies for Literacy Independence (85 minutes – HTS LMC)
- E.) 504 and Emergency Health Plan Review (10:00 – 11:00 PVS Conference Room)
- F.) PMI and EDM Alignment (Grade Level Locations)
- G.) Social Studies Refinement to the NJCCCS (Grades 4, 5 and 6)
- H.) Emergency Action Plans (Nurses)
- I.) Classroom Fire Code Configuration (On Own – Does not qualify for PD hours)
- J.) NAEP Survey (Teachers of Grade 4 – One hour)
- K.) Data Analysis for Lesson Planning and Design (On Own)
- L.) ELA Pilot Planning and Lesson Design (In Pairs)
- M.) Choice (See Direct Supervisor)
- N.) Report Writing for Judicial Review (10:00 – 11:00 HTS CST Conference Room)
- O.) APA (On Own)
- P.) Activities for Therapy
- Q.) Paraprofessional Guides (8:00 – 11:30 HTS Activity Center)
- R.) DIR
- S.) EE4NJ Objective Measures (content area clusters)

The 2010-15 PD schedule is well under way; five year accrual of 100 hrs.

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