

# Garfield Public Schools



## *District Technology Plan*

**July 1, 2010 – June 30, 2013**

# Three-Year Local School District/ Charter School Garfield Public Schools Technology Plan

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

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

This Document in: [PDF](#) | [Microsoft Word](#)

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

Page #	
<b>I. Stakeholders</b>	
5	<p style="text-align: center;"><a href="#">Stakeholder Sample Table</a></p> <p><i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i></p>
<b>II. EXECUTIVE SUMMARY</b>	
6	<i>Describe the school district's or charter school's vision or mission statement.</i>
<b>III. TECHNOLOGY OVERVIEW</b>	
<b>A. Technology</b>	
6-7	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
9-10	<p style="text-align: center;"><a href="#">Inventory Sample Table</a>   <a href="#">Help</a></p> <p>2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Technology equipment</i></li> <li>▪ <i>Networking capacity</i></li> <li>▪ <i>Software used for curricular support and filtering</i></li> <li>▪ <i>Technology maintenance policy and plans</i></li> <li>▪ <i>Telecommunications services</i></li> <li>▪ <i>Technical support</i></li> <li>▪ <i>Facilities infrastructure</i></li> <li>▪ <i>Other services</i></li> </ul>
10	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
10	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i>
<i>(NOTE: For purposes of this document, educators are defined as school staff members who teach</i>	

	children, including librarians and media specialists.)
10	5. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).
11	6. Describe how the district's web site is <a href="#">accessible to all</a> stakeholders (for example using Federal Accessibility Standards)
11	7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence. <a href="#">Help</a>
<b>B. Cyber Safety</b>	
11	<a href="#">Help</a>  1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
11-15	2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.
11-15	3. Describe the district's Internet safety policy that addresses the a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are— (I) obscene; or (II) child pornography; or (III) harmful to minors; and  b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.
16	4. Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)  <b>Resource:</b> Information from Universal Service Code: <a href="http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html">http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html</a>
<b>C. Needs Assessment</b>	
16	<a href="#">Help</a>  1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.
16	a. Evaluate educators' current practices in integrating technology across the curriculum.

16	b. <i>Provide a summary of educators' proficiency in the use of technology within the district.</i>
16	c. <i>Determine the current educational environment and barriers by describing how:</i>
16	i. <i>Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
16	ii. <i>Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,</i>
16	iii. <i>The needs of educators are evaluated,</i>
17	iv. <i>The needs of students are evaluated,</i>
17	v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
17	vi. <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
17	vii. <i>Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i>
17	viii. <i>Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i>
17	ix. <i>Supports were provided for educators other than professional development,</i>
17	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
17	2. <i>Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.</i>
17-18	3. <i>Prioritize the identified needs</i>
<b>IV. THREE-YEAR GOALS AND OBJECTIVES</b>	
<b>A. History</b>	
18	<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
<b>B. Goals and Objectives for 2010-2013</b>	
20-21	<i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i>
<b>V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)</b>	
22	<a href="#">Implementation Activity Sample Table</a>
A. <i>Describe the implementation strategies/activities that relate to the goals and objectives.</i>	

	<i>Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
23	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21<sup>st</sup> century learning communities.</i>
23	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight. <a href="#">Help</a></i>
23	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
<b>VI. FUNDING PLAN (July 2010 – June 2011)</b>	
23-26	<a href="#">Funding Plan Sample Table   Help</a>  A. <i>Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including <a href="#">NIMAS</a> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
26	B. <i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.</i>
27	C. <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>
27	D. <i>A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i>
27	E. <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i>  <i>Those elements are:</i> <ul style="list-style-type: none"> <li>● <i>Goals and strategies for using telecommunications and information technology;</i></li> <li>● <i>A professional development strategy;</i></li> <li>● <i>An assessment of telecommunications services, hardware, software, and other services needed;</i></li> <li>● <i>Budget resources; and</i></li> <li>● <i>An ongoing evaluation process.</i></li> </ul>
<b>VII. PROFESSIONAL DEVELOPMENT</b>	
27	A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
27	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>

27	<p style="text-align: center;"><a href="#">Help</a></p> <p>1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i></p>
27-28	<p>2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21<sup>st</sup> century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i></p>
27-28	<p>3. <i>The professional development opportunities and resources that exist for technical staff.</i></p>
28	<p>4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i></p>
29	<p style="text-align: center;"><a href="#">Professional Development Sample Table</a></p> <p>C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i></p>
29	<p>D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i></p>
<b>VIII. EVALUATION PLAN</b>	
30-32	<p style="text-align: center;"><a href="#">Evaluation Plan Sample Table</a></p> <p><i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i></p> <p>1. <i>Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,</i></p>
30-32	<p>2. <i>Enabling students to meet challenging state academic standards, and</i></p>
30-32	<p>3. <i>Developing life-long learning skills.</i></p>

## **Board of Education**

**Mr. Anthony Barckett-*President***

**Dr. Kenneth Conte –*Vice President***

***Mr. Anthony Damato***

***Mrs. Rose Marie Aloia***

***Mr. Salvatore Benanti***

***Mr. Anthony Lio***

***Dr. Donna M. Koch***

***Mr. Edward Puzio***

***Mr. Nikolce Milevski***

### **District Administration**

Mr. Nicholas Perrapato	Superintendent of Schools
Mr. Raymond Hryczyk	Assistant Superintendent
Dr. Dennis Frohnapfel	Assistant Superintendent for Admin and Finance
Mrs. Ali Bellenger	Curriculum Supervisor
Mrs. Deborah Rigoglioso	Technology Integration Supervisor
Mrs. Laura Dunning	Technology Coordinator
Mr. Alan Cirello	Supervisor of Special Services
Mr. John Czujko	Director of Facilities
Mrs. Geri Ledford	Supervisor ESL/BSIP

## **Building Administration**

### **Garfield Early Childhood Learning Center**

Mr. Frank D'Amico	Principal
Mrs. Sally Bulger	Assistant Principal
Mrs. Beatrix Mendez	Early Childhood Supervisor

### **Elementary School Grades K-5**

Washington Irving School #4	Mrs. Diane Freed	Principal
Washington Irving School # 4 Annex	Ms. Kathy Adameczyk	Principal
Woodrow Wilson School #5	Mrs. Doreen Velardi	Principal
Abraham Lincoln School #6	Mr. Frank Passucci	Principal
Roosevelt School #7	Mrs. Margarita Pennisi	Principal
Columbus School #8	Mr. Peter DeFranco	Principal
James Madison School #10	Mrs. Dora D'Amico	Principal

### **Garfield Middle School Grades 6-8**

Ms. Anna Sciacca	Principal
Mr. Alex Yoda	Vice Principal

### **Garfield High School Grades 9-12**

Mr. Michael McGinley	Principal
Mr. Gregory Kulig	Vice Principal
Mrs. Nancy Kutsup	Vice Principal

**Technology Staff**

Schools #4 and #4 Annex.....	Jack LoBue
School #5.....	Cindy Kovalycsik
School #6.....	Greg Pietricola
School #7.....	Adina Leuthner
School #8.....	Dawn Tavitian
School #10.....	Jessica Ribauda
Middle School.....	Tom Vestergaard
Middle School.....	Beth Newman
Middle School.....	Renata LaSalle (Tech Coordinator)
High School.....	James Dolci (Tech Coordinator)
District.....	Jennifer Alfonso (Educational Technology Specialist)

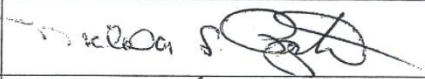


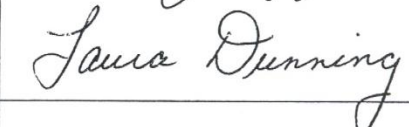

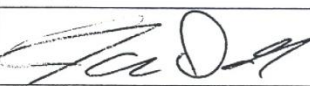
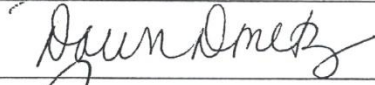
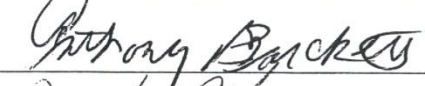
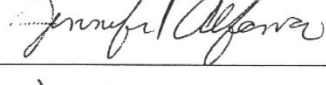
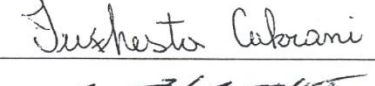


**II. Garfield Public School District Mission Statement**

The educational community of Garfield believes that the ultimate goal of each school is to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable each student to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes needed to successfully meet the challenges of a complex, dynamic, and ever-changing world. Each school shall continue to cultivate an appreciation of cultural and aesthetic values so that each student can make choices indicative of a knowledgeable and contributing member of a democratic society. To fulfill this role, the district is committed to creating a flexible educational environment addressing the individualities and potentialities of each student. The staff will endeavor to complete the development of a thinking, tolerant person, well prepared to meet the challenges of school and the life they choose to encounter.

**Educational Philosophy**

The Garfield School District shall strive to offer the highest quality of education, designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals. This process shall entail the search for truth and a respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual differences with no tolerance for bigotry. The district is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This educational process shall develop responsible young people who are capable of effective and meaningful career decisions.

**I. Three-Year Garfield Public Schools Technology Plan (2010-2013)  
Stakeholders**

<b>Stakeholder Table</b>		
<b>Title</b>	<b>Name</b>	<b>Signature</b>
Superintendent	Nicholas Perrapato	
Principal	Doratea D'Amico	
Technology Supervisor	Deborah Rigoglioso	
District Technology Coordinator	Laura Dunning	
Curriculum Supervisor/Curriculum Committee Member	Alexandra Bellenger	
Teacher	James Dolci	
Guidance	Dawn Donetz	
Board Member	Anthony Barckett	
Parent	Jennifer Alfonso	
Student	Juxhesta Cakrani	
Community Member	SRO James Zangara	
Special Services Director	Alan Cirello	

## Vision for Technology

- All students in the Garfield Public Schools will be provided opportunities to use various technologies to learn more effectively. Early in their educational careers, students will learn and be able to distinguish among the various ways of finding information to create new meanings and solutions in their lives.
- Educators in the Garfield School District will use various techniques to effectively infuse technology into all academic areas.
- All instructional areas in the Garfield School District will have electronic access to their school library, public and college libraries, and various other sources of information vital to learning.
- Distance Learning in the Garfield School District will provide students and staff the opportunity to exchange ideas within our community, nationally and globally.

### III.A.1.

Garfield Public Schools Technology Inventory 2010												
	<u>GHS</u>	<u>GMS</u>	<u>#4</u>	<u>#4A</u>	<u>#5</u>	<u>#6</u>	<u>#7</u>	<u>#8</u>	<u>#10</u>	<u>ECLC</u>	<u>PK Annex</u>	<u>Totals</u>
<b><u>Computers</u></b>												
Dell	0	0	0	0	0	0	20	0	0	0	0	20
Gateway P4 - XP	129	270	13	37	20	36	0	26	40	26	5	602
HP 7800/7900 XP	100	10	65	0	66	66	66	66	60	31	10	540
Gateway Laptops	0	46	0	0	13	47	0	0	0	0	0	106
HP 6530b Laptops	55	10	19	25	15	15	40	15	29	15	0	238
<b><u>Projectors</u></b>	31	10	1	0	2	2	2	1	2	1	0	52
<b><u>Smartboards</u></b>	29	30	7	1	6	10	8	10	8	2	1	112
<b><u>Document Cameras</u></b>	1	1	1	1	1	1	1	1	1	0	0	9
<b><u>Airliners</u></b>	4	0	1	1	1	1	1	1	1	0	0	11
<b><u>Response Clickers (24)</u></b>	1	0	1	1	1	1	1	1	1	0	0	8
<b><u>Digital Cameras</u></b>	16	2		0	4	2	2	2	2	0	0	12
<b><u>Digital Camcorder</u></b>	0	0	0	0	1	1	1	0	1	0	0	4
<b><u>Printers</u></b>		13										
Savin Print/copy/scan	1	1	1	1	1	1	1	2	1	1	1	12
HP Various Models	105	26	16	16	20	18	20	30	7	3	0	261

## **1. Garfield School District Technology Infrastructure**

**Internal Network Connections (Local Area Network):** Every School Building owned by the Garfield Board of Education has been wired with at least six network data drops per classroom and 1 video port with a return port for broadcasting over the Wide Area Network (WAN). Administrative offices have also been adequately wired. Each school building has a fast Ethernet switched Local Area Network (LAN). Internal wiring within each individual building is Category 5 and/or Category 6 cabling with a fiber optic connection between the building IDF and MDF areas.

**External Connection (Wide Area Network):** The District's Wide Area Network (WAN) presently connects all Garfield Board of Education owned buildings through a Private Fiber Optic GIG-E Network to the district Technology center located in the high school. The district technology center hosts all district servers, DS3 Internet connection/Telephone PRIs internet filtering devices and the video portal.

**Network Servers:** The Garfield School district uses HP Proliant Servers with an IBM San Solution running HP VMware virtualized servers. Microsoft Windows 2003 server is the Network Operating Software. The Internet connection is filtered through St. Bernard's IPRISM content filtering device and E-Mail is filtered through St. Bernard's EPRISM content and spam filtering device. The District website is also hosted in the technology center as well as the Microsoft Exchange E-mail Server. The district telephone system is Nortel Network BCM 400. There is one BCM 400 located in every building all connecting back to 3 PRI's Located in the High School.

**Network Clients:** There are currently an estimated 1600 network clients connecting through the Wide Area Network to the District Technology Center. We have multiple platforms running a variety of operating systems such as Windows XP Professional and Mac OS X.

**Telephone System:** Every school in the district is equipped with a Nortel B.C.M. 400 that communicates with the main system in the High School where the main PRIs are located. All handsets utilize the existing RJ45 jacks installed throughout the district. This system eliminates the need for expensive telephone services, all services are completed within the district. classroom in the district This system enables every room in the district the capability to dial 911 in the event of an emergency it also enables every teacher in the district to utilize voicemail as a form of communication with parents and students.

**Software** The Garfield School District uses a multitude of different software titles. Most of the computers in the district run Microsoft Office and utilize Internet Explorer as their Internet Browser.

### **Educational Software**

#### **K-8**

- Hyperstudio
- Kidspiration
- Inspiration
- Mavis Beacon
- Sammy's Science
- Millies Math
- Baileys Book
- Microsoft Office 2003/2007
- Kid Pix
- Ocean Life
- Printshop
- Math Blaster
- Grammar Gremlins
- Pagemaker
- Media Clips
- Encarta Encyclopedia
- Grolier's Encyclopedia
- Map Maker
- AppleWorks
- Photoshop 6

#### **9-12**

- Microsoft Office
- Avid Cinema
- SAT Review
- Final Cut Pro
- Visual Studio
- Corel Draw
- Exterior Design 3D
- Home Designer
- Media Extreme
- Mini Cad
- Ocean Life
- Music Ace
- Web Explosion
- Technology Lab Modules, Praxton Patterson
- The Archives of History
- Addison Wesley Algebra and Geometry
- Geometers Sketchpad
- Glenco Multimedia Geometry
- Encarta Encyclopedia
- Grolier's Encyclopedia
- Dissection Works
- Living Science Series

- Queue Biology review
- Queue North American Ecosystems
- Quizdom Integrated Science Review
- AP History Review
- World Book
- Vietnam Remembered
- US history 1&2
- World War 1&2
- Perfect Copy (English Grammar)
- The American Revolution
- Cultural Contributions of Black American
- TI Graph Link
- MP Express
- Diehl Graphsoft

### **Online Subscriptions:**

- Explore Learning/Gizmos
- Study Island
- Discovery Education

## **2. Technology Equipment and Networking to Improve Student Academic Achievement**

### ***High School:***

- At least 1 mobile laptop cart per department
- 1 Smartboard per classroom
- Replacement of desktop computers in the Learning Lab
- Digital Cameras and video cameras
- 1 Smart Response Clickers per department
- Replacement of administrators desktop computers
- Additional Document Cameras 1 per department
- Renewal of online subscriptions: Study Island, Explore Learning, and Discovery Education

### ***Middle School:***

- Additional Smartboards to achieve 1 per classroom
- Replacement of all Teacher and student computers in the classroom
- 1 Smartboard Response Clickers per department
- Additional digital cameras and video camcorders
- Additional Document Cameras 1 per department
- Renewal of online subscriptions: Study Island, Explore Learning, and Discovery Education

### ***Elementary Schools:***

- Additional Smartboards to achieve 1 per classroom
- Additional Mobile Laptop Carts
- 1 Smartboard Response Clickers per grade level
- Additional digital cameras and video camcorders
- Additional Document Cameras 1 per department
- Renewal of online subscriptions: Study Island, Explore Learning, and Discovery Education

In order to provide students and teachers with a learning community to increase student achievement and to create life-long learners, the infrastructure must be maintained and updated. The following information will delineate how each of the areas required will support instruction to improve student achievement. With every new resource available to students, whether it is an online collaboration, audio, or any other technology used to deliver curriculum, a solid foundation in terms of an infrastructure, technology support, telecommunication service for Internet access, hardware and software must be in place and available to the students of Garfield.

For example, students need more access to computers and the Internet. In order to achieve this goal additional mobile laptop carts will be purchased so that students will have access to a variety of online resources and real-time data. Access to a variety of resources will increase student achievement. The purchase of additional Smartboards will allow lessons to become interactive, motivate students and reach all learning styles.

Purchasing online subscriptions to web applications such as Study Island and Explore Learning provides students with tools that align with the NJCCCS gives them an opportunity to apply what they are learning. It also gives students access to these resources from not only school but home as well.

All computer systems and printers are purchased with an extended warranty and technical support is done within the district as well as the phone system support.

### **3. Assistive Technology**

Various technology solutions to address the special needs of students in the Garfield School District range from assistive listening devices for hearing impaired students, AlphaSmarts and laptops computers, Kidspiration/Inspiration for learning strategies. As student needs are identified, the Child Study Team will continue to work with the technology department to address these needs. Considering that such a large portion of the school budget is used on special education related efforts, it is imperative that the district keeps up with the demands of these specialized educational efforts.

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

All educators, which refers to classroom, resource, and specialist teachers and media specialists, have access to desktop computers and/or laptops in their classrooms or work area. All educators have one desktop computer on their desks and/or work area in which they have access to the student information system, reports, and grade book and lesson planner program. Teachers have access to email which allows them to communicate with parents, colleagues and administrators, as well as Internet access for teaching resources. Every building has 1 or more mobile laptop cart which contains at least 20 laptop computers systems. The mobile carts allow teachers and students to use technology resources in their classroom to enhance lessons and activities that align with NJCCCS.

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

District Administrators have one desktop or laptop computer system in which they have access to the student information system, budget system, email, and Internet access. Administrators have the capability to create essential reports and paperwork associated with their position.

They have email which allows them to communicate with all personnel, parents and the educational public.

### **6. District Website**

The district website is available from any Internet browser. In order to provide easy access to all students, the High School, Middle School and Elementary school computer labs are open after school until 3:15 pm. The High school Media Center is open until 4:30 providing access to all online subscription databases available to the student population. The Garfield Public Library also provides access to our website from their computers after school and on weekends.

### **7. Obsolete Computers**

The Garfield School district will attempt to continue to purchase new computer labs every three years. With the drastic cuts in the Technology budgets this becomes difficult. This plan calls for computer labs to be obtained on a lease purchase agreement. Two Elementary school labs will be leased every year.

The Middle school and High School will lease one per year. The computers coming out of all computer labs will be regenerated to the classrooms for two years.

## **III. B. Cyber Safety**

1. **Filtering Method**: The Garfield School District Utilizes Saint Bernard's Iprism Internet Filtering solution. This is a physical device that sits on the network between the firewall and the main servers. As a dedicated Internet filtering appliance, iPrism is a completely self-contained solution with integrated management and reporting. Email utilizes A Baracuda spam filtering device

### **2. Acceptable Use Policy**

GARFIELD BOARD OF EDUCATION

Garfield, New Jersey 07026

File Code: 6142.10

Regulation

## **NETWORK AND COMPUTING**

The Garfield Public Schools are responsible for securing its network and computing systems to a reasonable and economically feasible degree against unauthorized access and/or abuse, while making these accessible for educational purpose to authorized and legitimate users. This responsibility includes informing users; both registered and unregistered, of expected standards of conduct and the disciplinary or legal consequences for not adhering to them. Any attempt to violate the provisions of this policy will result in disciplinary action, including but not limited to temporary revocation of user accounts and computer use regardless of the success or failure of the attempt. Permanent revocations and/or other disciplinary actions may be taken by an administrator. The users of the network and computer equipment are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws may result in litigation against the offender by the proper authorities. If such an event should occur, the

administration will fully comply with the authorities to provide any information necessary for the litigation process.

## **Section 1: General Computing**

Once a user receives a User-ID to be used to access the network and computer systems, the user is solely responsible for all actions taken while that User-ID owner

- 1.1 Applying for a User-ID under false pretenses.**
- 1.2 Sharing your User-ID with another person. (If you share your User-ID with another person(s), you and that person(s) will be responsible for any abuse that may occur.)**
- 1.3 Deleting, examining, copying, or modifying files and/or data belonging to other users without prior consent of the owner.**
- 1.4 Attempting to evade or change resource quotas.**
- 1.5 Impeding other users through mass consumption of system resources.**
- 1.6 Using facilities and/or services for unauthorized purposes.**
- 1.7 Any unauthorized, deliberate action which damages or disrupts a computing system or network, alters its normal performance, or causes a malfunction regardless of system location or time duration.**

## **Section 2: Electronic Mail**

Electronic mail (“E-Mail”) is an electronic message sent by or to a user in correspondence with another person having E-Mail access. Messages received by the system are retained on the system until deleted by the recipient. A canceled account will not receive its mail. Users are expected to remove old messages in a timely fashion and the system administrators may remove such messages if not attended regularly by the user. When a user sends electronic mail (E-Mail) his/her name and User-ID are included in each mail message. The user is responsible for all electronic mail from his/her User-ID. Therefore, the following are prohibited:

- 2.1 Forging or attempting to forge electronic mail messages.**
- 2.2 Reading, deleting, copying, modifying or viewing without permission, other user’s E-Mail or the attempt to do so.**
- 2.3 Sending inappropriate, harassing, obscene or threatening E-Mail to another user or the attempt to do so.**
- 2.4 Sending unsolicited junk mail, “for-profit” messages, chain letters, or other inappropriate material or attempt to do so.**

## **Section 3: Network and Computing System Security**

A user of the network is allowed to access only authorized networks of the computer systems attached to those networks, therefore, the following are prohibited:

**Using systems and/or networks in an attempt to gain unauthorized access to remote systems.**

- 3.1 Using systems or networks to connect to other systems evading the physical limitations of the local or remote system.**
- 3.1.1 Decrypting system or user passwords.**
- 3.1.2 Copying system files.**
- 3.2 Duplicating copyrighted materials, such as third-party software, without the expressed written permission of the owner, or the proper license.**
- 3.3 Attempting to “crash” network systems and programs.**
- 3.4 Attempting to secure a higher level of privilege on network systems.**
- 3.5 Willfully introducing computer “viruses”, disruptive, or destructive programs into the network or into external networks.**
- 3.6 Installing or removing any and all software.**
- 3.7 Installing or removing any hardware.**

**The Garfield network and computing systems are expected to be used exclusively for education-related functions and applications. As the system administrators have access to all files, including E-Mail files, users should have no expectation of privacy with respect to said files or E-Mail. The system administrators will not normally inspect the contents of files or E-Mail sent by one user to an identified addressee unless required to do so by law or policies of the Garfield School District, or to investigate complaints regarding files or E-Mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Moreover, Administrators are obligated to cooperate fully with local, state, or federal officials in any investigation concerning or related to E-Mail transmitted on, or misuses of the network and computing systems.**

**GARFIELD BOARD OF EDUCATION  
Garfield, New Jersey 07026  
Exhibit 6142.10**

### ***PARENT OR GUARDIAN NETWORK RESPONSIBILITY CONTACT***

As the parent or guardian involved in the education of this student, I have read the Terms and Conditions for Access to the Garfield Public School District’s electronic network and computer equipment. I understand that this access is designed for educational purposes and the Garfield School District has taken precautions to eliminate controversial materials. However, I also recognize that it is impossible for the Garfield School District to restrict access to all controversial materials, and I will not hold the District, members of the Board of Education, or its employees responsible for the materials acquired on the network or computer systems that do not pertain to the prescribed curriculum or course of study. Further, I understand that the inappropriate use of the network or computer equipment by my child could result in school discipline, and/or criminal and civil penalties. Further, I accept responsibility for any damages or injuries caused by my child’s use of the network or computer

equipment, either in school or outside of school, in a manner which violates the Terms and Conditions set forth in this agreement.

With this understanding, I hereby give permission to issue electronic network access for my child and certify that the information on his form is correct.

**Parent or Guardian:** \_\_\_\_\_  
(Please Print)

**Name of Student:** \_\_\_\_\_  
(Please Print)

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

NO PASSWORD WILL BE ISSUED TO A STUDENT UNLESS WE RECEIVE A SIGNED RESPONSIBILITY CONTRACT. PLEASE RETURN CONTRACT TO YOUR HOMEROOM TEACHER WITHIN 10 DAYS OF RECEIPT.

**GARFIELD BOARD OF EDUCATION**  
**Garfield, New Jersey 07026**  
**Exhibit 6142.10**

**STUDENT NETWORK AND COMPUTING RESPONSIBILITY**

**I UNDERSTAND AND AGREE TO ABIDE BY THE TERMS AND CONDITIONS FOR ACCESS TO THE GARFIELD PUBLIC SCHOOL DISTRICT'S ELECTRONIC NETWORK ACCOUNT AND COMPUTER EQUIPMENT. I FURTHER UNDERSTAND THAT ANY VIOLATIONS OF THE REGULATIONS ARE UNETHICAL AND MAY CONSTITUTE A CRIMINAL OFFENSE. MOREOVER, I UNDERSTAND THAT ANY VIOLATION OF THE GUIDELINES AND REGULATIONS COULD RESULT IN THE REVOCATION OF MY ACCESS RIGHTS, THE IMPOSITION OF THE SCHOOL DISCIPLINE, CRIMINAL PROSECUTION AND OTHER LEGAL ACTION.**

Name of Student User: \_\_\_\_\_

(Please Print)

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **3. Online Safety**

#### **Elementary School**

Students in the elementary schools are introduced to Internet safety in their Technology Grades 3-6 classes as well as the DARE Program in Grade 5.

#### **Middle School**

Middle school students lectured on Internet safety by the School Resource Officers located in the Middle School. All students are also introduced and refreshed about online safety issues in their computer and Health classes.

#### **High School**

The High School health curriculum includes Internet Safety. High School students attended an assembly presented by police officers from the Bergen County Prosecutor office .The presentation included topics such as online profiles such as MySpace and FaceBook, online sexual predators and safety tips while on the Internet. The School Resource Officers also teach several classes on these topics.

#### **4. Parental Resources**

- 11/16/2006** Public hearing and Board of Education adoption of Policy # – Cyber-Bullying (Attached). The entire Garfield Public Schools District policy that is Board approved is available to the public via the school district website and Student Handbook.
- 12/2/2009** Parent workshops on Internet safety were held in our district which were presented by speakers from the New Jersey State Cyber Safety Unit; a division of the NJ State Police Department. Parents and community members have access to links and resources regarding online safety. These links can be found at the Garfield School District Website. [http://www.gboe.org/internet\\_safety.htm](http://www.gboe.org/internet_safety.htm).
- 12/7/2009** Internet Safety and Cyber Safety workshop was presented to students at the Middle School.

Internet rules and etiquette are provided to parents in all school handbooks. Throughout the year, information and cyber safety tips are communicated with parents through our district website. Links are available on the district website as well as individual teacher sites to inform and educate parents on the dangers of the Internet.

#### **III. C. Needs Assessment**

1. The Garfield Public School District conducted a needs assessment for educational technology to determine the educational needs, prioritized the identified needs of the student and staff. After the needs assessments were completed the outcome determined the necessary changes in the goals and objectives of this plan.

**a. Evaluate staff's current practice in integrating technology across the curriculum.**

District curriculum is reviewed yearly. Students have regularly scheduled computer classes with the computer teacher as well as utilizing technology, which is integrated in their major subject areas with their classroom teacher. Based on the results from the 2009-2010 Technology Survey it our staff current practice in integrating technology across the curriculum is the percentage of times technology was integrated into your lessons was 5% use all day; 10% most of the day; 9% once a day; 26% few times a week; 9% rarely. We have compared these results to the current school year survey results which show: 6.5% use all day; 10.7% most of the day; 10.7% once a day; 31.2% once a day; 31.2% few times a week; 20.8% rarely.

**b. Summary of teacher and library media personnel proficiency in the use of technology within the district.**

Teachers are surveyed as to their proficiency with technology and to see where there are needs for further assistance and/or professional development. Often, teachers who have a strong technology background offer assistance to those who are not as technology savvy. Technology abilities of staff in the district vary from person to person.

**c. Determine the current educational environment and barriers by describing how:**

- i. Staff is assured access to technology since each school has a computer lab for them to access with their students, as well having access to computers in their classrooms.

- ii. Students attend regularly scheduled computer classes in the lab, as well as have opportunities to use the lab with their classroom teachers when available. There are also computers in their classrooms. \*Often, on the elementary level, students also receive computer enrichment during lunch and afterschool.
- iii. The needs of the staff are evaluated in several ways; surveys are utilized to conduct staff needs assessment in order to determine what their needs might be in terms of professional development, problems they are having with the equipment in their classrooms. In addition, needs are discussed at grade level and/or cluster meetings (House and department meetings at the middle school and high school level). Opportunities are also made available to teachers to attend out of district workshops.
- iv. Needs of students will be assessed once a year through student and teacher surveys.
- v. Teachers independently attended technology themed workshops to learn how to utilize software programs, Internet, E-mail, webquests, etc., to best meet the needs of their students. Staff was also given professional development in-district from Stevens Institute of Technology as well as Bergen County ETTC both addressing components of technology. Elementary computer teachers meet biweekly to share lessons, new ideas, and their own professional development experiences and to discuss curriculum changes. There has been on-going professional development presented by our technology department during school as well as after school. Workshops offerings are posted on the district website PD calendar. Staff members can register for these course offerings online.
- vi. Administration is invited to attend any workshop held within the district to show support for technology.
- vii. Teachers independently attend technology themed workshops and are invited to turn-key them to staff. Staff was also provided professional development from Stevens Institute of technology as well as Bergen County Special Services. Each year new professional development is arranged within the district.
- viii. Again, Administration is invited to attend any professional development offered within the district to show support for technology.
- ix. The district Technology Integration Supervisor and the middle/high school technology coordinators as well as each building's computer staff offers additional support for staff as needed. In addition, we have a district Educational Technology Specialist who provides professional development and support to all buildings within the district.
- x. Teachers are offered professional development in areas of technology that is helpful to integrate into the curriculum. They are surveyed as to areas of need they might have concerning their own instruction or needs to keep the computers in their classrooms running effectively for student use.

2. & 3. Based on the answers given above, the needs of the district to improve academic achievement for all students through the integration of technology are to increase professional development of the staff and administrators. The Garfield Public Schools District conducted a needs assessment survey that determined the technology needs of students and staff which were then prioritized.

1. Professional development for staff to support the use of technology in the classroom and library media center.
2. Professional development for administrators to further the effective use of technology in the classroom or library or media center.
3. Integrating a technology literacy curriculum.
4. Maintain standards for upgrading network connections.
5. Better communication between staff and the IT department on help tickets. Online tech help requests will facilitate.
6. Increased availability of up-to-date hardware and software for all students and teachers providing more computers in accessible areas.
7. Additional staffing for ongoing support both in and out of the classrooms for all teachers. Educational Technology Specialist and a Technician will assist in support for staff.

#### **IV Three Year Goals and Objectives**

##### **A. History**

1. ***District Commitment to Technology*** – Since 1999, with the hiring of the first district wide technology coordinator, the district has had a serious commitment to utilizing technology for instructional, recordkeeping and data purposes. Every year brings increased need, change in the technology requirements and increased cost. Over the years, purchases of hardware and software were made, however, there were also years where the technology budget was drastically reduced. The district has consistently, at least, maintained inventory. District administration, together with building administration and teachers are working creatively and diligently to upgrade and increase the number of computers, review new software for acquisition and provide teacher support for infusing technology while being fiscally responsible. Technology is an ongoing commitment. Without the Board of Education's support technology in the Garfield School District would not be able to move in a progressive manner.

In 2009, the district added additional positions to support all areas of district Technology. A district Technology Integration Supervisor was created to oversee all areas of technology. The Technology Integration Supervisor takes a leadership role in developing and implementing the district plan for instructional use of computers. They collaborate with technology staff, administrators, department heads, and building principals to ensure consistent integration of technology into all areas of the curriculum. In addition, we have a Educational Technology Specialist whose role is to provide support and professional development to all teachers within the district. We have a part time Technician who troubleshoots and maintain all computer systems and printers for the district.

The Garfield School District has shown tremendous progress and commitment to technology. We have increased the resources throughout the district in hardware, staff development, and a sound support staff. This commitment allows our teachers to provide students with the 21<sup>st</sup> Century skills.

### ***Accomplishments***

- The Wide Area Network was upgraded from ATM to GIG-E.
- Every classroom in the district has a teacher station and at least 2 student desktops that are multimedia capable.
- Increased the number of Smartboards in the district. 77 additional Smartboards were purchased for the district.
- New Telephone System allows for Homework hotlines.
- Increased the number of Mobile and wireless laptop carts in each building
- Partnership with EdVistas to update entire middle school and high school curricula and have all teaching units available online (in progress).
- Online Gradebook and Lesson Planner for the district.
- Partnership with EdSolution to maintain online and district wide surveying and report writing capabilities as well as maintenance of standardized test results with data analysis capabilities.

- 2. *To assist all students in mastering the technology literacy skills necessary to successfully meet the NJCCCS.*** – The Garfield School district continually works on Educational methods and Lesson Plans to infuse Technology into the curriculum as well as write new curriculum as the NJCCCS change.

### ***Accomplishments***

- Updated all Curricula to infuse technology.

- 3. *Stimulate teaching and learning using digital content and networking.*** – This ongoing goal has been met and will continue as long as Technology changes. The Board of Education will continue to purchase digital content and maintain Internet connectivity as long as funding is available.

- 4. *Professional Development – Professional Development*** – All teachers will continue to receive Professional Development in Technology. This is accomplished through various avenues. At least once yearly, technology PD is provided on a district wide level. This then is turn keyed by the participants to their school colleagues at faculty meetings, cluster meetings or grade level meetings. Technology teachers in each of the schools also act as support personnel to assist with questions that arise. The Technology Department offers afterschool courses to the district on the use and integration of all educational technology where teachers earn Professional Development hours.

# GOALS and OBJECTIVES

**Goal: 1**     *Students will attain the educational technology and information literacy skills that will assist them in achieving the N.J. Core Curriculum Content Standards and to succeed in the workplace.*

## **Objectives**

1.a. Educational technology will be infused into the district's curriculum and instructional activities.

1.b. The district will adopt curricula that include information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.

1.c. Students will have easy access to effective and engaging software, and online resources for content delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.

1.d. All students will have easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peer experts and other audiences.

1.e. Students will use technology tools and applications for solving problems, making informed decisions, and participate in authentic, project-based learning.

**Goal: 2**     *Educators will obtain the skills necessary to effectively use educational technology to assist students to achieve the N.J. Core Curriculum Content Standards.*

## **Objectives:**

2.a. All educators will participate in high-quality professional development activities.

2.b. All evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards.

2.c. All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators.

**Goal: 3**     ***Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, in all schools, and other educational settings.***

**Objectives:**

- 3.a. Regular and equitable access to technology equipment, including technologies with specific universal design features or modifications best suited for students with educational disabilities will be accessible to all students and teachers when needed in all learning environments.
- 3.b. The district will provide one multimedia, Internet accessible computers in a ratio of one per five students or less, in all instructional classrooms when funding is available.
- 3.c. The district will continue to provide broadband, high-speed voice, video and data network connections in all classrooms and other learning environments.
- 3.d. The district will maintain high-quality, highly informative, user-friendly Web sites.
- 3.e. The district will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.
- 3.f. All students, teachers and administrators will be able to use technology systems and online resources in a safe and secure manner.

**Goal: 4**     ***The School district will continue to establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.***

**Objectives:**

- 4.a. The district will continue to maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.
- 4.b. Every school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the schools.
- 4.c. The district will maintain quality hardware/software with the capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.
- 4.d. Distance-learning activities will be incorporated into the curricula where appropriate.

<b>V. A. Three-Year Technology Implementation Activity Table</b>				
<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1-1a	Maintain Technology Curriculums for Grades K-12	2010-2013	Curriculum Coordinator Technology Integration Supervisor Technology Coordinators Computer Teachers	Board Approved Technology Curriculum
1-1b & 1-1e	Maintain K-12 Technology Curriculum to meet Technology Standards.	2010-2013	Curriculum Coordinator Technology Integration Supervisor Technology Coordinators Computer Teachers	Board Approved Technology Curriculum
1-1c & 1- 1d	Open Computer labs during lunch periods and After School	2010-2013	Technology Integration Supervisor Technology Coordinators Computer Teachers	Sign in sheets Schedules
2-2a	Offer Professional Development to all staff.	2010-2013	Board of Education, Superintendent Professional Development Committee Technology Integration Supervisor Curriculum Coordinator	Board approved Professional Development plan
2-2b	Evaluate Staff on use of Technology	2010-2013	Building Principals, Department Heads and Supervisors.	Staff Evaluations
2-2c	Continue to provide, maintain and upgrade Technology tools Including internet access and email.	2010-2013	Technology Integration Supervisor District Technology Coordinator	Board approved Technology Plan
3-3a & 3-3e	All students will continue to have computer instruction in Elementary and Middle School Computer Labs	2010-2013	Building Principals Technology Integration Supervisor Technology Coordinators Computer Teachers	Student Schedules
3-3a & 3-3e	Media Center and Computer labs in the HS will be open during lunch periods and after school.	2010-2013	Building Principal Computer Teachers Technology Coordinators	Teacher Schedules
3-3b	Purchase new State of the art technology for classrooms.	2010-2013	Superintendent Technology Integration Supervisor	
3-3c and 3-3f	Continue to lease Fiber Optic WAN and Internet Connection	2010-2013	LightPath Board of Education Business Administrator District Technology Coordinator Technology Integration Supervisor	Contract For Lease
3-3d	Maintain and Update District Website Maintain and Update Schools' Websites	2010-2013	Technology Department Computer Teachers	Website
4-4a , 4-b & 4c	The District will continue to lease Private Fiber Optic Network (WAN)	2010-2013	Board of Education Assistant Superintendent Technology Integration Supervisor District Technology Coordinator	Network Reports
4-4d	Align curriculum to incorporate distance learning activities	2010-2013	Technology Integration Supervisor Computer Teachers Curriculum Coordinator	Approved Curriculum

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

- *Through ongoing professional development for all staff, on areas of integration of technology, utilizing technology online resources, use of Smartboards and accessories, and optimization of network tools, will increase the use of technology in the classroom.*
- *Developing an enrichment program in our schools to allow students use of computer labs and media centers during after school hours. Also create enrichment activities for student to participate in to enhance Math, writing and reading schools through the use of technology resources.*
- *Provide in-classroom support through Technology department.*

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

- *All students will receive formal Technology Literacy training through computer teachers in the computer labs. The district technology curriculum aligns with the NJCCCS and Technology Literacy Standards. Students receive a grade based upon mastery of computer skills as well as meeting the Technology Literacy standards. Students who pass computer class by the end of eighth grade have met the NCLB requirements.*

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

- Nortel Networks Phone System (Voice Over IP)
- In House Web Server to host District and School Websites
- Microsoft Exchange for Email
- Windows 2003 Server
- Barracuda Corporation (SPAM/Virus Filtering)
- Virtual Servers (SAN)
- Fiber Optic Cabling Connecting Schools to WAN
- Laptop and Desktop Computers with Internet/network access, Microsoft Office 2007 Package, Educational Software and Printing Access.
- Availability of Video on Demand in each classroom.
- LCD Projectors, Interactive Whiteboards, Printers, Scanners.  
Access to Subscription based web services: i.e. Discovery Education; Study Island; Explore Learning.
- Electronic Grade Book and Lesson Planner i.e. Star Base; Ed Soft Design.
- Emergency Notification Systems (Swift Reach)

### **Garfield Public Schools Technology Plan**

#### **VI.**

As outlined in the activity timeline of GOAL 5 (Collaborative Plans & Funding), this plan will be funded from a variety of sources. Utilization of Universal Service Fund (E-Rate), No Child Left Behind (Title II D), will all combine to ensure that plan goals will be attained. Based on school technology plans, money will be placed in each school's based budget to meet the school's requirements for replacing obsolete equipment, professional development and other materials needed to support CCCS. The

Garfield Public School District has also committed approximately 1.00% of its current budget.

## Funding (2010-2013)

<b>Three-Year Technology Plan Anticipated Funding Table (2010-2011)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula (see NIMAS in the HELP section)			<b>35,000</b>	
Print media Including Supplies and Equipment			<b>10,000</b>	
Technology Equipment			<b>100,000</b>	
Network			<b>25,000</b>	
Filtering			<b>12,555</b>	
Maintenance			<b>24,000</b>	
Upgrades			<b>25,000</b>	
Communications	<b>ERATE 168,800</b>		<b>72,000</b>	
Other services Professional Development			<b>20,000</b>	
			<b>\$323,555.00</b>	

Garfield Public Schools

Technology Plan

## Anticipated Funding Plan (2010-2013)

<b>Three-Year Technology Plan Projected Funding Table (2011-2012)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula (see NIMAS in the HELP section)			<b>35,000</b>	
Print media Including Supplies and Equipment			<b>10,000</b>	
Technology Equipment			<b>100,000</b>	
Network			<b>25,000</b>	
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Communications	<b>ERATE 168,800</b>		<b>72,000</b>	
Other services Professional Development			<b>20,000</b>	
			<b>\$323,555.00</b>	

Garfield Public Schools

Technology Plan

## Anticipated Funding Plan (2010-2013)

<b>Three-Year Technology Plan Projected Funding Table (2012-2013)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
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Communications	<b>ERATE 168,800</b>		<b>72,000</b>	
Other services Professional Development			<b>20,000</b>	
			<b>\$323,555.00</b>	

## **VI.-B.**

Key staff members continue to make the E-rate Grant viable for the district, in terms of funding for instructional technology. Stakeholders were involved in the review and revision for our new three-year technology plan.

## **VI.C. Copy of board approval for the 2010-2013 Technology Plan and 2010-2011 budget.**

A copy of the board approval for the 2010-2013 Technology Plan is included at the end of this plan. The proposed 2010-2011 budget was rejected by the local voters on April 20, 2010. On April 29, 2010 the District Technology Plan July 1 and amended budget was approved on **Resolution # 04-399-10:** (July 1, 2010-June 30, 2013).

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

When the district board office files for e-rate funding, a copy of the current technology plan and board approved budget for that year will be included.

## **VI. E. Provide your technology plan's creation date.**

The creation date for the 2010-2013 Technology Plan is May 6, 2010 and as of this date the following five elements are included within that plan:

- Goals and strategies for using telecommunications and information technology;  
(As outlined in sections IV and V of the technology plan)
- A professional development strategy;  
(As outlined in section VII of the technology plan and in the district's approved professional development plan)
- An Assessment of telecommunications services, hardware, software, and other services needed.  
(As outlined in section III-C of the technology plan)
- Budget resources;  
(As outlined in section VI of the technology plan)
- An ongoing evaluation process  
(As outlined in section VIII in the technology plan)

## **VII.**

### **Professional Development**

#### **A. Name and Title**

Mr. Raymond Hryczyk - Assistant Superintendent  
Deborah Rigoglioso- Technology Integration Supervisor

#### **B. Planned professional development**

##### **1. Teachers and Media Personnel**

- All teachers and library staff have access to computers and to online subscription databases for general and content-based research.

- Professional Development will be aligned with the District's Professional Development Plan.
- Teachers will continue to have access from all classrooms and faculty rooms in the district to reinforce development workshops.
- District website will be expanded to include resources for parents, teachers and students
- District Whole School reform models will continue to provide professional development Elementary schools and Educational Vistas in Middle and High Schools.
- All teachers will have access to Internet from all networked computers as well as content specific and general software.
- Training on assistive technologies for student will be offered in the professional development workshops.

#### 2&3 Administrators

- Teacher and administrator mentoring programs dealing with technology skills and/or infusion skills will be implemented.
- Building Administrators will receive training on all software/online resources available to teachers and to students.
- Administrators will be trained to help teachers design interdisciplinary projects to enhance their curriculum through use of the Internet and other technologies.

#### **4. Ongoing**

- Ongoing professional development will include but not be limited to Local workshops, On-Line computer courses, In District workshops, Out of district workshops, Whole school reform computer workshops and Graduate courses offered online and in district.
- The district technology staff will receive training and offer turnkey training with the purchase of any new computer hardware and software.
- Professional development will be offered in various assistive technology areas to meet individual needs of students based on their IEP's.

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

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

<b>Educators’ Proficiency/ Identified Need</b>	<b>Ongoing, sustained, high- quality professional development planned for 2010- 2011</b>	<b>Support</b>
Creating Smartboard interactive lessons	Technology Integration Supervisor and Educational Technology Specialist will model the use of the Smartboard in classroom to all teachers. Mini workshops will be offered after school as well as during grade level meetings.	Co-teaching will be provided by the Technology Integration Supervisor and the Technology Integration Specialist to develop the teachers’ skills and to help infuse technology in the classroom. Other Professional Development avenues will be utilized (i.e. ETTC).
Integrate online media resources into the curriculum	“Day of Discovery” onsite workshop for teachers to learn how to utilize the media library, picture prompts, and interactive activities found on Discovery Education.	Both the Technology Integration Supervisor and Technology Integration Specialist will continue to provide support to all teachers through after school workshops, grade level meetings or in classroom support.
Integrating virtual simulations through Gizmos/Explore Learning into Math and Science Curriculum	Gizmos for Math and Science Workshops will be offered to all teachers as well as in classroom support throughout the school year.	Technology Integration Supervisor and Technology Integration Specialist will model the use of Gizmos in classroom to all Math and Science teachers in grades 3-12.
Implement Study Island as a test preparation tool in Math, Reading, Writing, and Science for the NJASK & HSPA state testing.	Both the Technology Integration Supervisor and Educational Technology Specialist will continue to provide support to all teachers through after school workshops, grade level meetings or in classroom support.	Technology Integration Supervisor and Technology Integration Specialist will model how to use Study Island in classroom for grades 2-12 teachers.

## **VIII.**

### **Technology Plan Evaluation**

The Evaluation of the Garfield Public School Technology Plan focuses on the successful completion of the activities described in the plan. Periodic review and revision, by representative stakeholders, of the plan' goals, objectives and implementation activities will be conducted. This process has been included in the implementation tables.

#### Summary:

- The District Technology committee will meet to review the District Technology Plan.
- School based teams will meet on a regular basis to review and monitor the completion of implementation activities and develop plans for the upcoming school year.
- District technology committee will meet to review and update the district plan in order to incorporate revisions and to continue to provide district-wide direction in support of County, State and Federal initiatives.

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

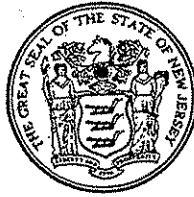
## Evaluation Plan Table

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

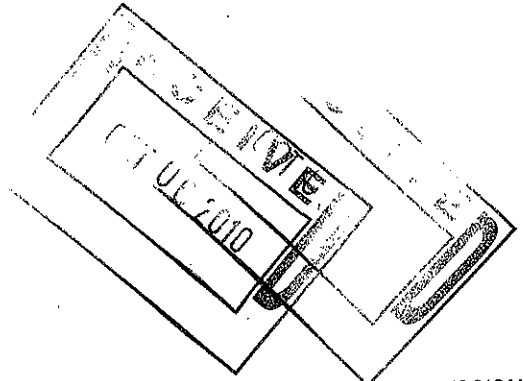
The burden of proof for any federal inquiry lies with the district, and they should be able to support their process with methodology and documentation.

<b>Three-Year Technology Plan Evaluation Narrative</b>	
<b>Describe the process to regularly evaluate this plan as <u>effectively</u>. . .</b>	
<i>a. integrating technology</i>	Our goal is to incorporate technology rich learning activities and cross curricular activities into each course of study as detailed in the activities section of this plan will be evaluated by examining teacher lesson plans for technology integration and classroom observations per board policy
<i>b. enabling students to meet challenging state academic standards</i>	Authentic assessment of all students to evaluate student proficiency in technology literacy standards 8.1 will be established and incorporated into classroom lessons in all subjects. We understand the dramatic impact that technology has on the way we will learn and earn in the future. We will give the highest priority to making sure our student have the technology skills to succeed in a global economy. Lesson plans and observations in each of our schools and academies will continue to be evaluated.
<i>c. developing life-long learning skills</i>	In order to insure the equitable implementation of the technology plan, a permanent district technology committee will be maintained for the purposes of monitoring the progress of the plan, establish budgetary priorities, develop and revise the plan, and develop acceptable use polices, etc. The committee will also provide the Superintendent of schools with an annual progress Evaluation is the means by which the professional community of Garfield District will measure the effectiveness of its technology applications. As educators we strive for excellence in the acquisition of skills and proficiencies that we expect our students to attain. As a result, it should not be unexpected that we demand the same of ourselves as facilitators of information and skills. A

	<p>complete evaluation plan is essential to insure program excellence. This plan describes the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills. A thorough review of the indicators of success section of the implementation plan will establish the benchmarks for success in the above mentioned areas. It is both our vision and mission to develop life-long learners.</p>
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STATE OF NEW JERSEY  
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ROCHELLE R. HENDRICKS, ACTING COMMISSIONER  
AARON R. GRAHAM, EXECUTIVE COUNTY SUPERINTENDENT

CHRIS CHRISTIE, GOVERNOR  
KIM GUADAGNO, LT. GOVERNOR

October 1, 2010

Mr. Nicholas L. Perrapato  
Chief School Administrator  
Garfield Board of Education  
125 Outwater Lane  
Garfield, NJ 07026

Dear Mr. Perrapato:

Congratulations. Your 2010-2013 Local District Technology Plan was approved by the Bergen County Coordinating Council on September 30, 2010. As the New Jersey Department of Education designated authority, I have signed the County Coordinating Council Approval Form for the Local District Technology Plan.

Now that your plan is approved, the plan and this approval letter both need to be submitted electronically in PDF format by your district to the state. Information on submitting the plan and letter can be found on <http://www.state.nj.us/njded/techno/localtech/loctechproc.htm>.

Sincerely,

Aaron R. Graham, Ed.D.

ARG/ia

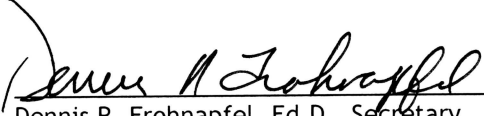
**GARFIELD BOARD OF EDUCATION - Regular Meeting - August 23, 2010**

**08-093-10 Be It Resolved,** that the Garfield Board of Education, upon the recommendation of the Superintendent of Schools and Technology Integration Supervisor, approves the revised ***District Technology Plan***, July 1, 2010 thru June 30, 2013.

MOTION: Mr. Benanti		SECOND: Dr. Koch		
	YES	NO	ABSTAIN	ABSENT
Mrs. Aloia (Rosemarie)				X
Dr. Koch (Donna)	X			
Mr. Damato (Anthony)	X			
Mr. Puzio (Edward)	X			
Mr. Benanti (Salvatore)	X			
Mr. Milevski (Nikolce)	X			
Mr. Lio (Tony)	X			
Dr. Conte (Kenneth)	X			
Mr. Barckett (Anthony)	X			

I, Dennis R. Frohnapfel, Ed.D., Secretary of the Garfield Board of Education, hereby certify that the foregoing is a true copy of a motion duly adopted by said Board at a Regular Meeting held on August 23, 2010.

IN WITNESS WHEREOF, I have set my hand and the seal of the Garfield Board of Education, October 8, 2010.

  
 Dennis R. Frohnapfel, Ed.D., Secretary  
 Garfield Board of Education