

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

County: Bergen County Code: 03

District/Charter School or Affiliation: Rutherford Public Schools

District Code: 4600

Grade Levels: K-12

Web Site: www.rutherfordschools.org

Date Technology Plan approved by school board or governing body:

March 8, 2010

Is the district compliant with the Children's Internet Protection Act (CIPA)? (Y/N) Y

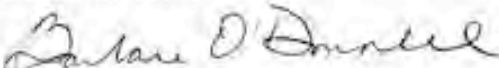
Please indicate below the person to contact for questions regarding this technology plan:

Name: (print) Barbara O'Donnell

Title: Supervisor/Director of Computer Technology

Email: bodo@rutherfordschools.org

Phone: 201-438-7675 x2105

Signature/Date:  3/9/10

Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Leslie O'Keefe

Email: loke@rutherfordschools.org

Phone: 201-438-7675 x1101

Signature/Date: Leslie O. O'Keefe 3/9/10

County Coordinating Council Approval:

Lead Agent: (print) Dr. Aaron R. Graham

Title: County Superintendent

Email: aaron.graham@doe.state.nj.us

Phone: 201-336-6875

Signature: Aaron R. Graham

Date: 4/23/10

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The approval letter is attached as the last page of this document.

Page #	
I. Stakeholders	
7-8	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
II. EXECUTIVE SUMMARY	
9	<i>Describe the school district's or charter school's vision or mission statement.</i>
III. TECHNOLOGY OVERVIEW	
A. Technology	
10, 53-70	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
10-13	2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i> <ul style="list-style-type: none"> ▪ <i>Technology equipment</i> ▪ <i>Networking capacity</i> ▪ <i>Software used for curricular support and filtering</i> ▪ <i>Technology maintenance policy and plans</i> ▪ <i>Telecommunications services</i> ▪ <i>Technical support</i> ▪ <i>Facilities infrastructure</i> ▪ <i>Other services</i>
13-14	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
14	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i> <p><i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i></p>
14-15	5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>
15-16	6. <i>Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)</i>
16-17	7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i>
B. Cyber Safety	
17-18	1. <i>List the filtering method(s) used.</i> <i>(NOTE: Be specific as this is a federal mandate.)</i>
18, 71-79	2. <i>Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.</i>

18-19	<p>3. Describe the district's Internet safety policy that addresses the</p> <p>a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—</p> <p>(I) obscene; or</p> <p>(II) child pornography; or</p> <p>(III) harmful to minors; and</p> <p>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.</p>
19	<p>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.)</p>
C. Needs Assessment	
19-20	<p>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.</p>
20	<p>a. Evaluate educators' current practices in integrating technology across the curriculum.</p>
21	<p>b. Provide a summary of educators' proficiency in the use of technology within the district.</p>
	<p>c. Determine the current educational environment and barriers by describing how:</p>
21	<p>i. Educators are assured access to technology to facilitate technology integration across the curriculum,</p>
21	<p>ii. Often students have access to technology to support the use of 21st century skills in their learning environment,</p>
21-22	<p>iii. The needs of educators are evaluated,</p>
22-23	<p>iv. The needs of students are evaluated,</p>
23-24	<p>v. Past professional development addressed the educators' and students' needs for technology integration,</p>
25	<p>vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</p>
25-26	<p>vii. Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</p>
26	<p>viii. Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</p>
27	<p>ix. Supports were provided for educators other than professional development,</p>

27-28	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
28-29	2. <i>Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.</i>
29	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	
29-34	<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
B. Goals and Objectives for 2010-2013	
34-37	<i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i>
V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)	
37-41	A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
41-42	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.</i>
42-43	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
43	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
VI. FUNDING PLAN (July 2010 – June 2011)	
43-45	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 NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
45	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>
46, 88	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>
46	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>
46	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. Those elements are: Goals and strategies for using telecommunications and information technology; A professional development strategy; An assessment of telecommunications services, hardware, software, and other services needed; Budget resources; and An ongoing evaluation process.</i>


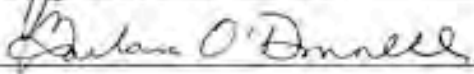
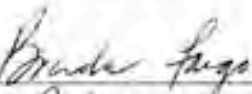
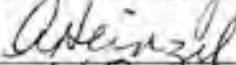

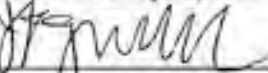
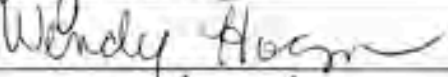
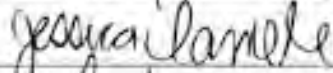
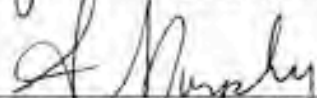
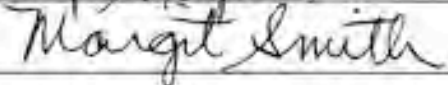
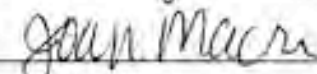
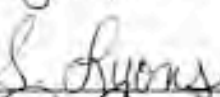
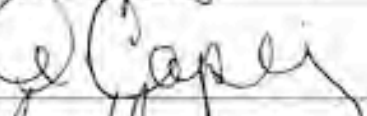
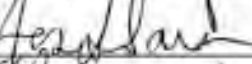
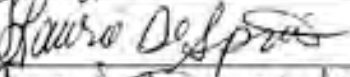
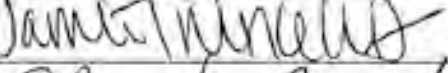
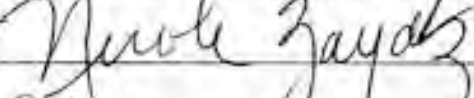

VII. PROFESSIONAL DEVELOPMENT

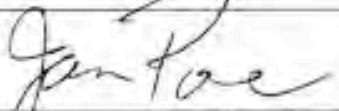


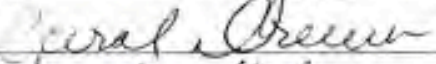
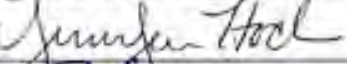




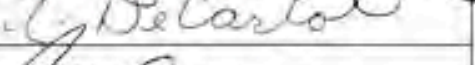

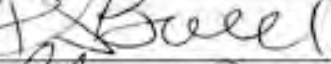

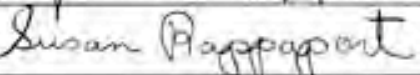



46	A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
46-47	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>
47	2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i>
47-48	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
48-49	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
49-50	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>
50-51	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>

VIII. EVALUATION PLAN

51-52	<i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i> 1. <i>Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,</i>
51-52	2. <i>Enabling students to meet challenging state academic standards, and</i>
51-52	3. <i>Developing life-long learning skills.</i>

I. Stakeholders

Stakeholder Table		
Title	Name	Signature
Principal	Jeanna Velechko	
Technology Coordinator	Barbara O'Donnell	
Curriculum Director/curriculum committee member	Brenda Fargo	
Math Supervisor (District)	Alison Heinzl	
Teacher K-3 (Lincoln School)	Kristy DelMastro	
Teacher K-3 (Lincoln School)	Jay Faigenbaum	
Teacher K-3 (Washington School)	Wendy Hogan	
Teacher K-3 (Washington School)	Jessica Iamele	
Special Education Teacher K-3 (Washington School)	Amy Murphy	
Teacher 4-5 (Pierrepont School)	Margit Smith	
Teacher 4-5 (Union School)	Joan Macri	
Special Education Teacher 4-5 (Union School)	Season Lyons	
Elementary Specialist K-5 (Lincoln and Washington School)	Ana Capria	
Teacher 6-8 (Pierrepont School)	Jessica Saxon	
Teacher 6-8 (Pierrepont School)	Laurie DeSpisto	
Teacher 6-8 (Union School)	Jamie Truncellito	
Teacher 6-8 (Union School)	Nicole Zayat	
Special Education Teacher 6-8 (Union School)	Erin Tiffner	

Middle School Specialist 6-8 (Union School)	Jan Rose	
Computer Integration Teacher (Pierrepoint School)	Rosemarie Barone	
Computer Integration Teacher (Union School)	Louise Hetzel	
Teacher 9-12 (RHS)	Carol Drewes	
Teacher 9-12 (RHS)	Jennifer Hoch	
Teacher 9-12 (RHS)	Richard Byrnes	
Teacher 9-12 (RHS)	Lindsay Mollo	
Teacher 9-12 (RHS)	Mike Stracco	
Special Education Teacher 9-12 (RHS)	Grace Lutwyler	
Library Media Specialist (RHS)	Adelaide DeCarlo	
Guidance	Paul Scutti	
Parent	Regina Buell	
Child Study Team Member	Michelle Hoen	
Community Member	Susan Rappaport	
Network Administrator/Computer Tech	Mike Kivowitz	
Network Administrator/Computer Tech	Bob Nichnadowicz	
Network Administrator/Computer Tech	Chris Richmond	

As required, there is representation from at least nine of the positions indicated on the stakeholder sample table: (1) principal, (2) technology coordinator, (3) curriculum director/curriculum committee member, (4) teacher, (5) special education teacher, (6) library media specialist, (7) guidance, (8) parent, and (9) community member.

II. Executive Summary

Describe the school district's or charter school's vision or mission statement.

The Rutherford Board of Education, the administrators, the faculty and staff, students, parents, and the members of the Long Range Technology Planning Committee—our entire community of learners—are committed to providing the Rutherford School district with state-of-the-art technologies that are seamlessly integrated into all content areas. We aim to design a technology-rich classroom environment to advance student learning, academic achievement and to help students master the skills and abilities required of them in the 21st century. In addition, we are highly aware that effective communication between homes and schools can be essential in helping students experience success in the classroom and that technology can play a vital role in fostering the necessary communication. Therefore, we envision technology integrated across the curriculum at all grade levels, integrated into daily administrative routines, used to bridge the gap between home and school as well as a focus of instruction in its own right. Our plan for technology is a working document that allows for changes to take place as needs and opportunities arise for us to continue to provide the most up-to-date advances in technology to our school community.

The technology mission of the Rutherford Public Schools is to provide technology in offices and classrooms that the district will:

- improve student learning by providing students with skills necessary for success in the 21st century global community by utilizing emerging communication and information technologies.
- integrate technology across the curriculum, as well as have technology as a focus of instruction in its own right.
- provide ongoing professional development and support for using technology for instruction.
- help teachers to facilitate learning in an environment where students are active participants in what and how they learn.
- provide up-to-date technologies to students and teachers so that they have equitable and effective access to technology during and beyond the school day.
- sustain an infrastructure that provides state-of-the-art voice, video and data access to all students and staff members.
- increase the lines of communication among parents, administrators, teachers, and students.

III. Technology Overview

A. Technology

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

Attachment 1 at the end of the document contains a current list of technology networking and telecommunications equipment throughout the district. This inventory is maintained by the Computer Technology Department. Based on the previous Technology Plan that called for an update of the district phone system, phone equipment in the district is now VOIP. Therefore the number of phones in each location is included in the inventory.

- 2. Describe the technology inventory needed to improve student academic achievement through 2013 including, but not limited to: technology equipment, networking capacity, software used for curricular support and filtering, technology maintenance policy and plans, telecommunications services, technical support, facilities infrastructure, other services.*

Below is an outline describing the technology inventory needed to improve student academic achievement through 2013. Over the next three years, the district will place an emphasis on incorporating the use of Web 2.0 tools as part of our focus on 21st century learning, using technology to increase the lines of communication among parents, students, and teachers as it pertains to student achievement, increasing the number of interactive hardware tools in our technology inventory, and increasing the use of web-based software that can be an effective adjunct to various content areas. We will also seek to implement a web-based system to manage the writing of individual education plans (IEP) for our special needs students. In addition, we will implement Destiny Library Manager, a web-based library automation and management tool.

We will make it a priority to incorporate the use of Web 2.0 tools so that the use of the Internet will be a two-way medium in our classroom—a place where content is not only consumed but also created. The use of Web 2.0 tools will allow us to teach our students to collaborate locally and globally, create and share multimedia messages, and prepare students to face and conquer new technology tools.

As part of our emphasis on using Web 2.0 tools we will also discuss issues of privacy, copyright, and appropriate online behavior. Our students will be given opportunities to interact online with classmates and the global community where their behavior and contributions to the community will be an important part of how they are assessed. The maintenance of the district high-speed Internet connection is vital to the success of using Web 2.0 learning and communication tools.

We will also use technology to increase the lines of communication with parents and the community. The installation and maintenance of our VOIP phone system has, for the first time, given teachers better access to phones in order to communicate with parents. Over the next three years we will investigate the use of PowerSchool to continue to increase a constructive dialog with our parents. PowerSchool is a mission critical application that is used daily by administrators, teachers, secretaries, and other faculty to record and access attendance, grades, and schedules; to develop school-level master schedules and streamline student registration and roster preparation; to manage student records, including transcripts, demographic, and other family historical information; and to automate reporting tasks such as graduation requirements, school bulletins, and various state required reports. It is our goal to provide PowerSchool access to parents and guardians to enable them to communicate with teachers and monitor grades, attendance, etc. in real-time from home or the office.

We will continue the installation and training in the use of SmartBoards. SmartBoards have been proven to enhance lessons, motivate learners, increase interaction, encourage involvement of students in any subject area and increase student achievement. Technology has the greatest impact on student learning when integrated into the curriculum—SmartBoards will continue to be integrated into a variety of content areas. In each year of the plan we are to purchase and install SmartBoards throughout the district.

Our plans also include continuing training in the use of student response systems. Student response

systems promote active participation and can result in engaged learning. In addition, they can be used not only as an assessment tool but also as a pre-assessment tool which provides the teacher the ability to evaluate the learners' pre-existing knowledge of the content matter, thus allowing the teacher to have a more complete understanding of the students' prior understanding. Student response systems are used extensively at the collegiate level.

An emphasis will be placed on increasing the use of web-based educational software. It is our goal to investigate the use of richly interactive educational software that is designed to provide individualized lessons based on individual student needs. We will also look for web-based applications that can provide our teachers with effective progress monitoring. The maintenance of our high-speed Internet connection will be essential to the implementation of web-based software.

Three-Year Technology Plan Inventory			
Area of Need	Describe for 2010-2011	Describe for 2011-2012	Describe for 2012-2013
Technology Equipment	Upgrade Labs (RHS 308 and RHS Photo Lab, Union and Pierrepont computer labs) Update/Reconfig Webserver to Web 2.0 centric hardware Add additional SmartBoards, projectors, Qwizdom, other interactive hardware tools Replace BOE Office	Upgrade Labs (RHS Library, Union Library) Upgrade XServes (hardware, storage, OS) Upgrade Lincoln/Washington Mobile Carts Add additional SmartBoards, projectors, Qwizdom, other interactive hardware tools	Continue to upgrade XServes Continue to upgrade Lincoln/Washington Mobile Carts, RHS Multimedia, Teacher Laptops Replace/Upgrade Admin Desktops Add additional SmartBoards, projectors, Qwizdom, other interactive hardware tools.
Software used for curricular support and filtering	MS Office 2010+ (admin, secretary, new machines) OSX, iWork, iLife WebApps	Continue MS Office 2010+ OSX, iWork, iLife Adobe CS4+ FileMaker Pro	OSX, iWork, iLife Adobe CS4+ FileMaker Pro WebApps

Three-Year Technology Plan Inventory			
Area of Need	Describe for 2010-2011	Describe for 2011-2012	Describe for 2012-2013
	Skype/Video Conference Software	WebApps	
Technology maintenance policy and plans	Pursue a managed Wifi solution Pursue external web host PowerSchool/PowerTeacher upgrade	Web Filter Upgrade PowerSchool/PowerTeacher upgrade FirstClass Upgrade	PowerSchool/PowerTeacher upgrade
Telecommunications Services	Cisco VOIP updates & maintenance	Cisco VOIP updates & maintenance	Cisco VOIP updates & maintenance
Technical Support	Recertify ACSA/ACTC Retrain and emphasize basic workplace apps Focus on teaching the teachers how to use new tools for education and refresh their knowledge.	Recertify ACSA/ACTC Retrain and emphasize basic workplace apps Focus on teaching the teachers how to use new tools for education and refresh their knowledge.	Recertify ACSA/ACTC Retrain and emphasize basic workplace apps Focus on teaching the teachers how to use new tools for education and refresh their knowledge.
Facilities infrastructure including central telephone & security	Cisco core switch maintenance and upgrades. High-speed Internet connection maintenance.	Cisco core switch maintenance and upgrades. High-speed Internet connection maintenance.	Cisco core switch maintenance and upgrades. High-speed Internet connection maintenance.

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

Our goal is to provide accessibility to all aspects of technology both inside and outside of the classroom. The needs of every student are taken into consideration when implementing any technology.

The Computer Technology Department identifies the district-wide accessibility needs, which include

specifying collaboration and communication needs among all students and staff and parents regardless of abilities and identifying the assistive technology needs of individuals with specific disabilities. In addition, the Computer Technology Department works closely with special education teachers and the child study team members to ensure that the needs of all students are met.

All school-based computers run on the Apple Macintosh operating system. Historically, Apple has been committed to helping people with disabilities successfully access personal computers. The Mac OS X operating system contains a variety of features and technologies specifically designed to provide accessibility to users with disabilities. Accessible technology in the OS include zoom, full keyboard navigation, sticky keys/slow keys, mouse keys, closed-captioning for QuickTime, visual alert, spoken times, talking alert, speech recognition, and display adjustment.

In addition, students are provided with a variety of assistive technology devices as outlined in their individual education plans (IEPs). Examples of these devices or programs include AlphaSmarts, laptop computers, Solo, Inspiration, Co-Writer, FM Systems, augmentative communication devices such as DynoMite, iPods, SmartBoards, and books on tape.

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

Every classroom in the Rutherford Public School district has at least one multimedia computer with an online connection. Further, all teacher workrooms are equipped with desktop computers and printers. In addition, access to our email system, PowerSchool/PowerTeacher, our student information system, and the faculty storage server is available 24/7 to all staff both at work and at home. Every member of the teaching staff has a district-issued laptop computer.

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

All administrators have access to desktop computers and printers in their office. In addition, all have district-issued laptop computers. The supports that are provided to staff and faculty are also provided to administrators.

6. *Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards).*

Our website, www.rutherfordschools.org, meets many of the required accessibility standards. Furthermore, in order to provide accessibility to the website for all students, faculty, staff, and parents, we are committed to the guidelines listed below when designing or modifying individual web pages.

- The use of readable web-standardized fonts and colors
- The use of a combination of graphics with alt-tags and text to provide clear navigation for every visitor across platforms and browsers including mobile browsers
- Quick load time and small file sizes for a faster browsing experience
- Compliance with web standards for accessibility and HTML & CSS

Accessibility Validation is now all over the web. There are many sites that will aid us in validating the site for accessibility as well as W3 standards. After running our site through the A-Prompt, a utility found on <http://aprompt.snow.utoronto.ca>, we verified that our website does meet the U.S. Section 508 standards. This utility only provides single page verification. Many individual subpages were checked and the main indexes and most other pages were verified to comply with standards.

Using vischeck.com and other web filters, the main indexes were checked for colorblind accessibility. The algorithm modifies the colors of all graphics and text related to the three different type of color-blindness: Deuteranope, Protanope and Tritanope. All of the main indexes were found to comply with readability for people with colorblindness.

Overall, our site complies with web content accessibility guidelines. For practical accessible web site design relative to people with disabilities, we use and support the following recommendations stated by the World Wide Web Consortium:

- Provide equivalent alternatives to auditory and visual content
- Do not rely on color alone
- Use markup and style sheets and do so properly
- Clarify natural language usage
- Create tables that transform gracefully
- Ensure that pages featuring new technologies transform gracefully
- Ensure user control of time-sensitive content changes
- Ensure direct accessibility of embedded user interfaces
- Design for device-independence
- Use interim solutions
- Use W3C technologies and guidelines
- Provide context and orientation information
- Provide clear navigation mechanisms
- Ensure that documents are clear and simple

In addition to the site's HTML content, there is a mixture of Adobe PDF & graphic files for curriculum, calendars, forms, newsletters and other downloadable documents. We have also introduced the use of a content management system and Google Calendars which also comply with the standards set. These forms were created using standard word processing documents and can be easily accessed from common applications. Most of the graphics and images are designed in traditional solid colors that make for an easy access and navigation.

While most of our pages on the site comply with these standards, there are some that do not. One of the ongoing goals is to evaluate all existing pages on the site and make the necessary changes to ensure that all pages pass the Section 508 validity test. In the future, all pages have been and will continue to be designed to meet the requirements. We will continue to move forward with our previous goals (mobile browsing, RSS, XML, faster load times) and start to redesign the sites to make these improvements for previously unchanged pages.

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

Rutherford Public Schools strives to replace obsolete computers and technology based on the 5-year-rule. The Technology Department considers the computers obsolete after 5 years and other hardware technologies (Projectors, SmartBoards, etc.) based on their individual life expectancy. At that point in

time, the classroom teacher decides with the aid of the technology department whether they want to use the obsolete computer as a secondary, tertiary, etc. machine in their classroom and/or replace it with a newer model.

The Technology Department evaluates costs of repairs and upkeep of obsolete machines and determines if they are worth the money. With Apple Inc.'s complete move to Intel machines, we will continue our transition and eliminate the use of Power PC machines. We will also start to replace the older projectors and other hardware that have reached their end of their life expectancies.

B. Cyber Safety

1. *List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)*

The Rutherford School District employs the R3000 Internet Filter from M86 Security as its primary filtering device. The device complies with the CIPA (Children's Internet Protection Act). The R3000 is a standalone server appliance dedicated to monitoring and filtering Internet access, instant messaging, and peer-to-peer file sharing. All requests to go to a website are sent through the filter, where the site is then compared to an extensive list of blocked categories, which include, but are not limited to, child pornography, obscene materials, and illegal drugs. If the site is found to be an offending site, the R3000 sends a message to the user saying that access has been denied. These categories are updated daily by M86 Security, and new lists are uploaded to the filter each night. We are also able to add and remove sites from the filter as well, thereby making the R3000 a flexible filtering option. In addition, the filter ensures SafeSearch mode is "on" for all searches, including images within Google or Yahoo! search engines.

The district also uses a Barracuda Model 300 Spam Firewall as protection for our email server. All email sent into the district passes through the Barracuda, where it is scanned to see if the message is spam, contains a virus, or is a possible phishing attempt. Mail that meets any of these criteria is then

blocked. The firewall also allows us to block and unblock messages as necessary. By doing this, the firewall learns through Bayesian analysis what is “good email” and what is “bad email.” All computers and servers throughout the district are behind a Cisco ASA 5520. Through this technology, all machines are protected from outside attacks.

- 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.*

There are acceptable use policies in place for students and staff. These policies were given a first reading on June 11, 2007 and a second reading and approved on July 9, 2007. In addition all teachers using a district-issued laptop sign a user agreement. This committee will review each of the policies and submit revised policies to the Board of Education for approval. Currently approved policies, drafts of the revised policy and the laptop user agreement appear at the end of this document as Attachment 2.

- 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.*

Online safety is taught and reinforced at all grades. In grades kindergarten through five, their regular classroom teacher as well as the media specialist introduces students to the importance of online safety. In grades six through eight, online safety continues to be emphasized by classroom teacher, the computer integration specialist and the media specialist in Grade 6 an Internet unit is taught during the computer cycle class. The unit includes the following topics: Internet searching skills, evaluating the reliability of websites and cyberpals vs. face-to-face friends, using materials from CyberSmart! A Cyberbullying unit utilizing the Sunburst video program, Real People: Bullying, the Internet and You, to convey the serious consequences and issues that occur as a result of cyberbullying is taught in the Grade 7 computer cycle class. Coverage of real and recent cases involving cyberbullying are featured. A

cybersafety unit incorporated into the Grade 8 computer cycle class includes the Missing video game program by LiveWires that highlights the importance of online safety. Other topics covered include: sexting, copyright and software piracy issues, and lack of privacy on social networking sites. At the high school classroom teachers and the media specialist continually emphasize online safety.

Parental resources regarding online safety are made readily available to parents. The district web site provides links to resources on the Internet about online safety for children (<http://www.rutherfordschools.org/boardofed/otherinformation/onlinesafety.html>). In addition, materials that provide information on online safety are distributed to parents as they become available.

4. *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure).*

The district has approved two Internet safety policies: Student Access To and Use of Networked Information Resources (policy #: 6142.10) and Staff Acceptable Use of Technology (policy #: 4160). These policies were given a public first reading at the June 11, 2007 Board of Education meeting and were given a public second reading and approved at the July 9, 2007 Board of Education meeting. The policies are currently under review and new policies will be submitted to the Board of Education for approval late in the 2009-2010 school year.

C. Needs Assessment

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

Each year all new staff is given a need assessment survey that must be completed before beginning their teaching assignment. The survey allows them to identify their own strengths and weaknesses in the area of educational technology. The information provided is used to customize and plan the technology training the teachers will receive during orientation. Each year staff is given the

opportunity to submit requests for technology-based training and other technology-based items. In addition, this year every faculty member was asked to complete an online technology needs survey—designed using GoogleDocs. The survey investigated at how technology is currently being integrated into the curriculum, how teachers prefer training to occur, what software they are using with their classes, and asked teachers to identify technology-related resources that they do not have now but would like to use. Lastly, the teachers were encouraged to remark on any other aspect of technology in the schools.

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

Each and every day, the teachers in the Rutherford Public Schools are including technology seamlessly into their lessons. Technology has become the norm—not an add on—in almost every classroom. Outlined below is a *partial* list of how teachers are integrating technology:

- interactive websites are used to reinforce classroom concepts and for remediation
- the Internet as well as online databases are used for research
- the math classroom uses graphing calculators, Geometry Sketchpad, etc.
- spreadsheets are used for data analysis and graphing
- Wikis and podcasts are being incorporated into lessons
- media specialists are providing ongoing instruction on the invisible web and the use of online databases
- word processing, Inspiration, and Kidspiration are used throughout all grades to improve writing skills and submit written work
- the mobile learning labs are in constant use as they are incorporated into various content-areas
- online field trips are used across the curriculum
- Powerpoint and Keynote software are used to deliver instruction
- webquests and scavenger hunts are used to deliver instruction and provide cooperative learning opportunities
- online college searches and online application submission is encouraged for all high school students
- test-prep software and web-based applications (Study Island) are used throughout the district
- basic and advanced computer courses are offered in our high school including web page design, digital photography, digital video editing, multimedia, and classes in advanced computer applications and programming
- BrainPop and Enchanted Learning are used by teachers to enhance their lessons
- SmartBoards are used to enrich lessons with visual and auditory information
- Student Response System (clickers) has been introduced
- Homework Hero and teacher-designed and teacher-maintained websites are used to open communication among teachers, parents, and students

b. *Provide a summary of educators' proficiency in the use of technology within the district.*

Teacher needs and proficiencies in the use of technology are continually evaluated at an administrative level. All teachers are given the necessary support to develop skills. Most, if not all, of our teachers are comfortable incorporating technology into their lessons and using technology as an administrative tool (i.e. PowerTeacher) since technology is expected to be used each and every day.

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

i. *educators are assured access to technology to facilitate technology integration across the curriculum.*

Every classroom in the Rutherford Public School district has *at least* one multimedia computer with an online connection. Each building has several projectors that can be signed-out and used in the classroom to display computer images. In addition, all computer labs and any classroom that is equipped with a SmartBoard have a projector. Some classrooms also have a TVator that can convert the computer image into a TV screen. Mobile learning labs (approximately 500 laptops throughout the district) are available for classroom use at every school. In addition, the media center in each school has several computers available for class use. Every faculty member has a district-issued laptop computer.

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

As stated above every classroom is equipment with at least one computer and wireless laptops are available in grades K-12. In addition, the computer lab and/or media center is open for student use before and/or after school. In most cases, a lab or the media center is open during lunch periods for student use. A computer monitor is paid or a teacher is on duty to monitor students at all times.

iii. *the needs of educators are evaluated,*

The new teacher survey and various other surveys distributed throughout the year are invaluable tools for determining the needs of our teachers. In addition, we maintain an open dialogue with teachers

through the Supervisor of Computer Technology, the network administrators/computer technicians and the computer integration. The computer budget is district-based. Therefore, when the computer budget is created input is received from teachers via their school administrators and the budget is then formed at the district level. The needs of teachers are paramount in all decision making. As part of the annual professional development plan for each teacher, administrators will include a technology-based goal if necessary. The teacher and administrator determine this goal so that the needs of individual teachers are considered. The administration makes certain that in-service is provided for staff and will attend training as needed to achieve proficiency in their particular target area.

iv. the needs of students are evaluated,

In Grades K-3 technology is incorporated in lesson plans and used extensively. Teachers are asked for input regarding the needs of students. In Grade 4 and Grade 8 we evaluate the needs and technology proficiency of each student using an evaluation rubric. A copy of the Grade 4 rubric and the Grade 8 rubric can be found in Attachment 3 on pages 80-87. This data provides us with the necessary information to adjust our technology integration and technology/computer classes to meet the needs of our students. In addition, each year, through teacher recommendation, 8th grade students are recommended to take a Computer Applications course at the high school. These students are identified as not fully grasping computer concepts at the grade 4 through grade 8 level. This allows us to ensure that all students are proficient in basic computer applications. The needs of students in Grades 9-12 are evaluated via career strands that help them select elective courses more wisely. Teachers at this level are also asked for input regarding the needs of students.

In addition, the district has used a concept referred to as “resident experts.” Students in each grade level are selected and given special training in the use and integration of new software. The

students are then able to help the teachers and other students with the software and develop new projects.

- v. *past professional development addressed the educators' and students' needs for technology integration,*

The following is a **sampling** of the professional development activities that have taken place since the last technology plan was implemented (this list does not include training that took place in 2009-2010):

Professional Development	
Topic	Date
SmartBoard Training—Kean University <i>A Powerful Tool to Create Interactive Learning Environments</i>	1/5/07
NJ District Technology Committee Meeting	1/31/07
SmartBoard Training—Kean University <i>A Powerful Tool in the Math & Science Classroom</i>	3/2/07
PowerSchool Data Entry	5/9/07
SmartBoard Training—Kean University <i>Enhance Every Curricular Topic Using the SmartBoard</i>	5/24/07
Digital Media Institute—Montclair State University <ul style="list-style-type: none"> • <i>Intermediate Photoshop</i> • <i>Flash Parts 1 & 2</i> • <i>Intro to Podcasting</i> • <i>Publishing Your Podcasts</i> • <i>iMovie Parts 1,2,& 3</i> • <i>Intro to SmartBoard</i> 	6/26, 27, & 28, 2007
PowerSchool Training	7/10, 11, 12, & 19 2007
PowerTeacher Training	8/28/07
PowerTeacher Training	8/28, 29, 30 2007
PowerTeacher Training	9/10/07
Fall Report-ASSA	9/19/07
SmartBoard Training	9/20/07 at Rutherford High School
SmartBoard Training	9/25/07 at Rutherford High School
ASSA, Home Language, NJSmart, Fall Survey	10/4/07
Budget Training	10/11/07
ASSA, Home Language, NJSmart, Fall	10/15/07

Survey	
SmartBoard Training	11/28/07
PowerTeacher Training	1/7/08
Microsoft Word Training	2/27/08
Excel Workshop	3/18/08
Excel Workshop	3/25/08
NJECC Conference Workshop—Montclair State University <ul style="list-style-type: none"> • <i>DreamWeaver Workshop Parts 1 & 2</i> • <i>Flash Workshop Parts 1 & 2</i> • <i>Creating Blogs</i> • <i>Creating Wikis</i> 	3/18/08, 19, 20, 2008 NJECC Conference
Digital Learning Institute—Montclair State University <ul style="list-style-type: none"> • <i>InDesign, Parts 1 & 2</i> • <i>Intro to Photoshop</i> • <i>GarageBand for Music Teachers (Pompton Lakes)</i> 	6/24, 25, & 26, 2008
Excel Workshop	7/10/08
PowerTeacher Gradebook	8/27/08
Email, PowerTeacher Gradebook	8/28/08
Budget Training	10/8/08
Fall Survey, Home Language Workshop	10/15/08
Wikis in Education	12/5/08 – Rutherford High School
SmartBoard Incorporation	12/8/08 – Lincoln School
SmartBoard Workshop—Kean University <i>SmartBoard Intermediate Workshop</i>	1/29/09
SmartBoard Workshop—Kean University <i>SmartBoard Beginner Level Workshop</i>	2/10/09
Internet Safety Workshop	3/25/09 – Rutherford High School
SmartBoard Workshop—Kean University <i>Advanced SmartBoard Workshop</i>	5/19/09

In addition, several district supervisors attended *Supervisors as Agents of Change: The 21st Century Learning Environment: The Importance of Technology as a Learning Tool* sponsored by NJPSA. The workshop provided an in depth review of the content area standards and focused on integrating technology with the revised standards. Throughout the year training is also given by faculty and staff members at department meetings and faculty meetings in the use and incorporation of technology in the classroom and the use of technology to complete administrative tasks.

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

All administrators have been trained in the use and incorporation of PowerSchool/PowerTeacher. The district has made PowerSchool/PowerTeacher an integral part of the day-to-day administration of each building. Administrators took part in training for the electronic budget preparation, electronic preparation of NJSmart information, and electronic preparation of various attendance reports. The administration is invited to attend any technology-based workshop with their teachers and staff members

vii. ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom or library media center,

The following is a **partial list** of the professional development activities that have taken place during the 2009-2010 school year:

Digital Learning Institute—Montclair State University <ul style="list-style-type: none"> • <i>iMovie '09 Parts 1 & 2</i> • <i>The iPod in Education</i> • <i>Podcasting for Teachers Parts 1 & 2</i> • <i>Google Cool Tools Parts 1 & 2</i> • <i>Using Technology in the Classroom</i> 	6/24, 25, & 26, 2009
SmartBoard Training—Kean University <i>Creating Powerful Learning Environments</i>	7/15/09
SmartBoard Training—Kean University <i>Creating Powerful Learning Environments</i>	7/16/09
PowerTeacher Training	8/26/09
Homework Hero Training	8/26/09
PowerTeacher Training	8/27/09
Homework Hero Training	8/27/09
SmartBoard Training Grades K-5	10/8/09 – Union School
NJSmart Training	10/8/09
NJSmart Training	10/9/09
Budget Training	10/9/09
SmartBoard Training Grades 6-8	10/12/09 – Union School
SmartBoard Training	10/28/09
SmartBoard Training	11/18/09
Student Response Systems Workshop	12/2/09, follow-up training 2/23/10
SmartBoard Training	12/8/09

SmartBoard Training	12/18/09
Google Docs (in-house training)	1/27/10 and 2/10/10
NJECC Conference Workshop—Montclair State University <ul style="list-style-type: none"> • Google Docs Parts 1 and 2 • Using SmartBoard for Math • Using SmartBoard for Language Arts 	3/16, 3/17, 3/18/10 NJECC Conference

During the 2009-2010 school year an emphasis has been placed on providing training during faculty and department meetings. Many of these training sessions included training in the use and integration of technology. In addition, training in the use of PowerSchool/PowerTeacher to create elementary (Grades K-5) report cards also took place. The district now creates all report cards (Grades K-12) using PowerSchool/PowerTeacher. Our electronic bulletin boards on our email system are also used to provide faculty and staff with various technology tips and websites.

viii. ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,

Any training opportunities that are offered to teachers are offered to administrators as well.

Administrators receive professional development along side their teachers to foster a climate that places emphasis on incorporating technology into the curriculum.

In addition, administrators and supervisors have attended *Creating 21st Century Schools—Students as Digital Learners* sponsored by the NJ Department of Education and The Center for Innovative Education at Kean University. This workshop discussed the implementation of the 2009 Core Curriculum Contents Standards and the creation of educational environments that “engage students, foster achievement and cultivate the skills needed to compete, connect and collaborate in a global society.” Topics discussed included the influence of the Internet and other technology on students’ learning styles and the implications for preparing students to be 21st century thinkers, workers and leaders. Administrators and supervisors have also attended training in the use and integration of Google Docs.

ix. supports were provided for educators other than professional development,

The Rutherford Public School system employs two Computer Integration Teachers. These employees allow us to provide training, guidance, and *in-class* support for teachers using technology *within* the classroom. In addition, the district employs three network administrators/computer technicians to maintain the computer network and assists with all technical problems. These individuals monitor the Tech Help email account, which has become an efficient way to communicate computer-related problems. They work on a schedule and each school knows which days a technician will be in their building. In addition, over the past three years the network administrators/computer technicians have become vital in providing in-class support to teachers in the incorporation of technology into various content areas. The school media specialists are also a source of support for the incorporation of technology into the curriculum.

Administrators have supported and encouraged the effective use of technology by requiring that technology be included in all curricula, by including technology in school goals, developing means of assessing technology through technology-based student projects, and providing funding in their budgets that augments and supports the district-wide technology budget. Teachers are encouraged, and at times required, to include technology in their Professional Development Plans.

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

Through our needs assessment we have been able to identify the following needs related to using educational technology as part of instruction: need to increase the number of projectors available for classroom use, additional SmartBoards and continued training is needed, provide training in the use of blogs and wikis and other Web 2.0 tools, investigate additional online tools to be used in conjunction with textbooks, continue to train and purchase student response systems, teachers would like additional

access to streaming videos, additional web-based software that would measure and track individual student growth, and enhanced IEP program for members of our Child Study Team.

Through our needs assessment we have been able to identify the following barrier related to using educational technology as part of instruction: teachers would like to have release time to work exclusively on learning technology they have been introduced to during formal professional development workshops, however, budgetary constraints have not allow us to provide the time requested.

2. *Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.*

The district is committed to working to empower teachers to embrace our digital native students and create an atmosphere where our teachers are comfortable with various technologies and feel comfortable to provide opportunities to empower our students to use technology as a seamless part of learning. Students often feel that they must ‘power-down’ when they enter the classroom. It is our desire to help our teachers feel comfortable with these learners. In order for our students to compete in the current job market, they must be cross-trained in all aspects of life and their curriculum with technology. When we keep students away from technology, due to fear and lack of training, we take away opportunities for them to use resources that are readily available and to learn in a way that they are most comfortable.

The following needs of the district have been identified in order to improve academic achievement for all students through the integration of technology: additional web-based educational software, purchasing of additional SmartBoards and continued training in the use and integration of SmartBoards into the curriculum, providing access to additional computer projectors, investigate the possibilities of providing online textbooks and web-based software that allows for individual student tracking, additional in-class follow-up training after professional development has been provided, incorporation

and training in the use of a web-based IEP program to increase the productivity of our Child Study Team to increase communication between Child Study Team members and regular education and special education teachers, and purchase and provide additional training in the use of student response systems.

3. *Prioritize the identified needs.*

The following represent the needs of the Rutherford Public School system in order of priority: purchase additional SmartBoards and continue to train teachers in the use and integration of SmartBoards into the curriculum to facilitate technology-enhanced, learner-centered teaching strategies, provide additional computer projectors throughout the district, provide access to additional web-based education software and train teachers in incorporating the programs into the curriculum in order to maximize student learning, purchase and provide additional training in the use of student response systems, provide in-service follow-up training and in-class support for teachers to help them to incorporate technology into the curriculum, and provide a web-based IEP writing software program.

IV. Three-Year Goals and Objectives

A. History

Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.

Goals and Objectives Grades K-3 2007-2010

Goal 1: Use a computer for both directed and independent learning activities.

Objectives:

1A: By the end of grade 3 students will use the Internet to research self-selected and teacher selected topics across the curriculum.

1B: By the end of grade 3 students will self-select and utilize math and language arts programs.

By the end of third grade students are using the Internet to conduct research and utilize on-line math and language arts programs. Students in second grade research animals and third grade teachers plan

a community research project. Students also utilize the Internet (see Lincoln Links) to review math and language arts skills.

Goal 2: Use developmentally appropriate multimedia resources (i.e. interactive books, educational software, educational websites) to support learning.

Objectives:

2A: By the end of grade 3 students will use various CDs and websites to reinforce their math and language skills.

2B: By the end of grade 3 students will use the Internet to locate information to enhance the science and social studies curriculum.

As stated in Goal 1 students use the Internet to explore science and social studies topic. During the presidential election the Gifted and Talented teacher conducted a school wide mock Presidential election. Students voted on-line and researched election information using technology resources.

Goal 3: Practice responsible use of technology systems and software while working cooperatively and collaboratively with peers.

Objectives:

3A: By the end of grade 3 students will demonstrate proper handling of systems and software.

3B: By the end of grade 3 students will work collaboratively on peer projects.

Teachers review proper handling of systems and software beginning in first grade. Students are expected to handle their laptops with care and return them to their proper place. As stated prior, students are using technology across the curriculum to reinforce math problem solving, conduct research and communicate ideas. Students have enriched author studies through the use of websites.

Goal 4: Use technology resources for problem solving, research, and communication.

Objectives:

4A: By the end of grade 3 students will use various types of resources on the Internet.

4B: By the end of grade 3 students will use various age appropriate search engines to expand knowledge.

Teachers expose students to various age appropriate search engines like Yahoo! Kids and Google. Teachers also use a variety of software to promote the writing process.

Goals and Objectives Grades 4-8 2007-2010

Goal 1: Use educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.

Objective:

1A: By the end of grade 8, students will demonstrate the use of technology and the Internet for educational research.

Students compare different media sources across grade levels in regular classrooms and specials classes. They use technology to publish newspaper/current events projects, newsletter, and/or brochures in grade 5, 7, the computer cycle course, and across grades and subjects. All students in grades 4-8 use the Internet for research projects in various classes.

Goal 2: Use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.

Objective:

2A: By the end of grade 8, students will demonstrate the ability to problem solve and make decisions using various tools to collect, generate, organize, and display data.

Technology is used to construct meaning for numbers in grades 4-8 math classes. Using word processing is completed across grade levels and subjects. Using a database to sort and search data to solve problems is completed in the grade 6-8 computer cycle course and library classes. Using spreadsheets is completed in grade 6-8 computer cycle course and spreadsheet graphs are created by all grade 4 students. Pierrepont School PE classes use technology to determine health status.

Goal 3: Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

Objective:

3A: By the end of grade 8, students will demonstrate the ability to create a research report/project across the curriculum using available software and drawing from various sources and prompts.

Webquests and other collaborative projects are completed across grade levels and subjects. In addition, multimedia presentations and the use of SmartBoards are also completed across grades and subjects. The use of these tools have been presented during public Board of Education meetings.

Goal 4: Determine which technology is useful and select appropriate resources for a variety of tasks; evaluate the accuracy, relevance, and appropriateness of resources used.

Objective:

- 4A: By the end of grade 8, students will demonstrate the ability to discriminate between age and grade appropriate information, and discern the validity of information sources (i.e., reliable websites).

Students learn to evaluate websites responsibility in computer cycle classes, social studies classes and other content area classes as library classes.

Goal 5: Act responsibly, ethically, and legally when using technology and online resources; identify consequences of inappropriate use.

Objective:

- 5A: By the end of grade 8, students will demonstrate the ability to recognize and practice responsible social/ethical use when using technology and the Internet and explain the consequences of inappropriate use.

This goal is achieved through computer cycle and library classes.

Goals and Objectives Grades 9-12 2007-2010

Goal 1: Use technology as a classroom tool and a resource to support learning.

Objectives:

- 1A: By the end of Grade 12 students will use an online student information management program, (PowerSchool) students will receive grade analysis at mid marking period to enhance their productivity and accountability.
- 1B: By the end of Grade 12 students will use interactive white boards, (SmartBoard) students of all learning styles will be able to experience and review key concepts being taught in the classroom.
- 1C: By the end of Grade 12 students will use an LCD projection system, students will be able to view, share and present teacher and student generated materials.
- 1D: By the end of Grade 12 students will be able to apply technology to real world applications in all curriculum areas.
- 1E: By the end of Grade 12 students will be encouraged to use technology to access assignments missed due to absence from class.

Through the use of PowerSchool, classroom teachers and the guidance department provide students with a printout of their grades, as well grade percentages. Students do not have access to any part of PowerSchool; therefore, the students do not use the online tool but it is used by faculty/staff to

communicate with students. There is limited access to SmartBoards in the high school which prevents this goal from being met at this time. To implement this goal, more SmartBoards and better staff training are necessary. Every student is required to design a PowerPoint presentation and then present it to the class. WebQuests are one form of problem-based learning. Students can access missed assignments through "Homework Hero."

Goal 2: Demonstrate the ability to troubleshoot and to solve common software and hardware problems using appropriate technological protocol.

Objectives:

2A: By the end of Grade 12 students will be able to effectively write, send and receive e-mails using proper protocol.

2B: By the end of grade 12 students/teachers will be able to troubleshoot and solve minor technological problems in order to aid in learning, productivity, self-reliance and self-esteem.

Although students know to how write e-mails, many do not know how to send attachments. To effectively teach students how to send e-mails and attachments, it might be advantageous to create student e-mail accounts (this is being done in some of the computer classes). Students do not troubleshoot technical problems, they are too dependent on teacher intervention.

Goal 3: Use and understand technology to participate within a global society.

Objectives:

3A: By the end of Grade 12 students will be able to explain the life cycle of a product from initial design to reuse, recycle, remanufacture, or disposal.

3B: By the end of Grade 12 students will be able to explain the relationship of products to people, to society, and to the environment, including conservation and sustainability principles, in order to become informed and responsible citizens.

The biology and environmental science classes do a lab examining different pieces of garbage and calculating how long it takes to biodegrade. They bury various pieces of garbage and wait a month. This activity gets them thinking about reducing, reusing, and recycling their wastes rather than throwing them in the garbage. Environmental science classes learn about recycling and energy production.

Goal 4: Use technology to produce a product using one form of multimedia, model, design, demonstration, simulation or artistic composition and evaluate that product and the process to achieve it.

Objectives:

4A: By the end of Grade 12 students will be able to create a personal digital portfolio to use as a critical summary and saved to a storage device.

- 4B: By the end of Grade 12 students will be able to effectively use teacher-generated rubrics that infuse technology in all content areas to both self-assess and peer assess, therefore providing immediate feedback on projects.
- 4C: By the end of Grade 12 students will be able to navigate a webquest in all curriculum areas, which will enhance problem solving skills, cooperative learning and differentiated instruction.

This goal is ongoing. Only the students in a web-based class and desktop publishing create and other computer classes create personal digital portfolios. Rubrics are a standard tool for grading assignments. Teachers in all curriculum areas use webquests as a teaching tool.

Goal 5: Demonstrate the knowledge and skills needed to use online learning materials.

Objectives:

- 5A: By the end of Grade 12 students will be able to locate, download, read and navigate online textbooks.
- 5B: By the end of Grade 12 students will be able to communicate through the use of video conferencing.
- 5C: By the end of Grade 12 students will be able to participate in online diagnostic tests and test prep materials to improve standardized test scores.
- 5D: By the end of Grade 12 students will be able to identify and use online discussion forum, connected to a particular class and monitored by the teacher, to enhance critical reading skills, writing skills, sharing of ideas, and proper technological etiquette. (WEBCT or Blackboard)

Not all textbooks are currently online. However, students are able to use online general and content specific encyclopedias from the library. They are given instruction on how to access this media both in school and at home locations. The district has not participated in video conferencing. Teachers encourage students to take advantage of the websites that offer practice for standardized tests. Many of these teachers incorporate these sites into classroom lessons. The library has links on its homepage to these sites. Students and teachers are currently using the RHS wikis to initiate online discussion forums.

B. Goals and Objectives for 2010-2013

Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.

Many of the goals from our previous plan will continue by incorporating revised activities. Our new goals are divided to reflect the alignment of our schools—Grades K-3, Grades 4-8, Grades 9-12. All goals support district need, align with the state plan, and incorporate the National Education Technology

Standards. The objectives are designed to help improve student academic achievement and align with the NJ Core Curriculum Content Standards. There is a strong commitment to incorporating Web 2.0 tools in our goals.

Grades K-3 Goals and Objectives 2010-2013

Goal 1: Use a computer for both directed and independent learning activities.

Objectives:

- 1A: By the end of grade 3 students will use Web 2.0 resources to research self-selected and teacher selected topics across the curriculum.
- 1B: By the end of grade 3 students will use web-based educational programs and activities to reinforce skills across the curriculum.

Goal 2: Use a web based program to locate books and media resources.

Objectives:

- 2A: By the end of grade 2 students will use web-based software to identify books in their school's library.
- 2B: By the end of grade 3 students will use web-based software to locate available books and media sources available.

Goal 3: Increase the interactive hardware tools used by students.

Objectives:

- 3A: By the end of grade 3 students will participate in various content lessons using a SmartBoard.
- 3B: By the end of grade 3 students will participate in a lesson incorporating the use of a student response system.

Grades 4-8 Goals and Objectives 2010-2013

Goal 1: Use 21st century educational technology tools and information literacy skills to enhance learning, increase productivity, promote creativity, and generate motivation.

Objective:

- 1A: By the end of grade 8, students will use Web 2.0 tools that may include, but not limited to, wikis, blogs, and podcasts for student presentation, collaboration, and project research.
- 1B: By the end of grade 8, students will use graphing calculators to store real-life data and analyze measures of central tendency.

1C: By the end of grade 8, Students will utilize virtual manipulatives and/or other software to explore geometric and algebraic properties of mathematics.

Goal 2: Utilize technology to open the lines of communication and foster a partnership between school and home pertaining to student achievement.

Objective:

2A: Utilize Homework Hero and the parent portal of PowerTeacher to keep parents informed of student assignments and academic progress.

Goal 3: Teachers will utilize available hardware to enhance curriculum across all disciplines.

Objective:

3A: Teachers will incorporate the use of interactive hardware tools that may include SmartBoards, student response systems, laptops, projectors, and graphing calculators where appropriate.

3B: Provide professional development to teachers on the effective use of above named devices and ways to utilize them within their content area.

Goal 4: Web-based and other general or discipline-specific software will be explored to enable students to make meaningful decisions in “concrete” ways, develop critical thinking skills and work collaboratively in preparation for the challenges that lie ahead in a diverse, globally interconnected world.

Objective:

4A: Students will have opportunities to collaborate through the use of wikis, web-based or other software (i.e. Google docs).

Grades 9-12 Goals and Objectives 2010-2013

Goal 1: Employ technology as a classroom tool and a resource for learning real world applications in the 21st century.

1A. By the end of grade 12, students will be able to collaborate on group projects, including but not limited to writing, multimedia and presentation using Web 2.0 technology

1B. By the end of grade 12, students will be able to effectively use spreadsheet and advanced word processing techniques in order to complete an integrated assignment that simulates those in various industries of our society.

1C. By the end of grade 12, students will be able to utilize the student management system to monitor their progress

1D. By the end of grade 12, students will be able to demonstrate knowledge of proper Internet use in a moral and legal way, according to acceptable workplace practices.

Goal 2: Access teacher websites for documents, instruction, reinforcement, and collaboration.

- 2A. By the end of grade 12, students will be able to access information online as a tool for completing assignments
- 2B. By the end of grade 12, students will assume an increasing level of responsibility for their own learning and assessment by collaborating and communicating with the teacher, classmates, and professionals.
- 2C. By the end of grade 12, students will be able to monitor and self-assess their progress in their coursework.

Goal 3: Use technology to create a product using one form of Multimedia to model, design, demonstrate, simulate and/or compose artistically.

- 3A. By the end of grade 12, students will be able to produce a multi-disciplinary original product from the design stage to the presentation stage, employing creativity, originality and completeness
- 3B. By the end of grade 12, students will be able to self and peer assess products throughout the stages of development, employing Web 2.0 technology
- 3C. By the end of grade 12, students will be able to present and defend their product/idea to various audiences, employing, but not limited to interactive whiteboards, student response systems, web design, video-conferencing and various hardware devices, such as document cameras, digital cameras and camcorders, iPods, etc.
- 3D. By the end of grade 12, students will be able to interact with teachers completely through an online class, with the teacher acting as a facilitator and moderator.

V. Three-Year Implementation and Strategies Tables (July 2010-June 2013)

- A. *Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*

Grades K-3 Three-Year Technology Implementation Activity Table 2010-2013				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1A	Students will research information for a report/project using print and non-print resources including Web 2.0 resources	June 2011	Teacher	Lesson Plans Student work samples

Grades K-3
Three-Year Technology Implementation Activity Table
2010-2013

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
	(CCCS 8.1, 8.2)			
1A	Students will collaborate with a peer while using Web 2.0 resources (CCCS 8.1, 8.2)	June 2012	Teacher	Lesson Plans Student work samples
1A	At the end of third grade students will publish a report/ research project using Web 2.0 resources (CCCS 8.1, 8.2)	June 2013	Teacher	Lesson Plans Student research projects
1B	Students will choose educational games and activities from content-based, teacher approved websites (CCCS 8.1, 8.2)	June 2013	Teacher	Lesson Plans
1B	Teachers will create a file of teacher approved websites that reinforce the Rutherford curriculum (CCCS 8.1, 8.2)	June 2012	Teacher Librarian Supervisor of Computer Technology	Lesson Plan File contents File available on server
2A	Students will use web-based media software to identify books, DVDs, and CDs available in the library (CCCS 8.1, 8.2)	June 2011	Teacher Librarian	Student assessment on proper use of system
2B	Students will locate materials (books, DVDs, CDs) in their school library based on information they found on the web-based library system (CCCS 8.1, 8.2)	June 2012	Teacher Librarian	Teacher observation Assessment of student's ability to locate library resources
3A	Students will participate in three lessons using SmartBoard technology (CCCS 8.1,8.2)	June 2012	Teacher	Lesson Plans Student work samples
3A	Teachers will create a shared file of content based SmartBoard lessons that can be shared with colleagues	June 2013	Teacher Supervisor of Computer Technology	File Created Lessons Stored Lessons shared

Grades K-3				
Three-Year Technology Implementation Activity Table				
2010-2013				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
	(CCCS 8.1, 8.2)		Principal	
3B	Students will participate in two lessons utilizing student response systems (CCCS 8.1, 8.2)	June 2013	Teacher	Lesson Plans Data collected from student response system

Grades 4-8				
Three-Year Technology Implementation Activity Table				
2010-2013				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1A	Students will use wikis, blogs, and podcasts for presentations, collaboration, and research assignments.	2010-2013	Media Specialist, Technology Teacher, and Classroom Teachers	Lesson Plans, Student Work Samples
1B	Students will use graphing calculators to store real-life data and analyze measures of central tendency.	2010-2013	8 th grade Math teachers	Lesson Plans, Student Work Samples
1C	Students will utilize virtual manipulatives to explore geometric and algebraic properties of mathematics.	2010-2013	Mathematics Teachers	Lesson Plans, Student Work Samples
2A	Student assignments will be available by accessing Homework Hero.	2010	Classroom Teachers	Homework Hero Site
2A	Power School Parent Portal will become available for parent accessibility.	2013	Technology Department Administration Classroom Teachers	Power School Site
3A	Interactive hardware tools will be implemented at all grade levels.	2010-2013	Classroom Teachers	Lesson Plans, Student Work Samples

Grades 4-8				
Three-Year Technology Implementation Activity Table				
2010-2013				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
3B	Professional development will be available to incorporate uses of interactive hardware tools.	2010-2013	Administration and Professional Development Committee	Workshop Attendance
4A	Students will engage in collaborative assignments using wikis, web-based or other software.	2010-2013	Classroom Teacher and Technology Teacher	Lesson Plans, Student Work Samples

Grades 9-12				
Three-Year Technology Implementation Activity Table				
2010-2013				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1A	Students will use Web 2.0 technologies to complete assignments/projects in all disciplines.	June 2012	Department Supervisors Classroom teachers	Lesson plans Print-outs of completed student work
1B	Using spreadsheet software, students will organize and analyze data to create charts for completing science lab reports, reports in biology, chemistry and physics.	June 2012	Department Supervisor Classroom Teachers	Print-outs of completed student lab reports Teacher Lesson Plans
1C	Students will monitor their progress through the use of an online database of their grades.	June 2011	Guidance Counselors Classroom Teachers	Power School Student Management System
1D	Students will participate in an orientation that addresses current Internet usage responsibilities.	June 2011	School Administrator Media Specialist	Publication of Internet usage Policy Recorded

**Grades 9-12
Three-Year Technology Implementation Activity Table
2010-2013**

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
				attendance at student orientation.
2A	Students will use Web 2.0 tools to download teacher-generated documents for coursework.	June 2012	Classroom Teachers	Teacher Web 2.0 websites
2B	Students will interact with one another and teachers utilizing e-mail to complete school work.	June 2011	Classroom Teachers	Archived e-mails and/or printed emails.
2C	Students will utilize online resource materials offered by teachers or publishing companies to challenge and self-assess their progress in their coursework.	June 2012	Classroom Teachers	Lesson Plans Annotated bibliography of publishing company websites
3A	In English classes or another discipline, students will create a web-based, personal, digital portfolio to exhibit their academic and non-academic accomplishments throughout high school.	June 2013	Classroom Teachers	Lesson Plans Completed student products
3B	Students will collaborate to complete study guides in preparation for assessments in all disciplines.	June 2012	Classroom Teachers	Lesson Plans Online documents
3C	Students will complete a comprehensive website as a summative assessment project in a Social Studies class or another.	June 2012	Classroom Teachers	Lesson Plans Completed projects
3D	Students will sign up for and participate in a teacher facilitated and moderated online elective course.	June 2013	Classroom Teachers Supervisors	Course Curriculum Lesson Plans

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

As we implement this plan we will continue to focus on making technology a seamless part of the curriculum and ensure that teacher training and professional development is provided to all

stakeholders. We will emphasize the use of Web 2.0 tools to foster communication, collaboration, and creativity between educators and students. There will be a renewed effort in using in-house teachers and technology staff to provide training to their colleagues and work collaboratively to incorporate the use of technology into all content areas.

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

Technology is incorporated into all grade levels. Our grade K-3 teachers incorporate the use of technology into a variety of content areas. They have access to classroom computers and laptop carts. In addition, computers are used for a variety of centers in K-3 classrooms. Grade 4 and 5 students participate in a five-week keyboarding class that covers touch-typing skills using Microsoft Word. In addition, basic formatting, printing skills, inserting clipart and saving to the server are topics that are also covered. The Media Specialist incorporates Internet searching and safety into the Library cycle course. Our fourth grade teachers work with the Computer Integration Specialist to develop lessons where students create a presentation and a spreadsheet with graph. All Grade 4 students are evaluated using a rubric entitled “Fourth Grade Checklist – 8.1 Computer and Information Literacy.” Teachers check, indicate date, class if demonstrated, and teacher signature for a variety of skills. A copy of the rubric is included in this document (see Attachment 3).

At the Grade 6-8 level a computer cycle course is required. The grade 6 curriculum addresses word processing topics such as formatting documents to include headers and footers, bullets, and special tabs. Basic spreadsheet skills are introduced and practiced and include terminology, simple formulas, formatting cell data and creating graphs. Database terminology and skills are also introduced and practiced. Internet searching and safety and introduction to presentations are other curriculum topics. The grade 7 curriculum builds on the word processing, spreadsheet, database and presentation skills introduced in grade 6. The grade 7 curriculum is project-based and includes the integration of software

applications. In addition, cyberbullying, with an emphasis on the impact and consequences that come about as a result of cyberbullying, is included in the curriculum. In the grade 8 computer cycle course, each student is assessed on the components of the curriculum—word processing, spreadsheet, database and presentation skills. The teacher of the computer cycle course completes a scoring rubric, 8th Grade Technology Rubric – 8.1 Computer and Information Literacy, for each student. A score of 31 or above indicates proficiency. The results are reported each year. A copy of the rubric is included in this document (see Attachment 3).

In addition, in grade 8 ethical online behavior and Internet safety are topics that are dealt with in-depth utilizing the *Missing* video game program by LiveWires. Creating movies using the iMovie software application is also a topic that is covered in grade 8.

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

The maintenance of the district email system, website, network, high-speed Internet connection, and servers will be pivotal resources to achieve our stated goals. In addition, our plan for purchasing SmartBoards, additional web-based systems and software, and digital media and assistive technologies will enable use to reach our goals.

VI. Funding Plan (July 2010-June 2011)

A. Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

Three-Year Technology Plan Anticipated Funding Table (2010-2011)			
ITEM	ERATE FUNDING	LOCAL BUDGET	Grants
Professional Development (consultants, technical certifications, etc.)		18,000	5,000 (ARRA, etc.)
Technology Equipment (over \$2000 per unit)		0	
Internet Services/VOIP	23,894	42,000	
Software (including maintenance fees for SMS, Filtering, online databases, backup service, etc.)		72,450	30,000 (ARRA)
Maintenance (Repair, Routers-- SmartNet, Fiber)		46,800	
Supplies (under \$2000 per unit)		223,390	

Three-Year Technology Plan Projected Funding Table (2011-2012)			
ITEM	ERATE FUNDING	LOCAL BUDGET	GRANTS
Professional Development (consultants, technical certifications, etc.)		18,000	
Technology Equipment (over \$2000 per unit)		0	
Internet Services/VOIP	23,000	42,000	
Software (including maintenance fees for SMS, Filtering, online databases, backup service, etc.)		72,000	
Maintenance (Repair, Routers-- SmartNet, Fiber)		46,800	

Three-Year Technology Plan Projected Funding Table (2011-2012)			
ITEM	ERATE FUNDING	LOCAL BUDGET	GRANTS
Supplies (under \$2000 per unit)		220,000	

B. *Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction.*

The district has received American Recovery and Reinvestment Act (ARRA) funds. Some of this funding will be used to purchase technology to improve teaching and learning including the purchase of SmartBoards student response systems, and instructional software, training for teachers in the use of instructional software, and web-based IEP writing software. During the 2009-2010 school year, these funds were used to purchase the following technology-based tools: Earobics (software), additional printers, projectors, bulbs, projector carts, student response systems, mobile learning labs, and additional laptop computers, and SmartBoards. We are in the process of using these funds to purchase a web-based IEP writing program. Additional ARRA funds will be used during the 2010-2011 school year to continue to purchase technology-based tools.

The district is also committed to obtaining e-rate funding. We have hired *E-Rate Exchange*, an E-Rate consulting firm to provide e-rate assistance to ensure that the district will receive every dollar we deserve for key technology purchases.

The district also receives Title II and Title IV monies. In the past, this money has been used to supplement Professional Development and Innovative Program training. All other funding comes from state and local tax money. State and local funds are used together to support all projects, equipment software and special activities. The Rutherford Public School district maintains a budget for technology that is separate and distinct from the budget for each individual school.

C. Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.

See Attachment 4 page 88.

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

Once approved, a copy of the Technology budget will be filed with this plan.

E. Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.

Those elements are:

- *Goals and strategies for using telecommunications and information technology;*
- *A professional development plan;*
- *An assessment of telecommunications services, hardware, software, and other services needed;*
- *Budget resources; and*
- *An ongoing evaluation process.*

The Technology Department has worked on this plan since September 2009. A Committee was formed early in the Fall of 2009. This committee, as well as sub-committees, has had a draft of this plan since the Fall of 2009. The budget was submitted to the Office of The Superintendent in October 2009. The Rutherford Board of Education is expected to approve the plan at the March 8, 2010 Board of Education meeting.

VII. Professional Development

A. Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.

Barbara O'Donnell, the Director/Supervisor of Technology for the district in conjunction with Brenda Fargo, Research Assistant to the Superintendent coordinate the professional development activities in this plan.

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

1. How ongoing, sustained professional development for all administrators will be provided to

further the effective use of technology in all learning environments.

As we have done over the last three years, we will continue to explore new and innovative ways our student management system (PowerSchool) can be utilized. Our administrators will be trained side-by-side with faculty and staff in any new implementation of PowerSchool/PowerTeacher. In addition, all training opportunities for teachers in the use and integration of technology will be offered to the district administrators/supervisors. Administrators will also continue with the State-sponsored training in 21st century skills.

- 2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.*

The district will provide professional development by using in-house experts, the network administrators/computer technicians, outside consultants, and the Kean University's 21st Century Learner Series and other technology-based training offered through the University. In addition, the district continues to work with NJECC (New Jersey Educational Computing Cooperative) to provide in-service training. NJECC's mission is to promote and support the integration of technology in education.

The Computer Technology Office will work closely with the Research Assistant to the Superintendent to provide release time and professional development days for faculty. In addition, after school and summer classes will also be provided. Lastly, the district will continue to have the computer integration teachers model computer integration and provide in-class support for teachers.

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

The job description for our district technicians requires them to attain the following technical certifications: Apple Certified Help Desk Specialist (ACHDS), Apple Certified Desktop Technician (ACDT), Apple Certified Portable Technician (ACPT). Financial incentives encourage them to attain the following certificates: Apple Certified Technical Coordinator (ACTC) and Apple Certified System Administrator (ACSA). The district will purchase any print materials or pay for classes as necessary.

After successfully attaining certification, the technician is reimbursed for the cost of the testing.

This past year, a subscription to Lynda.com was purchased. This gives the technical staff access to computer training tutorials through online videos. In addition, the technical staff is afforded the same opportunities for professional development as the faculty. Any requests for professional development are submitted to the Supervisor of Computer Technology and, if approved at this level, are submitted to the Board of Education office for final approval.

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

Assistive technologies are currently being used to effectively service all our students in particular our special education population. The technology used includes computer programs like Write-Out Loud that is used as an editing tool and is especially effective for students with dyslexia. Inspiration and/or Kidspiration is used to create graphic organizers and visual aids, Franklin Speller, and Keynote have been used to introduce new vocabulary and as a tool for presentations and projects. Simple Text, Geometer's Sketchpad, and PowerPoint are also programs that are frequently used as assistive technology. Special education teachers and students use the iBooks to get onto the Internet to do research, for educational games, and websites like Study Island; email is used to communicate with parents, co-workers, and students; word processing software is used for lesson planning, essay writing, and creating modifications; and iTunes is also used to play classical music while the students are working. On the iBooks there is a text to speech option that is used with headphones by some teachers that help their students with special needs read. Some pieces of equipment that we frequently use are overhead projectors, computer projectors, headsets for listening centers, and Alpha Smarts. In the math and science classes teachers are using calculators and calculator view screens to facilitate in the process of solving various problems. A proven, research-based intervention solution, Earobics, which has been shown to directly impact reading achievement in pre-K through third grade is used by our speech teacher

at the Grade K-3, level. Earobics’ instructional design provides a diverse, differentiated approach to literacy suited to each student’s individual needs.

Professional development has been provided in the use of assistive technologies. Members of faculty have attended the following workshops: Digital Institute: Podcasting for Teachers; Assistive Technology; Adaptive Physical Education for Special Needs, Introduction to Podcasting; and Helping Children with Auditory Processing Disorders.

C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2010-2011 as it relates 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.

We understand that our classroom teachers need in-class support and guidance to truly integrate the use of computers/technology into their content area. Therefore, we created the position of *Computer Integration Specialist*—there are two people in the district that hold this position. Through this position we are now able to provide training, guidance, and *in-class* support for using technology *within* the classroom. The Computer Integration Specialist collaborates with teachers throughout the district to integrate technology into the curriculum and coordinate educational projects and activities that integrate the use of technology. The specialist and the classroom teachers plan together, implement together, and evaluate together.

Educator’s Proficiency/Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Ability for teachers to share access to technology enriched lesson plans	District servers will be established for the sharing of material	IT department will establish shared servers for teachers to access. Follow-up training and support will be provided by technicians and computer integration teachers
Training in the use of Web	In-house courses, Kean	Turn-key training by attendees who then

Educator's Proficiency/Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
2.0 technology and web-based software	University, NJECC courses will be offered for teachers in the use and integration of technologies such as blogs and wikis. Professional development with web-based software companies will be explored. Webinars will be utilized.	can provide the necessary support to other classroom teachers.
Training in the use of SmartBoards	In-house courses, Kean University, NJECC courses will be offered for teachers in the use and integration of SmartBoards	Turn-key training by attendees who then can provide the necessary support to other classroom teachers.
Use of technology to facilitate communication with students and parents	District will look to offer classes in web page design and other communication tools to maintain on online dialog with students and parents. District will continue to investigate the use of the PowerSchool parent portal.	The technical staff will work with teachers to upload websites to the district page. Follow-up drop-by sessions will be offered to answer specific questions. District technicians will work with teachers at their home school to troubleshoot.
Ability to display computer image in classrooms	Use and setup of additional projectors	District technicians will provide training. Follow-up and support provided by technicians and computer integration teachers.

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

Ongoing technology professional development will be provided to support all end-users and meet the needs of beginning users as well as experienced users. We will use in-house trainers as well as outside consultants. In addition, we will aim to provide as much in-class as possible for our teachers. The professional development activities that are projected to be provided through 2013 will be designed to support the goals, objectives, and needs identified in this plan. We will provide: continual

PowerSchool training for administrators, staff, and faculty; training in the use of interactive hardware tools including SmartBoards and SRS; and use of Web 2.0 technology and web-based software. This, of course, is a partial list of the professional development activities that will support our identified needs. The needs of all stakeholders will be evaluated yearly and will guide our professional development activities.

VIII. Evaluation Plan

Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in:

1. *Integrating technology into curricula and instruction to promotes 21st century skills and global collaboration and outreach,*
2. *Enabling students to meet challenging state academic standards, and*
3. *Developing life-long learning skills.*

Evaluation Plan	
Describe the process to regularly evaluate this plan as <u>effectively</u>...	
<i>a. integrating technology</i>	The building administrators and supervisors will ensure that technology integration is an important goal at all grade levels and in all content areas. Documentation will be provided through teacher lesson plans and logs.
<i>b. enabling students to meet challenging state academic standards</i>	Our elementary and middle school students will continue to use web-based application for test-prep purposes. As part of this plan, we will continue to investigate the use of web-based tools to be incorporated into all content areas. The incorporation of technology to achieve NJ Core Curriculum Content Standards will be emphasized by building administrators and supervisors. This will be documented through teacher lesson plans and logs.
<i>c. developing life-long learning skills</i>	As outlined in our goals, the Rutherford Public Schools are committed to using technology to develop life-long learning skills. Technology will be used to design an educational environment that includes authentic problems, self-directed learning, collaborative learning, organizational learning, and prepares our students for the rigor of the

Evaluation Plan

Describe the process to regularly evaluate this plan as effectively...

	collegiate environment. The use of the district website, servers, and email system will provide invaluable assistance to achieve our goals. The district administrators and supervisors will continue to support teachers in these endeavors.
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Stakeholders will evaluate this plan on a yearly basis. Administrators, supervisors, faculty, staff and all stakeholders will provide yearly documentation detailing the implementation of the plan.

Attachment #1—Technology Inventory

Equipment	Location	Equipment	Location
Business Office Side 5 phones	BOE Offices	HS_Cart1_04	RHS
MDF	BOE Offices	HS_Cart1_05	RHS
Superintendent Office Side 5 phones	BOE Offices	HS_Cart1_06	RHS
Work Room 1 Phone	BOE Offices	HS_Cart1_07	RHS
6 SmartBoards	Lincoln	HS_Cart1_08	RHS
Cart_4_01	Lincoln	HS_Cart1_09	RHS
Cart_4_02	Lincoln	HS_Cart1_10	RHS
Cart_4_03	Lincoln	HS_Cart1_11	RHS
Cart_4_04	Lincoln	HS_Cart1_12	RHS
Cart_4_05	Lincoln	HS_Cart1_13	RHS
Cart_4_06	Lincoln	HS_Cart1_14	RHS
Cart_4_07	Lincoln	HS_Cart1_15	RHS
Cart_4_08	Lincoln	HS_Cart1_16	RHS
Cart_4_09	Lincoln	HS_Cart1_17	RHS
Cart_4_10	Lincoln	HS_Cart1_18	RHS
Center Laptops	Lincoln	HS_Cart1_19	RHS
Center Laptops	Lincoln	HS_Cart1_20	RHS
Center Laptops	Lincoln	HS_Cart2_01	RHS
Center Laptops	Lincoln	HS_Cart2_02	RHS
Center Laptops	Lincoln	HS_Cart2_03	RHS
Center Laptops	Lincoln	HS_Cart2_04	RHS
Center Laptops	Lincoln	HS_Cart2_05	RHS
Center Laptops	Lincoln	HS_Cart2_06	RHS
Custodian	Lincoln	HS_Cart2_07	RHS
Gym	Lincoln	HS_Cart2_08	RHS
Linc_Cart3_MB_01	Lincoln	HS_Cart2_09	RHS
Linc_Cart3_MB_02	Lincoln	HS_Cart2_10	RHS
Linc_Cart3_MB_03	Lincoln	HS_Cart2_11	RHS
Linc_Cart3_MB_04	Lincoln	HS_Cart2_12	RHS
Linc_Cart3_MB_05	Lincoln	HS_Cart2_13	RHS
Linc_Cart3_MB_06	Lincoln	HS_Cart2_14	RHS
Linc_Cart3_MB_07	Lincoln	HS_Cart2_15	RHS
Linc_Cart3_MB_08	Lincoln	HS_Cart2_16	RHS
Linc_Cart3_MB_09	Lincoln	HS_Cart2_17	RHS
Linc_Cart3_MB_10	Lincoln	HS_Cart2_18	RHS
Lincoln_206_01	Lincoln	HS_Cart2_19	RHS
Lincoln_Cart1_1	Lincoln	HS_Cart2_20	RHS
Lincoln_Cart1_10	Lincoln	HS_Cart2_21	RHS
Lincoln_Cart1_11	Lincoln	HS_Cart2_22	RHS
Lincoln_Cart1_12	Lincoln	HS_Cart2_23	RHS
Lincoln_Cart1_13	Lincoln	HS_Cart2_24	RHS
Lincoln_Cart1_14	Lincoln	HS_Cart2_25	RHS
Lincoln_Cart1_15	Lincoln	HS_Cart3_01	RHS

Equipment	Location	Equipment	Location
Lincoln_Cart1_16	Lincoln	HS_Cart3_02	RHS
Lincoln_Cart1_17	Lincoln	HS_Cart3_03	RHS
Lincoln_Cart1_18	Lincoln	HS_Cart3_04	RHS
Lincoln_Cart1_19	Lincoln	HS_Cart3_05	RHS
Lincoln_Cart1_2	Lincoln	HS_Cart3_06	RHS
Lincoln_Cart1_20	Lincoln	HS_Cart3_07	RHS
Lincoln_Cart1_21	Lincoln	HS_Cart3_08	RHS
Lincoln_Cart1_22	Lincoln	HS_Cart3_09	RHS
Lincoln_Cart1_23	Lincoln	HS_Cart3_10	RHS
Lincoln_Cart1_24	Lincoln	HS_Computer_Odonnell	RHS
Lincoln_Cart1_25	Lincoln	HS_Doorn	RHS
Lincoln_Cart1_3	Lincoln	HS_English_Buell	RHS
Lincoln_Cart1_4	Lincoln	HS_English_Dernelle	RHS
Lincoln_Cart1_5	Lincoln	HS_Guidance_Brown	RHS
Lincoln_Cart1_6	Lincoln	HS_Guidance_DirectorOf	RHS
Lincoln_Cart1_7	Lincoln	HS_Guidance_Merlino	RHS
Lincoln_Cart1_8	Lincoln	HS_Guidance_Scutti	RHS
Lincoln_Cart1_9	Lincoln	HS_Guidance_Sec_D	RHS
Lincoln_Cart12_1	Lincoln	HS_Guidance_Sec_M	RHS
Lincoln_Cart12_10	Lincoln	HS_Guidance_Weissman	RHS
Lincoln_Cart12_11	Lincoln	HS_Library_01	RHS
Lincoln_Cart12_12	Lincoln	HS_Library_02	RHS
Lincoln_Cart12_13	Lincoln	HS_Library_03	RHS
Lincoln_Cart12_14	Lincoln	HS_Library_04	RHS
Lincoln_Cart12_15	Lincoln	HS_Library_05	RHS
Lincoln_Cart12_16	Lincoln	HS_Library_06	RHS
Lincoln_Cart12_17	Lincoln	HS_Library_07	RHS
Lincoln_Cart12_18	Lincoln	HS_Library_08	RHS
Lincoln_Cart12_19	Lincoln	HS_Library_09	RHS
Lincoln_Cart12_2	Lincoln	HS_Library_10	RHS
Lincoln_Cart12_20	Lincoln	HS_Library_11	RHS
Lincoln_Cart12_21	Lincoln	HS_Library_12	RHS
Lincoln_Cart12_22	Lincoln	HS_Library_13	RHS
Lincoln_Cart12_23	Lincoln	HS_Library_14	RHS
Lincoln_Cart12_24	Lincoln	HS_Library_15	RHS
Lincoln_Cart12_25	Lincoln	HS_Library_16	RHS
Lincoln_Cart12_3	Lincoln	HS_Library_17	RHS
Lincoln_Cart12_4	Lincoln	HS_Library_18	RHS
Lincoln_Cart12_5	Lincoln	HS_Library_19	RHS
Lincoln_Cart12_6	Lincoln	HS_Library_20	RHS
Lincoln_Cart12_7	Lincoln	HS_Library_21	RHS
Lincoln_Cart12_8	Lincoln	HS_Library_22	RHS
Lincoln_Cart12_9	Lincoln	HS_Library_23	RHS
Lincoln_Cart13_1	Lincoln	HS_Library_DeCarlo (2)	RHS
Lincoln_Cart13_10	Lincoln	HS_Library_Mazur	RHS
Lincoln_Cart13_11	Lincoln	HS_Library_TS	RHS
Lincoln_Cart13_12	Lincoln	HS_Library_Workroom_01	RHS
Lincoln_Cart13_13	Lincoln	HS_Library_Workroom_02	RHS

Equipment	Location	Equipment	Location
Lincoln_Cart13_14	Lincoln	HS_Main_Sec_A	RHS
Lincoln_Cart13_15	Lincoln	HS_Main_Sec_C	RHS
Lincoln_Cart13_16	Lincoln	HS_MathScience_Farrell	RHS
Lincoln_Cart13_17	Lincoln	HS_MathScience_Heinzel	RHS
Lincoln_Cart13_18	Lincoln	HS_MathScience_Rovito	RHS
Lincoln_Cart13_19	Lincoln	HS_MM_01	RHS
Lincoln_Cart13_2	Lincoln	HS_MM_02	RHS
Lincoln_Cart13_20	Lincoln	HS_MM_03	RHS
Lincoln_Cart13_21	Lincoln	HS_MM_04	RHS
Lincoln_Cart13_22	Lincoln	HS_MM_05	RHS
Lincoln_Cart13_23	Lincoln	HS_MM_06	RHS
Lincoln_Cart13_24	Lincoln	HS_MM_07	RHS
Lincoln_Cart13_25	Lincoln	HS_MM_08	RHS
Lincoln_Cart13_3	Lincoln	HS_MM_09	RHS
Lincoln_Cart13_4	Lincoln	HS_MM_10	RHS
Lincoln_Cart13_5	Lincoln	HS_MM_11	RHS
Lincoln_Cart13_6	Lincoln	HS_MM_12	RHS
Lincoln_Cart13_7	Lincoln	HS_MM_13	RHS
Lincoln_Cart13_8	Lincoln	HS_MM_14	RHS
Lincoln_Cart13_9	Lincoln	HS_MM_15	RHS
Lincoln_CST_Freudenberg	Lincoln	HS_MM_TS	RHS
Lincoln_Gym_01	Lincoln	HS_Nurse_DePasquale	RHS
Lincoln_Library_01	Lincoln	HS_Nurse_Merlo	RHS
Lincoln_Library_02	Lincoln	HS_Office_Security_01	RHS
Lincoln_Library_03	Lincoln	HS_Office_Security_02	RHS
Lincoln_Library_04	Lincoln	HS_Photo_01	RHS
Lincoln_Library_05	Lincoln	HS_Photo_02	RHS
Lincoln_Library_06	Lincoln	HS_Photo_03	RHS
Lincoln_Library_TS	Lincoln	HS_Photo_04	RHS
Lincoln_Library_TS 2	Lincoln	HS_Photo_05	RHS
Lincoln_Nurse_01	Lincoln	HS_Photo_06	RHS
Lincoln_Office_Beggs	Lincoln	HS_Photo_07	RHS
Lincoln_Office_Velechko	Lincoln	HS_Photo_08	RHS
Lincoln_Office_Winand	Lincoln	HS_Photo_09	RHS
MDF	Lincoln	HS_Photo_10	RHS
Room 003	Lincoln	HS_Photo_11	RHS
Room 004	Lincoln	HS_Photo_12	RHS
Room 004	Lincoln	HS_Photo_TS	RHS
Room 005	Lincoln	HS_Princ_Hurley	RHS
Room 006	Lincoln	HS_Psych_Carlin	RHS
Room 007	Lincoln	HS_Psych_Hauptman	RHS
Room 008	Lincoln	HS_Psych_Hoen	RHS
Room 009	Lincoln	HS_Quadzilla	RHS
Room 010	Lincoln	HS_SS_Rentel	RHS
Room 011	Lincoln	HS_SS_Shortino	RHS
Room 012	Lincoln	HS_Trainer	RHS
Room 012	Lincoln	HS_TV_01	RHS
Room 012	Lincoln	HS_TV_02	RHS

Equipment	Location	Equipment	Location
1st Floor - Faculty Conference	Lincoln - VOIP	TeacherLaptop	RHS
1st Floor - Faculty Workroom	Lincoln - VOIP	TeacherLaptop	RHS
1st Floor - Health Office	Lincoln - VOIP	TeacherLaptop	RHS
1st Floor - Main Office	Lincoln - VOIP	TeacherLaptop	RHS
1st Floor - Principal	Lincoln - VOIP	TeacherLaptop	RHS
2nd Floor CST	Lincoln - VOIP	TeacherLaptop	RHS
2nd Floor G&T Office	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Boiler Room	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Custodial Office	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Gym Storage	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Library	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Mech/Electrical	Lincoln - VOIP	TeacherLaptop	RHS
Lower - Pantry	Lincoln - VOIP	TeacherLaptop	RHS
01	Pierrepont	TeacherLaptop	RHS
02	Pierrepont	TeacherLaptop	RHS
02	Pierrepont	TeacherLaptop	RHS
02	Pierrepont	TeacherLaptop	RHS
03	Pierrepont	TeacherLaptop	RHS
03	Pierrepont	TeacherLaptop	RHS
04	Pierrepont	TeacherLaptop	RHS
05	Pierrepont	TeacherLaptop	RHS
05a	Pierrepont	TeacherLaptop	RHS
05a	Pierrepont	TeacherLaptop	RHS
06	Pierrepont	TeacherLaptop	RHS
06	Pierrepont	TeacherLaptop	RHS
09	Pierrepont	TeacherLaptop	RHS
10	Pierrepont	TeacherLaptop	RHS
10	Pierrepont	TeacherLaptop	RHS
13	Pierrepont	TeacherLaptop	RHS
14a	Pierrepont	TeacherLaptop	RHS
14a	Pierrepont	TeacherLaptop	RHS
20	Pierrepont	TeacherLaptop	RHS
22	Pierrepont	TeacherLaptop	RHS
22	Pierrepont	TeacherLaptop	RHS
22	Pierrepont	TeacherLaptop	RHS
22	Pierrepont	TeacherLaptop	RHS
23a	Pierrepont	TeacherLaptop	RHS
23B	Pierrepont	TeacherLaptop	RHS
23B	Pierrepont	TeacherLaptop	RHS
24	Pierrepont	TeacherLaptop	RHS
25	Pierrepont	TeacherLaptop	RHS
25	Pierrepont	TeacherLaptop	RHS
25	Pierrepont	TeacherLaptop	RHS
25	Pierrepont	TeacherLaptop	RHS
26	Pierrepont	TeacherLaptop	RHS
27	Pierrepont	TeacherLaptop	RHS
28	Pierrepont	TeacherLaptop	RHS

Equipment	Location	Equipment	Location
28	Pierrepont	TeacherLaptop	RHS
28	Pierrepont	TeacherLaptop	RHS
28	Pierrepont	TeacherLaptop	RHS
30	Pierrepont	TeacherLaptop	RHS
30	Pierrepont	TeacherLaptop	RHS
30	Pierrepont	TeacherLaptop	RHS
30	Pierrepont	TeacherLaptop	RHS
31	Pierrepont	TeacherLaptop	RHS
31	Pierrepont	TeacherLaptop	RHS
32	Pierrepont	TeacherLaptop	RHS
33	Pierrepont	TeacherLaptop	RHS
34	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
36	Pierrepont	TeacherLaptop	RHS
38	Pierrepont	TV_Webs_Intel	RHS
38	Pierrepont	2nd - Adult School	RHS - VOIP
38	Pierrepont	2nd - Assistant Principal	RHS - VOIP
		2nd - Athletic Director	
8 SmartBoards	Pierrepont	Office	RHS - VOIP
Art Room (Room 8)	Pierrepont	2nd - Athletic Director	
		Secretary Office	RHS - VOIP
Band Room	Pierrepont	2nd - Attendance Office	RHS - VOIP
Band Room	Pierrepont	2nd - Conference	RHS - VOIP
Band Room	Pierrepont	2nd - CST Office	RHS - VOIP
BSI	Pierrepont	2nd - English	RHS - VOIP
BSI	Pierrepont	2nd - Faculty Workroom	
		(Main Office)	RHS - VOIP
BSI	Pierrepont	2nd - Faculty Workroom	
		CAVO	RHS - VOIP
BSI	Pierrepont	2nd - Faculty Workroom	
		in Library	RHS - VOIP
Dell PC	Pierrepont	2nd - Guidance Offices	RHS - VOIP
G&T Office	Pierrepont	2nd - Health Office	RHS - VOIP
G&T Office	Pierrepont	2nd - Library Media	
		Center	RHS - VOIP
Gym Office	Pierrepont	2nd - Main Office	RHS - VOIP
Library TS	Pierrepont	2nd - PE Office	RHS - VOIP
	Pierrepont	2nd - Principal Conference	
Maint_Sabatini		(BACK)	RHS - VOIP
		2nd - Principal Conference	
MDF/2 IDFs	Pierrepont	(FRONT)	RHS - VOIP
Portables	Pierrepont	2nd - Principal Office	RHS - VOIP
Portables	Pierrepont	2nd - School Store	RHS - VOIP
Portables	Pierrepont	3rd - Computer/IT Office	RHS - VOIP
PP_32_01	Pierrepont	3rd - CST	RHS - VOIP

Equipment	Location	Equipment	Location
PP_5A_01	Pierrepoint	3rd - Math/Science Office	RHS - VOIP
PP_Cart_11	Pierrepoint	3rd - Mechanical	RHS - VOIP
PP_Cart1_01	Pierrepoint	3rd - Mechanical	RHS - VOIP
PP_Cart1_02	Pierrepoint	3rd - SAC	RHS - VOIP
PP_Cart1_03	Pierrepoint	3rd - Science Office	RHS - VOIP
PP_Cart1_04	Pierrepoint	3rd - Social/World Lang Office	RHS - VOIP
PP_Cart1_05	Pierrepoint	Lower Level - Band Office	RHS - VOIP
PP_Cart1_06	Pierrepoint	Lower Level - Boiler Room #1	RHS - VOIP
PP_Cart1_07	Pierrepoint	Lower Level - Boiler Room #2	RHS - VOIP
PP_Cart1_08	Pierrepoint	Lower Level - Coaches Office/Gym	RHS - VOIP
PP_Cart1_09	Pierrepoint	Lower Level - Coaches Office/Gym	RHS - VOIP
PP_Cart1_10	Pierrepoint	Lower Level - Fac Dining Room	RHS - VOIP
PP_Cart1_11	Pierrepoint	Lower Level - FFPA Office	RHS - VOIP
PP_Cart1_12	Pierrepoint	Lower Level - Hub Room/MDF	RHS - VOIP
PP_Cart1_13	Pierrepoint	Lower Level - HVAC Storage	RHS - VOIP
PP_Cart1_14	Pierrepoint	Lower Level - School Resource Officer	RHS - VOIP
PP_Cart1_15	Pierrepoint	Lower Level - Tech Workroom	RHS - VOIP
PP_Cart1_16	Pierrepoint	Lower Level - Trainer Office	RHS - VOIP
PP_Cart1_17	Pierrepoint	Lower Level - TV Studio	RHS - VOIP
PP_Cart1_18	Pierrepoint	Lower Level - VOIP Hub/Teacher Training	RHS - VOIP
PP_Cart1_19	Pierrepoint	Lower Level - Wood Shop Office	RHS - VOIP
PP_Cart1_20	Pierrepoint	Pool Office 1	RHS - VOIP
PP_Cart1_21	Pierrepoint	Pool Office 2	RHS - VOIP
PP_Cart1_22	Pierrepoint	MDF	Sylvan
PP_Cart1_23	Pierrepoint	TeacherLaptop	Sylvan
PP_Cart1_24	Pierrepoint	1st Floor - Office/Classroom	Sylvan - VOIP
PP_Cart1_25	Pierrepoint	1st Floor - Reception	Sylvan - VOIP
PP_Cart2_01	Pierrepoint	1st Floor - Social Worker Office	Sylvan - VOIP
PP_Cart2_02	Pierrepoint	2nd Floor - Office	Sylvan - VOIP
PP_Cart2_03	Pierrepoint	2nd Floor - Office	Sylvan - VOIP
PP_Cart2_04	Pierrepoint	2nd Floor - Office	Sylvan - VOIP
PP_Cart2_05	Pierrepoint	2nd Floor - Office	Sylvan - VOIP
PP_Cart2_06	Pierrepoint	Lower - Boiler Room	Sylvan - VOIP
PP_Cart2_07	Pierrepoint	Lower - Custodial Office	Sylvan - VOIP
PP_Cart2_08	Pierrepoint	Lower - Multi-Purpose	Sylvan - VOIP

Equipment	Location	Equipment	Location
PP_Cart2_09	Pierrepoint	Room	Sylvan - VOIP
PP_Cart2_10	Pierrepoint	Lower - Storage	Union
PP_Cart2_12	Pierrepoint	10 SmartBoards	Union
PP_Cart2_13	Pierrepoint	eMac_Hetzel_01	Union
PP_Cart2_14	Pierrepoint	eMac_Hetzel_02	Union
PP_Cart2_15	Pierrepoint	MDF/2 IDFs	Union
PP_Cart2_16	Pierrepoint	StudentStorageU	Union
PP_Cart2_17	Pierrepoint	TeacherLaptop	Union
PP_Cart2_18	Pierrepoint	TeacherLaptop	Union
PP_Cart2_19	Pierrepoint	TeacherLaptop	Union
PP_Cart2_20	Pierrepoint	TeacherLaptop	Union
PP_Cart2_23	Pierrepoint	TeacherLaptop	Union
PP_Cart2_24	Pierrepoint	TeacherLaptop	Union
PP_Cart2_25	Pierrepoint	TeacherLaptop	Union
PP_Cart3_01	Pierrepoint	TeacherLaptop	Union
PP_Cart3_02	Pierrepoint	TeacherLaptop	Union
PP_Cart3_03	Pierrepoint	TeacherLaptop	Union
PP_Cart3_04	Pierrepoint	TeacherLaptop	Union
PP_Cart3_05	Pierrepoint	TeacherLaptop	Union
PP_Cart3_06	Pierrepoint	TeacherLaptop	Union
PP_Cart3_07	Pierrepoint	TeacherLaptop	Union
PP_Cart3_08	Pierrepoint	TeacherLaptop	Union
PP_Cart3_09	Pierrepoint	TeacherLaptop	Union
PP_Cart3_10	Pierrepoint	TeacherLaptop	Union
PP_Cart3_11	Pierrepoint	TeacherLaptop	Union
PP_Cart3_12	Pierrepoint	TeacherLaptop	Union
PP_Cart3_13	Pierrepoint	TeacherLaptop	Union
PP_Cart3_14	Pierrepoint	TeacherLaptop	Union
PP_Cart3_15	Pierrepoint	TeacherLaptop	Union
PP_Cart3_16	Pierrepoint	TeacherLaptop	Union
PP_Cart3_17	Pierrepoint	TeacherLaptop	Union
PP_Cart3_18	Pierrepoint	TeacherLaptop	Union
PP_Cart3_19	Pierrepoint	TeacherLaptop	Union
PP_Cart3_20	Pierrepoint	TeacherLaptop	Union
PP_Cart3_21	Pierrepoint	TeacherLaptop	Union
PP_Cart3_22	Pierrepoint	TeacherLaptop	Union
PP_Cart3_23	Pierrepoint	TeacherLaptop	Union
PP_Cart3_24	Pierrepoint	TeacherLaptop	Union
PP_Cart3_25	Pierrepoint	TeacherLaptop	Union
PP_Cart4_01	Pierrepoint	TeacherLaptop	Union
PP_Cart4_02	Pierrepoint	TeacherLaptop	Union
PP_Cart4_03	Pierrepoint	TeacherLaptop	Union
PP_Cart4_04	Pierrepoint	TeacherLaptop	Union
PP_Cart4_05	Pierrepoint	TeacherLaptop	Union
PP_Cart4_06	Pierrepoint	TeacherLaptop	Union
PP_Cart4_07	Pierrepoint	TeacherLaptop	Union
PP_Cart4_08	Pierrepoint	TeacherLaptop	Union

Equipment	Location	Equipment	Location
PP_Cart4_09	Pierrepont	TeacherLaptop	Union
PP_Cart4_10	Pierrepont	TeacherLaptop	Union
PP_Cart4_11	Pierrepont	TeacherLaptop	Union
PP_Cart4_12	Pierrepont	TeacherLaptop	Union
PP_Cart4_13	Pierrepont	TeacherLaptop	Union
PP_Cart4_14	Pierrepont	TeacherLaptop	Union
PP_Cart4_14	Pierrepont	TeacherLaptop	Union
PP_Cart4_15	Pierrepont	TeacherLaptop	Union
PP_Cart4_16	Pierrepont	TeacherLaptop	Union
PP_Cart4_17	Pierrepont	TeacherLaptop	Union
PP_Cart4_18	Pierrepont	TeacherLaptop	Union
PP_Cart4_19	Pierrepont	TeacherLaptop	Union
PP_Cart4_20	Pierrepont	TeacherLaptop	Union
PP_Cart4_21	Pierrepont	TeacherLaptop	Union
PP_Cart4_22	Pierrepont	TeacherLaptop	Union
PP_Cart4_23	Pierrepont	TeacherLaptop	Union
PP_Cart4_24	Pierrepont	TeacherLaptop	Union
PP_Cart4_25	Pierrepont	TeacherLaptop	Union
PP_Cart5_01	Pierrepont	TeacherLaptop	Union
PP_Cart5_02	Pierrepont	TeacherLaptop	Union
PP_Cart5_03	Pierrepont	TeacherLaptop	Union
PP_Cart5_04	Pierrepont	TeacherLaptop	Union
PP_Cart5_05	Pierrepont	TeacherLaptop	Union
PP_Cart5_06	Pierrepont	TeacherLaptop	Union
PP_Cart5_07	Pierrepont	TeacherLaptop	Union
PP_Cart5_08	Pierrepont	TeacherLaptop	Union
PP_Cart5_09	Pierrepont	TeacherLaptop	Union
PP_Cart5_10	Pierrepont	TeacherLaptop	Union
PP_Cart5_11	Pierrepont	TeacherLaptop	Union
PP_Cart5_12	Pierrepont	TeacherLaptop	Union
PP_Cart5_13	Pierrepont	TeacherLaptop	Union
PP_Cart5_14	Pierrepont	TeacherLaptop	Union
PP_Cart5_15	Pierrepont	TeacherLaptop	Union
PP_Cart5_16	Pierrepont	TeacherLaptop	Union
PP_Cart5_17	Pierrepont	TeacherLaptop	Union
PP_Cart5_18	Pierrepont	TeacherLaptop	Union
PP_Cart5_19	Pierrepont	TeacherLaptop	Union
PP_Cart5_20	Pierrepont	TeacherLaptop	Union
PP_Cart5_21	Pierrepont	TeacherLaptop	Union
PP_Cart5_22	Pierrepont	TeacherLaptop	Union
PP_Cart5_23	Pierrepont	TeacherLaptop	Union
PP_Cart5_24	Pierrepont	TeacherLaptop	Union
PP_Cart5_25	Pierrepont	TeacherLaptop	Union
PP_Cart6_01	Pierrepont	TeacherLaptop	Union
PP_Cart6_02	Pierrepont	TeacherLaptop	Union
PP_Cart6_03	Pierrepont	TeacherLaptop	Union
PP_Cart6_04	Pierrepont	TeacherLaptop	Union
PP_Cart6_05	Pierrepont	TeacherLaptop	Union
		Union_104	Union
		Union_105	Union
		Union_105	Union
		Union_106	Union
		Union_107	Union
		Union_109	Union
		Union_113	Union
		Union_118	Union
		Union_120	Union
		Union_121	Union
		Union_130	Union
		Union_202	Union
		Union_205	Union
		Union_206	Union
		Union_212	Union
		Union_213	Union
		Union_216	Union
		Union_220	Union
		Union_224	Union
		Union_224	Union
		Union_224	Union
		Union_224	Union
		Union_229	Union
		Union_230	Union
		Union_Cart1_1	Union
		Union_Cart1_10	Union
		Union_Cart1_11	Union
		Union_Cart1_12	Union
		Union_Cart1_13	Union
		Union_Cart1_14	Union
		Union_Cart1_15	Union
		Union_Cart1_16	Union
		Union_Cart1_17	Union
		Union_Cart1_18	Union
		Union_Cart1_19	Union
		Union_Cart1_2	Union

Equipment	Location	Equipment	Location
PP_Cart6_06	Pierrepont	Union_Cart1_20	Union
PP_Cart6_07	Pierrepont	Union_Cart1_21	Union
PP_Cart6_08	Pierrepont	Union_Cart1_22	Union
PP_Cart6_09	Pierrepont	Union_Cart1_23	Union
PP_Cart6_10	Pierrepont	Union_Cart1_24	Union
PP_Cartt2_22	Pierrepont	Union_Cart1_25	Union
PP_CST_Grompone	Pierrepont	Union_Cart1_3	Union
PP_CST_Tiffner	Pierrepont	Union_Cart1_4	Union
PP_Custodian_01	Pierrepont	Union_Cart1_5	Union
PP_Lab_01	Pierrepont	Union_Cart1_6	Union
PP_Lab_02	Pierrepont	Union_Cart1_7	Union
PP_Lab_03	Pierrepont	Union_Cart1_8	Union
PP_Lab_04	Pierrepont	Union_Cart1_9	Union
PP_Lab_06	Pierrepont	Union_Cart2_1	Union
PP_Lab_07	Pierrepont	Union_Cart2_10	Union
PP_Lab_08	Pierrepont	Union_Cart2_11	Union
PP_Lab_09	Pierrepont	Union_Cart2_12	Union
PP_Lab_10	Pierrepont	Union_Cart2_13	Union
PP_Lab_11	Pierrepont	Union_Cart2_14	Union
PP_Lab_12	Pierrepont	Union_Cart2_15	Union
PP_Lab_13	Pierrepont	Union_Cart2_16	Union
PP_Lab_14	Pierrepont	Union_Cart2_17	Union
PP_Lab_15	Pierrepont	Union_Cart2_18	Union
PP_Lab_16	Pierrepont	Union_Cart2_19	Union
PP_Lab_17	Pierrepont	Union_Cart2_2	Union
PP_Lab_18	Pierrepont	Union_Cart2_20	Union
PP_Lab_19	Pierrepont	Union_Cart2_21	Union
PP_Lab_20	Pierrepont	Union_Cart2_22	Union
PP_Lab_21	Pierrepont	Union_Cart2_23	Union
PP_Lab_22	Pierrepont	Union_Cart2_24	Union
PP_Lab_23	Pierrepont	Union_Cart2_25	Union
PP_Lab_24	Pierrepont	Union_Cart2_3	Union
PP_Lab_25	Pierrepont	Union_Cart2_4	Union
PP_Lab_26	Pierrepont	Union_Cart2_5	Union
PP_Lab_27	Pierrepont	Union_Cart2_6	Union
PP_Lab_28	Pierrepont	Union_Cart2_7	Union
PP_Lab_29	Pierrepont	Union_Cart2_8	Union
PP_Lab_30	Pierrepont	Union_Cart2_9	Union
PP_Lab_SB	Pierrepont	Union_Cart3_01	Union
PP_Lab_TeacherStation	Pierrepont	Union_Cart3_02	Union
PP_Lab_TeacherStation_2	Pierrepont	Union_Cart3_03	Union
PP_Library_01	Pierrepont	Union_Cart3_04	Union
PP_Library_02	Pierrepont	Union_Cart3_05	Union
PP_Library_03	Pierrepont	Union_Cart3_06	Union
PP_Library_04	Pierrepont	Union_Cart3_07	Union
PP_Library_Annex_05	Pierrepont	Union_Cart3_08	Union
PP_Library_Annex_06	Pierrepont	Union_Cart3_09	Union
PP_Library_Annex_07	Pierrepont	Union_Cart3_10	Union

Equipment	Location	Equipment	Location
PP_Library_Annex_08	Pierrepont	Union_Cart3_11	Union
PP_Library_Annex_09	Pierrepont	Union_Cart3_12	Union
PP_Library_Annex_10	Pierrepont	Union_Cart3_13	Union
PP_Library_Annex_11	Pierrepont	Union_Cart3_14	Union
PP_Library_Annex_12	Pierrepont	Union_Cart3_15	Union
PP_Library_Annex_13	Pierrepont	Union_Cart3_16	Union
PP_Library_Annex_14	Pierrepont	Union_Cart3_17	Union
PP_Library_Annex_15	Pierrepont	Union_Cart3_18	Union
PP_Library_Annex_16	Pierrepont	Union_Cart3_19	Union
PP_Library_Annex_17	Pierrepont	Union_Cart3_20	Union
PP_Library_Annex_18	Pierrepont	Union_Cart3_21	Union
PP_Library_TS	Pierrepont	Union_Cart3_22	Union
PP_Maint_Bus_01	Pierrepont	Union_Cart3_23	Union
PP_Maint_Bus_02	Pierrepont	Union_Cart3_24	Union
PP_Maint_Shop	Pierrepont	Union_Cart3_25	Union
PP_Maint_Woodshop	Pierrepont	Union_Cart4_01	Union
PP_Nurse_01	Pierrepont	Union_Cart4_02	Union
PP-Cart2_21	Pierrepont	Union_Cart4_03	Union
Room 100	Pierrepont	Union_Cart4_04	Union
Room 21	Pierrepont	Union_Cart4_05	Union
Room 29	Pierrepont	Union_Cart4_06	Union
Room 35	Pierrepont	Union_Cart4_07	Union
Room 37	Pierrepont	Union_Cart4_08	Union
SAC	Pierrepont	Union_Cart4_09	Union
TeacherLaptop	Pierrepont	Union_Cart4_10	Union
TeacherLaptop	Pierrepont	Union_Cart4_11	Union
TeacherLaptop	Pierrepont	Union_Cart4_12	Union
TeacherLaptop	Pierrepont	Union_Cart4_13	Union
TeacherLaptop	Pierrepont	Union_Cart4_14	Union
TeacherLaptop	Pierrepont	Union_Cart4_15	Union
TeacherLaptop	Pierrepont	Union_Cart4_16	Union
TeacherLaptop	Pierrepont	Union_Cart4_17	Union
TeacherLaptop	Pierrepont	Union_Cart4_18	Union
TeacherLaptop	Pierrepont	Union_Cart4_19	Union
TeacherLaptop	Pierrepont	Union_Cart4_20	Union
TeacherLaptop	Pierrepont	Union_Cart4_21	Union
TeacherLaptop	Pierrepont	Union_Cart4_22	Union
TeacherLaptop	Pierrepont	Union_Cart4_23	Union
TeacherLaptop	Pierrepont	Union_Cart4_24	Union
TeacherLaptop	Pierrepont	Union_Cart4_25	Union
TeacherLaptop	Pierrepont	Union_Cart5_01	Union
TeacherLaptop	Pierrepont	Union_Cart5_02	Union
TeacherLaptop	Pierrepont	Union_Cart5_03	Union
TeacherLaptop	Pierrepont	Union_Cart5_04	Union
TeacherLaptop	Pierrepont	Union_Cart5_05	Union
TeacherLaptop	Pierrepont	Union_Cart5_06	Union
TeacherLaptop	Pierrepont	Union_Cart5_07	Union
TeacherLaptop	Pierrepont	Union_Cart5_08	Union

Equipment	Location	Equipment	Location
TeacherLaptop	Pierrepoint	Union_Cart5_09	Union
TeacherLaptop	Pierrepoint	Union_Cart5_10	Union
TeacherLaptop	Pierrepoint	Union_Cart5_11	Union
TeacherLaptop	Pierrepoint	Union_Cart5_12	Union
TeacherLaptop	Pierrepoint	Union_Cart5_13	Union
TeacherLaptop	Pierrepoint	Union_Cart5_14	Union
TeacherLaptop	Pierrepoint	Union_Cart5_15	Union
TeacherLaptop	Pierrepoint	Union_Cart5_16	Union
TeacherLaptop	Pierrepoint	Union_Cart5_17	Union
TeacherLaptop	Pierrepoint	Union_Cart5_18	Union
TeacherLaptop	Pierrepoint	Union_Cart5_19	Union
TeacherLaptop	Pierrepoint	Union_Cart5_20	Union
TeacherLaptop	Pierrepoint	Union_Cart5_21	Union
TeacherLaptop	Pierrepoint	Union_Cart5_22	Union
TeacherLaptop	Pierrepoint	Union_Cart5_23	Union
TeacherLaptop	Pierrepoint	Union_Cart5_24	Union
TeacherLaptop	Pierrepoint	Union_Cart5_25	Union
TeacherLaptop	Pierrepoint	Union_CST_Ponti	Union
TeacherLaptop	Pierrepoint	Union_CST_S	Union
TeacherLaptop	Pierrepoint	Union_DHCP	Union
TeacherLaptop	Pierrepoint	Union_eMac_Blanchard	Union
TeacherLaptop	Pierrepoint	Union_eMac_Hetzel	Union
TeacherLaptop	Pierrepoint	Union_eMac_Mayerson	Union
TeacherLaptop	Pierrepoint	Union_Fecanin	Union
TeacherLaptop	Pierrepoint	Union_G&T_01	Union
TeacherLaptop	Pierrepoint	Union_G&T_02	Union
TeacherLaptop	Pierrepoint	Union_G&T_03	Union
TeacherLaptop	Pierrepoint	Union_Jones	Union
TeacherLaptop	Pierrepoint	Union_Lab_01	Union
TeacherLaptop	Pierrepoint	Union_Lab_02	Union
1st Floor - Assistant Principal Office	Pierrepoint - VOIP	Union_Lab_03	Union
1st Floor - Conference Room	Pierrepoint - VOIP	Union_Lab_04	Union
1st Floor - CST Office	Pierrepoint - VOIP	Union_Lab_05	Union
1st Floor - Health Office	Pierrepoint - VOIP	Union_Lab_08	Union
1st Floor - Library Media Center	Pierrepoint - VOIP	Union_Lab_09	Union
1st Floor - Main Office	Pierrepoint - VOIP	Union_Lab_11	Union
1st Floor - Main Office Fax Area	Pierrepoint - VOIP	Union_Lab_12	Union
1st Floor - Principal Office	Pierrepoint - VOIP	Union_Lab_13	Union
1st Floor - Special Ed Office ?	Pierrepoint - VOIP	Union_Lab_15	Union
2nd Floor - Book Room	Pierrepoint - VOIP	Union_Lab_17	Union

Equipment	Location	Equipment	Location
2nd Floor - Computer Lab/Room	Pierrepont - VOIP	Union_Lab_18	Union
2nd Floor - Faculty Room	Pierrepont - VOIP	Union_Lab_19	Union
2nd Floor - SAC Office	Pierrepont - VOIP	Union_Lab_20	Union
2nd Floor - Science Office Mini Room	Pierrepont - VOIP	Union_Lab_21	Union
2nd Floor - Speech Office	Pierrepont - VOIP	Union_Lab_22	Union
Director's Office	Pierrepont - VOIP	Union_Lab_23	Union
Lower Level - Boiler Room	Pierrepont - VOIP	Union_Lab_24	Union
Lower Level - BSI Room	Pierrepont - VOIP	Union_Lab_25	Union
Lower Level - Gym/PE Office	Pierrepont - VOIP	Union_Lab_26	Union
Lower Level - Music Room Office	Pierrepont - VOIP	Union_Lab_27	Union
Lower Level - New Faculty Room	Pierrepont - VOIP	Union_Lab_28	Union
Lower Level - Portable 2	Pierrepont - VOIP	Union_Lab_SB	Union
Metal Shop	Pierrepont - VOIP	Union_LadyDi-2	Union
Transportation/Bus Office	Pierrepont - VOIP	Union_Library_01	Union
Woodshop	RHS	Union_Library_02	Union
216_TS1	RHS	Union_Library_03	Union
7 SmartBoards	RHS	Union_Library_04	Union
AdministrativeHD	RHS	Union_Library_06	Union
Archive	RHS	Union_Library_07	Union
Computer_Cuozzo	RHS	Union_Library_08	Union
DNS1	RHS	Union_Library_09	Union
DNS2	RHS	Union_Library_10	Union
El_Guapo	RHS	Union_Library_11	Union
guestserver	RHS	Union_Library_12	Union
HS_101_01	RHS	Union_Library_SB	Union
HS_102_01	RHS	Union_Lyons	Union
HS_106_01	RHS	Union_Macri	Union
HS_108_01	RHS	Union_Macri_SB	Union
HS_111_01	RHS	Union_Pat	Union
HS_111_02	RHS	Union_Principal	Union
HS_111_03	RHS	Union_SAC	Union
HS_111_04	RHS	Union_VP	Union
HS_111_05	RHS	1st Floor - Assistant Principal	Union - VOIP
HS_111_06	RHS	1st Floor - Boiler Room	Union - VOIP

Equipment	Location	Equipment	Location
HS_111_07	RHS	1st Floor - CST Office	Union - VOIP
		1st Floor - Custodial	
HS_111_08	RHS	Office	Union - VOIP
HS_111_09	RHS	1st Floor - Faculty Room	Union - VOIP
HS_111_10	RHS	1st Floor - Gym Room	Union - VOIP
HS_111_11	RHS	1st Floor - Health Office	Union - VOIP
		1st Floor - Library Media	
HS_111_12	RHS	Center	Union - VOIP
HS_111_13	RHS	1st Floor - Main Office	Union - VOIP
HS_111_14	RHS	1st Floor - Pantry	Union - VOIP
HS_112_01	RHS	1st Floor - Principal Office	Union - VOIP
HS_112_02	RHS	1st Floor - SAC Office	Union - VOIP
		2nd Floor - Computer	
HS_112_03	RHS	Workroom	Union - VOIP
		2nd Floor - Custodial	
HS_112_04	RHS	Office	Union - VOIP
HS_112_05	RHS	2nd Floor - Faculty Room	Union - VOIP
HS_112_06	RHS	2nd Floor - Faculty Room	Union - VOIP
HS_112_07	RHS	2nd Floor - Faculty Room	Union - VOIP
		2nd Floor - Speech	
HS_112_08	RHS	Therapist	Union - VOIP
HS_112_09	RHS	Cart1_01	Washington
HS_112_10	RHS	Cart1_02	Washington
HS_112_11	RHS	Cart1_03	Washington
HS_112_12	RHS	Cart1_04	Washington
HS_112_13	RHS	Cart1_05	Washington
HS_204_01	RHS	Cart1_06	Washington
HS_205_01	RHS	Cart1_07	Washington
HS_207_01	RHS	Cart1_08	Washington
HS_208_01	RHS	Cart1_09	Washington
HS_209_01	RHS	Cart1_10	Washington
HS_210_01	RHS	Cart1_11	Washington
HS_211_01	RHS	Cart1_12	Washington
HS_212_01	RHS	Cart1_13	Washington
HS_213_01	RHS	Cart1_14	Washington
HS_213_01	RHS	Cart1_15	Washington
HS_214_01	RHS	Cart1_16	Washington
HS_216_01	RHS	Cart1_17	Washington
HS_216_02	RHS	Cart1_18	Washington
HS_216_03	RHS	Cart1_19	Washington
HS_216_04	RHS	Cart1_20	Washington
HS_216_05	RHS	Cart1_21	Washington
HS_216_06	RHS	Cart1_22	Washington
HS_216_07	RHS	Cart1_23	Washington
HS_218_01	RHS	Cart1_24	Washington
HS_219_01	RHS	Cart1_25	Washington
HS_221A_01	RHS	Cart2_01	Washington
HS_221B_01	RHS	Cart2_02	Washington
HS_222_01	RHS	Cart2_03	Washington

Equipment	Location	Equipment	Location
HS_223_01	RHS	Cart2_04	Washington
HS_224_01	RHS	Cart2_05	Washington
HS_225_01	RHS	Cart2_06	Washington
HS_226_01	RHS	Cart2_07	Washington
HS_227_01	RHS	Cart2_08	Washington
HS_228_01	RHS	Cart2_09	Washington
HS_303_01	RHS	Cart2_10	Washington
HS_304_01	RHS	Cart2_11	Washington
HS_304_02	RHS	Cart2_12	Washington
HS_304_03	RHS	Cart2_13	Washington
HS_304_04	RHS	Cart2_14	Washington
HS_304_05	RHS	Cart2_15	Washington
HS_304_06	RHS	Cart2_16	Washington
HS_304_07	RHS	Cart2_17	Washington
HS_304_08	RHS	Cart2_18	Washington
HS_304_09	RHS	Cart2_19	Washington
HS_304_10	RHS	Cart2_20	Washington
HS_304_11	RHS	Cart2_21	Washington
HS_304_12	RHS	Cart2_22	Washington
HS_304_13	RHS	Cart2_23	Washington
HS_304_14	RHS	Cart2_24	Washington
HS_304_15	RHS	Cart2_25	Washington
HS_304_16	RHS	Cart3_01	Washington
HS_304_17	RHS	Cart3_02	Washington
HS_304_18	RHS	Cart3_03	Washington
HS_304_19	RHS	Cart3_04	Washington
HS_304_20	RHS	Cart3_05	Washington
HS_304_21	RHS	Cart3_06	Washington
HS_304_22	RHS	Cart3_07	Washington
HS_304_23	RHS	Cart3_08	Washington
HS_304_24	RHS	Cart3_09	Washington
HS_304_TS	RHS	Cart3_10	Washington
HS_305_01	RHS	Cart3_11	Washington
HS_306_01	RHS	Cart3_12	Washington
HS_306_02	RHS	Cart3_13	Washington
HS_306_03	RHS	Cart3_14	Washington
HS_306_04	RHS	Cart3_15	Washington
HS_306_05	RHS	Cart3_16	Washington
HS_306_06	RHS	Cart3_17	Washington
HS_306_07	RHS	Cart3_18	Washington
HS_306_08	RHS	Cart3_19	Washington
HS_306_09	RHS	Cart3_20	Washington
HS_306_10	RHS	Cart3_21	Washington
HS_306_11	RHS	Cart3_22	Washington
HS_306_12	RHS	Cart3_23	Washington
HS_306_13	RHS	Cart3_24	Washington
HS_306_14	RHS	Cart3_25	Washington
HS_306_15	RHS	Con_103	Washington

Equipment	Location	Equipment	Location
HS_306_16	RHS	Library_01	Washington
HS_306_17	RHS	Library_02	Washington
HS_306_18	RHS	Library_03	Washington
HS_306_19	RHS	Library_04	Washington
HS_306_20	RHS	Library_05	Washington
HS_306_3a	RHS	Library_06	Washington
HS_306_TS	RHS	Library_Circ_02	Washington
HS_307_01	RHS	Library_Circulation	Washington
HS_308_01	RHS	MDF	Washington
HS_308_02	RHS	TeacherLaptop	Washington
HS_308_03	RHS	TeacherLaptop	Washington
HS_308_04	RHS	TeacherLaptop	Washington
HS_308_05	RHS	TeacherLaptop	Washington
HS_308_06	RHS	TeacherLaptop	Washington
HS_308_07	RHS	TeacherLaptop	Washington
HS_308_08	RHS	TeacherLaptop	Washington
HS_308_09	RHS	TeacherLaptop	Washington
HS_308_10	RHS	TeacherLaptop	Washington
HS_308_11	RHS	TeacherLaptop	Washington
HS_308_12	RHS	TeacherLaptop	Washington
HS_308_13	RHS	TeacherLaptop	Washington
HS_308_14	RHS	TeacherLaptop	Washington
HS_308_15	RHS	TeacherLaptop	Washington
HS_308_16	RHS	TeacherLaptop	Washington
HS_308_17	RHS	TeacherLaptop	Washington
HS_308_18	RHS	TeacherLaptop	Washington
HS_308_19	RHS	TeacherLaptop	Washington
HS_308_20	RHS	TeacherLaptop	Washington
HS_308_21	RHS	TeacherLaptop	Washington
HS_308_22	RHS	TeacherLaptop	Washington
HS_308_23	RHS	TeacherLaptop	Washington
HS_308_24	RHS	TeacherLaptop	Washington
HS_308_26	RHS	TeacherLaptop	Washington
HS_308_27	RHS	TeacherLaptop	Washington
HS_308_28	RHS	Wash_Cart4_01	Washington
HS_308_29	RHS	Wash_Cart4_02	Washington
HS_308_30	RHS	Wash_Cart4_03	Washington
HS_308_TS	RHS	Wash_Cart4_04	Washington
HS_309_01	RHS	Wash_Cart4_05	Washington
HS_310_01	RHS	Wash_Cart4_06	Washington
HS_311_01	RHS	Wash_Cart4_07	Washington
HS_312_01	RHS	Wash_Cart4_08	Washington
HS_314_01	RHS	Wash_Cart4_09	Washington
HS_314_02	RHS	Wash_Cart4_10	Washington
HS_314_03	RHS	WASH_CLERICAL	Washington
HS_314_04	RHS	Wash_DHCP	Washington
HS_314_05 (2)	RHS	Wash_eMac_004	Washington
HS_314_06	RHS	Wash_eMac_004	Washington

Equipment	Location	Equipment	Location
HS_314_07	RHS	Wash_eMac_005	Washington
HS_314_08	RHS	Wash_eMac_005	Washington
HS_314_09	RHS	Wash_eMac_006	Washington
HS_314_10	RHS	Wash_eMac_006	Washington
HS_314_11	RHS	Wash_eMac_007	Washington
HS_314_12	RHS	Wash_eMac_007	Washington
HS_314_13	RHS	Wash_eMac_008	Washington
HS_314_14	RHS	Wash_eMac_008	Washington
HS_314_15	RHS	Wash_eMac_009	Washington
HS_314_16	RHS	Wash_eMac_009	Washington
HS_314_17	RHS	Wash_eMac_010	Washington
HS_314_18	RHS	Wash_eMac_104	Washington
HS_314_19	RHS	Wash_eMac_105	Washington
HS_314_20	RHS	Wash_eMac_106	Washington
HS_314_21	RHS	Wash_eMac_107	Washington
HS_314_22	RHS	Wash_eMac_110	Washington
HS_314_23	RHS	Wash_eMac_111	Washington
HS_314_TS	RHS	Wash_eMac_111_1	Washington
HS_315_01	RHS	Wash_eMac_112	Washington
HS_315_02	RHS	Wash_eMac_113	Washington
HS_315_03	RHS	Wash_eMac_114	Washington
HS_315_04	RHS	Wash_eMac_115	Washington
HS_315_05	RHS	Wash_eMac_116	Washington
HS_315_06	RHS	Wash_eMac_117	Washington
HS_315_07	RHS	Wash_eMac_203	Washington
HS_315_08	RHS	Wash_eMac_204	Washington
HS_315_09	RHS	Wash_eMac_205	Washington
HS_315_10	RHS	Wash_eMac_CUSTODIAN	Washington
HS_315_12	RHS	Wash_eMac_Nurse	Washington
HS_315_14	RHS	Wash_eMac_Workroom	Washington
HS_315_15	RHS	Wash_iMac_004_1	Washington
HS_315_17	RHS	Wash_iMac_004_1	Washington
HS_315_TS	RHS	Wash_iMac_106_1	Washington
HS_316_01	RHS	Wash_iMac_108	Washington
HS_317_01	RHS	WASH_PRINCIPAL	Washington
HS_318_01	RHS	WASH_SECRETARY	Washington
HS_319_01	RHS	1st Floor - Faculty Conference Room	Washington - VOIP
HS_320_01	RHS	1st Floor - Faculty Conference Room	Washington - VOIP
HS_321_01	RHS	1st Floor - Health Office	Washington - VOIP
HS_322_01	RHS	1st Floor - Main Office	Washington - VOIP
HS_325_01	RHS	1st Floor - Principal's Office	Washington - VOIP
HS_326_01	RHS	2nd Floor - CST Office	Washington - VOIP
HS_327_01	RHS	2nd Floor - SAC	Washington -

Equipment	Location	Equipment	Location
		Office/Teachers Room	VOIP
HS_Adult_School	RHS	Lower - Boiler Room	Washington - VOIP
HS_Arts_Hirth	RHS	Lower - Faculty Workroom	Washington - VOIP
HS_Arts_Mullins	RHS	Lower - Gym Storage	Washington - VOIP
HS_Athletics_Frazier	RHS	Lower - Library/Media Office	Washington - VOIP
HS_Athletics_Hiller	RHS	Lower - Mech/Electric	Washington - VOIP
HS_Atten_Merlo	RHS	Lower - Pantry	Washington - VOIP
HS_Attendance_Sec_C	RHS	6 SmartBoards	Washington School
HS_Attendance_Sec_R	RHS	17 Student Response Systems	Various
HS_Cart1_01	RHS		
HS_Cart1_02	RHS		
HS_Cart1_03	RHS		

Attachment 2—Acceptable Use Policies

RUTHERFORD PUBLIC SCHOOLS TEACHER LAPTOP PROTOCOL AND LOAN AGREEMENT

Rutherford Public Schools provides laptop computers to staff to assist in the development and delivery of curriculum in the classroom. Teachers have full use of the laptops for professional needs while employed by the school district.

While the laptop is in your care, the following items should be noted:

Ownership of the laptop rests with the Rutherford Public School System and is only for the use of the staff member to which it is issued. The laptop is to be used exclusively to enhance the teaching and learning processes when used during the school day or in after school programs. Use of the laptop outside the school day should focus on school related activities. All use (for images, video, audio, and text, etc.) must comply with standards of appropriateness as dictated by the Rutherford Public School System policies.

The warranty provides protection from standard risks to the laptop. The laptop is not covered if stolen. Staff members should be aware that laptop computers have a high re-sale value and they should never be left in cars or in a place where an opportunist could take it. Teachers must protect the laptop from any type of vandalism, flagrant, and/or willful damage or misuse. All damage and/or any faults that occur with the hardware or software MUST be reported to the Supervisor of Computer Technology or his/her designee immediately for evaluation by the computer technicians. Staff should not attempt to fix any problems on their own.

The district maintains several “loaner” laptops. However, if a teacher’s laptop must be sent away for repair, a replacement is not guaranteed. All teachers must know that they may be without the laptop for an extended period of time.

Only software authorized and installed by the school district technology staff may be used. Software not licensed to the Rutherford Public School System should not be loaded on the hard drive. The Rutherford Public School System owns the computer and all the content on the hard drive. All documents belonging to the teacher should be backed-up by the teacher in case of damage to the hard drive. Data recovery is not guaranteed. Server space will be provided for teacher storage.

If the staff member leaves the district (resigns, is on leave of absence, etc.) he/she must return the laptop to his/her building principal with all accessories. The building principal will then return it to the office of the Supervisor of Computer Technology.

Any ISP charges incurred from accessing the Internet at HOME are the responsibility of the staff member and are not chargeable to the school district. The school district is not responsible for providing technical support to connect the laptop to a home network.

Teachers are reminded to follow the guidelines stated in the Rutherford School District Acceptable Use Policy.

**BOARD OF EDUCATION INSTRUCTIONAL AND SUPPORT PERSONNEL
RUTHERFORD 4160**

STAFF ACCEPTABLE USE OF TECHNOLOGY

Employees will maintain high standards of ethical conduct while using the system. This means that employees are not to engage in any behavior that brings embarrassment, harm, or otherwise detracts from the good reputation of the Rutherford School District, its staff, and its students.

Examples of inappropriate behavior include, but are not limited to:

- abusive, obscene, or other objectionable language, graphics, or other media entered into external or internal parts of the computer system
- attempting to bypass the system's security measures
- damaging computers, computer systems or computer networks
- discussion of any school, staff, or student related activities on any public domain websites such as blogs, wikis, etc.
- distributing any commercial, political, or religious material
- employing the network for commercial purposes and personal or financial gains
- engaging in activities that cause disruption to the network or its system
- engaging in or promoting violence
- engaging in racial, gender, or other slurs
- engaging in unlawful activities on the system
- harassing, insulting or attacking others
- receiving or transmitting information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices
- sending or displaying hateful or pornographic messages or pictures
- using another person's account
- using obscene language or profanity
- using the district communications system to speak for or represent the district without prior approval
- using the network for personal activities while contractually obligated to perform other duties
- violating copyright laws
- willfully sending or receiving of unethical, illegal, immoral, inappropriate, or unacceptable information of any type

District employees should be aware that their personal files might be discoverable under state public record laws.

Use of the computer network may be revoked at any time for inappropriate use. The administrators, in conjunction with the Board of Education, will be the sole determiners of what constitutes inappropriate behavior. The Rutherford School District's building and district policies apply as related to computer network use.

Security on any computer system is a high priority, especially any system that has many users and/or Internet access. An employee shall not let others use his/her account or password as he/she is responsible for all actions related to his/her account. Employees must let a system administrator know immediately if their password is lost or stolen or if they think someone has access to their use. Unauthorized access to any other level of the system, or other system resource, is strictly prohibited. Users will make no attempt to bypass the district antivirus software and safeguards. When finished with a computer, the employee is expected to logout where appropriate.

All copyright laws must be observed. Employees are not allowed to install software onto the computers or the computer network without prior approval. Programs and/or data stored on local hard drives of classroom computers

are subject to removal at any time without prior notice. The Rutherford School District shall not be held responsible for the security, integrity, or longevity of any employee's data and/or programs stored locally on classroom computers.

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Any type of information stored on district computers becomes the property of the Rutherford School District, and as such the Rutherford School District can periodically review and monitor all computer files and data stored on district computers. The Rutherford School District can edit or remove any material, which the system administrators, in their sole discretion, believe to be inappropriate. Access to and review of computer files is not limited to probable cause. Privacy is neither implied nor granted, nor should it be expected.

Adopted: July 9, 2001

Renumbered: 07/12/04 (3460)

Revised: July 9, 2007

BOARD OF EDUCATION RUTHERFORD Policy # 6142.10 STUDENT ACCESS TO AND USE OF NETWORKED INFORMATION RESOURCES

STUDENT ACCESS TO AND USE OF NETWORKED INFORMATION RESOURCES RUTHERFORD PUBLIC SCHOOLS

The Board of Education supports telecommunications access and recognizes the importance of access to computers and people on an international level. Access to telecommunications will enable students to explore thousands of libraries and databases throughout the world. Students will also have the opportunity to exchange messages with people around the globe.

The Rutherford School District firmly believes that the valuable information and interaction available on a worldwide network far outweighs the possibility of unacceptable use to procure material not acceptable with the educational goals of the district. With access to computers and people all over the world comes the availability of material that may not be of educational value in the context of the school setting. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications shall apply to computer network use. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

While it is impossible to control all that is accessible on the network, the District has taken measures to prevent access to inappropriate information; including but not limited to pornographic material and chat rooms. However, we cannot control all the information available on the Internet. The School District is not responsible for other people's actions or the quality and content of information available. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

The following guidelines have been established to help students and staff use the network appropriately. If a student does not follow acceptable use policies, his/her privileges of using the network may be withdrawn.

PERSONAL SAFETY

Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not under any circumstances arrange a face-face-meeting with someone you “meet” on the computer network or Internet. If someone attempts to arrange a meeting with you as a result of an Internet contact, you must report the communication immediately to your supervising teacher.

GUIDELINES

The Rutherford School District’s purpose in providing access to the Internet is to support research and education by providing access to unique resources and the opportunity for collaborative work. Guidelines are provided so that students are aware of the responsibilities they are about to acquire. **Use of the Internet is a privilege, not a legal right.** Use of the Internet requires efficient, responsible, ethical and legal utilization of network resources.

The system administrator reserves the right to set quotas for disk storage for usage. Users who exceed their quota will be advised to delete files to return to compliance. Failing to delete files when requested may result in loss of access to computer files and disciplinary action and network devices. The system administrator reserves the right to delete files as needed.

Students are responsible for maintaining appropriate behavior on all school computers.

Examples of inappropriate behavior include, but are not limited to:

- Abusive, obscene, or other objectionable language, graphics, or other media entered into external or internal parts of the computer system
- Accessing a chat room
- Accessing inappropriate material such as violence, profanity, sex, drug or alcohol related sites, etc.
- Accessing someone else’s account
- Allowing someone to login using your password
- Attempting to circumvent the district security and content filters by any means, including proxy servers
- Damaging computers, computer systems or computer networks
- Deliberate downloading of a virus or other damage to computer files
- Discussion of any school, staff, or student related activities on any public domain web sites such as blogs, wikis, etc.
- Distributing any commercial, political, or religious material
- Downloading of programs
- Employing the network for commercial purposes and personal or financial gains
- Engaging in activities that cause disruption to the network or its system
- Engaging in or promoting violence
- Harassing, insulting or attacking other
- Playing games on the Internet of a non-educational nature
- Purchasing, trading, or requesting items on the Internet
- Putting inappropriate content on a school website
- Sending or displaying hateful or pornographic messages or pictures
- Transmitting confidential information (phone numbers, social security numbers, credit card numbers, addresses, photographs, or making arrangements to meet anyone) for self or others
- Using obscene language or profanity
- Violating copyright laws
- Wallpapers, screen savers, icons, etc. saved to the local workstation from the Internet

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Any type of information stored on district computers becomes the property of the Rutherford School District, and as such the Rutherford School District can periodically review and monitor all computer files and data stored on district computers. The Rutherford School District can edit or remove any material, which the system administrators, in their sole discretion, believe to be inappropriate. Access to and

review of computer files is not limited to probable cause. Privacy is neither implied nor granted, nor should it be expected.

DISCIPLINARY ACTION

Any violation of district rules may result in loss of district-provided access to the Internet and/or other computer devices. Disciplinary action will be determined at the building level in keeping with existing policies regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Adopted: July 9, 2001
Renumbered: 07/12/04 (5512)
Revised: July 9, 2007

DRAFT Acceptable Use Policies

BOARD OF EDUCATION INSTRUCTIONAL AND SUPPORT PERSONNEL RUTHERFORD 4160 DRAFT

STAFF ACCEPTABLE USE OF TECHNOLOGY

Employees will maintain high standards of ethical conduct while using the system. This means that employees are not to engage in any behavior that brings embarrassment, harm, or otherwise detracts from the good reputation of the Rutherford School District, its staff, and its students.

Examples of inappropriate behavior include, but are not limited to:

- abusive, obscene, or other objectionable language, graphics, or other media entered into external or internal parts of the computer system
- attempting to bypass the system's security measures
- damaging computers, electronic access devices, computer systems or computer networks
- inappropriate discussion of any school, staff, or student related activities on any public domain websites such as blogs, wikis, etc.
- distributing any commercial, political, or religious material
- employing the network for commercial purposes and personal or financial gains
- engaging in activities that cause disruption to the network or its system
- engaging in or promoting violence
- engaging in racial, gender, or other slurs
- engaging in unlawful activities on the system
- harassing, insulting or attacking others
- receiving or transmitting information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices
- sending or displaying hateful or pornographic messages or pictures
- using another person's account
- using obscene language or profanity
- using the district communications system to speak for or represent the district without prior approval
- using the network for personal activities while contractually obligated to perform other duties
- violating copyright laws
- willfully sending or receiving of unethical, illegal, immoral, inappropriate, or unacceptable information of any type

District employees should be aware that their personal files might be discoverable under state public record laws.

Use of the computer network may be revoked at any time for inappropriate use. The administrators, in conjunction with the Board of Education, will be the sole determiners of what constitutes inappropriate behavior. The Rutherford School District's building and district policies apply as related to computer network use.

Security on any computer system is a high priority, especially any system that has many users and/or Internet access. An employee shall not let others use his/her account or password as he/she is responsible for all actions related to his/her account. Employees must let a system administrator know immediately if their password is lost or stolen or if they think someone has access to their use. Unauthorized access to any other level of the system, or other system resource, is strictly prohibited. Users will make no attempt to bypass the district antivirus software and safeguards. Filtering for adult Internet usage can be disabled for bona fide research or other lawful purpose by contacting the technology department. When finished with a computer, the employee is expected to logout where appropriate.

All copyright laws must be observed. Employees are not allowed to install software onto the computers or the computer network without prior approval. Programs and/or data stored on local hard drives of classroom computers/electronic devices are subject to removal at any time without prior notice. The Rutherford School District shall not be held responsible for the security, integrity, or longevity of any employee's data and/or programs stored locally on classroom computers/electronic devices.

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Any type of information stored on district ~~computers~~ electronic devices becomes the property of the Rutherford School District, and as such the Rutherford School District can periodically review and monitor all ~~computer~~ files and data stored on district ~~computers~~ electronic devices. The Rutherford School District can edit or remove any material, which the system administrators, in their sole discretion, believe to be inappropriate. Access to and review of ~~computer~~ such files is not limited to probable cause. Privacy is neither implied nor granted, nor should it be expected.

Adopted: July 9, 2001
Renumbered: 07/12/04 (3460)
Revised: July 9, 2007

DRAFT

BOARD OF EDUCATION PUPILS RUTHERFORD 6142.10 DRAFT

STUDENT ACCESS TO AND USE OF NETWORKED INFORMATION RESOURCES RUTHERFORD PUBLIC SCHOOLS

The Board of Education supports telecommunications access and recognizes the importance of access to ~~computers~~ electronic devices and people on an international level. Access to telecommunications will enable students to explore thousands of libraries and databases throughout the world. Students will also have the opportunity to exchange messages with people around the globe.

The Rutherford School District firmly believes that the valuable information and interaction available on a worldwide network far outweighs the possibility of unacceptable use to procure material not acceptable with the educational goals of the district. With access to ~~computers~~ electronic devices and people all over the world comes the availability of material that may not be of educational value in the context of the school setting. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications shall apply to computer network use. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

While it is impossible to control all that is accessible on the network, the District has taken measures to prevent access to inappropriate information, including but not limited to pornographic material, ~~and chat rooms~~. However, we cannot control all the information available on the Internet. The School District is not responsible for other people's actions or the quality and content of information available. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

The following guidelines have been established to help students and staff use the network appropriately. If a student does not follow acceptable use policies, his/her privileges of using the network may be withdrawn.

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Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not under any circumstances arrange a face-face-meeting with someone you “meet” on the computer network or Internet. If someone attempts to arrange a meeting with you as a result of an Internet contact, you must report the communication immediately to your supervising teacher.

GUIDELINES

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Students are responsible for maintaining appropriate behavior on all school computers/electronic devices.

Examples of inappropriate behavior include, but are not limited to:

- Abusive, obscene, or other objectionable language, graphics, or other media entered into external or internal parts of the computer system
- Accessing a chat room unless assigned for a class project and supervised by classroom teachers.
- Accessing inappropriate material such as violence, profanity, sex, drug or alcohol related sites, etc.
- Accessing someone else’s account
- Allowing someone to login using your password
- Attempting to circumvent the district security and content filters by any means, including proxy servers

- Damaging computers, electronic access devices, computer systems or computer networks
- Deliberate downloading of a virus or other damage to computer/electronic devices files
- Inappropriate discussion of any school, staff, or student related activities on any public domain web sites such as blogs, wikis, etc.
- Distributing any commercial, political, or religious material
- Downloading of inappropriate programs
- Downloading or playing games on the Internet of a non-educational nature
- Employing the network for commercial purposes and personal or financial gains
- Engaging in activities that cause disruption to the network or its system
- Engaging in or promoting violence
- Harassing, insulting or attacking others
- Purchasing, trading, or requesting items on the Internet
- Putting inappropriate content on a school website
- Reconfiguring setups, deleting files or programs in any computer/electronic access device network
- Sending or displaying hateful or pornographic messages or pictures
- Transmitting confidential information (~~phone numbers~~, social security numbers, credit card numbers, addresses, ~~photographs~~, or making arrangements to meet anyone) for self or others
- Using obscene language or profanity
- Violating copyright laws
- ~~Wallpapers, screen savers, icons, etc. saved to the local workstation from the Internet~~

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Any type of information stored on district ~~computers~~ electronic devices becomes the property of the Rutherford School District, and as such the Rutherford School District can periodically review and monitor all ~~computer~~ files and data stored on district ~~computers~~ electronic devices. The Rutherford School District can edit or remove any material, which the system administrators, in their sole discretion, believe to be inappropriate. Access to and review of ~~computer-such~~ files is not limited to probable cause. Privacy is neither implied nor granted, nor should it be expected.

DISCIPLINARY ACTION

Any violation of district rules may result in loss of district-provided access to the Internet and/or other ~~computer~~ electronic devices. Disciplinary action will be determined at the building level in keeping with existing policies regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Adopted: July 9, 2001
 Renumbered: 07/12/04 (5512)
 Revised: July 9, 2007

Attachment 3—Evaluation Rubric for Grade 4 and Grade 8

Fourth Grade Checklist – 8.1 Computer and Information Literacy

Student Label:

Standard 8.1.4 Strand.CPI	Indicator Item	Check, indicate date, class if demonstrated, & teacher signature
A.1 Use basic technology	Properly names parts of the computer such as memory or storage, output devices such as printer, input devices such as monitor, mouse, keyboard and central processing unit or microprocessor	
	Uses proper vocabulary for on-screen items such as icons, software, shortcuts, scroll bar, task bar	
	Uses proper vocabulary for software being used in the school	
	Uses current terms related to Internet use and applications	
A.2 Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).	Starts programs from Start Menu or from desktop icon	
	Prints from an application such as word processing	
	Identifies printers available on computer	
	Demonstrates ability to save and retrieve work	
	Closes down programs and shuts down computer	
	Demonstrates appropriate use and care of computer hardware and peripheral devices including data storage devices	
A.3 Input and access text and data, using appropriate keyboarding techniques or other input devices.	Inputs at least five numbers into a spreadsheet	
	Identifies keys to be used with the right and left hands	
	Uses capital and lower case letters properly by English language standards	

Standard 8.1.4 Strand.CPI	Indicator Item	Check, indicate date, class if demonstrated, & teacher signature
	Uses correct posture	
	Uses thumb on the space bar	
	Keys simple sentences with hands on home row	
	Uses function keys such as enter, escape, spacebar, shift, arrow keys, tab key, and backspace key	
A.4 Produce a simple finished document using word processing software	Uses bold, italics, underline and other simple formatting	
	Aligns text to center and along left and right margins	
	Uses save and save as when naming files	
	Uses print preview, print document, and select printer depending on need	
	Edits text for font style, color, size, spell check, and electronic thesaurus	
	Uses cut, paste, copy, delete as appropriate to the editing process	
A.5 Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.	Reads a simple bar graph for minimum and maximum values	
	Creates chart(s) using data entered from a set of numbers	
	Enters and edits data into spreadsheet accurately	
	Prints entered information	
A.6 Create and present a multimedia presentation using appropriate software.	Creates a simple presentation with at least three slides	
	Adds titles, text and graphics to a multimedia presentation using font, size, color and spell check	
	Create and edit slides/screens/cards	
	Customize the background, add transitions, choose a slide layout and arrange in a logical and appropriate order	
	Insert moving graphics, clip art, and/or digital images	
A.7 Create and maintain files and folders.	Create, deletes and moves folders	
	Renames, deletes and moves documents	
A.8 Use a graphic organizer.	Creates a concept map with at least three components	

Standard 8.1.4 Strand.CPI	Indicator Item	Check, indicate date, class if demonstrated, & teacher signature
	Uses a graphic organizer categorize objects	
A.9 Use basic computer icons.	Starts programs from the desktop icons	
	Recognizes common icons such as print, save, copy/paste	
	Uses pull down menus and scroll bars	
B.1 Discuss the common uses of computer applications and identify their advantages and disadvantages.	Describes everyday uses for word-processing, spreadsheet and presentation software	
	When given a specific task, chooses the correct tool to use	
	Identifies uses of technology in home and school	
B.2 Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: *Internet access *Copyrighted materials *On-line library resources *Personal security and safety issues	Demonstrates understanding of the Acceptable Use Policy	
	Demonstrates understanding of copyright materials on Internet	
	Identifies author and copyright information on a given web page	
	Understands guidelines regarding disclosure of personal information on the web	
B.3 Practice appropriate Internet etiquette.	Uses electronic mail in the appropriate manner for audience	
	Follows the district technology Acceptable Use Policy	
B.4 Recognize the ethical and legal implications of plagiarism of copyrighted materials.	Provides attribution when using copyrighted materials/Identifies resources	
	Follows intellectual freedom and intellectual property rights	
B.5 Recognize the need for accessing and using information.	Explains the advantages and disadvantages of Internet resources versus print materials	
	Selects appropriate Internet resources for specific information needs such as resources, web browsers, search engines, directories and online databases	
	Recognizes accuracy among fact, point of view and opinion	
B.6 Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.	Uses child-safe search engines to research new topics	
	Demonstrates understanding of risks when using general search engines in terms of inaccuracy and age-inappropriate information	

Standard 8.1.4 Strand.CPI	Indicator Item	Check, indicate date, class if demonstrated, & teacher signature
B.7 locate specific information by searching a database	Searches a child-safe web database to find relevant information	
B.8 Recognize accuracy and/or bias of information	Can identify author of a webpage and discuss possible issues on bias and accuracy	
B.9 Solve problems individually and/or collaboratively using computer applications.	Identifies, discusses, and visually presents ways technology has changed the lives of people in NJ	
	Works in a group setting on collaborative projects such as a presentation or Internet research	
	Uses software programs to integrate learning across curricular areas in projects and presentations	
B.10 Identify basic hardware problems and solve simple problems.	Reboots computer to handle minor problems	
	Handles software and webpage errors correctly	

8th Grade Technology Rubric – 8.1 Computer and Information Literacy

Student Label:

STRAND A: BASIC COMPUTER SKILLS AND TOOLS

Standard 8.1 for end of Grade 8	Advanced Proficient	Proficient	Partially Proficient	Novice
SCORE	3	2	1	0
NOTE: 8.1.8.A.1: Use appropriate technology vocabulary Vocabulary will be assessed as part of each of the various skills noted below A.2 – A.12				
8.1.8.A.2: Use common features of an operating system (e.g. creating and organizing files and folders) 8.1.8.A.12: Create, organize and manipulate shortcuts	Create/customize common features of an operating system (e.g. shortcuts, files, and folders)	Independently use common features of operating system (e.g., creating and organizing files and folders and creating, organizing and manipulating shortcuts)	With assistance, use common features of an operating system (e.g., creating and organizing files and folders and creating, organizing and manipulating shortcuts)	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.3: Effective, accurate and uses proper techniques when inputting text and data, using touch keyboarding	Able to model to others the proper techniques to effectively and accurately input text and data using touch keyboarding while completing a specific task in a specific core curriculum content area	Use proper techniques to effectively and accurately input text and data using touch keyboarding	With assistance input text and data, using touch keyboarding	Unable to perform task with assistance (Evidence must be available upon request)

8.1.8.A.5: Create documents with advanced text formatting and graphics using word processing	Able to create a multi-page document with citations, advanced text formatting and graphics using word processing software in conjunction with other tools that demonstrates the ability to format, edit and print in a specific core curriculum content area	Create word processing documents independently that include advanced text-formatting and graphics	With assistance, create documents with advanced text formatting and graphics using word processing	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.6: Create a file containing customized information by merging documents	Independently create two or more documents to create a merged document in a specific core curriculum content area	Independently use two or more existing documents to create a merged document	With assistance, create a file containing customized information by merging documents	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.7: Construct a simple spreadsheet , enter data, and interpret the information	Able to create a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results in a specific core curriculum content area	Independently construct a spreadsheet by entering data and interpreting information	With assistance, construct a simple spreadsheet, enter data, and interpret the information	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.8: Design and produce a basic multimedia project	Independently create and produce an original multimedia project using and importing text, graphics, moving images and sound in a specific core curriculum content area	Independently design and produce a basic multimedia project using text graphics, moving images and sound	With assistance, design and produce a basic multimedia project using text	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.9: Plan and create a simple database , define fields, input data, and produce a report using sort and query	Create a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data in an original task-specific core curriculum content area	Independently create and produce a report by sorting and querying a database file	With assistance, plan and create a simple database, define fields, input data, and produce a report using sort and query	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.A.10: Use network resources for storing and retrieving data	Able to model and assist others with managing and organizing network resources for storing and retrieving data	Independently use network resources to store and retrieve data	With assistance, use network resources for storing and retrieving data	Unable to perform task with assistance (Evidence must be available upon request)

<p>8.1.8.A.11: Chose appropriate electronic graphic organizers to create, construct, or design a document</p>	<p>Use the appropriate electronic graphic organizer in an independent and original task in a specific core curriculum content area</p>	<p>Choose the appropriate electronic graphic organizer to create, construct or design a document</p>	<p>With assistance, use an electronic graphic organizer to create, construct, or design a document</p>	<p>Unable to perform task with assistance (Evidence must be available upon request)</p>
<p><i>STRAND B: APPLICATION OF PRODUCTIVITY TOOLS</i></p>				
<p>8.1.8.B.2: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse</p>	<p>Exhibit legal and ethical behavior when using information and technology in an independent and original task in a specific core curriculum content area</p>	<p>Exhibit legal and ethical behavior when using information and technology as evidenced by using copyright fair-use laws as part of an assignment in a specific core curriculum content area</p>	<p>Verbalize an understanding between appropriate and inappropriate behavior related to legal and ethical issues as defined in the copyright fair use laws</p>	<p>Unable to perform task with assistance (Evidence must be available upon request)</p>
<p>8.1.8.B.3: Explain the purpose of an Acceptable Use Policy and the consequences of the inappropriate use of technology</p> <p>8.1.8.B.4: Describe and practice safe Internet usage</p> <p>8.1.8.B.5: Describe and practice “etiquette” when using the Internet and electronic mail</p>	<p>Distinguish safe and appropriate use and misuse of technology according to the AUP when making choices while working independently</p>	<p>Exhibit an understanding of the district’s AUP through the safe and appropriate use of technology in all core curriculum content areas</p>	<p>Verbalizes an understanding of safe and appropriate use and misuse of technology according to the approved district Acceptable Use Policy (AUP) and knows the consequences of misuse but needs assistance to follow procedures for citing sources</p>	<p>Unable to perform task with assistance (Evidence must be available upon request)</p>
<p>8.1.8.B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:</p> <ul style="list-style-type: none"> • On-line resources and databases • Search engines and subject directories 	<p>Able to effectively and efficiently use Boolean logic for research, and use filtering strategies</p>	<p>Independently choose appropriate tools and information resources (online resources and databases, search engines and subject directories</p>	<p>With assistance, choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:</p> <ul style="list-style-type: none"> • On-line resources and databases • Search engines and subject 	<p>Unable to perform task with assistance (Evidence must be available upon request)</p>

8.1.8.B.7: Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources	Able to cite and support information sources using credible (accurate, relevant and appropriate) print and non-print electronic information sources	Independently evaluate information sources for credibility of print and non-print electronic information sources based on a predetermined criteria list	With assistance evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.B.8: Use computer applications to modify information independently and/or collaboratively to solve problems	Consistently demonstrates the ability to create and manipulate information independently and/or collaboratively to solve problems and to design and develop products in a specific core curriculum content area	Independently and collaboratively use computer applications to modify information to solve problems	With direct instruction use computer applications modify, gather and sort information independently and/or collaboratively to solve problems	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.B.9: Identify basic hardware problems and demonstrate the ability to solve common problems	Identify, diagnose and suggest solutions for non-functioning technology systems	Identify basic hardware problems and demonstrate the ability to solve common problems without assistance	Given basic hardware problems, demonstrate the ability to solve common problems with assistance	Unable to perform task with assistance (Evidence must be available upon request)
8.1.8.B.10: Determine when technology tools are appropriate to solve a problem and make a decision	Identify a problem in a content area and formulate a strategy to solve the problem using the appropriate technology tool(s), if applicable	Determine when technology tools are appropriate to solve a problem and make a decision	Given a problem, select the appropriate technology tool, if applicable, to solve the problem from a given set of solutions	Unable to perform task with assistance (Evidence must be available upon request)

LEGEND:

Greater than 31 = Student Proficient

Attachment 4—BOE Approval/Budget Year 1

Rutherford Board of Education

176 Park Avenue
Rutherford, New Jersey 07070-2310

Robert Brown
School Business Administrator/Board Secretary

Telephone: (201) 939-1718
Fax: (201) 939-6350

The following is certified to be a true copy of the official Board minutes from the Meeting of the Rutherford Board of Education held on March 8, 2010.

2010-2013 TECHNOLOGY PLAN

5. Resolution by Mr. Novosielski, seconded by Dr. Fiume.
BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the district's Technology Plan 2010-2013.

Roll Call Vote:

Mrs. Ahmed – aye	Mr. Griggs – absent	Mr. McLean – aye
Mr. Casadonte – aye	Mr. Jasko – aye	Mr. Novosielski – aye
Dr. Fiume – aye	Mrs. Jones – aye	Ms. Scuro – aye

Robert Brown _____ *3/8/10*
 Robert Brown Date
 School Business Administrator/Board Secretary

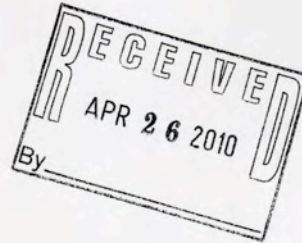
COMPUTER TECHNOLOGY Budget 2010-2011

Account Number	Description	10-11 Budget
11-190-100-610-14	Supplies Comp Tech	223,90
11-000-261-420-14	Con. Svc. Equip. Comp	46,800
11-000-252-340-14	Pur. Tech. Svc. Tech Plan	14,000
11-190-200-500-14	Computer Services	1,000
11-000-252-890-14	Sch. Exp Computers	70,450
11-000-252-580-14	Tvl. Exp. Computers	4, 750
	Totals	\$360,390*
*This budget is, as of this date, still under discussion with the Board of Education (Feb. 2010)		



**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**

BERGEN COUNTY OFFICE
ONE BERGEN COUNTY PLAZA
3RD FLOOR - ROOM 350
HACKENSACK, NJ 07601-7076
(201) 336-6875
FAX (201) 336-6880



CHRIS CHRISTIE, GOVERNOR
KIM GUADAGNO, LT. GOVERNOR

BRET SCHUNDLER, ACTING COMMISSIONER
AARON R. GRAHAM Ed.D., EXECUTIVE COUNTY SUPERINTENDENT

April 23, 2010

Ms. Leslie A. O'Keefe
Chief School Administrator
Rutherford Board of Education
176 Park Avenue
Rutherford, NJ 07070

Dear Ms. O'Keefe:

Congratulations. Your Local District Technology Plan for 2010-2013 was approved by the Bergen County Coordinating Council on April 23, 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 prior to June 30, 2010. 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