Dunellen Public Schools Technology Plan

2007-2010

Pio A. Pennisi
Superintendent

Marie Luciano
Director of Special
Services

Sandra Hoy
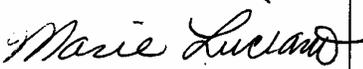Vice -Principal, Faber
Elementary

David Petzinger
Technology Coordinator

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I. Stakeholders

Three-Year Local School District Technology Plan Committee

Title	Name	Signature
Vice-Principal	Sandra Hoy	
Technology Coordinator	David Petzinger	
Curriculum Director	Marie Luciano	
Teacher	Robert Wolfskehl	
Special Education Teacher	Dori Whitworth	
Library Media Specialist	Mary Ann Greczek	
Board Member	George Johnson	
Community Member	Susan Lester	
Business Sector Representative	Vincent Olivo	

II. Executive Summary

A. Mission

To prepare our students for future success, the Dunellen Public School district believes that the continued integration of new technologies in our schools and community leads to more productive learning and teaching. The district looks to technology to provide powerful new kinds of learning experiences for all students, females and males, diverse learners and children with special needs.

B. Introduction

Dunellen's long-term technology goals are to improve the productivity of learning and teaching in the schools and in so doing, to prepare students for productive lives in the 21st century. In the short term, from 2007 to 2010, the district plans to find innovative ways to incorporate new technologies in the learning environment in every curriculum area and at every grade level in the Dunellen Public Schools; make the technologies available to every student and every staff member in the District and to support parent and community involvement in education; provide staff members at all levels with professional development opportunities they need to successfully employ technology in their classrooms and to enable their students to work with technology independently; and to develop collaborative relationships and secure funding streams to ensure the sustainability of the district's vision for technology.

III.   Technology Overview

A. Technology Inventory

1. Current Technology Inventory

   - See appendices A, B and C

2. Technology inventory needed to improve student academic achievement

   - Technology equipment and networking capacity
     o Increase number of wireless access points in the high school
     o Purchase a wireless lab for the high school
     o Upgrade memory in existing computers

   - Software used for curricular support and filtering
     o Purchase and implementation of "Cognitive Tutor" mathematics software program for pre-algebra and algebra
     o Purchase of Student grade book software (internet based or web site accessible)
     o Upgrade current programs and renew licenses annually (COIN, Athena, MMS, highschoolsports.com)
     o Annual review and purchase of curricular based software

   - Technology maintenance Policy and plans
     o Provide technical training to technical support staff
     o Continue with current email computer maintenance requests
     o Continue yearly review and upgrade of existing equipment

   - Telecommunications
     o In the 2005-06 school year the high school and middles school phone system was upgraded to include a message board and voice mail for every staff member.
     o In the 2006-07 school a similar upgrade was completed for the elementary school and board office
     o Purchase a auto-messaging system

   - Technical Support
     o Continue to provide technical training to existing staff
     o Hire additional staff during the summer to assist in upgrade of equipment

- Facilities infrastructure
  - Research possible fiber ISP providers

3. Assistive Tech devices

The district has assistive technology, provided by The Commission for the Blind, for a student currently in the 4th grade. This inventory consists of Perkins Braille, computer package consisting of CPU, monitor, scanner and embosser. The commission also provides software Duxbury (Braille translator) along with Jaws (screen reading software). We also are provided with Fisher Scientific Notebook for math, which is Talking Typer software loaded onto a computer in the technology room.

All teachers have computers in their classrooms, overheard projectors and curriculum software to facilitate NJ CCCS. Books on CD/tapes are available to assist students.

4. Web site accessibility

The district's website contains links to each school, as well as, certain department and school affiliated organizations. Every school employee has an email account thus increasing the ability for student and parents to communicate with them. Students, staff, parents, and community members can access the web site through any internet connection available to them. For those who do not own computers, the public library has available a bank dedicated to the public.

An effort is being made to convert all web pages to "Accessible to All" standards. Graphic objects on all district homepages and recently created sections make use of alternate text. Links on these pages use screen tips. This is done to help people with visual impairments navigate the district website with special text-to-voice software. Older sections will continue to be updated for compliancy.

5. Replacement Plan

We do not have any numeric (i.e. speed, age) formula to determine obsolescence. A piece of equipment is considered obsolete when it can no longer serve in any capacity, with no existing cost-effective way to return it to a useful capacity.

We determine which equipment to replace on a case-by-case basis. Equipment is considered for replacement when it presents a restriction to learning or use for any given reason (typically speed or stability). New equipment is then purchased, striking the best balance possible between cost and longevity. As equipment is upgraded in high-end locations, the previously existing equipment will replace equipment in a lower-end area. The last equipment replaced is typically what would be considered obsolete. This equipment is then either put in storage (in case another use presents itself), or broken down into parts used to repair other computers.

2007-2010 Three year Technology Plan Inventory Table

Area of Need	Describe for 2007-2008	Describe for 2008-2009	Describe for 2009-2010
Technology Equipment	Add wireless zones to HS and Faber. Memory and storage upgrades to existing workstations.	Continue adding wireless zones to HS and Faber. Continue updating memory and storage to existing workstations. Purchase roaming presentation cart(s) for use by teachers.	Complete HS wireless. Purchase wireless lab for HS.
Network Capacity	Upgrade and add gigabit switches to the network as necessary.		
Curricular Support	Purchase mathematics software program for algebra. Purchase Grade Book Software. Upgrade current programs and renew licenses annually (COIN, Athena, MMS, etc...). Annual review and purchase of curricular based software.		
Maintenance Policy and Plans	Tech training to staff. Tech requests by email. Yearly review of equipment.		
Telecommunications Services	Upgrade HS/MS/Faber phone system for Voicemail for all teachers.	Purchase auto message system.	
Technical Support	Full time technology worker.		
Facilities - infrastructure including central telephone & security systems	Move to Verizon FIOS should it become available.		
Other			

B. Cyber Safety

1. Filtering Software

    We use on-site filtering software called Dan's Guardian, which runs on separate Linux servers in each school. The filtering is done page-by-page, using a variety of methods, including phrase matching, PICS filtering and URL filtering. Exceptions (such as for medical and government sites) are easily added by a request to the technology administrator. Particularly troublesome sites are blocked on multiple levels to avoid possible circumvention via proxy connections or filters.

    More information can be found at: http://dansguardian.org

2.   Acceptable Use Policies

    See Appendix D

3.   Online Safety Education

    The media specialists for each building are primarily responsible for teaching and re-enforcing online safety awareness from Kindergarten to 12th Grade. As all students see these teachers at least once a week, this ensures that all students will know what is expected of them when they use school equipment and gives them the knowledge to protect themselves from others. While the students are unable to access sites like MySpace through the school, they are taught about the dangers of such sites. Similarly, access to instant messaging sites and servers are blocked, but children are still warned of the dangers of pursuing online friendships.

4.   Parental Resources

    Internet safety resources are available to parents on our school website. Additionally, in 2006 we had a well-advertised community wide Internet safety open house. The Middlesex Child Crime Division made a presentation regarding the greatest dangers on the Internet, and what parents could do to protect their children. The speaker noted it was the best turnout she had seen for such an event all year.

C. Needs Assessment

A needs assessment technology survey and inventory was conducted that addressed the staff's experience with using technology, their use of technology in the classroom and availability and frequency of the use of technology. Following is a summary of that survey and inventory.

All instructional staff members are provided with a technology workstation in their classroom which has, at a minimum, a computer, printer, monitor, VCR, a large screen monitor/television and internet access. In addition, computers in the media centers, as well as, the faculty lounges are available to all staff. The high school/middle school media center contains a full lab, as well as, a 12-station mini-lab. The elementary school media center contains a 10-station mini-lab and a computer lab consisting of 30 workstations. In addition, the middle school has three 24-station wireless mobile workstations for each of the three grade levels.

Students have access to technology throughout the school day. In addition to the above, there are additional computers available to students in about 40% of the classrooms for student use. In the elementary school, all students are scheduled weekly for the computer lab and instruction by the computer teacher. In the middle school, staff utilizes the mobile wireless labs to enhance their instruction weekly as well as access to the media center labs. At the high school, students have access to the additional classroom computers and the media center labs on a daily basis.

The majority of staff members currently integrates technology in their classroom on an average of three times a week and uses some type of technology daily for lesson research and planning, email, and student management. The applications most used are as follows:

- Word Processing (Microsoft Word)
- Spreadsheets/Databases (Excel/Access)
- Presentation Software (Power Point)
- Desktop Publishing (Publisher)
- Internet
- Student Management Programs (grade books)
- MMS (district student management program)
- District Email

- Drill, Practice Programs, Tutorials

For the past few years, a district initiative, "Research for Better Teaching", used all staff development days in the district. Staff members were encouraged to seek technology workshops that were available out of district. Many did not take advantage of out-of-district workshops. Based on the survey, and the fact that the majority of staff do not seek non-district workshops, there is a need to again offer in-district training in key applications. In-district technology workshops are planned for upcoming years and will reflect the needs of the current staff as indicated in the survey.

Student's needs are evaluated by the instructional staff and recommendations are made to building administrators on a yearly basis. Those recommendations are reviewed and if possible implemented. All students in grades K-8 receive formal technology training. Technology courses are available in grades 9-12. Throughout the normal curriculum cycle review, technology is also addressed, as each subject area is addressed.

Administrators receive both in-district and out-of-district training. All administrators were trained in the district student management program (MMS), as well as, NJSMART. All workshops that are offered to staff will also be available for administrators.

IV. Three-Year Goals and Objectives

A. History

The district's 2004-2007 goals and objectives of the technology plan have been implemented to the best of our ability with limited funding. Technology curriculum will continue to be revised and implemented through 2007-2010-technology plan.

> **GOAL 1: To utilize proven technologies to improve students' academic performance, the teaching/learning process and computer/technology literacy in grades K-12.**

Evaluation: Through technology in grades 3-6 have shown an increase in AYP scores in mathematics since the infusion of technology in all curriculum areas. Additional curriculum will be assessed and or modified to benefit specific areas of need to continue student AYP.

Benefits: Students in grades 4-12 have been able to include technology in developing posters, charts, and power-point presentation across the curriculum particularly in writing reports.

> **GOAL 2: To provide all members of the community with the opportunity to utilize technology to access, share, analyze and apply information in order to succeed in an ever-changing society.**

Evaluation: The district has developed school/district websites, which provide information and public announcements to community members. We plan to continue to investigate avenues/programs to open the lines of communication with our Hispanic population.

Benefits: The district plans to continue to improve/revise the school/distict websites in order to continue to provide information to the staff, parents and community. Further investigation, development and planning is needed to find software programs that will enable the district to translate notices for the growing Hispanic community.

> **GOAL 3: To provide a comprehensive ongoing program of staff development that provides encouragement, training, time, and resources to effectively use new technologies, which will facilitate the successful attainment of the district's technology goals?**

Evaluation: All staff has been provided training on the new science series and particularly in the technology portion. This training has been particularly beneficial in grades 6-8.

Benefits: The district was able to provide professional development and training was to middle school staff in technology to incorporate the new science program.

GOAL 4: To enhance the district's ability to acquire new technologies by forming collaborative planning partners and seeking outside funding.

Evaluation: During the period of 2004-2006 the district received a CSR grant, which was used to improve technology in Science, Mathematics and Language Arts.
Benefits: Through the CSR grant, the district was able to purchase laptops for the middle school. The district will continue to apply for grants offered through the Department of Education, The Dunellen Educational Foundation and any other technology grants that become available.

B. Goals and Objectives for 2007-2010

GOAL 1: To utilize proven technologies to improve students' academic performance, the teaching/learning process and computer/technology literacy in grades K-12.

Objective 1: Improve students' academic performance in the core curriculum content subjects during 2007-2010.
Activities:

1.1.a Upgrade and implement new software, network access to CD-Rom based and online collections to strengthen core curriculum content skills and prepare students for state assessments and SATs.

1.1.b Develop and implement technology projects for all revised curricula.

1.1.c Purchase and make available texts online or CD to all students in grades K-12 in core curriculum content areas that are revised during the plan period.

1.1.d Implement a wireless, portable lab at the High School and Faber School.

1.1.e Continue the use of data collection software to represent student achievement patterns that will be used for individual student and program evaluation.

1.1.f Enhance LA through software, Internet resources and CDs.

1.1.g Upgrade cabling and wiring in the district, where deficiencies have been identified.

1.1.h Research, select and implement a computerized writing program to meet the needs of students with special needs.

Objective 2: Develop and integrate technology curriculum with standards of proficiency at each grade level.

Activities:

1.2.a   Assess present curriculum and recommend revisions needed.

1.2.b   Preview new software, make recommendation and budget for purchase.

Objective 3: Integrate differentiated computer instruction through the use of software, CD-ROM and online collections for Middle and High School for use in content areas.

Activities:

1.3.a   Research, preview and recommend software in reading that has capability to differentiate instruction.

1.3.b   Using district approved recommendation form, request purchase of appropriate software.

1.3.c   Budget for purchase and implementation of software.

GOAL 2: To provide all members of the community with the opportunity to utilize technology to access, share, analyze and apply information in order to succeed in an ever-changing society.

Objective 2.1: Improve parent involvement through the use of technology.

Activities:

2.1.a   Create grade level websites to post homework and announcements to enable parents to have easy access to information from home.

2.1.b Explore the use of translation software to make it possible to send announcements to parents in native languages.

Objective 2.2: Expand learning opportunities by utilizing technology.

Activities:

2.2.   Explore the use of distance learning to provide learning opportunities and coursework for students, staff and parents.

GOAL 3: To provide a comprehensive ongoing program of staff development that provides encouragement, training, time and resources to effectively use new technologies, which will facilitate the successful attainment of the district's technology goals.

Objective 3.1: Staff will continue to stay informed and trained on the latest technologies and applications.

Activities:

3.1.a On a yearly basis, staff development needs will be surveyed and workshops offered to meet surveyed needs. District initiatives and results of state assessments will be used to determine areas where professional development is needed.

3.1.b Where a need is established, technology workshops will be offered at varying levels of expertise.

3.1.c Staff development will include, but not be limited to expanding the use of PayServ and MMS programs to handle scheduling, grading, and discipline as appropriate, in each building.

3.1.d Staff development will be provided to enable teachers to design and maintain grade level websites.

3.1.e As new technologies emerge and applications are developed, staff will examine their potential and where applicable, receive training to integrate the technology into their teaching repertoire.

Objective 3.2: Opportunities for technology focused staff development that is delivered through new technologies will be researched, reviewed and implemented.

Activities:

3.2.a Research and recommend technology based staff development opportunities using video, Internet and distance learning.

3.2.b Plan and implement such staff development and evaluate effectiveness.

GOAL 4: To enhance the district's ability to acquire new technologies by forming collaborative planning partners and seeking outside funding.

Objective 4.1: Form collaborative planning ventures with other institutions.

Activities:

4.1.a Seek new institution partners who will collaborate in implementing new

technologies with the Dunellen School District and work together to implement these technologies.

4.1.b   Expand the partnership between the Dunellen High School media center and the Dunellen Public Library.

Objective 4.2: Seek outside funding sources

<u>Activities:</u>

4.2.a   Locate and apply for grants, matches and other financial arrangements that will help fund the implementation of new technologies.

4.2.b   Continue to apply for Dunellen Education Foundation's grants and to develop grant projects that are technology based.

V. **Three-Year Implementation Strategies/Activity Tables**
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
1.1.a	Upgrade and implement new software in content areas to prepare students for SAT and state assessments	On-going	• Building Principals	• SAT presenters • Classroom teachers	• Purchase orders for software • Lesson plans • Scores on state assessment • SAT scores
1.1.b	Include technology component in each new curriculum area that is revised	2007-2008 LA K-5 2008-2009 LA K-5 2009-20010 Grades 6-12	• Building Principals	• Curriculum developers • Classroom teachers • Consultant from publisher	• Lesson plans • Computer generated assessments
1.1.c	Explore on-line student textbook usage and if possible, homework/grading usage	2007-2008 LA K-5 2008-2009 Grades 6-8 2009-2010 Grades 9-12	• Principal • Tech Coordinator	• Classroom Teacher • Consultant from publisher	•Lesson Plans •Student Work •Parent Feedback

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
1.1.d	Plan, design, purchase and implement a wireless portable notebook lab	2008-2009 High School 2009-2010 Faber School	• Business Administrator • Computer technician • Grants Coordinator	----	• Signup for use of wireless labs in the classroom
1.1.e	Track student achievement through MMS software	On-going	• Building principals • Computer technician • Guidance Counselor	----	• Analysis of student achievement • Program analysis
1.1.f	After revising grades K-5 Language Arts programs, select and purchase software	2007-2008 and 2008-2009 Faber	• Building principals • Computer technician • Grants Coordinator	• Program Publisher • Trainers	• Lesson plan implementation • Teacher Observation
1.1.g	Upgrade electrical and cable deficiencies that have been identified	On-going	• Business Administrator • Director of Buildings & Grounds • Computer technician	• Electrician	• Solution to limitations due to wiring deficiencies

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
1.1.h	Continue to research, upgrade, review, and implement writing programs to meet the educational plans of special needs students	On-going	• Superintendent • Director of Special Services • Computer technician • CST	----	• Meeting the requirements of students' IEPs • Lesson plans
1.2.a	Review and revise curricula in grades K-8 and align with NJCCCS proficiencies	On-going	• Computer technology teacher • High School media teacher • Building Principals	----	• Revised, written K-8 curriculum • Review written recommendations for curriculum revision.
1.2.b	Preview software, make recommendations and integrate into budget	On-going	• Computer technology teacher • High School media teacher • Principals	----	• District budget • Purchase orders

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
1.3.a 1.3.b	Select, preview and recommend software that facilitates differentiated instruction in content areas in grades K-8	On-going	• Classroom teachers • Computer literacy teachers	----	• Preview forms • Recommendations
1.3.c	Budget, purchase and implement software	On-going	• Building principals • Business Administrator • Classroom teachers	----	• Purchase orders • Lesson plans
2.1.a	Create grade level websites to improve communications with parents. Investigate and phase in website expansion to include use of "e-boards"	On-going	• Computer technician • Computer teachers • Building principals • Computer technology teacher	----	• Operating and updated grade level websites • Website/"e-boards"

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
2.1.b	Investigate programs to translate memos and announcements into foreign languages	On-going	• Computer technician • Foreign language teacher • ESL Teachers • Director Sp.Serv.	----	• Translated letters, memos and announcements into languages spoken by parents
2.2.a	Increase learning opportunities to students, parents and staff through distance learning	On-going	• Building principals • Department Liaisons	• Institution providing distance learning courses	• Program subscription
3.1.a	On a yearly basis using student performance, determine where staff development is needed	On-going	• Superintendent • Professional development chairperson • Building principals	----	• Teacher needs survey • Student performance on state assessments
3.1.b	Assess teacher needs and present technology workshops at expertise levels	2007-2010	• Building principals • Superintendent • Computer technician	----	• Staff development • Survey and offerings • Professional Development Participation

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
3.1.c	Continue to expand the use of PayServ & MMS programs after assessing needs and program options (already in process)	On-going	• Superintendent • Director of Special Services • Board Office Secretary	• Building office staff • Teachers	• Staff development opportunities • Completed training • Scheduling, student achievement/scores/grades, personnel efficiencies
3.1.d	Provide technical support to design and implement grade level websites. See 2.1.a	2007-09 design 2009-10 implement On-going revise	• Business Administrator • Computer technician • Computer teachers • Building principals • Computer technology teacher	• Training	• Operating and updated grade level websites • Parent and Student Feedback
3.1.e	Evaluate new technologies and assess their application. Provide training to implement where applicable	On-going	• Computer technician • Building principals • Director of Special Services	----	• Committee resolutions • Purchase orders • Training schedules

V. Three-Year Implementation Strategies/Activity Tables
July 2007 – June 2010

Goals & Objectives	Activity	Timeline	Persons Responsible	Facilitator	Evaluation
3.2	Research and recommend technology-based staff development opportunities. See 3.1.b	On-going	• Computer Technology Teachers • Computer technician • Principals	----	• Written recommendation
4.1	Seek and develop partnerships to enable district to acquire new technologies	On-going	• Superintendent • Computer Technician • Building principals	----	• Partnerships that improve technology implementation in school district. • Schools Consortium
4.2.a	Seek grants, matches and financial arrangements to fund new technologies	On-going	• Superintendent • Grants Coordinator • Computer technician	----	• Financial awards • Quarterly reports
4.2.b	Develop and apply for grants from the Dunellen Education Foundation.	On-going	• Teachers • Administrators	----	• Grant awards • Purchase orders

VI.   Funding Plan

2007-2010 Technology Plan Funding Table

ITEM	2007-10 FEDERAL FUNDING	2007-10 STATE FUNDING	2007-2010 LOCAL FUNDING
Technology Equipment	$0	$0	$50,000
Network Capacity	$0	$0	$20,000
Software for Curriculum	$0	$0	$50,000
Filtering Software	In-house system		
Maintenance Policy and Plans	$0	$0	$150,000
Telecommunications	$0	$0	$18,000
Technical Support	$0	$0	$60,000
Facilities Infrastructure	$0	$0	$25,000
Other Services	$0	$0	$0
Totals	$0	$0	$373,000

VII. Professional Development

A. Persons Responsible:

Marie Luciano, Director of Special Services/Grants Coordinator

Eugene Mosley, Dunellen High School Principal

Joseph Morn, Lincoln Middle School Principal

Robert Altmire, Elementary Principal

B. Planned Professional Development

1. All teachers and library media personnel have at least one networked computer station in their assigned areas. There are large screen monitors in every classroom and in the media centers. The media center has a bank of ten computers and well as a 24 station lab. Computers are also available in each faculty lounge. The district has acquired three mobile lap top wireless labs for its middle school to which all middle school teachers have easy access.

2. District administrators either have laptops or desktops in school, as well as, the ability to work remotely from home.

3. District workshops will be available to administrators based on their need. In addition, administrators attend webinars and workshops of site as needed. This past year for example administrators attended workshops on the district's administrative management program (MMS) as well as NJSMART.

4. All new teachers and administrators are assessed for their technology proficiency with various applications including more Internet usage See Appendix D. Based on this survey and yearly surveys, workshops will be offered during one of our staff development days as well as off-site workshops throughout the year.

5. Technical staff will be given opportunities to attend workshops and classes that enhance their ability to maintain and upgrade hardware and the network, the district web-site and keep up to date with evolving technology.

6. As stated earlier, workshops will be available for all staff, on-site and off-site.

C. 2007-2008 Planned Staff Development

Based on the survey in Appendix D, workshops will be developed to meet the needs of staff. It is planned to provide these workshops in-house at the first staff development day. Teachers will be given a variety of workshops to choose from.

Throughout the year, staff members will be encouraged to take advantage of additional workshops offered by ETTC.

Teachers that are proficient in a variety of programs will be used as instructors at the workshops and also as a resource for their colleagues.

D. Financial and Time Resources

Funding for all staff development will be available through the school district's general fund and grants. Time for staff development is built into the school calendar as full staff development days. Additionally, teachers are encouraged to use professional days to attend off-site workshops that are available during school hours.

E. Projected Professional Development Activities

The district will continue to provide opportunities for professional development for administrators, instructional and non-instructional staff, including library media personnel, nurses, Child Study Team members and office support staff.

Following is a a list of possible workshops:

- Word Processing (Microsoft Word)
- Spreadsheets/Databases (Excel/Access)
- Presentation Software (Power Point)
- Desktop Publishing (Publisher)
- Internet
- Student Management Programs (grade books)
- MMS (district student management program)

- District Email
- Drill, Practice Programs, Tutorials

Some of the partners that will be used for additional workshops are as follows:

- **ETTC of Middlesex County**
- **MCESC Professional Development Academy**
- **NetTrekker – a search engine for curriculum integration**
- **e-learning**
- **NJSSI**
- **Middlesex County College**

VII.   Evaluation Plan

For each of Dunellen's technology goals, an evaluation process is in place that determines the effectiveness of its use. Before a technology is purchased and is previewed and evaluated. The technology must receive endorsement by all its stockholders before it is purchased. Through a yearly curriculum revision process, new technologies are added as resources and activities are expanded to include the new technology.

Staff development offered by the district is evaluated through surveys. This feedback is used to determine the effectiveness of the training, determine future topics of interest and possible presenters. Parents and students also complete an extensive survey at the end of the year, where they rate the use of technology as an educational tool.

The technology task force incorporates the feedback received from staff, parents and students and on a yearly basis and reviews and updates the technology plan.

IX. Appendices

A. Dunellen High School Technology Survey
B. Lincoln Middle School Technology Survey
C. Faber Elementary Technology Survey
D. Acceptable Use Policy
E. Staff Use Survey

Appendix A-C

Appendices A, B, and C available upon request from the Dunellen Board of Education

Appendix D

D U N E L L E N   P U B L I C   S C H O O L S

Computer Users Agreement

When a student in the Dunellen School System accesses computers, computer systems, and computer networks owned or operated by Dunellen Public Schools, he or she assumes certain responsibilities and obligations.   All access of this type is subject to school policies and to local, state, and federal laws. Dunellen Public Schools expects that student use of computers will be ethical and will reflect academic honesty. Students must demonstrate respect for school property, intellectual property, ownership of data, system security mechanisms, and rights to privacy.

In addition, the Dunellen School System provides access to the Internet for students, faculty, and staff. This access is obtained through commercial services such as America Online. Students must have permission from at least one of their parents or guardians to access the Internet at school.

The use of computer systems and on-line services is a privilege, not a right, and inappropriate use will result in disciplinary action by school officials and may result in the loss of computer privileges. A student's activities while using the Internet and computer systems must be in support of education and research and consistent with the educational objectives of the Dunellen Public Schools.

GUIDELINES

As a student, you are expected to make appropriate use of computer resources provided by the Dunellen School System. You must:

- use computer resources only for authorized purposes following established procedures;

- be responsible for all activities while using a computer;

- access only files and data that are your own, which are publicly available, or to which you have been given authorized access;

- use only legal versions of copyrighted software;

- be considerate in your use of shared resources;

- respect school property.

The attached Acceptable Use Policy must be signed and returned before a student will be permitted to access any computer owned or operated by Dunellen Public Schools.

ACCEPTABLE USE POLICY

Students must not make inappropriate use of computer resources provided by the Dunellen School System. The following are non-exhaustive actions that are considered inappropriate:

- copying, changing or deleting files that do not belong to user;

- gaining or attempting to gain unauthorized access to system programs or computer equipment or another person's resources, programs or files;

- using another person's password or knowingly giving a user's password to others;

- engaging in any activity with the intent to harm systems or to any information stored thereon, such as creating viruses, damaging files, or disrupting service;

- making or using illegal copies of copyrighted software, storing such copies on school systems, or sending them over networks;

- damaging equipment and wasting computing resources;

- using impolite, abusive, or otherwise objectionable language in either public or private messages, E-mail or files;

- using on-line services including the Internet illegally in ways that violate federal, state, or local laws or statues;

- using Internet access for sending or retrieving pornographic material, inappropriate material or files dangerous to the integrity of the network;

- sending messages that are likely to result in the loss of the recipient's work or systems;

- using the Internet for commercial or political purposes or for placing unlawful information;

- circumventing security measures on school or remote computers or networks;

- falsifying one's identity to others while using the Internet;

- engaging in any activity that does not comply with the general principles listed at the beginning of this document;

The Dunellen Public School System considers any violation of the Computer Users Agreement to be a serious offense and reserves the right to copy and examine any files or

information that may suggest that a student is using school computer systems inappropriately.

Violators are subject to disciplinary action by school officials that may include in-school or out-of-school suspension and loss of computer privileges. Anyone causing damage to equipment will be liable for the cost of repair or replacement of that equipment. Offenders may also be prosecuted under applicable Federal and State laws.

DUNELLEN PUBLIC SCHOOLS

I have read and understand the computer Users Agreement as outlined in this document. I agree to abide by these regulations at all times while using technology provided by the Dunellen Public Schools.

In addition, I understand that access to the Internet is designed for educational purposes. I also recognize that employees of the school or school system may not be able to restrict access to all controversial materials on the Internet. I will not hold them or the School District responsible for materials my son or daughter acquires as a result of the use of the Internet from school facilities. I hereby give my permission to the Dunellen Public Schools to permit my child to access the Internet on equipment provided on the school site.

_____

Student's Name (Print)

_____

Student's Signature

_____

Parent's Signature

_____

Date

This signed agreement must be returned to your teacher.

PLEASE RETURN TO YOUR HOMEROOM TEACHER BY SEPTEMBER 13TH

DUNELLEN PUBLIC SCHOOLS

Appendix E   **Staff Technology Survey**

| | 1= a lot of experience 2= some experience 3= little experience 4= no experience | | | | Please Check how often you use the application with your students | | | | |
| | Experience | | | | Daily | Weekly | Monthly | Once or twice a year | Never |
	1	2	3	4					
Computers in general	68	47	4	0	50	21	15	9	3
Word Processing	71	21	9	2	31	18	16	14	17
Spreadsheets/ Databases	22	36	23	20	4	9	12	20	48
Graphical Applications	5	26	34	35	1	8	9	20	57
Presentation Software (Power Point)	22	33	27	21	3	5	14	27	47
Desktop Publishing	12	27	35	28	2	6	17	22	53
District E-mail	88	14	1	0	46	3	9	5	29
Internet	86	15	1	0	43	19	12	11	9
Simulation Programs	3	11	28	58	2	3	11	6	71
Student Management Programs (i.e. grade book)	15	15	20	49	6	1	8	2	65
MMS	19	37	20	27	4	4	14	6	76
Drill/Practice Programs, Tutorials	18	35	19	30	10	15	21	13	36

DUNELLEN BOARD OF EDUCATION
High and Lehigh Streets
Dunellen, New Jersey 08812

Authorization for the submission of the proposed 2007-2010 Technology Plan

Action:
Moved by Mr. Cody, seconded by Mr. Osborn
to authorize the submission of the proposed 2007-2010 Technology Plan to the New Jersey Department of Education

Cianfrone	Absent	Heiney	Not Voting	Osborn	Yes
Cody	Yes	Johnson	Yes	Petrozelli	Yes
Francisco	Yes	Kurzius	Absent	Wenzel	Yes

Carried by roll call vote (6-0)

I, Vincent J. Olivo, Board Secretary, certify this to be true and accurate copy of the resolution passed by the Dunellen Board of Education at its' regular meeting of March 27, 2007.

_____
Vincent J. Olivo

March 28, 2007