



MORRIS COUNTY VOCATIONAL SCHOOL DISTRICT
EDUCATIONAL TECHNOLOGY PLAN

JULY, 2010 – JUNE, 2013

Dr. Patrick Pelosi
Interim Superintendent

Scott Moffitt
Assistant Superintendent/Board Secretary

Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013

[New Jersey Department of Education](#)

Local District Technology Plan Procedure: 2010-2013

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

I. Stakeholders	
Pg. 4	<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	
Pg. 5	<i>Describe the school district's or charter school's vision or mission statement.</i>
III. TECHNOLOGY OVERVIEW	
A. Technology	
Pgs 6-10	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
Pg. 11	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>
Pg. 12	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
Pg. 12	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i> <i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i>
Pg. 12	5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>
Pg. 12	6. <i>Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)</i>

Pg. 12	7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
B. Cyber Safety	
Pg. 13	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
Pgs. 13-22	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.
Pgs. 13-22	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.
Pg. 22	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.)
C. Needs Assessment	
Pg. 23	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.
Pg. 23	a. Evaluate educators' current practices in integrating technology across the curriculum.
Pg. 23	b. Provide a summary of educators' proficiency in the use of technology within the district.
Pgs. 23-25	c. Determine the current educational environment and barriers by describing how:
Pg. 23	i. Educators are assured access to technology to facilitate technology integration across the curriculum,
Pg. 23	ii. Often students have access to technology to support the use of 21 st century skills in their learning environment,
Pg. 23	iii. The needs of educators are evaluated,
Pg. 23	iv. The needs of students are evaluated,

Pg. 24	v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
Pg. 24	vi. <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
Pg. 24	vii. <i>Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i>
Pg. 24	viii. <i>Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i>
Pg. 25	ix. <i>Supports were provided for educators other than professional development,</i>
Pg. 25	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
Pg. 25	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>
Pg. 25	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	
Pgs. 26-28	<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	
Pgs. 28-29	<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)	
Pgs. 30-36	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>
Pg. 36	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>
Pgs. 36-37	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>

Pg. 37	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)	
Pgs. 38-39	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>
Pgs. 38-39	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>
Pg. 40	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>
Pg. 40	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>
Pg. 40	E. <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i> <i>Those elements are:</i> <ul style="list-style-type: none"> • <i>Goals and strategies for using telecommunications and information technology;</i> • <i>A professional development strategy;</i> • <i>An assessment of telecommunications services, hardware, software, and other services needed;</i> • <i>Budget resources; and</i> • <i>An ongoing evaluation process.</i>
VII. PROFESSIONAL DEVELOPMENT	
Pg. 41	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>
Pg. 41	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
Pg. 41	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>
Pg. 41	2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st</i>

	<i>century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i>
Pg. 41	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
Pg. 42	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
Pgs.42-44	<i>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 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>
Pg. 44	<i>D. Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
VIII. EVALUATION PLAN	
Pg. 45	<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>
Pg. 45	2. <i>Enabling students to meet challenging state academic standards, and</i>
Pg. 45	3. <i>Developing life-long learning skills.</i>

Table of Contents

- I. Stakeholders
- II. Executive Summary
- III. Technology Overview
- IV. Three-year Goals and Objectives
- V. Three-year Implementation and Strategies Tables (July 2010 – June 2013)
- VI. Funding Plan (July 2010 – June 2013)
- VII. Professional Development
- VIII. Evaluation Plan

I. Technology Committee
Morris County Vocational Technical School District
Technology Committee Members

Stakeholder Table		
Title	Name	Signature
Assistant Superintendent Business	Scott Moffitt	
Director of Curriculum and Instruction	MaryAnn E. Regan	
Director of Instructional Support Services	Kenneth Williams	
Supervisor of Grants & Program Management	Miriam Faber	
Technology Coordinator	Keith Azzolina	
Supervisor of Humanities	Scott Shaw	
Supervisor/Vocational Technical Careers	Fred Finck	
Supervisor of Math/Science	Shari Castelli	
Teacher	Jill Ross-Youngman	
Teacher	Melissa Sevola	
Parent	Marilynn Donahue	
Business Sector Representative	Fiona Borland	
School Secretary	Carol Knapp	

II. Executive Summary

PHILOSOPHY / MISSION STATEMENT

The Morris County Vocational School District, the source for state-of-the-art professional and technical education, will provide all students with the academic skills for proficiency in the Core Curriculum Content Standards, technical skills, civic responsibility and exploration in partnerships with business, labor, industry and post-secondary institutions.

Adopted: June 12, 1973; Revised/Readopted: March 9, 1982; Revised/Readopted: March 10, 1987; Revised/Readopted: August 9, 1988; Revised/Readopted: November 20, 1990
Revised/Readopted: December 10, 1991; Revised/Readopted: September 8, 1998; Revised/Readopted: June 29, 1999; Revised/Readopted: April 27, 2004; NJSBA Review/Update: October 2009; Readopted: November 11, 2009

VISION

Morris County Vocational School District uses technology in virtually every aspect of instruction, academic learning, occupational learning and administrative procedures. The infusion of technological resources has been and will continue to be our central commitment. In keeping with the mission and goals of the district, Morris County Vocational School District is committed to graduating students who possess the knowledge and skills needed to succeed in an ever-increasing complex society.

The ability to process and assimilate information has already become one of the most important determiners of an individual's economic success, as well as the success of society. In the 21st century, the ability to gather, synthesize and assimilate information through electronic communication is vital in every aspect of life. Therefore, it is the goal of Morris County Vocational School District to progressively prepare our students to graduate with the proficiency in using technology in all its forms. Our students will be prepared to utilize technology as information resource, and they will possess the skills necessary to interact with individuals, agencies and organizations within the economic arena using technological media.

Morris County Vocational School District continues to integrate and apply technology across all areas of the curricula. Student focus is now on how technology is used to analyze, apply and communicate information across the academic and technical content of the curricula. Technology is not an independent curriculum in and of itself, separate and distinct from the curriculum developed for each academy program. Rather, any technology must be compatible for infusion into current and future curriculum. Our teachers are the key to the full utilization of technology in the educational process. To that end, the district is committed to provide support and staff development opportunities to assist each staff member in becoming competent with technology infusion in daily instruction.

Morris County Vocational School District is committed to providing a comprehensive academic and technical curriculum for all our students. The goal is for each student to gain knowledge and marketable skills needed to continue in higher education, enter the adult community and succeed in the work place. Our district is prepared to stay current with technological advances and upgrade or replace technology on an on-going basis.

III. TECHNOLOGY OVERVIEW

A. Technology

1. Inventory of current technology networking and telecommunications equipment.

Buildings #1 and #6			
Classrooms Bldg. 1			
QUANTITY	DESCRIPTION	MEMORY	PROCESSOR
5	Dell Optiplex 740	512 Mb Ram	2.2 Ghz Athlon 64
17	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
2	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
14	Mac Pro	8.0 Gb Ram	2 x 2.26Ghz Quad Core Xeon
2	Mac Pro	3.0 Gb Ram	2 x 2.66Ghz Dual Core Xeon
13	PowerMac G5	2.5 Gb Ram	2 Ghz PowerPC G5
5	iMac	1.0 Gb Ram	2.4 Ghz Core 2 Duo
1	iMac	4.0 Gb Ram	2.66 Ghz Core 2 Duo
1	iMac G5	1.0 Gb Ram	2.1 Ghz PowerPC G5
3	PowerMac G4	1.0 Gb Ram	933 Mhz PowerPC G4
CADD - Bldg. 1			
11	Precision Workstation 390	2.0 Gb Ram	2.66 Ghz Core 2 Duo
MEDIA			
30	Dell Optiplex GX 280	512 Mb Ram	3.2 Ghz Pentium 4
46 Instructor	Netbooks Dell Latitude 2100	1.0 Gb Ram	1.6 Ghz Atom
48	Net-Books Dell Latitude	1.0 Gb Ram	1.6 Ghz Atom
1	Toshiba television		
6	LCD Projector	EQ Dell	
17	Digital still camera	EQ Digital	
1	LCD Projector	EQ NEC	
10	SmartPen		
19	Video Camera	EQ	
1	LCD Projector	EQ VidPres	
SUPERMARKET			
3	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
1	Dell GX60	512 Mb Ram	Celeron 2Ghz
Building #6			
32	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
38	Dell Optiplex GX 280	512 Mb Ram	3.2 Ghz Pentium 4
1	Dell Optiplex GX 260	512 Mb Ram	2.0 Ghz Pentium 4

Building #1/6 Misc.

9	Televisions
8	DVD/CD Units
14	M-Audio/Key Studio Computer Keyboards
1	Wacom SmartScribe
16	Wacom Pen Tablets
1	Korg D888 Recording Studio

Building #1 - Offices and Instructor Computers – Printers – Miscellaneous classroom equipment

QUANTITY	DESCRIPTION	MEMORY	PROCESSOR
3	Dell GX 240	512 Mb Ram	2.2 Ghz Athlon 64
1	Dell GX 330	512 Mb Ram	2.0 Ghz Pentium 4
13	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
2	Precision Workstation 390	2.0 Gb Ram	2.66 Ghz Core 2 Duo
1	Dell Optiplex GX 280	512 Mb Ram	3.2 Ghz Pentium 4
6	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
9	HP LaserJet 4100N Printer		
7	HP LaserJet 4050N Printer		
4	HP LaserJet 1300 Printer		
8	HP LaserJet 1000 Printer		
12	HP LaserJet 4204N Printer		
1	HP LaserJet 1319F MFP		
1	HP LaserJet 4000N Printer		
2	Xerox 4118 Printer		
1	HP DesignJet 500		
8	HP LaserJet 4350N Printer		
2	HP LaserJet 4300N Printer		
3	HP 2035 Printer		
1	HP 6P Printer		
1	HP 2600N Printer		
2	Epson 260 Printer		
7	HP DesignJet 1160 Printer		
4	HP LaserJet 3500 Printer		
1	Xerox 7232 Copier		
2	Xerox Work Center 5638		
1	Xerox Work Center 7328		
1	Canon Scanner #42B		
1	Canon Scanner #8800		
2	Epson Scanner #4990		
22	Dell Overhead Projectors		
19	Smartboards		

Adult Education

QUANTITY	DESCRIPTION	MEMORY	PROCESSOR
15	iMac	4.0 Gb Ram	2.66 Ghz Core 2 Duo
3	Dell Optiplex GX 280	512 Mb Ram	3.2 Ghz Pentium 4
1	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
3	Dell Optiplex GX 280	512 Mb Ram	3.2 Ghz Pentium 4
9	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
1	Dell Latitude 2100	1.0 Gb Ram	1.6 Ghz Atom
1	HP LaserJet 1300	Printer	
2	HP LaserJet 4000N	Printer	
5	HP LaserJet 4250N	Printer	
4	HP LaserJet 1000N	Printer	
1	HP LaserJet 3500	Printer	
1	Xerox 4118	Fax	
1	Xerox 7245	Copier	
1	Canon DR1210C	Scanner	
1	Toshiba TV		
1	EKG Machine		
1	EKG Treadmill		
3	Overhead Projector Units		
2	SmartBoard		
1	Anna Manakin system		

Building #3

Location	Model	Memory	Processor
7	Dell Tuffbooks/Augmentix		
6	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
1	HP LaserJet 2035 Printer		
1	HP LaserJet 4240 Printer		
1	HP LaserJet 1300N Printer		
5	HP LaserJet 1000N Printer		
4	Televisions		
4	DVD/CD Players		
3	Overhead Projectors		
2	Smartboards		
1 Unit	SuiteLink/Graymark System		

Building No. 4 - Classrooms

Quantity	Model	Memory	Processor
3	Dell Optiplex GX 260	512 Mb Ram	2.0 Ghz Pentium 4
25	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
4	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
14	Dell Latitude D600	512 Mb Ram	1.4 Ghz Pentium M
2	Dell GX60	512 Mb Ram	Celeron 2Ghz
1	Mac Pro	8.0 Gb Ram	2 x 2.26Ghz Quad Core Xeon
19	iMac	2.0 Gb Ram	2.4 Ghz Core 2 Duo
4	iMac	4.0 Gb Ram	2.66 Ghz Core 2 Duo

Guidance Office

6	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
1	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
1	HP LaserJet 4050N	Printer	
1	HP LaserJet 4100N	Printer	
1	HP LaserJet 1300N	Printer	
4	HP LaserJet 1000N	Printer	
1	Xerox 7335	Copier	
1	Xerox 4118	Fax	
1	Xerox 5655	Copier	

Instructors

Total 20	Dell Optiplex GX 270	512 Mb Ram	2.8 Ghz Pentium 4
Total 2	Dell Optiplex GX 620	512 Mb Ram	3.4 Ghz Pentium 4
Total 2	Precision Workstation 390	2.0 Gb Ram	2.66 Ghz Core 2 Duo
Total 2	iMac	4.0 Gb Ram	2.66 Ghz Core 2 Duo
Total 9	HP LaserJet 1000N	Printer	
Total 4	HP LaserJet 1300N	Printer	
Total 1	HP LaserJet 1320N	Printer	
Total 1	HP 2200 LaserJet	Printer	
Total 1	HP LaserJet 4000N	Printer	
Total 2	HP LaserJet 4050N	Printer	
Total 1	HP LaserJet 4240	Printer	
Total 2	HP LaserJet 4250N	Printer	
Total 1	HP LaserJet 4600N	Printer	
Total 1	LaserJet 4 Plus	Printer	
Total 15	Television Units		
Total 16	Overhead Projector		
Total 9	SmartBoard		
Total 1	HP DVD840		

IT Equipment			
Quantity	Model	Memory	Processor
1 System	Cisco ASA5540 with VPN		
29	Networked IP Video Cameras with server based DVR		
10	Verizon Blackberry Curve Smart Phones		
20	8-gb Apple iPod Touch		
1	Sun Sunfire V4OZ Mail Server		
2	Hewlett Packard ProLiant DL380 G5 Servers		
1	Dell PowerEdge 2650 Server		
1	Dell PowerEdge 2950 Server		
2	Apple Xserve Units		
2	Apple Xserve RAID Disk systems		
1	NetApp fibre channel disk array		
1	Cymphonix network Composer DC50X content filter		
1	VMWare Virtual Center		
3	VMWare servers		
13	Virtual servers		
1	7206 VXR Router (Cisco)		
1	Catalyst 4506 Switch (Cisco)		
3	Catalyst 3550 Switches (Cisco)		
5	Catalyst 2950 Switches (Cisco)		
1	Cisco ASA 5540 with VPN Firewall system		
1	Merlin legend telecommunications system		

VISUAL & PERFORMING ARTS ACADEMY	
1	Sony DV camera
7	Elph camera
3	Still cameras (Rebel / EOS SOR)
15	Canon video cameras
6	Elura video cameras
23	Midi keyboards
3	NTSC monitors
2	DVD/video decks
1	Mini DV editing deck1
1	Audio speakers
2	Projectors

2. Describe the technology needed to improve student academic achievement:

Three-Year Technology Plan Inventory Table			
Area of Need	Describe for 2010-2011	Describe for 2011-2012	Describe for 2012-2013
Technology equipment	Upgrade all multimedia lab computers to meet or exceed software requirements. Incorporate handheld mobile devices, iPods and netbooks.	Replace all media center computers with current available technology.	Evaluating the district wide adoption of the latest operating systems and office suites.
Networking capacity	Complete the expansion of our wireless infrastructure to incorporate the entire campus.	Continue to expand implementation of web 2.0 applications for the entire school community.	Analyze the utilization of networking infrastructure and make recommendations based on results.
Software used for curricular support and filtering	Migrating to a web-based, student management system. The technology committee will review curricular needs to make recommendations.	Annual review by the technology committee to implement the latest versions of all software to support the curriculum.	Annual review by the technology committee to implement the latest versions of all software to support the curriculum.
Technology maintenance policy and plans	Continually maintaining the operating system patch levels as well as updating installed software.	Continually maintaining the operating system patch levels as well as updating installed software.	Continually maintaining the operating system patch levels as well as updating installed software.
Telecommunications services	Our current telecommunications services meet our needs.	After annual review of the services, recommendations will be made, if necessary.	After annual review of the services, recommendations will be made, if necessary.
Technical support	Utilize the expertise of onsite support staff and continue to use and subscribe to the automated help desk system.	Utilize the expertise of onsite support staff and continue to use and subscribe to the automated help desk system.	Utilize the expertise of onsite support staff and continue to use and subscribe to the automated help desk system.
Facilities infrastructure	At this point, our infrastructure continues to meet our needs. There are no significant improvements required at this time.	After annual review of the infrastructure, recommendations will be made, if necessary.	After annual review of the infrastructure, recommendations will be made, if necessary.
Other services			

3. The flexibility of stand-alone assistive technology has enabled our district to provide superior accommodation of student needs outside of the network. Some of the assistive technology in current use includes: iPod, net books, sign language translator, electronic reading software, e-books, books on tape, laptop computers, speech enhancement hardware/software and Microsoft Office accessibility features.

4. Teachers and the media specialist have full access to educational technology in their instructional areas with networked computer workstations, LCD Projectors, Scientific Graphing Calculators and Smart Boards. We have a wireless environment and teachers have Tablet Laptops and Wireless LCD Projectors. All have full access to the District Network, Software, Email and Internet. Additionally, the media center houses many additional technologies (pulse pens, ipods, headsets, digital cameras, flip video cameras, and flash drives) that can be checked out of the media center by both students and teachers on an as needed basis.

5. Administrators have full access to technology with networked computer workstations, laptops, and instant communication via smart phones.

6. The current Needs Assessment Survey indicates that the district Website is utilized more than any other technology tool across the learning community. The poll further indicates that as many as 98% of the respondents regularly access the District Website. Morris County Vocational School District has a well established Website Planning Committee made up of faculty and administrators. Regular meetings and active participation have ensured that the website remains current and serves as a resource for the entire school community. Feedback from the Technology Planning Committee and survey data indicate that any additional resources allocated to expand the operational functionality of this tool will be valued.

7. Currently, determinations regarding the replacement of obsolete or broken hardware are made by the Network Administrator and reviewed by the technology committee. Such equipment is disposed of according to School Board policy.

B. CYBER SAFETY

1. Internet content filtering system and monitoring

The district employs a Cymphonyx network composer content filter whose definitions of inappropriate websites are continuously updated. Email/spam filtering is performed by Tangent Barracuda using their hosted services. Computers are continuously checked to track internet history. Teachers can request specific sites to be reviewed and permitted to pass through filter. The network administrator, technical staff members and faculty monitor the use of computers. Online safety is a topic discussed in all classes.

2. Infrastructure

The campus network utilizes a 1 Gbps fiber backbone and is distributed by multiple switches that deliver 100 Mbps to each desktop. Internet access is delivered at 100 Mbps via a Cisco 7207 router. Power to the IT infrastructure is supported by multiple, uninterruptable power supply systems as well as a 120 KW natural gas generator.

3. 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.

MORRIS COUNTY VOCATIONAL SCHOOL
Denville, New Jersey

FILE CODE: 6142.10
Policy

TECHNOLOGY

The board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

A. The Morris County Vocational School District, "the district", is providing employees and students with access to the Internet.

B. The purpose of providing Internet access is to assist in preparing students for success in life and work in the 21st century through electronic access to a wide range of information and the ability to communicate with people throughout the world. The Internet will also assist in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.

C. Users may not use the Internet for commercial purposes, defined as offering or providing goods or services or purchasing goods for personal use.

D. Users may not use the Internet for political purposes.

E. The term “educational purpose” includes use of the Internet for classroom activities, professional or career development, and limited high-quality self-discovery activities. Students will be supervised and limited to use of the Internet for self-discovery purposes.

F. Use of Internet is a privilege and not a right. Inappropriate use of the Internet may result in revocation of that privilege as well as further disciplinary action, up to and including expulsion from the District.

District Responsibilities

The principal/designee will serve as the building-level coordinator for Internet access, will approve building-level activities, ensure teachers receive proper training in the use of the Internet and the requirements of this policy, establish a system to ensure adequate supervision of students using the Internet, maintain executed user agreements, and be responsible for interpreting the District Acceptable Use Policy at the building level.

The network administrator will establish a process for setting-up individual and class accounts, set quotas for disk usage, establish a retention and backup schedule and maintain virus protection.

Technical Services Provided Through the Internet

A. *E-Mail*: Will allow employees to communicate with people throughout the world. Users will also be able to engage in group discussions related to educational subjects.

B. *World Wide Web*: Provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world. The Web is a valuable research tool for students and employees.

C. *Internet Relay Chat (IRC)*: IRC provides the capability of engaging in “real-time” discussions. The District will provide access to IRC only for specifically defined educational activities.

Access to the Internet

A. The District’s Acceptable Use Policy will govern all use of the Internet. Student use of the Internet will also be governed by the Student Acceptable Use Policy. Employee use will also be governed by District Policy.

B. *World Wide Web*: All district employees and students will have access to the Web through the District’s networked computers. No agreement will be required. Parents may specifically request that their child(ren) not be provided such access by notifying the District in writing (or whatever procedure the District uses for other permissions).

C. *Individual E-mail Account for District Employees*: District employees will be provided with an individual account. No agreement will be required.

D. *Guest Accounts*: Guests may receive an individual account with the approval of a District Administrator if there is specific, district related purpose requiring such access. Use by a guest must be specifically limited to the district related purpose. An agreement will be required and parental signature will be required if the guest is a minor. \

Parental Notification and Responsibility

- A. The District will notify the parents about Internet access and the policies governing its use. Parents must sign an agreement to allow their student to have an individual account. Parents may request alternative activities for their child(ren) that do not require Internet access. Students whose parents deny them an individual account will be provided with an alternative assignment if Internet use is related to a classroom project or activity.
- B. Parents have the right at any time to investigate the contents of their child(ren)'s e-mail files. Parents have the right to request the termination of their child(ren)'s individual account at any time. Parents have the right at any time to investigate the contents of their children's email files if the child is not emancipated. Parents must make an appointment with the Superintendent/Principal if they wish to investigate the content of their children's email files.
- C. The District Acceptable Use Policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents bear primary responsibility for communicating their particular set of family values to their children.
- D. The District will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the Internet.
- E. The District will provide students and parents with guidelines for student safety while using the Internet.

District Limitation of Liability

The District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the Internet will be error-free or without defect, The District will not be responsible for any damage users may suffer, including but not limit to, loss of data, or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the Internet. The District will not be responsible for financial obligations arising through the unauthorized use of the Internet.

Due Process

- A. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the Internet.
- B. In the event there is an allegation that a student has violated the District Acceptable Use Policy, the student will be provided with a written notice of alleged violation and an opportunity to present an explanation before a neutral administrator or - will be provided with notice and opportunity to be heard in the manner set forth in the Student Handbook's Appeal Process.
- C. Disciplinary actions will be tailored to meet specific concerns related to the violations and to assist the student in gaining the self-discipline necessary to behave appropriately on the Internet. If the alleged violation also involves a violation of other provisions of the Student Handbook, the violation will be handled in accordance with the applicable provision contained in the Student Handbook and applicable law.
- D. Employee violations of the District Acceptable Use Policy will be handled in accordance with District policy and applicable law. Where applicable, law enforcement agencies may be involved and appropriate charges may be filed.

Search And Seizure

- A. Internet users have a limited privacy expectation in the contents of their personal files.
- B. Routine maintenance and monitoring may lead to discovery that the user has or is violating the District Acceptable Use Policy or the law.
- C. An individual search will be conducted if there is a reasonable suspicion that a user has violated the law or the District Acceptable Use Policy. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.
- D. District employees should be aware that their personal files may be discoverable under state and federal laws.

Copyright and Plagiarism

- A. District policies and applicable law on copyright will govern the use of material accessed through the Internet. Because the extent of copyright protection of certain works found on the Internet is unclear, employees and students will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.
- B. District policies on plagiarism will govern use of material accessed through the Internet. Teachers will instruct students in appropriate research and citation practices.

Academic Freedom, Selection of Material, Student Rights to Free Speech

- A. Board policies on Academic Freedom and Free Speech will govern the use of the Internet.
- B. When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend student access to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

District Acceptable Use Policy

The following uses of the Internet are considered unacceptable:

- A. Personal Safety
 - 1. Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
 - 2. Users will not agree to meet with someone they have met online without their parent's approval and participation.
 - 3. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

B. Illegal Activities

1. Users will not attempt to gain unauthorized access to the Internet or to any other computer system through the District Network, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
2. Users will not make deliberate attempts to disrupt computer network performance or destroy data by hacking or spreading of computer viruses or by any other means. These actions are illegal.
3. Users will not use the Internet to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of persons, etc.

C. Security

1. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should a user provide their password to another person.
2. Users will immediately notify an appropriate supervisor if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
3. Users will avoid the inadvertent spread of computer viruses by following District virus protection procedures if they download software.

D. Inappropriate Language

1. Users will not use inappropriate language on the Internet, which is defined as language which is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
2. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
3. Users will not post information that, if acted upon, could cause damage or a danger of disruption to the district.
4. Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
5. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
6. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

E. Respect of Privacy

1. Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.
2. Users will not post private information about another person.

F. Respecting Resource Limits

1. Users will use the Internet only for educational and professional or career development activities (no time limit), and limited, high-quality , self-discovery activities. For students, the limit on self-discovery activities is no more than an approved number.
2. Users will not download files unless absolutely necessary for an educational purpose.
3. Users will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
4. Users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

G. Plagiarism and Copyright Infringement

1. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they were original to the user.
2. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

H. Inappropriate Access to Material

1. Users will not use the Internet to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made for hate literature if the purpose of such access to conduct research and access is approved by both the teachers and the parent. District employees may access the above material only in the context of legitimate research.
2. If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

Implementation

The Superintendent /Principal shall prepare regulations to implement this policy.

Adopted: December 12, 1996, Revised/Readopted: April 3, 2003, Revised/Readopted: September 9, 2003, NJSBA Review/Update: February 2009, Readopted: August 11, 2009

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Technology, Web Site, World Wide Web

Legal References:

N.J.S.A. 2A:38A-1 et seq. Computer System; N.J.S.A. 2C:20-25 Computer Related Theft; N.J.S.A. 18A:7A-11 Annual report of local school district; contents, annual report of commissioner, report on improvement of basic skills ; N.J.S.A. 18A:36-35 School Internet websites, disclosure of certain student information prohibited ; N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts ; 17 U.S.C. 101 United States Copyright Law ; 47 U.S.C. 254(h) Children's Internet Protection Act; N.J. v. T.L.O. 469 U.S. 325 (1985); O'Connor v. Ortega 480 U.S. 709 (1987); No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible Cross References:

*1111 District publications, *3514 Equipment, 3543 Office services , *3570 District records and reports, 4118.2/4218.2 Freedom of speech (staff), *5114 Suspension and expulsion, *5124 Reporting to parents/guardians, *5131 Conduct/discipline, *5131.5 Vandalism/violence, *5142 Student safety 5145.2 Freedom of speech/expression (students), *6144 Controversial issues, *6145.3 Publications, 6161 Equipment, books and materials *Indicates policy is included in the Critical Policy Reference Manual.

PROCEDURES FOR THE INTERNET

Morris County Vocational School District offers Internet Access for student use. This document contains the Acceptable Use Policy for your use of the Internet.

Education Purpose

- A. Internet has been established for a limited educational purpose. The term “educational purpose” includes classroom activities, career development, and limited high-quality self-discovery activities.

- B. Internet access has not been established as a public service or a public forum. The Morris County Vocational School District has the right to place reasonable restrictions on the material accessed or posted through the Internet. You are also expected to follow the rules set forth in this policy and the law in your use of the Internet.

- C. You may not use the Internet for commercial purposes. This means you may not offer, provide, or purchase products or services through the Internet.

- D. You may not use the Internet for political lobbying. You may use the Internet to communicate with elected representatives and to express your opinion on political issues.

Student Internet Access

- A. All students will have access to the Internet for information and resources through their classroom or computer lab.

- B. If approved by the superintendent/principal or his or her designee and the Network Administrator, you may create a personal Web page on the Internet. All material placed on your Web page must be pre-approved in a manner specified by the school. Material placed on your Web page must be related to your school and career preparation activities.

Unacceptable Uses

The Following uses of the Internet are considered unacceptable:

- A. Personal Safety
 - 1. Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

 - 2. Users will not agree to meet with someone they have met online without their parent's approval and participation.

 - 3. Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

B. Illegal Activities

1. Users will not attempt to gain unauthorized access to the Internet or to any other computer system through the District network, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
2. Users will not make deliberate attempts to disrupt computer or network performance or destroy data by hacking or spreading of computer viruses or by any other means. These actions are illegal.
3. Users will not use the Internet to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of persons, etc.

C. Security

1. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should a user provide their password to another person.
2. Users will immediately notify an appropriate supervisor if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
3. Users will avoid the inadvertent spread of computer viruses by following district virus protection procedures if they download software.

D. Inappropriate Language

1. Users will not use inappropriate language on the Internet, which is defined as language which is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
2. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
3. Users will not post information that, if acted upon, could cause damage or a danger of disruption.
4. Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
5. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
6. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

E. Respect of Privacy

1. Users will not re-post a message that was sent to them privately without permission of the person who sent them the message.
2. Users will not post private information about another person.

F. Respecting Resource Limits

1. Users will use the Internet only for educational and professional or career development activities (no time limit), and limited, high-quality, self-discovery activities. For students, the limit on self-discovery activities is no more than an approved number.
2. Users will not download files unless absolutely necessary.
3. Users will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
4. Users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.

G. Plagiarism and Copyright Infringement

1. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writing of others and presenting them as if they were original to the user.
2. Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

H. Inappropriate Access to Material

Users will not use the Internet to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). For students, a special exception may be made for hate literature if the purpose of such access to conduct research and access is approved by both the teachers and the parent. District employees may access the above material only in the context of legitimate research.

If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

Your Rights

A. Free Speech

Your right to free speech as set forth in the Student Handbook, applies also to your communication on the Internet. The internet is considered a limited forum, similar to the school newspaper, and therefore, the school may restrict your speech for valid educational reasons. The school will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

B. Search and Seizure

1. You should expect only limited privacy in the contents of your personal files on the Internet system. The situation is similar to the rights you have in the privacy of your locker.
2. Routine maintenance and monitoring of the Internet may lead to discovery that you have violated this Policy or the law.
3. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy or the law. The investigation will be reasonable and related to the suspected violation.

C. Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the system.
2. In the event there is a claim that you have violated this Policy in your use of the Internet, you will be provided with a written notice of the suspected violation and will be provided with notice and opportunity to be heard in the manner set forth in the Student Handbook.
3. If the violation also involves a violation of other provisions of the Student Handbook, it will be handled in a manner described therein. Additional restrictions may be placed on your use of your Internet account.

Limitation of Liability

The Morris County Vocational School District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The Morris County Vocational School District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions to service. It is not responsible for the accuracy or quality of the information obtained through or stored on the system. The Morris County Vocational School District will not be responsible for financial obligations arising through the unauthorized use of the system.

Personal Responsibility

When you are using the Internet, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little "electronic footprints", so the odds of getting caught are really about the same as they are in the real world. But the fact that you can do something or think you can do something without being caught does not make it right to do so. Even if you don't get caught, there is always one person who will know whether you have done wrong - and that person is you. Your use of the Internet can be a mirror that will show you what kind of a person you are.

Adopted: December 12, 1996, Revised/Readopted: April 3, 2003, Revised/Readopted: September 9, 2003, NJSBA Review/Update: February 2009, Readopted: August 11, 2009

4. On August 7, 2009 the community was publicly made aware of the district's Internet Safety Policy.

C. NEEDS ASSESSMENT

1. The Technology Planning Committee agreed to a series of surveys to be administered to faculty, students and administrative staff. The results of these surveys determined the current status, educational needs for student success and served as a vehicle to prioritize the changes through goals and objectives of the new three year plan.

a) and b) Staff Survey- Current Technology Integration Practice

The Technology Assessment Questionnaires (included) addressed: staff access to technology for integration; student access; staff needs; student needs; current and past professional development for faculty and administrators; supports or constraints to the effective use of technology in the classroom, media center and computer labs. Based on these surveys, there continue to be needs for technology equipment in classrooms including interactive whiteboards, computers (laptops or netbooks), etc. In addition, ongoing professional development for faculty members and staff should be continued. While an additional, part-time network administrator was hired, there continues to be a need for instructional technology support on a daily basis. The Technology Assessment Questionnaire administered to faculty members indicates that various technology integration techniques are being utilized. These methods include the use of Smart Boards, Google applications, Movie Maker, Power Point, Web Quests, graphing calculators, and more. These efforts should be continued in the 2010-2013 Technology Plan.

c) Current Educational Environment and Potential Barriers

i. Staff Access to Technology

All staff members have access to desktop computers and many have been issued a district owned laptop computer. Connectivity to both the Internet as well as the district's networked resources is possible from both school as well at home. Technology use in all instructional areas is expected, *Section VII. - Professional Development*, and details our extensive program, while demonstrating our strong commitment to assisting teachers in their work.

ii. Student Access to Technology

All students have daily access to computers in classrooms, computer labs and the media center. Connectivity to both the Internet as well as the district's networked resources is possible from both school as well as home.

iii. Evaluation of Staff Needs

Areas that need to be addressed are found through an assessment of the data compiled in online surveys, as well as developed from what has been observed by network administrator, building administrators, and technical staff.

iv. Evaluation of Student Needs

Student needs are evaluated primarily through reports from our teachers, online surveys, and if applicable, via our Child Study Team (i.e. assistive technologies). As the district continues to increase the degree of technology integration in class, student needs are evaluated through their work on class assignments and projects.

v. Past Professional Development for Educators' and Students' Needs

The Morris County Vocational School District has established a technology based, comprehensive learning initiative through our partnership with the professional development firm, Innovative Designs for Education (IDE). Utilizing an expanding cohort model, our teachers participate in summer instructional institutes, school year workshops, and ongoing coaching in order to design learner-active classrooms that utilize technology to differentiate instruction. The aforementioned professional development opportunities were designed to continually develop an understanding of how technological tools can enhance the learning process. Ongoing professional development will reflect the need to equip and improve skills reflecting the needs a digital generation such as "information processing, visual literacy, problem solving and higher level, ad hoc collaboration, and graphic design skills" (Kelly 2009) ¹.

vi. Past Professional Development for Administrators

Professional development activities included specialized training and activities for the entire administrative staff. All administrators participated in a summer training workshop facilitated by the professional development firm, Innovative Designs for Education (IDE). All administrators also received training on ways to utilize the district owned and issued smartphone devices. Throughout the year, administrators are involved in individual training sessions with consultants, administrative staff meetings as well as district in-service days . These activities are designed to build educational leadership skills such as collaborative communication.

vii. Ongoing, Sustained Professional Development for All Educators

The Morris County Vocational School District will continue the technology based, comprehensive learning initiative through our partnership with the professional development firm, Innovative Designs for Education (IDE). Utilizing an expanding cohort model, our teachers participate in summer instructional institutes, school year workshops via three additional half day in-service sessions identified for ongoing development of best practices and learner-active classrooms that utilize technology to differentiate instruction. The Morris County ETTC lab located on our campus will continue to provide regularly scheduled opportunities for MCST staff development. The aforementioned professional development opportunities were designed to continually develop an understanding of how technological tools can enhance the learning process. Ongoing professional development will reflect the need to equip and improve skills reflecting the needs a digital generation such as "information processing, visual literacy, problem solving and higher level, ad hoc collaboration, and graphic design skills" (Kelly 2009).

viii. Ongoing, Sustained Professional Development for Administrators

The Morris County Vocational School District will continue the professional development activities included specialized training and activities for the entire administrative staff.

Administrators attended the Phase I and Phase II of the critical transformations of the PD program of the NJ State Department to develop 21st Century skills. Throughout the year, administrators are also involved in individual training sessions with consultants, administrative staff meetings as well as district in-service days . These activities are designed to build educational leadership skills such as collaborative communication and a deep understanding of technology tools that foster continued student achievement.

¹Kelly, Frank S. "Teaching the Digital Generation", Thousand Oaks, CA; Corwin Press, 2009

ix. Supports for Educators Other Than Professional Development

Time for teachers and administrators to collaborate has been provided and a system to organize such collaborative meetings was put in place. The time to meet has provided the staff with opportunities to plan and help one another with issues that may arise. Positive, supportive relationships have developed among the staff and our students ultimately benefit from the time the teachers have been able to use for collaboration.

Additionally, Master Teachers have been appointed and they have been able to meet together, with administrators, and with faculty to identify areas of need and address those areas with their area teachers. Again, positive collaborative relationships have resulted in increased use of technology by the staff and students which benefits our students.

x. Professional Development Needs and Barriers Relating to Using Educational Technology as follows:

Support greater technology integration within all academic and career and technology programs. Continued support through professional development activities defined in this plan in the areas of problem based learning and curricular revisions using the Understanding by Design framework. Support for our teaching staff toward their use of contemporary technologies that allow our students to communicate with experts outside of school, and to bring those types of individuals and groups into the teaching/learning environment. Continued professional development in the area of increasing student engagement in learning through the use of technology.

2. District Needs for Academic Achievement through Technology:

The results of the Questionnaire indicated these needs:

- Updated Hardware including additional laptops, desktops, printers, etc.
- Filter/Firewall Modifications to allow for more access
- Improved Wireless Access
- Direct Instruction for students and staff on utilizing current technologies and information on emerging technologies

3. Prioritization of Needs: The identified needs above hold equal value in students' academic achievement. While there continues to be a need for additional hardware, wireless access, and filter modifications, students are also expected to stay current on technology applications. This requires continuous support from a qualified technology instructional specialist.

Technology Survey questions in appendix

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History

While there has been a significant increase in the technology skill level of our faculty (through new hires and ongoing professional development), a small portion of the teaching staff is in need of improvement.

There have been significant improvements on the use of digital content and networked applications. In particular, a "Public Share" folder has been created and is utilized by faculty on a regular basis. This includes faculty meeting materials, daily announcements, and curricular items. In addition, the teaching staff is encouraged to keep updated homework websites for student accessibility. Several of such websites incorporate digital documents for class materials.

(Goal 1) Morris County Vocational School District will establish and maintain a technology committee responsible for decision making, quality assurance and resource allocation for the entire school community.

- a. By June 2007 the Superintendent of Schools shall establish a Technology Committee.
- b. This Committee shall consist of five members and meet a minimum of four times per school year.
- c. The Committee will make recommendations to the Superintendent of Schools regarding all technology related initiatives.

Evaluation:

The MCST Technology Committee was formed during the 2007-2008 school year. Members consist of volunteer administrators and faculty members from various departments. Committee meets and makes school-wide recommendations to the Superintendent.

(Goal 2) All students will develop technology literacy skills to realize their personal, career, technical and academic potential.

- a. Student assignments will require the use of the internet and technology as part of literacy in the digital age.
- b. Web Quests, Pod Casts, Blogs, and Electronic Portfolios will be utilized in the classroom for learning and effective communication.
- c. The Career Information Data System shall be made available to all students through the Guidance Department for career decision making.

Evaluation:

Across disciplines, students utilized various Internet and technology tools in the classroom. This was confirmed based upon the results of the Needs Assessment Survey. Guidance department received training in 2010 to utilize Naviance for upcoming school years.

(Goal 3) Morris County Vocational School District will provide information technology support for all community members.

- b. By September 2008 create a staff position to provide technology application support and training.
- c. By December 2008 establish an Electronic Help Desk available online.
- d. By November 2007 provide turnkey training to select community members on STI (student management software) for subsequent in-house training.

Evaluation:

In April 2009, select faculty members received additional training on STI (student management software) applications. Unfortunately, the necessary coordination of these applications did not occur. The necessary technology support for proper implementation has not been provided. Requests for maintenance and technology trouble are now handled online via SchoolDude. An additional part-time network administrator was hired for troubleshooting hardware and software.

(Goal 4) Professional development based on best practices will sustain the effective use of technology for administration, faculty and staff.

- a. Ongoing teacher training workshops will showcase best practices for technology application in the classroom.
- b. Educational Technology Training Center (ETTC) will develop and offer five new classes on delivery of instruction through technology.
- c. By September 2009 all Professional Improvement Plans will include a minimum of one objective to upgrading technology skills.

Evaluation:

Ongoing professional development in the effective use of technology has occurred through various faculty meetings, administrative meetings, and optional Global Learning Initiatives. The Educational Technology Training Center (ETTC) provides a wide variety of [instructional technology workshops](#) that are free of charge for any faculty member. The use of educational technology is imperative to the success of our students, and therefore, this goal should be continued in the new plan.

(Goal 5) Morris County Vocational School District will continue to expand the technology inventory necessary to support anticipated growth in student and teacher population.

- a. The Technology Committee will develop and acquisition plan and supporting budget to provide the requisite technology inventory to meet the goals of this plan.
- b. The Network administrator will make recommendations to the Technology Committee regarding the expansion of the school network to assure adequate capacity.

Evaluation:

A [Three-Year Planning Guideline](#) was established for 2007-2010 to meet this goal.

(Goal 6) Morris County Vocational School District will maximize the use of Network and communication technology to share information with the entire school community.

- a. The Director of Student Personnel Services will make a recommendation to the Technology Committee for implementation of online student records.
- b. By September 2008 the district will have operational an automated notification system to deliver critical information in voice, text, e-mail and video format.
- c. By September 2008 the Website Committee will have completed a survey to solicit recommendations for improvement and enhancement of the District Website.

- d. By July 2008 the District shall backup and store all archived student records in an electronic format.

Evaluation:

During the 2008-2009 school year, the Honeywell Instant Alert System was implemented to notify all community members of emergency information via email, text, and phone. In addition, the school website format has been adjusted based on recommendations, and is continually updated. Student records are archived on disk at the end of each school year, and placed in a safe.

Unexpected Outcomes:

Even though there is a varying degree of technology use by faculty members, students are taking the initiative to explore alternative technologies for their own use in all classrooms. The teaching staff supports the students' endeavors and interests, which in turn leads to increased understanding of these technologies among the faculty. In addition, through professional development opportunities, cohorts (small groups) of faculty members have built more positive and supportive relationships.

B. Goals and Objectives for 2010-2013

Goal 1:

All students will develop technology literacy skills to realize their personal, career, technical and academic potential.

Objective 1:

Student assignments will integrate technology that facilitates skills acquisition for 21st century learning.

Objective 2:

MCVSD will use the most progressive student management systems and provide technology for students to use in goal setting and career planning.

Goal 2:

Morris County Vocational School District will maintain a technology committee responsible for decision making, quality assurance and resource allocation for the entire school community.

Objective 1:

This Committee shall consist of members that are representative of the entire school community and meet a minimum of two times per school year.

Objective 2:

The Committee will make recommendations to the Superintendent of Schools regarding all technology related initiatives.

Goal 3:

Professional development based on best practices will sustain the effective use of technology for administration, faculty and staff.

Objective 1:

Ongoing teacher training workshops will showcase best practices for technology application in the classroom as they relate to skills acquisition for 21st century learning.

Objective 2:

Educational Technology Training Center (ETTC) will develop and offer five new classes on the delivery of instruction through technology.

Goal 4:

Morris County Vocational School District will continue to expand the technology inventory necessary to support anticipated growth in student and teacher population as well as the needs of education for 21st century skills.

Objective 1:

The Technology Committee will develop an acquisition plan and supporting budget to provide the requisite technology inventory to meet the goals of this plan.

Objective 2:

The Network administrator will make recommendations to the Technology Committee regarding the expansion of the school network to assure adequate capacity.

Objective 3:

The Network administrator in collaboration with the Technology Committee will create a schedule to upgrade and replace existing technology equipment.

Goal 5:

Morris County Vocational School District will maximize the use of Network and communication technology to share information with the entire school community.

Objective 1:

The Director of Student Personnel Services will make a recommendation to the Technology Committee for implementation of online student records. MCVSD will provide training for all staff on new student management system.

Objective 2:

District will continue to provide and upgrade operational an automated notification system to deliver critical information in voice, text, e-mail and video format.

Objective 3:

The Technology Committee will make recommendations to improve and enhance the District Website and develop a set of procedures for the ongoing maintenance and upgrade of the District Website.

Objective 4:

Parents will be provided activities to increase involvement in the education of children.

Objective 5:

By June 2011 the District shall backup and store all archived student records in an electronic format.

V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES

A. Three-Year Implementation Activity Tables; July 2010 – June 2013

Goal #1:

All students will develop technology literacy skills in order to realize their personal, career, technical and academic potential. * NCLB Indicators: 2, 3, 7, 8

Objective 1:

Student assignments will integrate technology that facilitates skills acquisition for 21st century learning.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
2.1.1	Incorporate the use of 21 st century skills to enhance learning.	Ongoing	Teachers, Administrators	Review of lesson plans and observations.
2.1.2	Promote the use of 21 st century learning skills through district wide staff development.	Ongoing	Professional Development Committee and Administrators	Announcements, agendas and sign in sheets.

Objective 2:

MCVSD will use the most progressive student management systems and provide technology for students to use in goal setting and career planning.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
2.2.1	Turnkey train teachers on the use of naviance and new system.	Each September 2010-2013	Director of Guidance, Guidance Counselors	Agenda, sign in sheets
2.2.2	Introduce all freshmen to goal setting and career planning features of Naviance.	Each September 2010-2013	Director of Guidance, Guidance Counselors	Counselor review

Goal #2:

Morris County Vocational School District will maintain a technology committee responsible for decision-making, quality assurance and resource allocation for the entire school community. * NCLB Indicators: 1, 3, 5

Objective 1:

This Committee shall consist of members that are representative of the entire school community and meet a minimum of two times per school year.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
1.1.1	Selection of committee members	By June, 2010	Superintendent	Minutes
1.1.2	Policies and procedures are discussed at meeting.	Biannually	Committee chair, Committee members	Minutes

Objective 2:

The Committee will make recommendations to the Superintendent of Schools regarding all technology related initiatives.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
1.2.1	Develop a list of specific recommendations to Superintendent.	Biannually	Technology Committee	List of recommendations.
1.2.2	Review and prioritize all requests for major technology purchases.	Ongoing	Technology Committee	List of prioritized recommendations.
1.2.3	Sustain appropriate maintenance contracts for hardware repairs and software updates	Ongoing	Technology Committee	Signed contracts and budget expenses.

Goal #3:

Professional development based on best practices will sustain the effective use of technology for administration, faculty and staff. *NCLB Indicators 4a, 4b, 7

Objective 1:

Ongoing teacher training workshops will showcase best practices for technology application in the classroom as they relate to skills acquisition for 21st century learning.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
3.1.1	Provide staff development to update understanding of 21 st century skills.	Ongoing	Director of Curriculum and Instruction, Professional Development Committee	Announcements, agendas and sign in sheets.
3.1.2	Provide training to staff for existing and newly acquired hardware, software, web applications, assistive technologies and online assessment tools.	Ongoing	IDE consultants; master teachers, professional learning community cohort members and PD committee	Sign up sheets; agendas; lesson plans; individually customized websites

Objective 2:

Educational Technology Training Center (ETTC) will develop and offer new classes on the delivery of instruction through technology.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
3.2.1	Identify technology workshops relevant to classroom instruction.	Ongoing	Enterprise Program Manager and ETTC Coordinator	ETTC Catalogue

Goal #4:

Morris County Vocational School District will continue to expand the technology inventory necessary to support anticipated growth in student and teacher population as well as the needs of education for 21st century skills. *NCLB Indicators: 1, 5, 11, 12

Objective 1:

The Technology Committee will develop an acquisition plan and supporting budget to provide the requisite technology inventory to meet the goals of this plan.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
4.1.1	Make recommendations for the expenditure of grant and district funds to the Superintendent after reviewing department proposals.	Annually	Technology Committee, Business Administrator and Supervisor of Grants	Keeping a current technology plan on file for the district.

Objective 2:

The Network administrator will make recommendations to the Technology Committee regarding the expansion of the school network to assure adequate capacity.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
4.2.1	Conduct an audit of existing network capability and make recommendations for expansion as needed.	Ongoing	Network Administrator	Documented installation of new software and hardware of updated inventory records.

Goal #5:

Morris County Vocational School District will maximize the use of Network and communication technology to share information with the entire school community.

* NCLB Indicators: 3, 9, 10

Objective 1:

The Director of Student Personnel Services will make a recommendation to the Technology Committee for implementation of online student records. MCVSD will provide training for all staff on new student management system.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
5.1.1	Review several Student Management Systems and recommendations for selection.	By July, 2010	Director of Student Personnel Services and Director of Instructional Support Services	Report to Technology Committee and Superintendent.
5.1.2	Provide training for staff on system.	Ongoing	Director of Student Personnel Services and Guidance Counselors	Agendas, Sign in sheets
5.1.3	Through implementation of new student management system, parents will have access to their children's grades, attendance, and current assignments.	Beginning Fall 2010	Administrative Team	Documented use of web-based student management system.

Objective 2:

District will continue to provide and upgrade an automated notification system to deliver critical information in voice, text, e-mail and video format.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
5.2.1	Provide orientation information for new employees on automated notification system.	Ongoing	Administrative Assistant to Superintendent	List of contents of orientation packets for new employees.

Objective 3:

The Technology Committee will make recommendations to improve and enhance the District Website and develop a set of procedures for the ongoing maintenance and upgrade of the District Website.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
5.3.1	Improve and enhance district website and develop procedures for continuous updating/upgrading.	Ongoing	Website Committee, Director of Instruction Support Services	Website, minutes from website committee meetings.

Objective 4:

Parents will be provided activities to increase involvement in the education of children.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
5.4.1	Parents will be invited to participate in instructional projects and programs at the school.	Ongoing	Technology Committee; Parents; Students; Guidance Department	Website updates and links to parent activities.
5.4.2	Adult education opportunities will be shared with parents and other community adults to aid in the learning environment of the community.	Ongoing	Enterprise Program Manager; Adult Education Program Specialist; Adult Basic Skills Grant Coordinator	Website links related to adult education. Adult Basic Skills Database.

Objective 5:

By June 2011 the District shall backup and store all archived student records in an electronic format.

	Strategy/Activity	Timeline	Person(s) Responsible	Documentation
5.4.1	Determine the best technique for archiving records.	July, 2010 - June, 2011	Network Administrator, Guidance Department	Archive files and archive lists.

*** No Child Left Behind Title II D Indicators**

1. A description of how the applicant will use Federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
4. A description of how the applicant will:
 - a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and
 - b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
6. A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other Federal, State, and local sources.
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.
10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.
12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

B. In order to ensure that we continue to develop a 21st century learning environment, MCVSD:

- Established a Technology Committee that regularly evaluates new media, emerging technologies, and hardware to evaluate what should be added and supported by our school community.
- Regularly reviews curriculum to determine how various student needs can be met through the instructional use of technology.
- Partners with outside consulting firms to provide both technical and instructional training and on new media and technologies.

C. The Local Professional Development Committee is aware of the importance of the “Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act” (NCLB) as presented during the Student Achievement and School Accountability Conference of October 2002 as key to our professional development activities. The federal No Child Left Behind Act (NCLB), authorized in 2001, requires that all teachers be or become highly qualified in the core academic content area(s) they teach. The Morris County Vocational School District’s Professional Development Plan and NCLB place major emphasis upon teacher quality as a factor in improving achievement for all students. The Local Professional Development Committee has structured its professional development activities based on research-validated practices, and promotes student learning aligned with state standards, assessment, and the local school curriculum. Each professional development activity is fully evaluated, long-term and focused on mastery for all our teachers.

Additionally, in order to meet the NCLB goals of ensuring every student in technologically literate and to encourage the effective use of technology for instructions MCVTS:

- Provides open access to technology for students to ensure technology is seen as a tool for learning, performance, and assessment
- Established a procedure for continual expansion and upgrades of hardware and software according to this technology plan
- Integrates various new technologies and media into the core content area courses for both instructional and assessment purposes
- Identifies technologies utilized by professionals in identified career & technical and academic professions in order to expose and develop proficiency by students
- Established Critical Friends Groups to foster professional collaboration and idea sharing

D. In order to reach our stated goals, specific telecommunications and information technologies are useful in moving MCVSD forward:

Email, google docs, conferencing capabilities, etc. aid in collaboration

Smart phones allow the administrative team to be in constant communication

Our wireless campus provides full access to the district network, software, email and internet to all staff and students.

VI. FUNDING PLAN (July 2010 – June 2011)

A. Below is a table that demonstrates the anticipated costs for 2010-2011 and the projected funding for 2012-2013 of the technologies to be acquired. All 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 have been included.

B. Funding from four grants helps to ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction. The funds for those grants comes from federal monies that are allocated at the state level. These grants also partially fund professional development necessary to improve the capacity of all teachers to integrate technology effectively into curricula and instruction. MCVSD purchases technology and related materials through the district budget including, but not limited to, hardware/software, telecommunications and information technologies, and professional development. The ETTC is an enterprise program that provides teacher training on state-of-the -art equipment and software through a consortium made up of schools from all over Morris County.

2010-2013 TECHNOLOGY BUDGET PROJECTIONS

School District Funding					
Department	Item Description	Quantity	2010/2011	2011/2012	2012/2013
Board Office	System 3000	1	\$ 5,170.00	\$ 5,377.00	\$ 5,592.00
	Ed Data System	1	\$ 1,784.00	\$ 1,856.00	\$ 1,930.00
	Internet Consortium	1	\$13,100.00	\$13,623.00	\$14,168.00
IT Department	License Agreement	1	\$ 1,925.00	\$ 2,000.00	\$ 2,080.00
	License Agreement	1	\$ 960.00	\$ 1,000.00	\$ 1,040.00
	Symantec	1	\$ 3,600.00	\$ 3,744.00	\$ 3,900.00
	Sun Java	1	\$ 2,140.00	\$ 2,225.00	\$ 2,315.00
Media	Online Follett Library Resource e-books		\$ 1,225.00	\$ 1,274.00	\$ 1,325.00
Adult Education	On-line registration program	1	\$ 5,000.00	\$ 5,200.00	\$ 5,400.00
	Technical Equipment purchases		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Guidance	License		\$ 7,895.00	\$ 8,210.80	\$ 8,539.23
Fitness Center	Desktop computer and printer	1	\$ 1,870.00	\$ 2,000.00	\$ 2,200.00
Academies	LCD Projectors	3	\$ 4,500.00	\$ 4,635.00	\$ 4,774.00
	Smart Boards	3	\$ 4,500.00	\$ 4,635.00	\$ 4,774.00
	Software License		\$ 9,200.00	\$ 9,568.00	\$ 9,950.00
	DVD Player	3	\$ 300.00	\$ 250.00	\$ 240.00
	Teacher computer station	1	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Vocational	Software		\$ 500.00	\$ 520.00	\$ 540.00
	LCD Projectors	2	\$ 3,000.00	\$ 3,090.00	\$ 3,182.00
	Computer workstations	4	\$ 4,000.00	\$ 4,120.00	\$ 4,200.00
	Software License		\$ 9,200.00	\$ 9,568.00	\$ 9,950.00
	Camcorders	6	\$ 2,100.00	\$ 2,100.00	\$ 2,100.00
School District Budget Totals			\$84,469.00	\$87,495.80	\$89,799.23
Grant Funding					
	*Perkins Secondary		\$110,000.00	\$112,000.00	\$114,000.00
	*Perkins Post-Secondary		\$ 15,000.00	\$ 16,000.00	\$ 17,000.00
	*NCLB		\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
	*IDEA		\$ 4,000.00	\$ 5,000.00	\$ 6,000.00
*helps fund equipment, licensing and professional development activities					
Grant Funding Totals			\$131,500.00	\$136,000.00	\$140,500.00
TOTAL COMBINED FUNDING PROJECTIONS			\$215,969.00	\$223,495.80	\$230,299.23

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.*

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

E. The 2010-2013 Morris County Vocational School District 2010-2013 Educational Technology Plan was created on April 8th, 2010.

VII. PROFESSIONAL DEVELOPMENT

A. Professional Development Coordinator:

Mary Anne Regan, Director of Curriculum and Instruction.

B. Planned professional development activities for teachers, administrators, and school library media personnel.

1. School administrators will have access to and be encouraged to participate in all professional development experiences that are available to the faculty. Additionally, specific in-service opportunities will be provided for technology provided to the administrative staff (i.e. smart phones).

2. The Morris County Vocational School District believes that professional development should combine intensive, content specific experiences with comprehensive, overarching experiences. To realize this combination, the district seeks to provide training and sustained professional development in both cohort models and whole school models. We believe that as classroom teachers become facilitators and classroom instruction focuses on student learning that technology should be integrated as a problem-solving tool, not as an isolated addition to the curriculum. Teachers can and will utilize technology to increase collaboration between student to student, student to teacher, and student to local and global communities.

The Morris County Vocational School District has established a technology based, comprehensive learning initiative through our partnership with the professional development firm, Innovative Designs for Education (IDE). Utilizing an expanding cohort model, our teachers participate in summer instructional institutes, school year workshops, and ongoing coaching in order to design learner-active classrooms that utilize technology to differentiate instruction.

Teachers will work with the IDE consultants, Master Teachers, and collaborate with colleagues to develop proficiency with various technologies that improve student achievement.

- Hardware: smartboards, netbooks, iPods, pulse pens, networked computer workstations and laptops
- Software: Microsoft Office Suite, Inspiration, iLife and SMARTnotebook and web-based applications (Google Apps, Photo Story, Prezi)
- Online assessment tools (Classmarker and Quia)

The district utilizes in-service days, monthly faculty meetings and Master Teacher sessions to expose the entire faculty to the aforementioned technologies. These learning experiences are sustained through on-going classroom coaching, after school work sessions with IDE consultant, and online resources including IDE portal, Master Teacher sessions, and Critical Friend Groups.

3. Professional development and resources for technical staff include online seminars; computer based training, technical publications and renewed support contracts.

4. Some of the assistive technology in current use includes: iPod, net books, sign language translator, electronic reading software, e-books, books on tape, laptop computers, speech enhancement hardware/software and Microsoft Office accessibility features. Onsite workshops, turn key teacher trainers, on-line product support and on site teacher coaching by IDE support the teachers in the infusion of these assistive technologies into MCVSD instructional experiences.

C. Professional development opportunities planned for 2010-2011 (see table)

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Administrators, faculty and support staff develop a proficiency of the student management software	In-Service training for existing staff in Spring of 2010 with follow up workshops and department level training.	Support from : <ul style="list-style-type: none"> • administration • technology staff • on-line help desk
Integrating Technology into the Mathematics and Science curriculum	<p>Teacher Volunteers will participate in a summer instructional institute that will incorporate training on SmartBoards, Web based applications, multimedia software programs, and other tools to support student achievement .</p> <p>Teachers will participate in in-service experiences to build proficiency using TINavigators</p> <p>Staff Development Day workshops</p> <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	Support from : <ul style="list-style-type: none"> • administration • Innovative Designs for Education • Master Teachers • Turnkey Teachers • Technology staff
Integrating technology into the World Language curriculum	<p>Teacher Volunteers will participate in a summer instructional institute that will incorporate training on SmartBoards, Web based applications, multimedia software programs, and other tools to support student achievement.</p> <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	Support from : <ul style="list-style-type: none"> • administration • Innovative Designs for Education • Master Teachers • Turnkey Teachers • Technology staff

<p>Integrating assistive technologies into all classrooms</p>	<p>Inservice workshops provided on:</p> <ul style="list-style-type: none"> • Kurzweil • Co-teaching • Ipod Touch • Pulse Pen <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	<p>Support from :</p> <ul style="list-style-type: none"> • Administration • Innovative Designs for Education • Master Teachers • Turnkey Teachers • Technology staff
<p>Utilization of Teacher Webpages to communicate homework, school projects, and support resources.</p>	<p>Inservice training will be provided on:</p> <ul style="list-style-type: none"> • Google Sites • iWeb <p>Onsite coaching will be provided to teachers in the instructional cohort.</p> <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	<p>Support from :</p> <ul style="list-style-type: none"> • Administration • Innovative Designs for Education • Master Teachers • Technology staff
<p>Integration of new instructional content and strategies</p>	<p>Teacher volunteers will participate in an ongoing summer instructional institute in which they will design instructional units that incorporate SmartBoards lessons, web-based applications, multimedia software programs, and other tools to support student achievement .</p> <p>Onsite teachers and outside consultants will provided in-class coaching to support instructional progress.</p> <p>Inservice workshops will be offered on variety of identified best practices including:</p> <ul style="list-style-type: none"> • Defining 21st Century Skills • Effective use of problem-based learning • Developing on-line instructional support materials • Using emerging technologies to enhance instruction <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	<p>Support from :</p> <ul style="list-style-type: none"> • Administration • Innovative Designs for Education • Master Teachers • Technology staff

Utilization of web-based collaboration tools	<p>Inservice training will be provided on the use of:</p> <ul style="list-style-type: none"> • Google Apps (Docs, Sites, Blogger) • Wikis • Ning • Skype <p>Onsite teachers and outside consultants will provided in-class coaching to the utilization of various collaborative tools.</p> <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	<p>Support from :</p> <ul style="list-style-type: none"> • Administration • Innovative Designs for Education • Master Teachers • Turnkey Teachers • Technology staff
Integration and utilization of new technologies in career and technical programs	<p>Release time training for new software and hardware products that are currently use by industry.</p> <p>Training offered by business partners and vendors as part of an acquisitions programs.</p>	<p>Support from:</p> <ul style="list-style-type: none"> • Administration • Technology Staff • Community Members • Internship Mentors • Business Partners
Integration of new wireless technologies	<p>Inservice training will be provided on netbooks and wireless ipod devices.</p> <p>The Summer Instructional Institute will intergrate all new hardware acquired by MCVSD.</p> <p>Use of the <i>IDEportal</i> (www.ideportal.com)</p>	<p>Support from :</p> <ul style="list-style-type: none"> • Administration • Innovative Designs for Education • Master Teachers • Turnkey Teachers • Technology staff

D. MCVSD will continue to offer comprehensive exposure training to all administration, faculty, and support staff through onsite workshops, off site workshops, on-line course, on-line resources, and through professional collaborative experiences. Additionally, we plan to expand our intensive cohort experience. Toward this, we will partner with:

- Technology Vendors
- Innovative Designs for Education
- Technology Training Companies
- Business and Industry Partners
- Professional Organizations (NJECC, ISTE)

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 promote 21st century skills and global collaboration and outreach,*
2. *Enabling students to meet challenging state academic standards, and*
3. *Developing life-long learning skills.*

<i>Three-Year Technology Plan Evaluation Narrative</i>	
<i>Methods of Regular Evaluation:</i>	
<i>a. integrating technology</i>	<p>A variety of professional tools and activities are used to evaluate technology integration:</p> <ul style="list-style-type: none"> • District Supervisors of Instruction are responsible for a technology component weaved into their Personal Professional Growth Plan. • Technology integration is also included as part of the components of the Professional Improvement Plans for virtually all teachers. • To insure integration throughout all instructional areas, Supervisors of Instruction, along with our master teachers, actively and frequently review teacher lesson plans and observe classes where teachers incorporate lessons and activities that include technology infusion.
<i>b. enabling students to meet challenging state academic standards</i>	<p>Enabling Students to Meet the Challenging State Standards our teachers, master teachers, district supervisors and administrators frequently review student achievement through classroom grades and presentations. If weaknesses are observed, then corrective action will be taken.</p> <p>Supervisors hold monthly meetings where the review, evaluation and improvement of the current curriculum and instructional practices are the prime focus.</p>
<i>c. developing life-long learning skills</i>	<p>Developing Life-long Learning Skills administrators and teachers alike have been introduced to current pedagogical thinking on our changing educational environment, and the 21st century skills we want for all of our students.</p> <p>As can be seen by many of our technology plan goals, the district is working toward the transformation of the education process, a more difficult set of goals to achieve and assess. The assessment of our achievement of these transformation goals will take place through the redesign of student assessment tools, and student achievement on these redesigned assessments.</p> <p>The existence of an increase in technology tools and the effective integration into instruction will be reflected through teacher lesson plans, classroom observations and annual reviews. The creation of an increased sense of ownership and the development of life-long learners will be reflected in student behaviors and participation in instruction.</p>