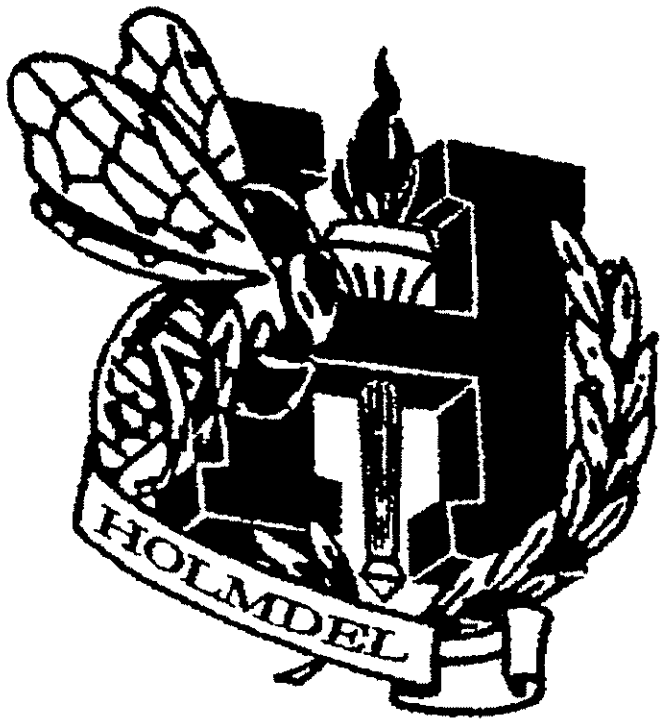
HOLMDEL TOWNSHIP PUBLIC SCHOOLS

2007 - 2010



THREE YEAR TECHNOLOGY PLAN

Dr. Judith Landis
Interim Assistant Superintendent,
Curriculum and Instruction

Mrs. Barbara Duncan
Superintendent
of Schools

Mr. Anthony Gattini
Network Engineer

Three-Year Local School District/ Charter School
Technology Plan

July 1, 2007 through June 30, 2010
****

County: Monmouth County **County Code:** 25

District/Charter School or Affiliation: Holmdel Township Public Schools

District Code: 2230

Grade Levels: K-12

Web Site: www.holmdel.k12.nj.us

Date Technology Plan approved by school board or governing body _____

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

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

Name: (print) Mr. Anthony Gattini

Title: Network Engineer

E-mail: agattini@holmdelschools.org

Phone: 732 946-1832 ext. 3436

Signature: _____ Date: 4-27-07

Superintendent/Lead Person Approval:

District Superintendent/Lead Person:(print) Dr. Judith Landis

E-mail: jlandis@holmdelschools.org

Phone 732 946-1800 ext. 23

Signature: Judith H. Landis, Ed.D Date: 4-27-07

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone _____

Signature: _____ Date: _____

Three-Year Local School District/ Charter School Technology Plan Template
July 1, 2007 through June 30, 2010

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

Page #	I. Stakeholders
9	*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.*
Page #	**II. EXECUTIVE SUMMARY**
10	*Describe the school district's or charter school's vision or mission statement*
	III. TECHNOLOGY OVERVIEW
Page #	***A. Technology***
16	*1. Provide an inventory of current technology networking and telecommunications equipment*
22	*2. Describe the technology inventory <u>needed to improve</u> student academic achievement through 2010 including, but not limited to:* • *Technology equipment and networking capacity* • *Software used for curricular support and filtering* • *Technology maintenance policy and plans* • *Telecommunications services* • *Technical support* • *Facilities infrastructure* • *Other services*
26	*3. Describe how the district integrates assistive technology devices into the network to accommodate student needs*
26	*4. Describe how the district's web site is <u>accessible to all</u> stakeholders (for*

	example using Federal Accessibility Standards)
26	*5. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.*
Page #	***B. Cyber Safety***
27	*1. List the filtering method(s) used.* *(**NOTE:** Be specific as this is a federal mandate.)*
28	*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.*
45	*3. Explain how students are educated about online safety awareness.*
45	*4. Provide information on how parental resources regarding online safety are made available to parents.*
Page #	***C. Needs Assessment***
46	*1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining **current** status. Afterwards, determine the educational needs, prioritize the identified needs and establish necessary changes through goals and objectives.*
51	*a. Evaluate staff's current practice in integrating technology across the curriculum.*
51	*b. Provide a summary of teacher and library media personnel proficiency in the use of technology within the district.*
51	*c. Determine the current educational environment and barriers by describing how:*
	i. staff are assured access to technology to facilitate technology integration,
51	*ii. often students have access to technology in their learning environment,*
51	*iii. the needs of staff are evaluated,*
51	*iv. the needs of students are evaluated,*
51	*v. past professional development addressed the staff and students' needs for technology integration,*

51	vi. *past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or library media center,*
51	vii. *ongoing, sustained professional development was provided in 2006-2007 for all <u>staff</u> to further the effective use of technology in the classroom or library media center,*
51	viii. *ongoing, sustained professional development was provided in 2006-2007 for administrators to further support the effective use of technology in the classroom or library media center,*
51	ix. *supports were provided for staff other than professional development,*
52	x. *professional development needs and barriers related to using educational technology as part of instruction have been identified.*
52	*2. Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology.*
52	*3. Prioritize the identified needs*
	IV. THREE-YEAR GOALS AND OBJECTIVES
Page #	***A. History***
59	*1. List the goals from the 2004-07 plan.*
61	*2. 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.*
61	*3. Describe any unexpected outcomes or benefits specifically linked to the educational technology in place.*
Page #	***B. Goals and Objectives for 2007-2010***
63	*1. List and support the goals that continue from the '04-'07 plan.*
63	*2. Modify goals or write new goals to meet the needs identified from the assessments. Goals for '07-'10 should support district need and align with the state plan.*
63	*3. Add to the goals the specific objectives for integrating technology to improve student academic achievement aligned with NJ Core Curriculum Content Standards (including software and other electronically delivered learning materials). Also, include a timeline for such integration and the corresponding measures (also known as indicators) that are evidence that*

	the goals or objectives have been achieved.
Page #	**V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (July 2007 – June 2010)**
65	*A. Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*
72	*B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support the learning communities.*
73	*C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.*
22-24	*D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*
Page #	**VI. FUNDING PLAN (July 2007 – June 2008)**
75	*A. Provide the anticipated costs for 2007-2008 and then indicate the projected funding for 2008-2010 of the technologies to be acquired and 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, including specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.*
77	*B. Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that teachers are prepared to integrate technology effectively into curricula and instruction*
78	*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.*

Page #	VII. PROFESSIONAL DEVELOPMENT
79	*A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.*
79	*B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:* *1. How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs).*
79	*2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*
79	*3. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.*
79	*4. How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.*
79	*5. The professional development opportunities and resources that exist for technical staff.*
79	*6. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*
79	*C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*
80	*D. Identify the financial and time resources to keep staff current in learning about new technologies.*
80	*E. Project professional development activities that will continue to support identified needs through 2010, including all partners*

Page #	VIII. EVALUATION PLAN
82	*Describe the process and accountability measures 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,* *2. enabling students to meet challenging state academic standards, and* *3. developing life-long learning skills.*
82	
82	

Three-Year Local School Districts/Charter Schools Technology Plan Template (2007-2010)

COMMITTEE MEMBERS

Title	Name	Signature
Superintendent	Mrs. Barbara Duncan	
Interim Asst Superintendent, Curriculum & Instruction	Dr. Judith Landis	
District Technology Coordinator	Mr. Anthony Gattini	
Special Education Teacher	Mr. Michael Welter	
Library Media Specialist	Ms. Heidi Buzzanga	
Community Member/Board Member	Mrs. Karen Strickland	
Grade K-3 Teacher	Ms. Jill Edwards	
Grade 4-6 Teacher	Mr. John Rothauser	
Grade 7-8 Teacher	Ms. Alicia Sneddon	
Grade 9-12 Teacher	Ms. Ann Wright	
High School Student	Mr. Allen Lin	

II. Executive Summary

FOREWORD

The Holmdel Township School District, in its commitment to educational excellence, has combined the work of previous technology committees and a newly formed committee to formulate a multi-year technology plan. The plan conveys our mission statement and implementation timelines in order to achieve not only the Core Content Curriculum Standards of the State of New Jersey, but also long-term educational goals. It will be a road map of the necessary technology to allow the Holmdel Township Public Schools and its students to excel in the twenty-first century.

Our primary intent is to provide equitable access to technology and instructional tools in order to enable students to become lifelong learners. It is our desire to infuse technology into the existing curriculum and develop new programs. This will be accomplished by providing dynamic technological education programs in partnership with parents, the community, business, and industry.

District Technology Philosophy

The Holmdel Township School District is committed to providing its students and staff with technology as it relates to the district's fundamental goals. Specifically, the district believes that technology can be an effective tool across the disciplines in developing students' skills in framing questions for investigation, acquiring information, analyzing and synthesizing data, and presenting results. The district further believes that technology should be seen not as an end in itself, but as a tool for intellectual, social, and skill development and that thoughtful and long-lasting understanding is achieved more by what students do than by what they hear. The district, therefore, accepts as part of its mission an imperative to provide its students with sequenced opportunities to develop technological competencies, to help students view technology as a useful tool in solving real-world problems and to encourage students to place knowledge and themselves in a global context.

The Holmdel Township school community has long come to realize that it is no longer enough to prepare students for the basic literacy skills of the past decade. Information and telecommunications technologies have reshaped every aspect of today's learning and working environments. We realize that we must use those tools of technology to foster the development of critical thinking skills, communication and problem-solving skills and the ability to work cooperatively. We believe that continued integration of technology in the curriculum is a vital element in the success of all students. By utilizing technology as a tool to support the curriculum, the quality of instruction and learning is enhanced. Technology will make teaching more productive. A learning climate will be created in which the real world will enter the school environment. Distance learning will be encouraged to provide both teachers and students with greatly enriched educational options, while eliminating barriers of time, geography, physical limitations and lack of local expertise.

In order to review and revise the existing technology plan, the district convened a Committee comprised of teaching staff from all schools administrators, students, and members of the Board of Education. In the process of developing the new technology plan, the committee identified several basic assumptions, which form the foundation for this document:

- **Technology is not an independent curriculum area. The technology plan must be compatible with the present and future needs of the curriculum.**
- **Teachers are key to the successful implementation of this plan. Teacher training on all aspects that technology holds for education is critical.**
- **Teachers will utilize technological tools to expand and enrich learning opportunities for students.**
- **The district continues its commitment to stay current with advances in technology and upgrade on an on-going basis.**
- **The implementation of all aspects of the plan will be accompanied by an annual assessment of the needs and will, therefore, be flexible and dynamic, responding to new developments in technology.**

Over the past few years, the district is making a major commitment to create the capacity for instructional change by investing in computers and related technologies as well as a district-wide networking infrastructure. In addition, a major focus of the district's activities will be the development of a comprehensive and all-inclusive staff development program. Continuous commitment to a comprehensive staff development program is critical to the success of this technology plan. Teachers will be given substantial training; support and time to integrate technology into their curricula in order to enhance the learning experiences of all students.

We recognize the direct correlation between pedagogy, assessment and technology integration. This connection will form the foundation for our comprehensive professional development program. While we realize that the development of discrete technical skills is a prerequisite for professional staff, we also believe it is both possible and desirable to address those issues in the context of valuable instructional experiences for students.

Because we believe that truly transformational use of technology will encourage inquiry-based, problem-solving, and reflective approaches, our program will emphasize the use of those teaching techniques for professional staff. Information literacy should be integrated into the teaching of K-12 curricula whenever appropriate. Participants will be asked to consider what it is that they want their students to know or be able to do, and how the use of technology can help to achieve those goals.

The wisdom of such an approach is verified by both the spirit and specifics of New Jersey's Core Curriculum Content Standards and federal initiatives.

Our programs will focus on these beliefs and characteristics:

- **Effective use of technology is facilitated by a conscious effort to use that resource to implement the vision of the school and its goals for student learning.**
- **Communicate the view that while the acquisition of technical skill is important, the ultimate aim is the enhancement of curriculum, instruction and learning through the integration of technology.**
- **Transfer of staff development experiences to classroom practices should be directly addressed.**
- **Technical and pedagogical problems, which afflict users of technology, should be directly addressed.**
- **Experiences must be hands on whenever possible.**
- **Opportunities on going assessment and reflection on the technology plan are essential to its success.**

MISSION STATEMENT

The Holmdel Township Board of Education will ensure that technology is an integral component of the instructional program infused throughout the curriculum. Teachers and students will comfortably, frequently, and actively use a variety of technologies as tools for teaching and learning. The Holmdel Township Public Schools to assist teachers with the tools they need to prepare students to access, apply, process, and communicate information efficiently and effectively.

VISION

Contemporary society presents unique challenges and opportunities for the individual. The proliferation of technology in daily life can be harnessed to assist the individual in meeting these challenges and taking advantage of these opportunities. Appropriate use of technology can help us have a system of educating our children in which they master the basics, become adept at problem solving, and develop critical thinking skills. Education in the Holmdel Township Public Schools must challenge and expand the vision of all students and ensure that they can demonstrate their skills in a highly technological society. This will be accomplished by providing dynamic technological education programs in partnership with parents, community, business, and industry. We must empower Holmdel students to become independent life-long learners who are adaptive and competitive in a rapidly changing and challenging society. We believe that technology will continue to have a critical impact on the manner through which we communicate and solve problems in our daily lives. The educational system must prepare students to use technology as a tool for learning, a means of accessing information, and a methodology for processing information.

We believe that the integration of technology in the curriculum is a vital element in the future success of all students. By utilizing technology as a tool to support the curriculum, the quality of instruction and learning is enhanced.

We envision technology-rich environments where students participate in live interactive learning opportunities globally without leaving the classroom. Students must be provided with the opportunity to explore, investigate, analyze, evaluate, design and create using state-of-art technology to solve "real world" problems. At the classroom level, technologies must be available to make learning exciting and interesting, to enhance interaction and to tie learning to the real world outside the school walls. Technology must be integrated into the curriculum rather than be a supplement to it.

All Holmdel Township school classrooms, media centers and offices are electronically connected and equipped with technology providing all members of the learning community — students, staff and community residents — with equitable and easy access to information technologies for teaching, learning, management and support of schools. This permits collaboration among educational fields and allows ready access to information sources and expertise in the world community.

Teachers have access to resources that will help them with new teaching strategies. Instructors will serve as both facilitators and architects of student learning. Technology will make teaching more productive. Students will continue to find learning meaningful and enjoyable. A learning climate will be created in which the real world will enter the school environment. Distance

learning will be encouraged to provide teachers and students with greatly enriched educational options, while eliminating barriers of time, geography, physical limitations and lack of local expertise.

The Holmdel Township School District will continue to seek appropriate funding to ensure students and teachers have access to appropriate technological advances and developments. The district must ensure adequate maintenance and support for hardware and networked systems.

Continuous commitment to a comprehensive staff development program is critical to the success of the technology plan. Teachers will be given substantial training, support and time to integrate technology into their curricula in order to enhance the learning experiences of all students.

The use of information technology permits the development of higher order thinking skills, and supports a variety of learning styles. New assessment techniques must be developed to reflect the new skills and new learning environments in

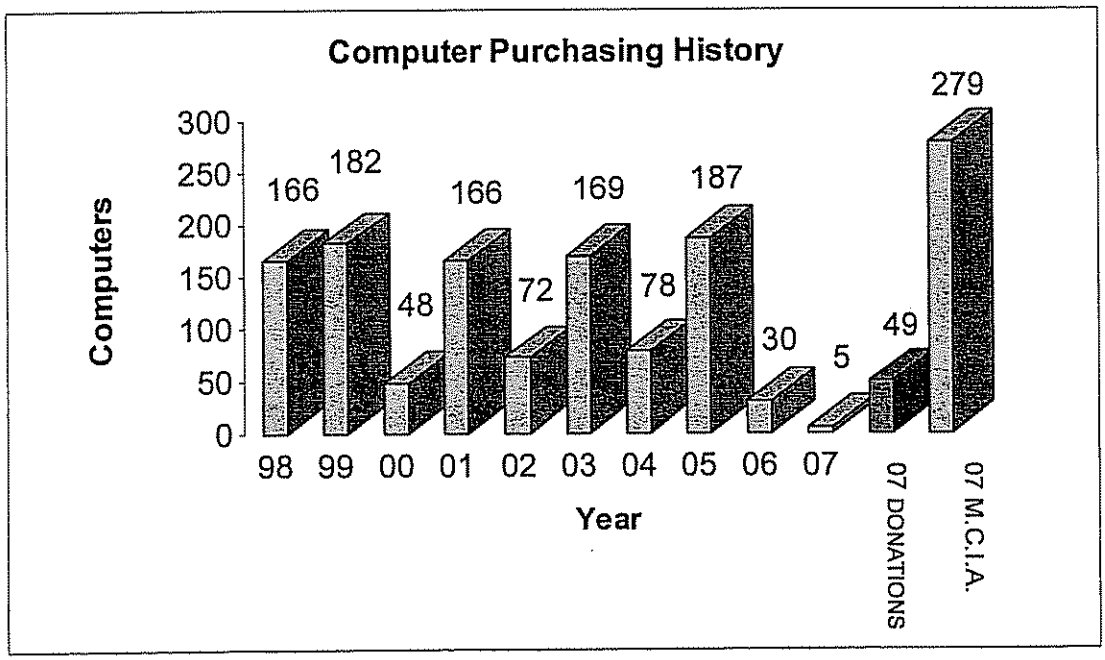
III. Technology Overview

A. Technology

Hardware Overview

Holmdel Township Public Schools maintains a combination of computer laboratories and clusters of PCs located within classrooms to facilitate computer use, access to online resources and improvements in technology literacy. The most apparent need from an inventory point of view is to accelerate the personal computer retirement/replacement cycle. A third of Holmdel's inventory is older than the average retirement age of five to six years of service. A survey conducted by the 2006/2007 Ad Hoc Technology Committee also revealed a sensitivity regarding the district's email system and photocopier reliability. High school feedback included a need for greater computer lab availability. Technology rich lessons often don't occur in a timely manner due to computer labs being reserved by other staff members.

In response to the committee's findings, new procedures have been put in place regarding use of photocopiers to improve reliability, a planned migration to a new messaging and collaboration platform is underway and a recommendation was made to the board of education for a comprehensive funding plan for hardware, software, assistive technology, staffing, professional development and curriculum revision. On April 17, 2007 voters defeated a $1.3 million separate question to fund the recommended course of action by the Ad Hoc Technology Committee.

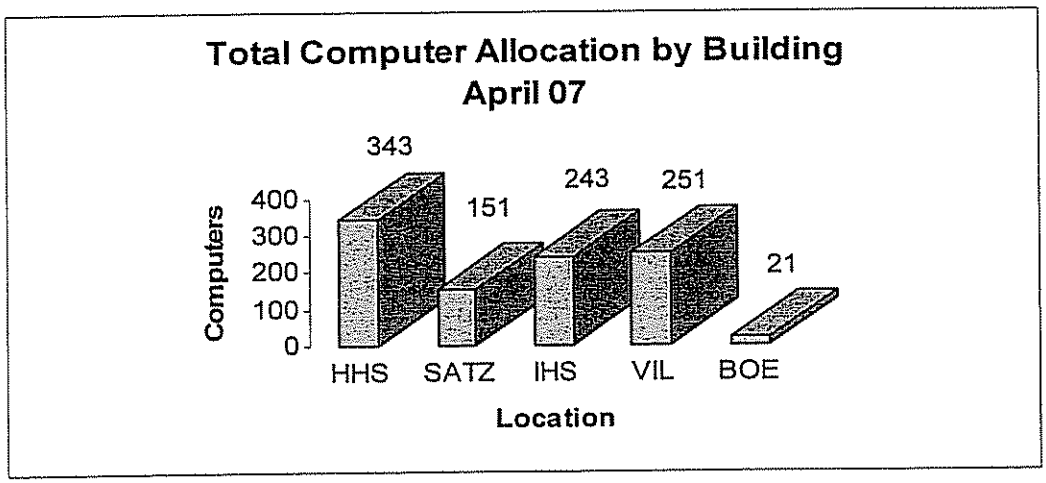


The Holmdel Twp. Ad Hoc Technology Committee recommended in its 2007 report that computers be purchased in a six-year retirement and replacement cycle. Historically large volume computers purchases have been made every two years coinciding with participation in M.C.I.A. (Monmouth County Improvement Authority) capital pooled lease purchase program. Due to budget constraints, the district has been forced to retain eight and nine year old computers to meet its needs of one computer per classroom.

At **Village School** there are two dedicated computer labs, one with 24 Apple iMacs serving grade levels PreK-1 and one PC lab serving grades 2-3. In 2007 both the Pre-K through one

computer lab and PreK-1 classroom teacher stations will transition away from the Apple Macintosh platform as they are replaced with PCs running Windows XP and Windows Vista. In 2006 the three existing 10-unit mobile notebook labs on carts were dismantled to create seven classrooms with four notebooks and one teacher desktop. This has allowed greater access to technology at the point of instruction and has improved student collaboration by allowing them to work in groups distributed throughout the classroom. In grade levels two and three there is a second dedicated lab with 26 workstations and a teacher station equipped with a projector. Village also has three 30 unit AlphaSmart mobile lab carts, two front projection SmartBoards, one rear projection SmartBoard and several single unit notebook presentation carts available on a sign-out basis. In 2007 all grade level classrooms will receive a new multimedia PC teacher station.

Indian Hill School has two dedicated 26-station desktop computer labs, one which has Smart Technology SynchronEyes lab management software, and four 12 unit notebook mobile wireless labs on carts. In 2006 an older 24-notebook wireless mobile lab was dismantled to create four classrooms accommodating five student stations in addition to the existing teacher stations. Fifth and sixth grade classrooms have wall mounted 34" NetTV CRTs that are connected to both the teacher's PC and a combination VHS/DVD player. Several teachers will receive tablet PCs as part f the 2007/2008 budget..



William R. Satz School has one dedicated 28 desktop computer lab in the media center, two 10-unit mobile wireless notebook labs on carts and one 24-notebook mobile wireless lab on a cart. The High School has three 24-27 unit dedicated labs and thirteen science labs with seven PCs each Media center PC use focuses on a combination of software applications, library lookup and Internet research. The school is also equipped with a 27" CRT and a 34" CRT on carts. In 2007 all grade level classrooms will receive a new multimedia PC teacher station.

Holmdel High School has three dedicated computer labs supporting 24-27 student stations as well as seventeen additional stations in its lower library. There are 13 science classrooms capable of supporting six or more student computers. Many of these lab's stations include Pasco's SCSI or USB probes and Data Studio software to support the use of real time data and electronic data analysis. In 2007 six science labs will receive seven PCs each and most grade level classrooms will receive a new multimedia PC teacher station.

Student to Multimedia Computer Ratio

	2006	May 07*	Projected 9-07
• Village School	4.5 to 1	14.8 to 1	6.7 to 1
• Indian Hill	3.8 to 1	6.0 to 1	5.4 to 1
• W.R. Satz	5.5 to 1	8.6 to 1	5.0 to 1
• High School	6.1 to 1	7.0 to 1	3.8 to 1
• **State Avg.**	**4.1 to 1**		

*458 PCs dating 2002 or older were removed from the inventory count, since Pentium II & III PCs do not qualify as multimedia computers under NJDOE 2007 Tech Survey guidelines.

As a result of the planned deployments in 2007, Holmdel will improve its student to computer ratio.

Data taken from NJ Tech Survey and June 2006 Ad Hoc Technology Committee Interim Report

Media Centers

All media centers maintain their own circulation desk and inventory. The district hosts its own centralized database server running Sagebrush's browser-based InfoCentre application. All desktop computers within the schools have library circulation lookup capability. Additionally, all media centers have a cable television connection.

The **Holmdel High School** upper media center is equipped with 24 desktops in a lab setting and 17 additional student stations in the lower library for application or research use. Plans and funding for adding eight additional units are part of the 2007 budget.

The **William R. Satz School** media center has 28 desktop PCs in a lab setting with access to MS Office and Accelerated Reader applications. Four computers will be added in 2007.

The **Indian Hill School's** single media center has 10 student stations used for circulation lookup, Microsoft Office and Accelerated Reader applications and performing Internet research or gaining access to Internet based applications such as Skills Tutor. In 2006 a six-speaker sound field system was added and integrated with a rear projection Smart Board.

The **Village School** has two media centers. The center that serves grades two and three has over a dozen student stations and a front projection SmartBoard. A ceiling hung LCD projector or rear projection SmartBoard is recommended for each setting. The PreK-1 media center received a sound field system installation in 2006.

High School Television Production Studio

The Holmdel High School television production studio houses three Sony DXC-D50 serial digital cameras which are managed by a Sony DME 700A switcher. Nonlinear digital video editing capabilities include Avid Xpress DV and Final Cut Pro workstations, both on the Macintosh platforms. Beginning editing is accomplished on linear Panasonic 1980 systems. The studio's switcher is a Sony DFS-700A DME switcher, a Macke SR 24-4-VLC Pro handles the audio, a New Tec VT-4 handles the special effects and Apple GS handles the teleprompting. The VT-4 also handles character generating and green screen functions. The

studio's final recording decks are Panasonic AG-DS 555, SVHS and a Sony DSR-45 MiniDV deck.

Planned 2007-2010 upgrades funded by internal and external sources include four High end location access cameras with advanced audio capabilities, one broadcast teleprompting system, three broadcast tripods as well as additional lighting capabilities.

Wireless (Wi-Fi) Coverage

While campus-wide wireless coverage is a future 2009/2010 goal, currently the **Holmdel High School** has the most deliberate deployment of Wi-Fi 802.11G hot spots with five in the 400 and 500 sections, and one in each of the upper library and cafeteria. High School WAPs (Wireless Access Points) have the management and security advantage of supporting multiple SSIDs (Service Set IDentifier) and VLANs (Virtual Local Area Networks.) The **W.R. Satz School** has one fixed hot spot in the cafeteria and four that accompany mobile wireless notebook labs on carts. **Indian Hill School** also has one in the cafeteria, four that accompany mobile wireless notebook labs on carts, one in the main office, one in the media center and four that correspond with the same number of 5-computer classroom deployments. **Village School** has seven 5-computer classrooms each with its own WAP (Wireless Access Point) as well as one in the cafeteria/multi purpose room.

Data and Voice Network Infrastructure

In December 2005 the district replaced its six ATM 1.54 Mb/s T1 WAN data circuits with two10 Mb/s VON (Verizon Optical Network) Ethernet circuits through Verizon's Access New Jersey program. A point to point T1 replaced the ATM T1 connecting the Board of Education office with the W.R. Satz School. The additional bandwidth was required as we added to the list of centralized applications that would otherwise create wide area network bottlenecks. Examples of applications that impact WAN performance include accessing the Internet for research and online applications, IEP Planner, PowerSchool attendance, PowerGrade electronic grade book, email, staff attendance, library circulation and purchasing. When accessing the Internet or servers located at the W.R. Satz School, remote users compete for bandwidth as they connect from Indian Hill and Village Schools.

Holmdel Twp. Public School District continues to evaluate multi-megabit WAN options that will support quality of service with multi-service transport of voice, video and data. The district is in discussion with its phone carrier and cable provider as well as private fiber network design and construction firms regarding options for increasing bandwidth. Preliminary estimates indicate that an estimated $600,000 investment in a private fiber network will increase bandwidth 100x and cost less than what the district currently pays for leasing circuits.

The comprehensive 2003/2004 LAN infrastructure upgrade included new HP Procurve 5300XL layer 3 routing core switches with layer 4 policy capability at of each school's MDF added intelligence to the network at a hardware level. At the edge of the network HP Procurve 2650 switches with higher port densities, superior traffic management and lifetime warranties, replaced an aging infrastructure. Security and logical grouping has improved with switches and a new firewall supporting multiple VLANs. Newer wireless access points are capable of supporting multiple SSIDs and switches now support Virus Throttling and 802.1x. In early 2007 the district installed a new Juniper hardware firewall with improved bandwidth and advanced routing and policy enforcement capability.

A new Alcatel district-wide PBX phone system was installed in 2004 and includes school administration and classroom phones, an automated attendant, voicemail and caller ID on display phones. The product selected is a hybrid solution supporting both circuit switched and voice over IP technology.

A new PA/intercom system with the ability to interface with the phone system was installed in the Satz/High School complex. At Village School the PA system was upgraded at the time of construction to support newly added areas.

Maintenance Policy

The district's desktop support and technology support assistant employment positions maintain the technology by performing preventative maintenance as well as processing or performing equipment repairs. Instances requiring high level technical assistance will be escalated to the Assistant Network Engineer or Network Engineer.

Annual maintenance contracts are purchased for the district firewall and routing hardware, as well as on software applications that provide disaster recovery and address vulnerability to viruses, malicious code or spam. Maintenance agreements are purchased annually for technical support and software upgrades on the district's financial package, student management system and other mission critical hardware and applications.

Operating system and application patches are applied both in an automated fashion using Microsoft's (WUS) Windows Update Service in addition to scripted or manual application of needed bug fixes. Virus definitions are updated several times a day in an automated fashion.

Administrative Use of Technology

The district's continues to improve its administrative efficiency by using technology to automate or improve performance in certain areas. Administrators and their support staff each have a desktop or notebook PC. Remote management and remote desktop assistance is now provided to these Windows XP Professional clients by the network technology department as part of a desktop operating system upgrade in 2003. Administration and their support staff also benefits from a 2004 upgrade to Microsoft Office 2003.

In 2003 the district migrated its Exchange\Outlook 2003 users with shared public folders, instant messaging and shared calendars to Open Text's First Class messaging and collaborations environment. After three years it was decided by the Ad Hoc Technology Committee to return to Microsoft's combination of Exchange Server and Outlook, both recognized industry standards with full third party development support and integration with Office applications like Word.

In July of 2003 Systems 3000's Office 3000 budget/personnel/payroll package was implemented. Remote schools have the ability to create their budgets from within the Systems 3000 financial package and submit and approve their purchasing requisitions online. Citrix thin-client technology has also been applied to this application in order to improve performance and provide a secure means for administrators to work within this administrative software package from home via the Internet Holmdel Portal. Payroll checks are printed with magnetic ink and pressure sealed in an automated fashion.

In 2007 the district began entering its summer supply orders online with Ed Data, the district's primary schools supplies vendor. The online system incorporates teacher origination and school administrator approval as part of its workflow.

The district uses an electronic student management system for submitting attendance, grade reporting, student scheduling, transcripts and tracking student demographics. Future upgrades being evaluated include replacing or upgrading the existing student management system with a centralized browser-based solution capable of presenting information on the web and to mobile users via handheld wireless devices.

Distance Learning

Holmdel High School is equipped with a PictureTel 970 mobile video conferencing unit at for the purpose of distance learning. This unit is PC-based unit supports ISDN connection speeds up to 384k, includes a 34" digital display and document camera. Holmdel makes collaborative distance learning opportunities available for both students and faculty.

III. A2 3 Year Implementation Activity Table-Network Technology 2007-2010

<table>
<tr><th>Area of Need</th><th>Description 07-08</th><th>Description 08-09</th><th>Description 09-10</th></tr>
<tr><td rowspan="2">Technology Equipment</td><td rowspan="2">Planned M.C.I.A. Capital Pooled Lease Purchases to refresh inventory of PCs purchased in 1998 and 1999 -
- - - - - - - - - -
Village School
• (35) Teacher Desktop PCs
• (6) Tablet PCs
• (25) PCs- K/1 Comp. Lab
• (10) SGI PCs.
• (1) Nurse

Indian Hill School
• (6) Desktop PCs

W.R. Satz School
• (34) Teacher Desktop PCs
• (6) Tablet PCs
• (22) Notebooks on Carts

Holmdel High School
• (26) Desktop PC in rm. 142
• (42) Science Labs
• (5) Men's & Women's PE
• (8) Lower Library
• (6) Room 409
• (3) Guidance
• (2) Math/Sci Faculty Room
• (2) Humanities Faculty Room
• (4) Rms. 600s-900s

• Special Services (2) PCs
• Building Services (1) PC
• Net Technology (2) PCs
• B.O.E.- (1) PC

Contingent Upon Funding
- - - - - - - - -
• SAN (Storage Area Network) Design, Plan, Evaluate & Test for migration of applications and local storage to SAN
• (2) Replace Servers - Domain Controllers @ Village & IHS
• (1) SIF Zone Integration Server-Plan & begin SIF project</td><td colspan="2">• Perform network analysis for additional needs
• Deploy secure wireless "Hotspots" where appropriate
• Replace servers and desktops as they reach obsolescence
• Continue upgrade of TV production studio

Contingent Upon Funding

• Maintain Storage Area Network
• Retire / replace computers on a 6 year cycle
• Continue to deploy visual classrooms
• Continue to deploy sound field systems
• Continue to integrate systems with SIF</td></tr>
<tr><td>Contingent upon funding
- - - - - -

Replace 216 PCs 183 Desktops & 33 Notebooks purchased in 2000 & 2001

Village School
• (29) Desktops & (1) Notebook
Indian Hill School
• (61) Desktops & (0) Notebooks
W.R. Satz School
• (15) Desktops & (28) Notebooks
Holmdel High School
• (74) Desktops & (2) Notebooks
Board of Education
• (4) Desktops & (2) Notebooks</td><td>Contingent upon funding
- - - - - -

Replace 246 PCs 127 Notebooks & 119 Desktops purchased in 2002 & 2003

Village School
• (3) Desktops & (33) Notebooks
Indian Hill School
• (43) Desktops & (72) Notebooks
W.R. Satz School
• (13) Desktops & (6) Notebooks
Holmdel High School
• (54) Desktops & (14) Notebooks
Board of Education
• (7) Desktops & (2) Notebooks</td></tr>
</table>

	Village School • (12) Desktops • (17) Tablet PCs • (17) Ceiling mount LCD projectors w/ wireless access point & DVD/VHS player **Indian Hill School** • (6) Desktops • (13) Tablet PCs • (13) Ceiling mount LCD projectors w/ wireless access point & DVD/VHS player • (6) Teacher Desktops **W.R. Satz School** • (4) Desktops • (13) Tablet PCs • (13) Ceiling mount LCD projectors w/ wireless access point & DVD/VHS player • Mobile 28-30 PC Technology Literacy Lab **Holmdel High School** • (32) Desktops • (29) Tablet PCs • (29) Ceiling mount LCD projectors w/ wireless access point & DVD/VHS player • (24) Desktop PCs Upper Library Lab • (6) Lower Library **Existing Inventory of Servers, Desktops, Projectors, Sound Field Systems and Printers** - - - - - - - - - See Inventory Summary tables for greater detail	**Village School** • (4) Five computer classrooms **Indian Hill School** • (3) Five computer classrooms **Holmdel High School** • 30 PC Writing Lab **District** • Pilot wireless writing slates • Pilot handheld response systems	**Indian Hill School** • Campus-wide Wireless Coverage **W.R. Satz School** • Campus-wide Wireless Coverage **Holmdel High School** • Campus-wide Wireless Coverage
Network Capacity	• (3) Edge Switches @ Indian Hill School • Segment LANs into multiple VLANs for broadcast containment • Continue to obtain cost estimates of district private fiber optic gigabit Ethernet WAN	• Continue to perform network analysis to identify needs **Contingent Upon Voter Approval of Bond Referendum** - - - - - - - • Begin design and obtain construction approvals of private fiber WAN (Wide Area Network)	• Continue to perform network analysis to identify needs **Contingent Upon Voter Approval of Bond Referendum** - - - - - - - • Construction of private fiber WAN • Migrate voice, data, video and security to new private fiber

			wide area network
Software used for curricular support and filtering	• Internet Content Filtering -Maintain Websense Enterprise annual subscription • Spam Filtering-Continue Barracuda Networks maintenance • Virus Protection-Maintain annual support/update agreement for McAfee Active Virus Defense, but purchase additional licenses to protect newly added PCs • See Software Inventory Summary table for greater detail		
Maintenance Policy and Plans	**PC Retirement/Replacement** Cycle in 300 new desktops- filter out obsolete 1998 & 1999 PCs **Back Up/Restore**-annual maint. Backup Exec by Symantec - BOE back up data carried off site daily - Nightly backups performed at schools - Weekly off site back up of school data **Desktops**-3 yr NBD On Site Dell **Firewall**-annual support Juniper **Library Circ. Database**- annual support/updates InfoCentre by Sagebrush **Nursing Database**-annual support Snap Health Center by Prof. Software for Nurses **Routers** (5)-annual support Cisco **Servers**-3 yr NBD or 4-hr On Site-Dell **Spam**- annual subscription Barracuda Networks **Telephone/PBX** – multi year maintenance contract w/o updates OmniPCX 4400 by Alcatel **Virus Protection**-annual support Active Virus Defense by McAfee **Web Content Filtering & Malware**-annual subscription 3-year lease Websense Enterprise	**Continue to carry maintenance or support contracts on mission critical hardware or applications** **Contingent Upon Funding** - - - - - - - • Cycle in 216 new PCs and filter out obsolete 2000 & 2001 PCs as part of a 6 year retirement / replacement cycle	**Continue to carry maintenance or support contracts on mission critical hardware or applications** **Contingent Upon Funding** - - - - - - - • Cycle in 246 new PCs and filter out obsolete 2002 & 2003 PCs as part of a 6 year retirement / replacement cycle
Telecommunication Services	- (2) P-2-P voice T1s for building to building PBX connectivity - (2) PRIs to voice carrier - Internet Access #1-1.54Mb/s T1 - Int. Ac.#2-6Mb/s Cable Modem - (2) 10Mb/s WAN data circs. - T1 WAN data circ. for BOE	Assess network performance and determine if increased or decreased bandwidth is appropriate.	
Technical Support	• Produce Tech Newsletter • Leverage Microsoft Remote Desktop • Leverage HP Switch management software for	• Further expansion and evaluation of online Help Desk • Produce ongoing series of on demand multimedia tutorials on operating system, network and application use	

Technical Support (cont.)	network optimization and troubleshooting • Produce series of on demand multimedia tutorials on operating system, network and application use **Contingent Upon Voter Funding** - - - - - - - - • Hire four Technology Mentor Teachers • Hire one Desktop Support Technician	**Contingent Upon Funding** - - - - - - - - • Technology Mentor Teachers will continue to identify best practice both from within and outside Holmdel Twp. School District • Theses best practices and developed lesson plans will be collected in an online district repository • The Desktop Support Technician will continue to primarily support the HHS /Satz complex	
Facilities – infrastructure including central telephone & security systems	**Contingent upon funding** - - - - - - • Enhance capabilities of existing Lenel Security Management System including improvement to access control and video recording coverage.	**Contingent upon voter approval of future Bond Referendum** - - - - - - - • Alcatel PBX for Board of Education office in order to interface schools' centralized calling, 4-digit dialing and voicemail system • Begin design and obtain construction approvals of private fiber WAN (Wide Area Network)	**Contingent upon voter approval of future Bond Referendum** - - - - - - • Construct private fiber WAN • Migrate voice, data, video and security to new private fiber wide area network

III. A3 and A4

Special Education - Use of Assistive Technology

Consistent with the regular program, the district continues to increase its offering in the area of assistive technology. In 2003 and 2004 notebook computers were made available with targeted application solutions to address students with special needs. In addition to notebook computers, AlphaSmart Neos, Danas and Franklin Spellers offer portable word processing or handheld computing solutions. These software applications include Don Johnston's Solo editions of Draft:Builder as a graphic organizer and Co-Writer for word prediction.

In early 2007, the district added two touch screen input devices at Village School and upgraded to three network editions of Kurzweil 3000's version 10 color scan/read text to speech program and eight learn stations. Version 10 of Kurzweil 3000 has the ability to lease a license to a home user for as long as twelve months before it expires and is automatically returned to the district's pool of licenses.

A series of staff development sessions were held in order to train our staff on using these applications to derive the greatest student benefit. The district utilizes a combination of staff, outside vendors, regional events, workshops or seminars as well as a contracted assistive technology consultant to deliver training.

Contingent upon budget funding or award of a grant the 2007/2008 school year will bring additional software licenses providing greater access to these applications. The district continues to evaluate assistive technology solutions both internally and by engaging outside assistive technology consultants.

Holmdel Township has insured that all stakeholders have an equal access to the districts website. Access on premises can be gained through computer* stations within the classroom, library, computer labs (stationary or mobile). Off premises same website access can be gained through any computer that has internet access. Offsite stakeholders also have accessibility to a portal that contains software programs used on premises.

Holmdel Township follows State and Federal accessibility standards. All stakeholders with disabilities are given the same right as their non-disabled counterparts to gain access and use the same technology independently.

*Please note all computers contain Microsoft accessibility software

III. A.5.

Obsolescence Criteria & Plan

Holmdel strives to attain parity with State and County averages for retirement, replacement and criteria for obsolescence. While 30% of Holmdel's inventory is eight to nine years old and considered obsolete, funding limits the district's ability to accelerate the replacement cycle. The lease/purchase of over 250 new PCs will be funded in 2007 by M.C.I.A. A separate question was proposed to the voters in 2007, which included funding to allow for a six year retirement and replacement cycle, but the public vote resulted in defeat. Currently,

only M.C.I.A. spending at higher than historical levels can lower the age of the district computer inventory.

III. B. CYBERSAFETY

1. Holmdel filters Internet content with an industry award winning product called Websense Enterprise. This acts a gateway between the internal network user and the Internet analyzing content and comparing it against a database which is updated daily and categorized into topics like violence, pornography, drugs, gambling, weapons, etc. Users receive a notification screen when they try to reach an inappropriate site. The users and machine names as well as the attempted access to restricted sites is logged in a Microsoft SQL database which is capable of generating detailed reports.

HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733 POLICY	File Code: 6142.10

INFORMATION TECHNOLOGY

The Holmdel Township Board of Education defines information technology to be the access to information on district-owned hardware through the use of various media such as voice, video and data. The Board believes that contemporary society presents unique challenges and opportunities for the individual. The proliferation of information technology in daily life must be accessed and utilized to assist each student in meeting these challenges and taking advantages of the opportunities.

The Board believes that an effective educational program incorporates technology as an essential component and reflects current technological advantages in both available resources and training.

The Board further believes that information technology has a critical impact on the manner through which individuals communicate, access information, resolve issues and creatively meet individual and collective educational needs.

Information technology provides the tools to extend and enhance the instructional process for students and staff in all curriculum areas. Education, from kindergarten through twelfth grade in the Holmdel Township Public Schools, must challenge and expand the vision of all students and ensure that they can demonstrate their skills to compete in a technological environment.

The Holmdel Township Board of Education recognizes that telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to an extensive array of resources. However, telecommunications, because they may lead to any publicly available fileserver in the world, will open classrooms to electronic information resources, which have not been screened by educators for use by students of various ages. The Holmdel Township Public Schools will utilize such software and hardware filters as available and practical to screen the electronic resources to attempt to ensure that they are consistent with the Board-approved curriculum and developmentally appropriate for the children using them.

The Board expects that all employees will learn to use electronic mail and telecommunications tools and apply them in appropriate ways to the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent to provide staff with training in the proper and effective use of informational technology within the instructional program.

INFORMATION TECHNOLOGY File Code: 6142.10

The Board expects instructional and administrative staff to make use of telecommunications to explore educational topics, conduct research, and contact others in the educational world. The Board anticipates that the new systems will expedite the sharing of effective practices and lessons across the District and the forming of partnerships with others across the nation and around the world.

Communication over networks should not be considered private. Network supervision and maintenance may require review and inspection of directories or messages. Privacy in these communications is not guaranteed. The District reserves the right to access stored records in cases where there is reasonable cause to expect wrongdoing or misuse of the system. Courts have ruled that old messages may be subpoenaed; administrative staff and the Network Engineer may examine communications in order to ascertain compliance with network guidelines for acceptable use.

The Board directs the Superintendent to specify those behaviors, which are permitted, and those, which are not permitted, as well as appropriate procedures to guide employee use. In general, employees are expected to communicate in a professional manner consistent with state laws governing the behavior of school employees and with federal laws governing copyrights. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

The Board generally supports access by students to information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner. General school rules for behavior and communications apply.

The Board believes that the benefits gained with the students' and staff's ability to access the Internet and electronic mail, exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Holmdel Township Public Schools support and respect each family's right to decide whether or not to apply for Internet access.

Independent student use of telecommunications and electronic information resources will be permitted unless a letter from the student's parent or guardian to the building principal denies this access. Students denied access by their parents/guardians will be provided with alternate resources to acquire information and suffer no penalty in grades.

INFORMATION TECHNOLOGY File Code: 6142.10

The Board directs the Superintendent to establish administrative regulations for the use of the district's information technology. These regulations shall be consistent with district policy as well as relevant federal and state law.

The Board also directs the Superintendent to disseminate this policy and the administrative regulations throughout the schools and community as part of the student and staff handbooks, the district calendar/handbook and other appropriate vehicles.

The Board further directs the Superintendent to ensure that information technology is infused into the curriculum as appropriate for all grade levels and subject areas.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction on an annual basis.

Source: Regular Board Meeting

Date: December 17, 1997

Revised: June 23, 1999

Legal References:	N.J.S.A.	18A:11-1	General mandatory powers and duties
	17 U.S.C. { 101 et seq.		U.S. Copyright Law

Possible Cross References:	4117.50	Standards for staff discipline
	4217.50	Standards for staff discipline
	5131	Conduct/discipline
	6141	Curriculum design/development

THE USE OF INFORMATION TECHNOLOGY IN EDUCATION

A. Purpose

1. Holmdel Township Public Schools (hereafter known as the District) is providing employees and students with access to a district-wide electronic communication system which includes, but is not limited to, Internet access.

2. The term "educational purpose" is defined as the use of the system for classroom activities, professional development, and limited high-quality curriculum-related activities.

3. The network system has a specific educational purpose which is to provide students and staff with electronic access to a wide range of information and the ability to communicate with people throughout the world.

4. Additionally, the system will be used to increase district intercommunication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers.

5. The District system will also assist the staff and students in sharing information with the local community, including parents and residents of Holmdel.

6. District acquisition policies will be followed for purchase of goods or services through the District system.

7. Users may not use the system for activities including, but not limited to banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

B. District Responsibilities

1. The Superintendent will serve as the coordinator to oversee the network operations and procedures.

2. The Director of Curriculum and Instruction will approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of

this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the District Acceptable Use Policy at each building level.

3. The District's Network Engineer will design and implement a process for setting-up individual and class accounts, setting quotas for disk usage on the system, establishing a back-up schedule, establishing a District virus protection process, firewalls, and implementing Internet filtering systems as well as ensuring the proper functioning and maintenance of the network.

4. The building principals and district supervisors will be responsible for maintaining discipline in accordance with established Board policies including, but not limited to that involving The Use of Information Technology in Education (#6142.10).

C. Technical Services Provided through Network

1. **E-mail:** E-mail will enable employees and students to communicate with people throughout the world. Users will also be able to subscribe to mail lists to engage in group discussions related to educational subjects.

2. **World Wide Web:** The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world.

3. **File Transfer Protocol (FTP):** FTP allows users to download large files and computer software.

4. **Newsgroups:** Newsgroups are discussion groups that are similar to mail lists. The District will provide access to selected newsgroups that relate to subjects that are appropriate to the educational purpose of the system.

5. **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. (e.g., ***Netmeeting*** for distance learning projects.)

6. **Blocking software:** The District will acquire, install, maintain and update software designed to block access to certain sites.

D. Access to the System

1. **The District's Acceptable Use Policy** will govern all use of the District system by students and staff. Student use of the system will be governed by each building's disciplinary code. Employee use will be governed by District policy and the contractual agreement.

2. **Internet Access**. All District employees and students will have access to the Internet through the District's networked computers. Parents may specifically request that their child(ren) not be provided such access by notifying the District in writing indicating this request.

3. **Classroom E-mail Accounts.** Students will be granted e-mail access through classroom accounts. Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the District in writing.

4. **Individual E-mail Accounts for Students.** Students may be provided with individual e-mail accounts by the Network Engineer for special projects approved by the administrative staff in accordance with established procedure. However, parents have the right to request in writing that their child(ren) not have an individual account.

5. **Individual E-mail Accounts for District Employees.** District employees will be provided with an individual account.

E. Parental Notification and Responsibility

1. On an annual basis, the District will notify the parents about the District network and its acceptable use. Parents may request in writing to the building principal that their child be denied access to the Internet. Parents may request alternative activities for their child(ren) that do not require Internet access.

2. Parents have the right at any time to investigate the contents of their child(ren)'s files including, but not limited to e-mail files. Parents have the right to request the termination of their child(ren)'s individual account at any time.

3. The District has web filtering software which filters most inappropriate material. There is a wide range of material available on the Internet and the District cannot guarantee that students will not access inappropriate material. Further, the District recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The District will encourage parents to specify to their child(ren) what material is and is not acceptable to access through the District system.

F. District Limitation of Liability

1. The District makes no guarantees of any kind, either expressed or implied, that the functions or the services provided by or through the District system will be error-free or without defect.

2. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service.

3. The District is not responsible for the accuracy or quality of the information obtained through the Internet.

4. The District will not be responsible for financial obligations arising through the unauthorized use of the system.

G. Due Process

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District system.

2. In the event there is an allegation that a student has violated the District's Acceptable Use Policy, the student, and his/her parent as appropriate, will be informed of the alleged violation and have an opportunity to present an explanation before an administrator.

3. Disciplinary actions will be tailored to meet specific concerns related to the violation. If the alleged violation also involves a violation of other provisions of the building code, the violation will be handled in accordance with the applicable provision of this code.

   a. A careful review and investigation will be conducted for each incident reported by a student, faculty member or other school employee, parent, or other relevant individual, to the school administration under the Board's policy 6142.10 The Use of Information Technology in Education. Based on the outcome of the investigation and the severity of the incident, appropriate disciplinary action will be administered.

   b. Throughout the investigation and disciplinary actions which may result, all legal procedures of "due process" (Board policy 5144) shall be followed by the administrator(s).

   c. Discipline may entail a verbal or written warning to the individual, a call to a parent/guardian or an in-school, after-school, noon-hour or Saturday detention as appropriate and consistent with the discipline code of the school in which the incident occurs. Suspension of one to ten days in length may be imposed depending on the severity and frequency of the offense. All the steps involving suspension of students (Board policy and regulations #5114) will be followed consistently.

   d. Cases involving misuse of information technology may be forwarded to the Holmdel Township Police Department for further review and investigation. It must be noted that disciplinary actions imposed by the Holmdel administrator(s) do not preclude civil and/or criminal prosecution.

e. Expulsion may be the action recommended by the administration and imposed by the Holmdel Township Board of Education in the case of extreme situations. All procedures contained in Board policy and regulations #5144 Suspension and Expulsion/Due Process will be followed.

f. A record of all disciplinary actions and reasons for these actions will be maintained by the school principal or his/her designee and used/reported in accordance with district policy as well as state and/or federal law.

4. Employee violations of the District's Acceptable Use Policy will be handled in accordance with District policy and the contractual agreement.

H. Search and Seizure

1. System users will not have an expectation of privacy for the contents of their personal files on the District system.

2. District employees should be aware that their files are considered public under state public records laws.

3. Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the District's Acceptable Use Policy, or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the contractual agreement. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.

4. Students and staff will be made aware annually of the possibility of searches of files through the school handbooks.

I. Copyright and Plagiarism

1. District policies on copyright will govern the use of material accessed through the District system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees 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.

2. District policies on plagiarism will govern use of material accessed through the District system. Teachers will instruct students in appropriate research and citation practices.

J. USE OF WEBSITES

The Network Engineer, in cooperation with the Superintendent will establish a process and criteria for the development of websites and the posting of material.

1. **District Web Site.** The District will establish a web site and will develop web pages that present information about the District. The Network Engineer will be designated as the webmaster, responsible for the placement of obtained information and the removal of out-dated information.

2. **School or Class Web Pages.** Schools and classes may establish web pages that present information about the school or class activity. The webmaster will review what is to be presented on the web page. If necessary, further review will be provided by the principals, Director of Curriculum and Instruction, and the Superintendent.

3. **Extracurricular Organization Web Pages.** With the approval of the building principal, extracurricular organizations may establish web pages. The webmaster, in cooperation with the building principal, will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material. Organization web pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page shall not be attributed to the District."

4. **Web Pages for School-based Organizations.** School-based organizations including, but not limited to the Parent School Association (Village School), Parent Liaison Group (Indian Hill School), Parent Support Group (W.R. Satz School), Parent/Teacher/Student Organization (High School), Holmdel Alliance, Holmdel Creative Arts Association, High School Booster Club, Holmdel Schools Music Association, and Project Graduation, may establish web sites linked to the district web site in accordance with this policy and pending the approval of the building principal, Network Engineer and Superintendent of Schools.

K. District Acceptable Use Policy

1. Personal Safety on the Internet

   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, school address, home address, etc.

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

2. Illegal Activities

   a. Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

   b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

   c. Users will not use the District system to engage in any illegal act.

3. System Security

   a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

   b. Users will immediately notify the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

   a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

   b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities

   Users are not permitted to:

   a. Send or display offensive messages or pictures;

   b. Harass, insult or attack others;

   c. Intentionally waste limited resources;

   d. Download songs, games and other non-curriculum information;

   e. Use a password other than their own; and/or

   f. Utilize the network for banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

Source: Regular Board Meeting
Date: June 23, 1999
Revised: January 13, 2000

ACCEPTABLE USE REGULATIONS FOR STUDENTS

A. PROGRAM DEVELOPMENT

Staff will provide appropriate guidance to students as they use telecommunications and electronic information. All students will be informed by staff of their rights and responsibilities as users of the District network prior to gaining access to the network, either as an individual user or as a member of a class or group.

Students may use the Internet unless parental permission has been denied in writing to the building principal at which time the students will be provided with alternate resources to accomplish assigned tasks.

B. INFORMATION TECHNOLOGY RULES

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access is a privilege, not a right.

Individual users of the District's computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with District standards.

Network storage areas may be treated like school lockers. The Network Engineer and district supervisors and administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers are private.

During class, teachers of younger students will guide them toward appropriate materials.

1. Personal Safety

   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.

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

2. Illegal Activities

   a. Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

   b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

   c. Users will not use the District system to engage in any illegal act.

3. System Security

   a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

   b. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

   a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

   b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities

   Users are not permitted to:

   a. Send or display offensive messages or pictures;

   b. Harass, insult or attack others;

   c. Intentionally waste limited resources;

   d. Download songs, games and other non-curriculum information;

   e. Use a password other than their own;

   f. Utilize the network for banking, political lobbying, commercial ventures, gambling or personal purchases; and/or

   g. Copy and/or distribute any unauthorized or inappropriate information received on district hardware.

DATE: June 23, 1999

ACCEPTABLE USE REGULATIONS FOR STAFF

A. BACKGROUND

The network is provided for staff and students to tap educational resources, conduct research and communicate with others. Communications over the network are often public in nature therefore general rules and standards for professional behavior and communications will apply.

Staff will employ electronic mail on a regular basis at work as a tool for communications. The District may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages regularly.

B. INFORMATION TECHNOLOGY RULES

Electronic mail and telecommunications are not to be utilized by employees to share confidential information about students or other employees because messages are not entirely secure.

Network administrators may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly. Users should not expect that files stored on District servers are private.

The Network Engineer will report inappropriate behaviors to the employee's supervisor or administrator. Violations may result in disciplinary action and/or a loss of access. When applicable, law enforcement agencies may be involved.

Each employee will be given a copy of the Information Technology policy, regulations and exhibits on an annual basis in their school handbook.

1. Personal Safety

   a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.

b. Users will promptly disclose to their building principal or supervisor any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

a. Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

c. Users will not use the District system to engage in any illegal act.

3. System Security

a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

b. Users will immediately notify the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

5. Unacceptable Activities

Users are not permitted to:

a. Send or display offensive messages or pictures;

b. Harass, insult or attack others;

c. Intentionally waste limited resources;

d. Download songs, games and other non-curriculum information;

e. Use a password other than their own; and/or

f. Utilize the network for banking, political lobbying, commercial ventures, union activities, gambling or personal purchases.

DATE: June 23, 1999

HOLMDEL TOWNSHIP BOARD OF EDUCATION Holmdel, New Jersey 07733 EXHIBIT 1	File Code: 6142.10

SAMPLE: POLICY SUMMARY FOR STUDENT HANDBOOK

The Board of Education and the Administration of the Holmdel Township Public Schools are pleased to provide the students with access to the district computer network for electronic mail and the Internet.

While accessing e-mail and the Internet, it is possible that your child may find material on the Internet that you would consider objectionable. The Board has established an Acceptable Use Policy to restrict access to material that is inappropriate in the school environment and has directed the installation of an Internet filtering system that limits access to inappropriate material. **However**, because new web sites are posted daily, it is impossible to block all sites or guarantee that your child will not gain access to inappropriate material. While the Board's intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. The Board believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Board and Administration of the Holmdel Township Public Schools support and respect each family's right to decide whether or not to deny access.

District Internet and E-mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.

The network is provided for students to tap educational resources, conduct research and communicate with others. Access to network services is maintained for students who act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility.

Network storage areas will be treated like school lockers. District personnel may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on District servers will be private.

SAMPLE: POLICY SUMMARY
FOR STUDENT HANDBOOK

File Code: 6142.10

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy and procedures on student rights and responsibilities, the following rules apply:

1. Personal Safety

    a. Users will not post personal contact information about themselves or other people. Personal contact information includes name, address, telephone numbers, home address, etc.

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

2. Illegal Activities

    a. Users will not attempt to gain unauthorized access to the District network. This includes attempting to log in through another person's account or access another person's files.

    b. Users will not make deliberate attempts to disrupt the network performance or destroy data by spreading computer viruses or by any other means.

    c. Users will not use the District system to engage in any illegal act.

3. System Security

    a. Users are responsible for the use of their individual account. They should take reasonable precautions to prevent others from access.

    b. Users will immediately notify their teacher or the Network Engineer if they have identified a possible security problem.

4. Inappropriate Language

    a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

    b. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

SAMPLE: POLICY SUMMARY
FOR STUDENT HANDBOOK

File Code: 6142.10

5. Unacceptable Activities

Users are not permitted to:

a. Send or display offensive messages or pictures;

b. Harass, insult or attack others;

c. Intentionally waste limited resources;

d. Download songs, games and other non-curriculum information;

e. Use a password other than their own;

f. Utilize the network for banking, political lobbying, commercial ventures, gambling or personal purchases; and/or

g. Copy or display any unauthorized or inappropriate information received on district hardware.

Violations may result in disciplinary action, in a loss of access and in legal action in accordance with Board policy as well as federal and state laws.

If you do not want your child(ren) to have Internet access, please indicate this fact in writing to the relevant building principal(s) on an annual basis. Be aware that your child(ren) will be provided with alternate resources, reference materials and/or means of communication.

DATE: June 23, 1999

III B

3. Students are educated about computer safety awareness in the following ways:

   - General assemblies for students regarding cyber safety
   - Police officer visits in classrooms to discuss cyber issues
   - Establishment of a student group whose aim is to heighten awareness of safety issues which can affect all students
   - Presentations to students at career day by local police department.

4. Parents are provided with information regarding online safety in the following ways:

   - Building orientation programs
   - Principal and district newsletters
   - Pamphlets provided at back to school night
   - Presentations to parents at parent group meetings
   - Drug and alcohol community alliance programs and presentations
   - Family awareness night workshops

III NEEDS ASSESSMENT

C.

1. The ad hoc technology committee conducted staff and student surveys resulting in the following:

1.) My location is	
High School:	69
Satz:	40
Indian Hill:	56
Village:	56
BOE & other:	10
2.) My job is	
Teacher:	145
Special Ed:	41
Support:	4
Guidance:	7
Admin:	10
Clerical:	15
B&G:	0
Other:	7
3.) My specialty(ies):	
Elementary:	67
Math-Science:	43
Humanities:	26
Phys Ed:	12
Arts:	11
Special Services:	36
Technology:	9
Other:	42
4.) If the number of computers is limited, I prefer them concentrated (on carts or in labs) rather than distributing them to classrooms in sets of 4 or 5.	
Strongly Agree:	45
Agree:	72
NA / Don't Know:	43
Disagree:	56
Strongly Disagree:	8
5.) I would support a change from FirstClass to Outlook for email.	
Strongly Agree:	82
Agree:	51
NA / Don't Know:	68
Disagree:	19
Strongly Disagree:	9
6.) I know what technology skills students will have when entering my course.	0
Strongly Agree:	5
Agree:	34
NA / Don't Know:	87
Disagree:	70
Strongly Disagree:	26
7.) I have a projector available for my classroom to see my computer screen.	
Strongly Agree:	32
Agree:	24
NA / Don't Know:	57
Disagree:	45
Strongly Disagree:	62
8.) I don't have but would like a computer projector in my classroom(s).	
Strongly Agree:	61
Agree:	52
NA / Don't Know:	85
Disagree:	11
Strongly Disagree:	6
9.) When using a projector, I prefer input on the screen of a tablet computer rather than input on a smartboard.	
Strongly Agree:	28
Agree:	49
NA / Don't Know:	126
Disagree:	11
Strongly Disagree:	6
10.) I have and use the technologies I want to make me effective.	
Strongly Agree:	23
Agree:	103
NA / Don't Know:	12
Disagree:	73
Strongly Disagree:	16
11.) I have and use the technologies I want to make my work efficient.	
Strongly Agree:	25
Agree:	110
NA / Don't Know:	12
Disagree:	68
Strongly Disagree:	11

12.) Technology/network support staff meets my needs	
Strongly Agree:	83
Agree:	115
NA / Don't Know:	9
Disagree:	21
Strongly Disagree:	1
13.) Maintenance of our technologies equipment to avoid breakdowns meets my needs.	
Strongly Agree:	48
Agree:	121
NA / Don't Know:	19
Disagree:	37
Strongly Disagree:	5
14.) Response time for trouble/help meets my needs	
Strongly Agree:	80
Agree:	130
NA / Don't Know:	4
Disagree:	12
Strongly Disagree:	1
15.) Regular upgrade/replacement of old technology/equipment meets my needs	
Strongly Agree:	17
Agree:	89
NA / Don't Know:	20
Disagree:	64
Strongly Disagree:	39
16.) Shared computer rooms/labs schedule availability meets my needs	
Strongly Agree:	13
Agree:	73
NA / Don't Know:	65
Disagree:	54
Strongly Disagree:	18
17.) Shared computer rooms/labs maintenance and ready-for-use meets my needs	
Strongly Agree:	14
Agree:	75
NA / Don't Know:	84
Disagree:	40
Strongly Disagree:	8
18.) Web access and response time meets my needs	
Strongly Agree:	28
Agree:	138
NA / Don't Know:	15
Disagree:	34
Strongly Disagree:	12
19.) Accessibility remotely from home meets my needs	
Strongly Agree:	29
Agree:	111
NA / Don't Know:	31
Disagree:	47
Strongly Disagree:	10
20.) Student applications specially supporting my class subjects meets my needs	
Strongly Agree:	8
Agree:	62
NA / Don't Know:	113
Disagree:	31
Strongly Disagree:	8
21.) Assistive technologies e.g., for voice-to-text, text-to-voice, equipment for special needs meets my needs	
Strongly Agree:	4
Agree:	25
NA / Don't Know:	151
Disagree:	35
Strongly Disagree:	12
22.) Projectors in classrooms and labs meets my needs	
Strongly Agree:	8
Agree:	54
NA / Don't Know:	86
Disagree:	55
Strongly Disagree:	19
23.) For extracurricular activities, computers and other technologies meets my needs	
Strongly Agree:	6
Agree:	53
NA / Don't Know:	128
Disagree:	29
Strongly Disagree:	5
24.) Technology curriculum meets my needs	
Strongly Agree:	7
Agree:	55
NA / Don't Know:	101

Disagree:	32
Strongly Disagree:	26
25.) Capabilities of computers in my classroom meets my needs	
Strongly Agree:	7
Agree:	67
NA / Don't Know:	41
Disagree:	63
Strongly Disagree:	42
26.) Capabilities of computers in my labs meets my needs	
Strongly Agree:	17
Agree:	84
NA / Don't Know:	77
Disagree:	33
Strongly Disagree:	10
27.) Computer labs assistance meets my needs	
Strongly Agree:	24
Agree:	74
NA / Don't Know:	87
Disagree:	26
Strongly Disagree:	10
28.) Number and capabilities of computers intended for students meets my needs	
Strongly Agree:	5
Agree:	55
NA / Don't Know:	52
Disagree:	82
Strongly Disagree:	29
29.) Number and capabilities of computers intended for teachers meets my needs	
Strongly Agree:	13
Agree:	96
NA / Don't Know:	35
Disagree:	59
Strongly Disagree:	22
30.) Number and capabilities of computers intended for other staff members meets my needs	
Strongly Agree:	7
Agree:	57
NA / Don't Know:	120
Disagree:	27
Strongly Disagree:	9

31.) Availability of tablet / notebook computers meets my needs	
Strongly Agree:	4
Agree:	36
NA / Don't Know:	90
Disagree:	70
Strongly Disagree:	22
32.) Phone system meets my needs	
Strongly Agree:	26
Agree:	110
NA / Don't Know:	7
Disagree:	56
Strongly Disagree:	28
33.) Voice mail system meets my needs	
Strongly Agree:	22
Agree:	99
NA / Don't Know:	17
Disagree:	56
Strongly Disagree:	31
34.) Gradebook system - power grade meets my needs	
Strongly Agree:	10
Agree:	81
NA / Don't Know:	86
Disagree:	34
Strongly Disagree:	11
35.) Attendance system -power teacher / power grade meets my needs	
Strongly Agree:	18
Agree:	108
NA / Don't Know:	68
Disagree:	20
Strongly Disagree:	6
36.) Schedule assignment and reporting system – powerschool meets my needs	
Strongly Agree:	5
Agree:	75
NA / Don't Know:	112
Disagree:	23
Strongly Disagree:	5
37.) Email and collaboration system(s) (first class) meets my needs	
Strongly Agree:	14
Agree:	123

NA / Don't Know:	14
Disagree:	44
Strongly Disagree:	28
38.) Printers availability, reliability, supplies meets my needs	
Strongly Agree:	15
Agree:	108
NA / Don't Know:	4
Disagree:	65
Strongly Disagree:	35
39.) Photocopiers availability, reliability, supplies meets my needs	
Strongly Agree:	6
Agree:	61
NA / Don't Know:	5
Disagree:	80
Strongly Disagree:	76
40.) Security (of physical premises, of personal info online, from incursions) meets my needs	
Strongly Agree:	4
Agree:	97
NA / Don't Know:	63
Disagree:	46
Strongly Disagree:	16
41.) Uptime of the network and servers meets my needs	
Strongly Agree:	32
Agree:	134
NA / Don't Know:	30
Disagree:	23
Strongly Disagree:	7
42.) Email filter (spam blocking) (barracuda) meets my needs	
Strongly Agree:	8
Agree:	103
NA / Don't Know:	7
Disagree:	64
Strongly Disagree:	42
43.) Internet filter (blocking access to inappropriate web sites) (websense) meets my needs	
Strongly Agree:	10
Agree:	117
NA / Don't Know:	28
Disagree:	51
Strongly Disagree:	20

44.) Training/workshops in technology uses – availability & effectiveness meets my needs	
Strongly Agree:	2
Agree:	74
NA / Don't Know:	31
Disagree:	86
Strongly Disagree:	34
45.) Staff members (teachers, ...) sharing of technology uses meets my needs	
Strongly Agree:	6
Agree:	87
NA / Don't Know:	65
Disagree:	53
Strongly Disagree:	10
46.) Knowledge of what district technologies (equipment, applications) are available to me meets my needs	
Strongly Agree:	7
Agree:	88
NA / Don't Know:	49
Disagree:	69
Strongly Disagree:	11
47.) My participation in technology needs and choices meets my needs	
Strongly Agree:	9
Agree:	97
NA / Don't Know:	49
Disagree:	54
Strongly Disagree:	9
48.) Training and support for introductions & changes meets my needs	
Strongly Agree:	5
Agree:	98
NA / Don't Know:	24
Disagree:	70
Strongly Disagree:	26
49.) Training and support for existing systems meets my needs	
Strongly Agree:	4
Agree:	106
NA / Don't Know:	26
Disagree:	69
Strongly Disagree:	17

50.) Assessing the effectiveness of our technology initiatives and making needed change meets my needs	
Strongly Agree:	6
Agree:	80
NA / Don't Know:	57
Disagree:	64
Strongly Disagree:	11
51.) Are there any issues you feel need attention that were not mentioned in this survey?	

III C1

a. Staff Current Practice
While there are a number of ways that technology is being integrated in the district, it is not consistent across grade levels or within specific subject areas.

b. Summary
According to the report submitted to the NJ DOE and our own internal self assessment, district teaching staff fell into the following categories:

23.8% Beginner, 37.5% Intermediate, 28.8% Advanced, 10% Instructor

Key – Beginner – introduction to operations
Intermediate – uses applications
Advanced – curriculum integration
Instructor – Teachers application

c. Current Educational Environment

i. Each classroom has at least one computer, however, not necessarily are there presentation systems in the rooms, there is contention for use of the computer lab

ii. There are mobile labs, dedicated lab settings, however there are times when these resources are not available or are oversubscribed.

iii. The needs of staff were surveyed however budgetary restraints prevented us meeting all of the needs.

iv. A student survey was conducted and had represented on the ad hoc tech committee. Feedback included limited access to technology and inadequate instruction in the field of technology literacy.

v. We have conducted some professional development in the past, but more needs to occur in order to fully incorporate technology in to the curriculum.

vi. Administrators did have professional development, however it was limited to budget preparation, online ordering, and email management.

vii. Professional development in 2006-2007 was offered during staff in-service days and release time workshops. Examples of topics discussed included tablet pc's, smartboards, skills tutor, and kurzwiels

viii. Professional development for administrators in 2006 -2007 included training in Budget preparation and online supplies ordering

ix. Support that was provided to staff other than professional development included tech support in all four buildings. On average, our ticketing system (help desk) responds to all issues within 48 hours.

x. We have identified needs and barriers through surveys and investigations conducted through the ad hoc technology committee. They have created a report of recommendations to address these needs.

III C2 See the attached report of recommendations from the ad-hoc technology for district needs to improve academic achievement of all students through the integration of technology

III C3 A separate question was put out to the question to provide necessary funding to implement the recommendations of the ad-hoc technology committee over a 3-year period of time. The items of highest priority are set to be implemented in year one of the plan with lesser prioritized items met in years two and three. (See page 5 of ad-hoc committee report)

Telecommunications Hardware Inventory Summary

Alcatel Omni PCX 4400 (W.R.S./HHS)	CPU and centralized voicemail 220 handsets	2004
Alcatel Omni PCX 4400 (I.H.S.)	CPU –remote node 100 handsets	2004
Alcatel Omni PCX 4400 (V.S.)	CPU –remote node 110 handsets	2004
AT&T Merlin (BOE)	CPU & Voicemail	< 2000

Server Inventory Summary

Dell PowerEdge 2900	Windows 2003 Servers (2) Dom.Ctrls. planned 7/07	2007
Dell PowerEdge 2900	SharePoint Server	6-2007
Dell PowerEdge 2900	VMWare Virtual Server	7-2006
Dell PowerEdge 2850	PowerSchool Student Management System	10-2004
Dell PowerEdge 2800	Email Exchange Server 07	12-2005
Dell PowerEdge 2800	Faculty File Server	10-2004
Dell PowerEdge 2650	Email Open Text First Class	7-2004
Dell PowerEdge 2650	Terminal/Citrix Server 1	1-2003
Dell PowerEdge 2600	Alcatel PBX 4760 Management Svr.	7-2004
Dell PowerEdge 2600	Terminal/Citrix Server 1 (BOE)	7-2003
Dell PowerEdge 2600	Terminal/Citrix Server 2 (BOE)	1-2005
Dell PowerEdge 2550	Terminal/Citrix Server 2	4-2002
Dell PowerEdge 2550	ISA Server (Stand by)	3-2002
Dell PowerEdge 2500	File /Fund Acctg/Personnel /Payroll Database Server	3-2002
Dell PowerEdge 2500	Faculty/Student File Server (IHS)	4-2002
Dell PowerEdge 2500	Faculty/Student File Server (VIL)	7-2001
Dell PowerEdge 1800	Disk-to-Disk Backup Server	7-2005
Dell PowerEdge 1750	Email Exchange Server 2003	3-2004
Dell PowerEdge 1750	Student File Server	10-2003
Dell PowerEdge 1300	WinSchool Student Management Svr	3-2000
Dell PowerEdge 1300	Windows Update Server (BOE)	3-2000
Dell PowerEdge 840	Disk-to-Disk Backup Server	12-2006
Dell PowerEdge 800	Nursing Database Server	7-2005
Dell PowerEdge 750	Library Circulation Database Server	3-2004
Dell PowerEdge 700	IEP Planner Database Server	7-2004
Dell PowerEdge 700	Moodle Server	7-2004
Dell PowerEdge 700	Disk-to-Disk Backup Server	1-2005
Dell PowerEdge 700	Disk-to-Disk Backup Server (IHS)	12-2005
Dell PowerEdge 650	Citrix Secure Gateway	7-2003
Dell PowerEdge 650	Anti Virus Server	7-2003
Dell PowerEdge 600	Web Server	7-2003
Dell PowerEdge 600	Ghost Imaging Server	9-2003
Dell PowerEdge 600	Disk-to-Disk Backup Server (VIL)	10-2003

Desktop and Notebook Computer Inventory Summary 3-19-07

Dell Optiplex 745 (planned)	253	7-2007
Dell Optiplex 745	4	2007
Dell Latitude D620	1	2007
Dell Optiplex 745	3	2006
Dell Latitude D620	8	2006
Dell Latitude D610	8	2006
Gateway M280/285 Tablet PCs	7	2006
Dell Optiplex GX 620	1	2006
Dell Optiplex GX 520	6	2006
Dell Optiplex GX 620	10	2005
Dell Optiplex GX 520	100	2005
Dell Latitude D610	40	2005
Dell Optiplex GX280	3	2005
Dell Optiplex GX270	2	2005
Dell Latitude D600	5	2005
Apple eMac G4	32	2005
Apple Mac Mini G4	1	2005
Dell Optiplex GX280	3	2004
Dell Optiplex GX270	63	2004
Dell Latitude D600	17	2004
Dell Optiplex GX270	106	2003
Dell Optiplex GX260	2	2003
Dell Latitude D600/800	67	2003
Dell Optiplex GX260	3	2002
Dell Optiplex GX240	9	2002
Dell Latitude C640	1	2002
Dell Latitude C610	60	2002
Dell Optiplex GX240	3	2001
Dell Optiplex GX150	92	2001
Dell Optiplex GX115	14	2001
Dell Optiplex GX110	31	2001
Dell Latitude C800/C810	2	2001
Dell Latitude C600	27	2001
Apple PowerBook G4	1	2001
Gateway E3200 PIII	33	2000
Dell Notebooks	2	2000
Dell Optiplex	3	2000
Apple iMac G3	76	1999
Dell Optiplex	4	1999
Gateway E3200 PII	78	1999
Apple iMac G3	37	1998
Gateway E3200 PII	66	1998

Over two hundred 1998 and 1999 computers will be replaced in 2007 with M.C.I.A. funds. In April 2007, voters did not approve a separate question to replace the remaining 68 PCs purchased in 1999. A six year replacement cycle is still recommended.

Printer Inventory Summary

Qty	Location		Mfg	Model
12	Village		HP	Deskjet 1200DN
2	HHS & SATZ		HP	Deskjet 1200DN
2	HHS		HP	Deskjet 6122
6	ALL SITES		HP	Deskjet 5650
5	ALL SITES		HP	Deskjet 5550
1	ALL SITES		HP	Deskjet 970
24	Village		HP	Deskjet 930/932
36	IHS		HP	Deskjet 930/932 & 940
2	HHS		HP	Deskjet 930/932
11	HHS		HP	Deskjet 895
2	SATZ		HP	Deskjet 895
1	IHS		HP	Deskjet 895
1	VILLAGE		HP	Deskjet 895
2	HHS/Satz		HP	2000
1	BOE		HP	8150n Laser
1	BOE		HP	8000 Laser
1	Village		OKI	7300 Color Laser
3	HHS/IHS		OKI	5200 Color Laser
1	VILLAGE		HP	4650 DN Color Laser
2	IHS		HP	4600 DN Color Laser
2	IHS		HP	4100 DN Color Laser
7	HHS		HP	4000/4050 Laser
4	SATZ		HP	4000/4050 Laser
1	IHS		HP	4000/4050 Laser
1	VILLAGE		HP	4000/4050 Laser
1	HHS		HP	3800 DN Color Laser
1	BOE		HP	3700 DN Color Laser
2	ALL SITES		HP	2300DN Color Laser
6	ALL SITES		HP	2200 Laser
2	ALL SITES		HP	2100 Laser
2	BOE		HP	2015 Laser
1	BOE		HP	1500 Color Laser
2	ALL SITES		HP	1320 N Laser
5	ALL SITES		HP	1300 Laser
5	ALL SITES		HP	1200 Laser
3	ALL SITES		HP	1022n Laser
6	ALL SITES		HP	1022 Laser
2	ALL SITES		HP	1020 Laser
4	ALL SITES		HP	1012 Laser
2	HHS		HP	A-I-O G85
2	HHS		Brother	8840D A-I-O
1	HHS		Brother	8440 A-I-O
4	ALL SITES		Apple	Laserwriter 16/600
1	ALL SITES		Apple	Laserwriter Pro
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Use of networked high speed copiers and low cost laser printers is encouraged over the deployment and use of high cost per page inkjet printers.

Instructional Software Inventory Summary

Title	Manufacturer	Function	Location
Assistive			
Co-Writer	Don Johnston	Word Prediction	District
Draft:Builder	Don Johnston	Writing Graphic Organizer	District
Read OutLoud	Don Johnston	Talking Word Processor	District
Write OutLoud	Don Johnston	Reading Comprehension	District
Kurzweil 3000 Netw Color	Kurzweil	Text to Speech	District
Dragon Naturally Speaking 8	Nuance	Speech Recognition	District
District			
Exchange Server 2007	Microsoft	Messaging	District
First Class	OpenText	Email & Collaboration	District
Info Centre	Sagebrush	Library Circulation	District
McAfee AntiVirus Defense	Network Associates	Client/Server/Mail VirusScan	District
Moodle 1.7	Moodle	Collaboration	District
Office XP, 2003 & 2007	Microsoft	Word Processing, Email, Spreadsheet, Presentation	District
PowerSchool/PowerGrade	NCS Pearson	Electronic Attendance and Grade book	District
Websense Enterprise	Websense	Internet Content/ Malware Filter	District
Accelerated Reader	Renaissance Learning	Reading achievement	Village
Advent. of Buggles & Beezy			Village
Star Reading	Renaissance Learning	Reading achievement	Village
Alpha Betty			Village
Applehouse		Language Skills & Math	Village
Art Dabbler		Drawing	Village
BrainPop/Jr./Spanish (Online)	BrainPop		Village
Canival Countdown		Language Skills & Math	Village
Chuck Wagon Bill		Language Skills	Village
Dole 5 a Day (Online)			Village
Easybook Deluxe		Language Skills	Village
Frippletown		Critical Thinking	Village
KidPix	Broderbund	Drawing	Village
Kidspiration		Graphic Organizer	Village
Mathosaurs		Math	Village
Phonics		Language Skills (K/1)	Village
The Print Shop		Drawing & Art	Village
Reader Rabbit		Language Skills	Village
SB Math (Mac Only)		Math	Village
Skills Tutor (Online)	Houghton Mifflin	Instruction & tutoring	Village
Swamp Gas visits the USA		Language Skills	Village
TessleMania		Language Skills	Village
Thinkin Science		Science (Gr. 1 & 2)	Village
Truggle Trouble Math		Math	Village
Type for Fun		Typing	Village
UltraKey		Typing	Village
Word Munchers			Village
Zoombinis		Language Skills & Math	Village
Zoozillians			Village

Instructional Software Inventory Summary (continued)

Accelerated Reader	Renaissance Learning	Reading achievement	Indian Hill
Star Reader	Renaissance Learning	Reading achievement	Indian Hill
BrainPop (Online)	BrainPop		Indian Hill
Inspiration 8	Inspiration	Graphic Organizer	Indian Hill
KidPix 4 (School)	Broderbund	Drawing	Indian Hill
MathBlaster	Knowledge Adventure	Math	Indian Hill
Oregon Trail			Indian Hill
Print Artist 12		Graphic Design	Indian Hill
Skills Tutor (Online)	Houghton Mifflin	Instruction & tutoring	Indian Hill
SynchronEyes	Smart Technology	Comp Lab Management	Indian Hill
TesselMania	MECC	Art and Shapes	Indian Hill
Type for Fun		Keyboarding	Indian Hill
UltraKey 4.0		Keyboarding	Indian Hill
Accelerated Reader	Renaissance Learning	Reading achievement	W.R. Satz
Star Reader	Renaissance Learning	Reading achievement	W.R. Satz
Dragster Designer	Pitsco	Drawing & Simulation	W.R. Satz
Geometer's Sketchpad	Key Curriculum Press	Math	W.R. Satz
Inspiration 6	Inspiration Software	Graphic Organizer	W.R. Satz
NJ Star		Chinese Word Processor	W.R. Satz
TI-SmartView	Texas Instruments	Graphing Calculator Emulation	W.R. Satz
Photoshop	Adobe	Photo Editing	HHS
Automated Accounting 8	Thomson/South-Western	Accounting	HHS
Avid	Avid	Video Editing	HHS
Boris FX	Boris FX, Inc.	Video Editing (Effects)	HHS
Cell / Human Biology	Holt, Rinehart and Winston	Science - Biology	HHS
Photoshop 7	Adobe	Graphic Arts	HHS
DataStudio	Pasco	Science	HHS
Final Cut Pro	Apple	Video Editing	HHS
Geometer's Sketchpad	Key Curriculum Press	Math	HHS
Inspiration 6	Inspiration Software	Graphic Organizer	HHS
Interactive Physics	MSC Software	Science - Physics	HHS
Studio MX	Macromedia	Web Development	HHS
DataStudio	Pasco	Science	HHS
Pro/DESKTOP	PTC	CAD/Modeling	HHS
Quark Xpress	Quark	Graphic Arts-DTP	HHS

LCD Projectors-Inventory Summary

• Village - 7	• W.R. Satz - 6
• Indian Hill - 10	• Holmdel High School - 10

Electronic Whiteboards-Inventory Summary

• Village - 3	• W.R. Satz - 3
• Indian Hill - 3	• Holmdel High School - 2

Sound Field Systems-Inventory Summary

• Village - 13	• W.R. Satz - 10
• Indian Hill - 21	

Network Hardware Inventory Summary

Manufacturer/Model		
Barracuda SF300 (Satz/HHS)	Spam Filter	2005
Cisco 2620 (Satz/HHS)	Internet Router	2003
Cisco ISR 3825 (Satz/HHS)	Core Router	2005
Juniper SSG140 (Satz/HHS)	Firewall (Internet)	2007
HP Procurve 5300 (W.R.S./HHS)	Core Switch 8-Bay Modular Chassis	2003
HP Procurve 2650 (W.R.S./HHS)	(15) 48 Port 10/100 Edge Switches	2003
HP Procurve 2626 (W.R.S./HHS)	(5) 24 Port 10/100 Edge Switches	2003
Linksys SRW208MP (W.R.S./HHS)	(1) 8 Port PoE Edge Switch	2006
Cisco ISR 2851 (IHS)	Remote Router	2005
HP Procurve 5300 (I.H.S.)	Core Switch 4-Bay Modular Chassis	2003
HP Procurve 2650 (I.H.S.)	(8) 48 Port 10/100 Edge Switches	2003
Cisco ISR 2851 (V.S.)	Remote Router	2005
HP Procurve 5300 (V.S.)	Core Switch 8-Bay Modular Chassis	2003
HP Procurve 2650 (V.S.)	(8) 48 Port 10/100 Edge Switches	2003
HP Procurve 2626 (V.S.)	(4) 24 Port 10/100 Edge Switches	2003
Linksys SRW208MP (V.S.)	(1) 8 Port PoE 10/100 Edge Switch	2006
Cisco 3600 (BOE)	Remote Router	2003
HP Procurve 2650 (BOE)	(1) 48 Port 10/100 Edge Switch	2003

Network or Centralized Software Inventory Summary

Manufacturer	Title	Function	Location(s)
EdNet	IEP Planner	IEP Mgmt & Reporting Database	District
Hewlett Packard	Procurve Manager Plus	Network Mgmt/Reporting	District
Microsoft	Exchange Server 2007	Email/messaging server	District
Microsoft	Expression Web 1.0	Web development	District
Microsoft	ISA Server	Proxy/Caching Server	District
Microsoft	SharePoint Designer	Web/Workflow development	District
Microsoft	SQL Server	Database Server	
Microsoft	Windows Server 2000, Windows Server 2003 Windows Server 2003 R2 x64	Network Operating System	District
NCS Pearson	PowerSchool/PowerGrade	Student Management Database	District
Network Assoc	ePolicy Orchestrator	Virus protection mgmt. console	
Prof. Soft. For Nurses	Snap! Health Center	Nursing Database	
Sagebrush	Info Centre	Library Circulation	District
Symantec	Backup Exec 11d	Backup/Restore	District
Systems 3000	Office 3000	Acctng/Personnel/Payroll	District
Vizioncore	ESX Ranger	VM Backup/Restore	District
VMWare	Infrastructure 3	Server Virtualization	District
Websense	Websense Enterprise	Content/Malware Filtering	District

IV. THREE-YEAR GOALS AND OBJECTIVES

A. HISTORY

GOALS AND OBJECTIVES
2004-2007

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

1.1 To improve technology access wherever learning occurs by ensuring that computers and peripherals which meet the needs of each classroom and instructional area are available

1.2 To provide teachers with access to technology to enhance instruction, assist in administrative tasks and foster professional growth

1.3 To develop and implement a plan of action for upgrading electricity that meets expanded electrical outlet requirements

1.4 To increase the numbers of fixed and mobile computer labs in each school to meet the needs of the instructional process

1.5 To refine and upgrade the plan for the purchase, maintenance, repair, replacement, and updating of technology equipment

1.6 To expand and enhance sufficient telecommunications capacities at each site and between sites

Goal 2: Provide a comprehensive training program for staff and community members.

2.1 To expand the scope of delivery models for technology training in support of the instructional program through increased faculty collaboration

2.2 To provide training for staff on using available technology to enhance instruction within the curriculum

2.3 To provide opportunities to assist staff in developing new teaching strategies and methodologies which promote the infusion of technology within the classroom

2.4 To promote awareness in the entire community about the increasing role that technology plays in improving/enhancing education

Goal 3: Provide equitable access to technology for all staff and students.

3.1 To continually review and assess the distribution of technology in schools

3.2 To seek outside funding for the acquisition of technology for schools

3.3 To increase opportunities for students and staff to use school-owned equipment such as computers and other technology at home during non-school hours

3.4 To increase opportunities for students and parents to electronically access school information resources during non-school hours

Goal 4: Integrate technology into instructional and administrative functions as appropriate.

4.1 To incorporate technology throughout the curricula to reinforce the New Jersey Core Curriculum Content Standards (NJCCCS)
4.2 To incorporate the infusion of technology into the curriculum guide format
4.3 To evaluate and purchase instructional software which supports the curriculum guides and adoption cycles
4.4 To establish student learning standards, benchmarks and assessment at all grade levels for educational technology

Goal 5: Provide access to information and to foster information retrieval literacy.

5.1 To retrieve, analyze, evaluate and communicate information in expedient and efficient formats
5.2 To utilize a variety of electronic sources to retrieve information at local, regional state, national and international levels
5.3 To establish standards for an automated library textbook information management system which meets the needs of all schools
5.4 To provide appropriate access for all staff to district-wide integrated information
5.5 To evaluate and select software for administrative uses which facilities the exchange of information among all sites
5.6 To promote awareness of distance learning opportunities for staff, students and community

IV A1-3

Goals 2004-2007

1. Provide district facilities and staffing that support the integration of technology into schools.
2. Provide a comprehensive training program for staff and community members.
3. Provide equitable access to technology for all staff and students.
4. Integrate technology into instructional and administrative functions as appropriate.
5. Provide access to information and to foster information retrieval literacy.

Goal 1:

This goal has been advanced through funding from both internal and external sources

- Creation of technology labs
- Introduction of 5 computer classrooms
- Increased number of wireless mobile labs
- Implementation of district wide phone system
- Convened an ad hoc technology committee which proposed a comprehensive technology plan for the district

Goal 2:

Training programs for staff and community members have included the following:

- Senior Citizen technology workshops
- Extensive training on district email, grading, and phone systems
- Staff development technology workshops offered during summer, release time, and staff development days

Goal 3:

This goal has been advanced through the following:

- Addition of sound fields and other assistive technology such as word processing devices and voice recognition software
- Acceptance of grants from various sources
- Distribution of laptop computers to a limited number of students and faculty
- Access to subscription online tutorial websites for students
- Development of a district portal which allows for remote access

Goal 4:

The district exhibits some excellent advances in administrative functions of this goal, such as:

- Automated payroll processes, online supply purchases, remote access of purchase requisitions, electronic budget development, grade reporting, attendance, and implementation of new school security and safety measures
- Review of new technological instructional materials by building principal, curriculum committee, and technology department personnel

However, lack of funding prevented technological purchases and sufficient training time that would have allowed for more widespread technology implementation.

Recognizing the deficiencies that the district experienced in fully achieving this goal, the ad hoc committee recommended the proposal of a separate question aimed at increasing funding to improve the technology plan. This separate question would also provide funding to establish a k-12 technology curriculum committee to write curricula to integrate technology into existing district curricula.

Goal 5:

Examples of components of this goal which have successfully been met, include, but are not limited to:

- Use of web based catalogs in school libraries
- Creation of a district web-site and district wide email system

Adoption of software programs which allow for improved information exchange

IV B 1-3. Goals and Objectives for 2007-2010

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

1.1 To improve technology access wherever learning occurs by ensuring that computers and peripherals which meet the needs of each classroom and instructional area are available

1.2 To provide teachers with access to technology to enhance instruction, assist in administrative tasks and foster professional growth

1.3 To advance **and implement** a plan of action for upgrading electricity that meets expanded electrical outlet requirements

1.4 To increase the numbers of fixed and mobile computer labs in each school such that the district student to computer ratio meets or exceeds the state or county average.

1.5 To **implement** the recommendations from the ad hoc technology committee for the purchase, maintenance, repair, replacement, and updating of technology equipment

1.6 To continue to expand and enhance sufficient telecommunications capacities at each site and between sites

Goal 2: Provide a comprehensive training program for staff and community members

2.1 To provide training for all staff on using available technology to enhance instruction within the curriculum

2.2 To expand the scope of delivery models for technology training in support of the instructional program through increased faculty collaboration

2.3 To provide opportunities to assist staff in developing new teaching strategies and methodologies which promote the infusion of technology within the classroom

2.4 To promote awareness in the entire community about the increasing role that technology plays in improving/enhancing education and provide training opportunities.

Goal 3: Provide equitable access to technology for all staff, students, and community members.

3.1 To continually review and assess the distribution of technology in schools

3.2 To seek outside funding for the acquisition of technology for schools

3.3 To increase opportunities for students and staff to use school-owned equipment such as computers and other technology at home during non-school hours.

3.4 To increase opportunities for students and community members to electronically access school information resources
3.5 To develop an assistive technology committee
3.6 To ensure regular and equitable access to technology equipment for all students including students with educational disabilities.

Goal 4: Integrate technology into instructional functions as appropriate.

4.1 To incorporate technology throughout the curricula to reinforce the New Jersey Core Curriculum Content Standards as well as federal standards
4.2 To incorporate the infusion of technology into the curriculum guide format
4.3 To evaluate and recommend instructional software and online services which supports the curriculum guides and adoption cycles
4.4 To align district technology curricula with current state and federal student learning standards, benchmarks, and assessment at all grade levels for educational technology
4.5 To retrieve, analyze, evaluate and communicate information in expedient and efficient formats

Goal 5: Integrate technology into administrative functions as appropriate

5.1 To improve and expand the means through which all district stakeholders will communicate electronically with each other
5.2 To continue to evaluate and upgrade the means to accomplish the routine administrative tasks efficiently and effectively
5.3 To continue to provide ongoing training and support for district faculty and support staff
5.4 To consider recommendations, evaluate, and purchase software and online services which support administrative functions
5.5 To continue to evaluate and select software for administrative uses which facilitates and exchange of information among all sites.

	HOLMDEL TOWNSHIP PUBLIC SCHOOLS **THREE-YEAR GOALS AND OBJECTIVES**

V. A Goals and Objectives for 2007-2010

Goal 1: Provide district facilities and staffing that support the integration of technology into schools.

Objective/Activity	Person(s) responsible	Timeline	Evaluation
1.1 To improve technology access wherever learning occurs by ensuring that computers and peripherals which meet the needs of each classroom and instructional area are available	Network Engineer Assistant Superintendent Principals Technology Mentor Teachers	July 2007 - June 2010	Year-end needs assessment Technology committee review
1.2 To provide teachers with access to technology to enhance instruction, assist in administrative tasks and foster professional growth	Network Engineer Assistant Superintendent Principals Technology Mentor Teachers LPDC IT Department	July 2007 - June 2010	Grade level/Department meetings Classroom observations Lesson plans Student portfolios
1.3 To advance **and implement** a plan of action for upgrading electricity that meets expanded electrical outlet requirements	Director of Plant Operations	Consistent with 5-year facility plan, but contingent upon bond referendum	Installation of electrical upgrades
1.4 To increase the numbers of fixed and mobile computer labs in each school such that the district student to computer ratio meets or exceeds the state or county average.	Network Engineer Principals Assistant Superintendent	July 2007 - June 2010	Periodic district technology inventories

1.5 To **implement** the recommendations from the ad hoc technology committee for the purchase, maintenance, repair, replacement, and updating of technology equipment	Network Engineer Assistant Superintendent	July 2007 - June 2010	Year-end needs assessment Technology committee review to assess the implementation of recommendations of the ad hoc technology committee such as a 6 year computer retirement replacement cycle as well as the establishment of visual classrooms and sound field systems.
1.6 To continue to expand and enhance sufficient telecommunications capacities at each site and between sites	Network Engineer	July 2007 - June 2010	Installation of network equipment

Goal 2: Provide a comprehensive training program for staff and community members

Objective/Activity	Person(s) responsible	Timeline	Evaluation
2.1 To provide training for all staff on using available technology to enhance instruction within the curriculum	Assistant Superintendent Technology mentor teachers Principals Supervisors LPDC	July 2007 - June 2010	Brochure of Professional Development offerings Department/grade level meetings Building staff meetings Evaluations from workshops Out of district conference forms Summer Workshop attendance forms

2.2 To expand the scope of delivery models for technology training in support of the instructional program through increased faculty collaboration	Assistant superintendent Technology mentor teachers	July 2007 - June 2010	Lesson plans Teacher Observations Development of new k-12 technology curriculum
2.3 To provide opportunities to assist staff in developing new teaching strategies and methodologies which promote the infusion of technology within the classroom	Technology mentor teachers LPDC	July 2007 - June 2010	Teacher observations Lesson plans Best practices documentation
2.4 To promote awareness in the entire community about the increasing role that technology plays in improving/enhancing education and provide training opportunities.	Technology Mentor Teachers Classroom Teachers Building Principals Department supervisors Media Specialists	July 2007 - June 2010	BOE reports Newsletters/News releases Website Updates

Goal 3: Provide equitable access to technology for all staff, students, and community members.

Objective/Activity	Person(s) responsible	Timeline	Evaluation
3.1 To continually review and assess the distribution of technology in schools	Network Engineer Media Specialists	July 2007 - June 2010	Yearly Inventory
3.2 To seek outside funding for the acquisition of technology for schools	Assistant Superintendent Principals	July 2007 - June 2010	Number and quality of district mini-grants and foundation grants awarded

	Supervisors Teachers		Number and quality of outside grants awarded
3.3 To increase opportunities for students and staff to use school-owned equipment such as computers and other technology at home during non-school hours.	Network Engineer	July 2007 - June 2010	District technology inventory Inventory Location Sheet
3.4 To increase opportunities for students and community members to electronically access school information resources	Network Engineer Teachers Webmaster	July 2007 - June 2010	Reference Log Files Feedback from students/parents/community members Observation
3.5 To develop an assistive technology committee	Assistant Superintendent Director of Special Services	Fall 2007	Board of Education Minutes List of Committee Meeting Dates Attendance sheets from committee meetings
3.6 To ensure regular and equitable access to technology equipment for all students including students with educational disabilities.	Assistant Superintendent Director of Special Services CST members Regular and Special Education Teachers Assistive Technology committee	July 2007 - June 2010	Year-end assessment Committee Reports Individualized Education Plans Observations

Goal 4: Integrate technology into instructional functions as appropriate.

Objective/Activity	Person(s) responsible	Timeline	Evaluation
4.1 To incorporate technology throughout the curricula to reinforce the New Jersey Core Curriculum Content Standards as well as federal standards	Assistant Superintendent K-12 technology curriculum Committee members	July 2007 - June 2010	K-12 technology curriculum document and subsequent revisions.
4.2 To incorporate the infusion of technology into the curriculum guide format	Assistant Superintendent K-12 technology curriculum Committee members	Fall 2007	K-12 technology curriculum document and subsequent revisions
4.3 To evaluate and recommend instructional software and online services which supports the curriculum guides and adoption cycles	Technology Mentor Teachers Classroom Teachers Supervisors Media Specialists Building Principal K-12 Technology Curriculum Committee Assistant Superintendent Network Engineer	July 2007 - June 2010	Completed software review forms

4.4 To align district technology curricula with current state and federal student learning standards, benchmarks, and assessment at all grade levels for educational technology	K-12 Technology Curriculum Committee Assistant Superintendent	Fall 2007	Written Curriculum
4.5 To retrieve, analyze, evaluate and communicate information in expedient and efficient formats	Technology Mentor Teachers Classroom Teachers Building Principals Department Supervisors Building Media Specialists Assistant Superintendent Network Engineer	July 2007 - June 2010	Student Portfolios Staff Self-evaluation Assessments

Goal 5: Integrate technology into administrative functions as appropriate

Objective/Activity	Person(s) responsible	Timeline	Evaluation
5.1 To improve and expand the means through which all district stakeholders will communicate electronically with each other	Network Engineer	July 2007 - June 2010	Year-end needs assessment
5.2 To continue to evaluate and upgrade the means to accomplish the routine administrative tasks	Network Engineer	July 2007 - June 2010	Year-end needs assessment Help-desk usage

efficiently and effectively			
5.3 To continue to provide ongoing training and support for district faculty and support staff	Network Engineer Assistant Superintendent LPDC Technology Mentor Teachers	July 2007 - June 2010	Completed workshops Course offerings Completed training
5.4 To consider recommendations, evaluate, and purchase software and online services which support administrative functions	Assistant Superintendent Director of Plant Operations Business Administrator Network Engineer	July 2007 - June 2010	Year-end evaluation Administrative evaluation of software
5.5 To continue to evaluate and select software for administrative uses which facilitates and exchange of information among all sites.	Assistant Superintendent Business Administrator Director of Plant Operations Network Engineers	July 2007 - June 2010	Stakeholder feedback of software usefulness

V. B

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

Our Strategies:

Professional development workshops will be offered that support the development of technical skills among staff and students. These workshops will also include, but not be limited to special education teachers who need to become more familiar with the scope of assistive technology devices available to the district. Our focus has been to try to develop assistance that starts with low-tech devices to gauge their success and gradually increase the complexity of the assistance offered to best meet the needs of the students.

An assistive technology committee has been formed to develop guidelines based on discussions with the New Jersey Department of Children and Families. These guidelines are in alignment with their desire to standardize assistive technologies across the entire state.

NAME _____

Question 1:

Instructions: **You will have 5 minutes to type the following paragraph. Once you have completed this, spell check to see your mistakes and print a copy. Circle any mistakes you made on your printed copy, and note in the upper right hand corner of the page the number of mistakes made.**

<Type Your Name Here>

And that's why you've decided to start doing things yourself. You figure, "If those guys can fix my furnace, then so can I. How difficult can it be?" Very difficult. In fact, most home projects are impossible, which is why you should do them yourself. There is no point in paying other people to mess things up when you can easily mess them up yourself for far less money. This article can help you; it will give you step-by-step instructions on what you are supposed to do. By the time you get to the end, your furnace will either be working perfectly or blowing up in your face. Just to be safe you may want to have the number to the fire department handy.

Question 2:

Instructions: **In Microsoft PowerPoint you will create one slide to print. On the top of the slide, print (a) your first and last name, (b) today's date, and (c) write one positive thing about your personality. Next log onto the internet and copy and paste any picture you like onto your slide.**

Question 3:

Instructions: **Go online and log onto the Holmdel Website, then log onto the Satz Website and find the Cyber Center. The Wm. R. Satz Cyber Center's online catalog is full of great information and tools to retrieve information easily. Use the catalog to see if any, or all, of the following books are in our Library.**

Circle the books that you find:

1. *After the Rain* by Norma Fox Mazer
2. *Chicken, Beef and Waffles* by Rumer Gooden
3. *The Endless Egg Hunt* by Terry Brooks
4. *Flash Fire* by Caroline B. Cooney
5. *My Name Is Brian Brian* by Jeanne Betancourt

Question 4:

Instructions: Take the following 5 percent values and create a pie chart in Microsoft Excel. Place your name on the top of the chart and print your chart out.

1. 10%
2. 24%
3. 31%
4. 15%
5. 20%

Bonus Question 5:

Instructions: Holmdel's student enrollment breakdown is the following:

970 – Village School
900 – Indian Hill School
600 – Satz School
1200 – Holmdel High School

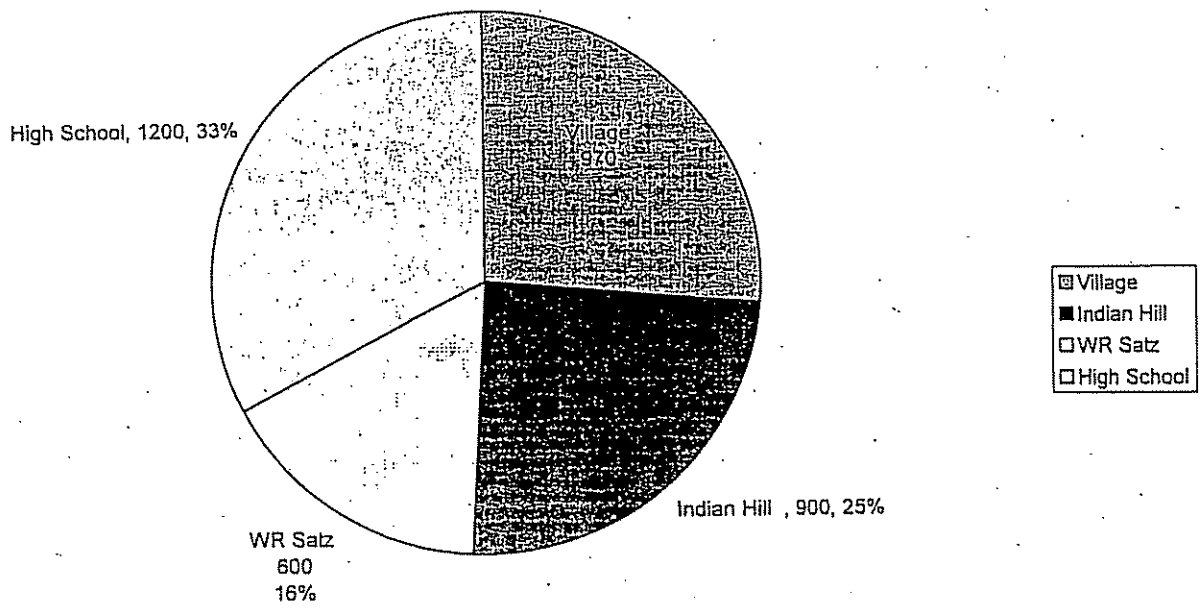
Please produce and print out a pie chart from the information above. Write your name on the top of the paper.

(Optional) Can you do the following?

a. Title the chart with your name:
b. Label the pieces of the pie chart with the school names
c. Include the enrollment values as part of your labeling
d. Label the percentage each pie chart piece represents

Your finished product should look like this...

<Your Name Here>



VI. Funding Plan

Funding has been and will continue to be provided from a combination of sources including annual operating budgets, bond referendums, and grants. The district also benefits from the generosity of school parent groups and the Holmdel Foundation for Educational Excellence. Every two years the district participates in the Monmouth County Improvement Authorities capital pooled lease purchase program. Much of the district's technology hardware is purchased through M.C.I.A.

All 2003 bond referendum construction items were deployed in 2004. Items included:

- Audio Systems-HS & Village Auditoriums
- Intercom/PA Systems-HS & Village Schools
- Clock System Upgrade @ W.R. Satz School
- Doors alarmed @ all four schools
- Alcatel PBX & Voicemail @ schools

2007-2010 Technology Curriculum, Technology Professional Development & Grants

	07-08	08-09	09-10
Release Time - P.D.	$51,000 Defeated*	$ 54,000	$ 57,000
Outside Speakers –P.D.	$ 8,000 Defeated*	$ 8,000	$ 8,000
Before/After School- P.D.	$28,800 Defeated*	$ 30,200	$ 31,600
Summer Institutes	$22,240 Defeated*	$ 23,290	$ 24,468
Out of District – P.D.	$ 5,920 Defeated*	$ 5,980	$ 6,040
Curriculum Writing-Tech	$26,120 Defeated*	$ 26,800	$ - 0 -
Grant Writing	$10,000 Defeated*	$ 10,000	$ 10,000

*** Recommendation of the Ad Hoc Technology Committee, however, the April 17, 2007 separate budget question did not receive voter approval. 07/08 base budget funding is immaterial.**

Network Technology – Budget History

	07/08	06/07	05/06	04/05	03/04	02/03	01/02
Supplies	$52,155	$58,285	$80,381	$95,315	$102,839	$69,768	$17,052
Dist Learn-Supplies						$54,823	$57,961
Repairs	$113,200	$83,950	$58,950	$27,223	$24,570	$24,383	$15,809
Training/Misc	$7,000	$7,000	$5,000	$5,182	$12,531	$21,852	$24,746
Prof. Services	$6,600	$6,600	$6,600	$1,212	$430	$1,708	$31,887
Equipment	$0.00	$9,000	$8,500	$0.00	$0.00	$3,142	$17,200
M.C.I.A.	$448,450	n/a	$84,800	n/a	$190,358	n/a	$162,210
WAN - data	$40,820	$40,820	$48,011	$28,800	$28,800	$16,800	$16,800
WAN - voice	$12,000	$12,000	$12,000				
Internet	$9,240	$10,800	$10,800	$13,620	$10,800 est	$10,800 est	$10,800 est

As new systems have been brought online (phone system, auto dialer, intercom/PA system, student management system, etc.) and the overall budget has been held flat or reduced, resources have been redirected from the supplies budgetary account to the equipment repairs account to cover the cost of support calls or maintenance contracts.

District Operating Budget 2007/2008 – Network Technology

1. Network Technology Supplies • Printer toner and ink • Projector Lamps, notebook batteries • Software-new anti virus & MS Office licensing	$52,155
2. Equipment Repairs • Hardware Maintenance contracts o Alcatel PBX Telephone System o HS & Village Audio Systems o Barracuda Networks Spam Filtering o Cisco Routers o Juniper Firewall o Intercom/PA System Maintenance • Software Maintenance and Support Contracts o Backup Exec back up and restore software o Network Associates Active Virus Defense Software o PowerSchool Student Management Software o US Netcom Auto Dialer Service o Websense Content Filtering Software	$113,200
3. Network Technology Training and Misc. • Student management system training • Professional development, workshops, seminars conferences	$7,000
4. Purchased Professional Services • On site consulting (e.g. VMware), application development • Microsoft technical support incidents	$6,600
5. Department Mileage	$1,500
6. Department Telephone	$1,320

2007/2008 M.C.I.A Capital Pooled Lease Purchase Funded Items

1. (84) PCs @ **HHS**- (26) 142, (1) 142 Prep, (9) 143-151,(4) 301-303B, (6) 409, (10) 400s, (10) 500s, (8) Libr., (5) PE, (4) Faculty Rms.	
2. (42) PCs @ **HHS** - Six science rooms receive 7 PCs each Rooms:152, 153, 603, 604, 701, 704	
3. (40) PCs @ **Satz** - one teacher station per classroom	
4. (77) PCs @ **Village**- (25) PreK-1 Lab, (41) teacher stations, (8) SGI, (3) PE	
5. (5) Convertible PCs with LCD Projectors on carts & (4) iBooks	
6. (12) Notebook Computers-(22) Satz, (7) HHS, (6) Dist, (1) Net Tech	
7. Computer Furniture	
8. Printers (Departmental, Workgroup and Stand Alone)	
9. Software (Adobe, Microsoft, etc.)	

10. (50) Computer battery, hard drive and memory upgrades	
11. (1) File Server or Appliance to store TV studio media & yearbook	
12. (1) Mobile Presentation Cart w/LCD Projector- HHS	
13. (2) HP Procurve 2650 48-port edge switches w/fiber	
14. (48) Replacement Notebook Batteries	
15. (4) wireless LCD Projectors - HHS/W.R. Satz	
16. Servers (2) Dom. Ctrlr, (1) File Svr, (1) SQL Svr. & (1) D2D Backup	
Total 2007 M.C.I.A. Technology Purchases	**$448,450**

B.

Ad Hoc Committee recommended items be funded that did not receive voter approval of a separate school budget ballot question on 4/17/07

	07/08	08/09	09/10
Purchase Desktop PCs	68	183	119
Purchase of Notebook Computers	-	33	127
Equip Visual Classrooms (Tablet PC, Projector, etc.)	72	28	28
Sound Field Systems	36	10	10
Assistive Technology	X	X	X
Mobile Notebook Comp. Lab at W.R. Satz	X	-	-
High School Writing Lab	-	X	-
Wireless Campus @ Indian Hill and Satz/HHS	-	-	X
PBX, SMS, SAN, SIF (new & upgrades)	X	x	x
(4) Technology Mentor Teachers (New Staff)	X	X	X
(1) Desktop Support (New Staff)	X	X	X
Staff Development	$115,960	$121,534	$127,108
Curriculum Writing (K-12 Technology)	X	X	-
Grants Writing (consulting)	X	X	X
Total Separate Budget Question	**$1,330,249**	**$1,314,477**	**$1,312,345**

*** The above is a recommendation of the Ad Hoc Technology Committee, however, the April 17, 2007 separate budget question did not receive voter approval.**

Ad Hoc Technology Committee 2007 report recommendations to be considered in the event of a future Bond Referendum

Board of Education PBX telephone system to be integrated into district Alcatel centralized voice mail and 4-digit dialing plan	$41,000
District-wide Private Fiber Network (voice, data and video)	$600,000
Renovation of HS comp. labs 141 and 142 to support 30 users	$300,000
Total Technology Bond Referendum Package	$941,000

AGENDA
WORK SESSION/BUSINESS MEETING
JUNE 13, 2007

7. Committee of the Whole

(b) Approval of Submission of Three-Year Technology Plan 2007-2010

Resolved: That the Board approve the submission of the Three-Year Technology Plan for the years 2007-2010 to the Monmouth County Superintendent of Schools Office.

MOTION: Mrs. Wetmore SECOND: Ms. Garrity VOTE: 9-0

I do hereby certify that the aforegoing is a true and exact copy of a resolution adopted by the Holmdel Board of Education

on_____

Board Secretary/Business Administrator

VII. PROFESSIONAL DEVELOPMENT

A. Dr. Judith H. Landis, Interim Assistant Superintendent

B. Professional Development activities included:

1. All classrooms have at least one multi-media computer/laptop which has one or more computer labs. Three of the four schools also have one or more mobile wireless labs. The media centers also provide access with multiple desktops units being available. Since the computers are networked, teachers and media specialists have access to centralized applications, i.e. library circulation, student management system, and electronic grade books.

2. All administrators have a dedicated desktop or laptop computer which has internet access. In addition, some administrators have mobile phones with data service; others have PDA's.

3. An ad-hoc technology committee has proposed a plan which would provide ongoing, sustained professional development for all staff. Funding is contingent upon voter approval of a separate question. These workshops include topics, i.e. presentations, Office productivity applications, budgeting, supplies ordering, electronic messaging and collaboration, etc.

4. An ad-hoc technology committee has proposed a plan which would provide ongoing, sustained professional development for all administrators. Funding is contingent upon voter approval of a separate question. Workshops for teachers and media specialists include topics, i.e. content area specific software applications, interactive white boarding, use of a table PC, messaging and collaboration, and on-line classrooms. Workshops have been provided for teachers through staff development days, released-time, department meetings, faculty meetings, and summer institutes.

5. Our technical staff attends outside seminars, workshops, and utilizes computer-based training. Webinars and vendor sponsored training events.

6. Outside consultants have been brought in to provide assistive technology workshops during staff development days and with release time for staff members.

C. The plan developed by the ad-hoc technology committee provides a plan for ongoing, sustained, high-quality professional development opportunities during the 2007-2008 school year. Technology will be infused into the curricular process by providing teachers with workshops during the summer and throughout the school year. Workshops will be taught by in-house presenters, as well as experts from outside the district. There will also be opportunity to make visitations to neighboring districts with exemplary practices in the area of technology, as well as attend conferences outside the district to bring back best practices. The plan from the ad-hoc technology committee also places a mentor teacher in each

building in order to provide in-class support to ensure the effective use of technology to improve learning. Partners associated with professional development for the district include members of the Local Professional Development Committee (LPDC) and the Director of Technology.

D. A passed separate question will provide the finances needed to keep staff current in learning about new technologies. In addition to providing the funds for rich staff development opportunities, there will also be money that is needed to form a K-12 curriculum committee to infuse technology into current written curricula.

E. Partners associated with professional development through 2010 will include members of the Local Professional Development Committee (LPDC), the Network Engineer, the district's Administrators, and the four technology mentor teachers. Professional development will continue to infuse technology into the existing curricula so that learning and teaching is enhanced.

STAFF DEVELOPMENT AND CURRICULUM

Release Time	2007-2008	2008-2009	2009-2010
2.5 hrs. AM & 2.5 Hrs. PM			
80 Half-day sessions, each for 15 staff, to offer at least			
three training session opportunities per teacher			
15 subs per day @ $85/day x 40 days	$51,000.00	$54,000.00	$57,000.00
Outside Speakers			
One or two per School	$8,000.00	$8,000.00	$8,000.00
Before/After School			
40 1-hr workshops across district			
15 teachers per wokshop	$25,800.00	$27,000.00	$28,200.00
40 Presenters @ $75/wkshop hour	$3,000.00	$3,200.00	$3,400.00
Summer Institutes			
10 Three Hour Workshops	$19,350.00	$20,250.00	$21,150.00
15 Teachers @ a Workshop			
10 Presenters (3-hr. workshop)	$2,250.00	$2,400.00	$2,550.00
Support Staff - Sub Coverage			
4 Three hour sessions	$640.00	$704.00	$768.00
Other			
Out of District Workshop (4 Mentors & 4 Teachers)	$4,800.00	$4,800.00	$4,800.00
Sub Coverage for Out of District Workshops (4)	$340.00	$360.00	$380.00
Out of District Visits	$780.00	$820.00	$860.00
	$115,960.00	**$121,534.00**	**$127,108.00**
Curriculum Writing			
17 people per school x 4 days	$14,620.00	$15,300.00	
5 hours per day @ $43/day			
K-4 = 5, 5 = 2, 7/8 = 4, 9-12 = 4			
Contingency for edits & corrections	$1,500.00	$1,500.00	
Materials	$10,000.00	$10,000.00	
	$26,120.00	**$26,800.00**	
Grants - Writing & Reporting			
consulting Schedule B	$10,000.00	$10,000.00	$10,000.00
	$10,000.00	**$10,000.00**	**$10,000.00**

*Contingent on adequate funding.

VIII. EVALUATION PLAN

1. K-12 committee under the direction of the assistant superintendent charged with the task of writing a comprehensive technology curriculum will be formed. Included in this document will be examples of best practices and sample lessons to integrate technology into curricula and instruction. Mentor teachers will assist classroom teachers in the use and implementation of technology to enhance learning and teaching in the classrooms.

2. The creation of a technology portfolio, 8th grade technology assessment, student and teacher observations/evaluations, lesson plans, and sharing at grade level/departmental meetings will be used to evaluate the effectiveness of district technology goals, objectives, activities, resources and services.

3. The maintenance and reflection upon pieces in the student's technology portfolio will allow teachers to foster a development of life-long learning skills in the students.

NJ Department of Education School Technology Surveys

New Jersey
Department of Education
2006 School Technology Survey

DISTRICT: HOLMDEL TWP
SCHOOL: 020 Holmdel High School

Person completing this form: Anthony Gattini **Title:** Network Engineer
E-Mail: agattini@holmdelschools.org

School Phone: 732 946-1832 **School Fax:** 732 946-0093

School Address: 36 Crawfords corner Road **# of Teachers:** 101
City: Holmdel **# of Students:** 1184 **Grade Span:** 9-12
State: NJ Zip: 07733

Principal: Cheryl Swider **Media Specialist:** William Baronowsky
Principal's E-mail: cswider@holmdelschools.org **Media Specialist E-Mail:** wbaronowsky@holmdelschools.org

Technology Coordinator: Anthony Gattini District Web Site: www.holmdel.k12.nj.us
E-mail: agattini@holmdelschools.org

Contact: khaas@holmdelschools.org

1. Identify the percentage of teachers in your school at each skill level in the use of technology in instruction. The total of your answer must equal 100%

5% Beginner (learning operations.)
45% intermediate (Uses applications.)
40% Advanced (Integrates it into curriculum).
10% Instructor (Teaches applications.)

2. Does your district have a technology coordinator/director? ◉ Yes
Does your school have a technology coordinator? ◉ No

3. Is there someone at your school whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ◉ Yes

4. Are teachers and library media staff provided with on-going and sustained professional development in infusing technology into curricula, instruction and assessment? ◉ Yes

5. How does your school address and evaluate whether technology has been effectively integrated into the curriculum? (Check all that apply.)

☑ Conduct needs assessments
☑ Teacher attendance at professional development opportunities

☑	Evaluate use of technology in lesson plans
☑	Observe classrooms
☑	Include technology use in professional improvement plans
☐	Conduct site-based research
☐	Use of rubrics that include the use of technology
☐	Conduct student and teacher surveys
☐	Review of relevant research
☐	Make use of digital curricula
Other:	

6. When technology problems (hardware/software) arise teachers are supported by the following means: (Check all that are applicable.)

☑	Technician
☑	Help desk
☐	Hotlines
☑	Electronic monitoring
☐	Troubleshooters
☐	Parent volunteers
☐	Technology Coordinator
☐	Student Assistants
Other:	

7. Does the supervision and evaluation of educators in your school address the effective use of technology for student achievement? ◉ Yes

8. Check the statements that best describe the way most teachers (51% or greater) use technology in the classroom.

☑	Use tools to enhance productivity (i.e. e-mail, electronic grade books)
☑	Use the Internet to provide student activities that support the curriculum
☐	Enrolled in online courses this year
☐	Use non-traditional assessments to evaluate student learning (multimedia projects, web sites, movies, portfolios and podcasts)
☑	Offer opportunities for authentic student centered, project based learning
☐	Use technology to differentiate instruction.
☐	Non of the above

9. In your school, technology is (Check one)

☐	Fully integrated into classroom instructional programs
☑	Integrated into specific instructional units or projects
☐	Used infrequently with students
☐	Not used at all in classroom instructional programs

10. School-wide use of technology: (Check those that apply to your school)

☑	All instructional and administrative rooms have functioning multi-media computers with NETWORK access.
☑	All instructional and administrative rooms have functioning multi-media computers with Internet access.
☑	All instructional and administrative rooms have access to an online attendance system.
☑	Faculty news is shared throughout the building by e-mail.
☑	Classrooms and administrative offices have access to appropriate online student records for guidance counselors, faculty, administration and the transportation office.
☐	Food service office has access and uses online information on student lunch eligibility.
☑	All staff make use of an online student grade book.
☐	Electronic student report cards are issued.
☑	Library has automated systems for card catalogs.
☑	All students have access to electronically delivered learning materials.
☑	Library has high speed access to the Internet for student access/research.
☐	There is a school-wide media distribution center.
☐	Outreach to parents is accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips).

11. Does your school have a

LAN (Local Area Network)? ◉ Yes
Wireless Network? ◉ Yes

12. Is your school connected to other buildings in your district through a WAN (Wide Area Network)? ◉ Yes

13. Do any students participate in online courses? ◉ No

14. Do teachers participate in online professional development? ◉ No

15. Do students or teachers use video conferencing in their learning environment? ◉ No

16. School access to the Internet is by what bandwidth: (Check all applicable.)

☐	56KB
☑	T-1/DS
☐	Fractional T-1
☐	128 ISDN
☐	T-3/DSC
☐	Cable Modem/DSL
☐	Internet 2
☐	Satellite
☐	Dial-up line
Other:	

17. Indicate the percentage of school-based connectivity for each group.

	Administrators	Instructional Staff	Students
Internet Access	100%	100%	100%
E-Mail	100%	100%	100%

18. Indicate the number of rooms and internet connections requested for each location.

	Classroom/Instructional	Library/Media Center	Computer Lab	Administrative Offices
Number of rooms	89	1	3	10
Number of rooms w/Internet connections	89	1	3	10

19. Does your school have an Acceptable Use Policy (AUP) that addresses internet and other information technology use by

Students? ◉ Yes
Teachers and Administrators? ◉ Yes

20. Does your school have Internet Filtering/Monitoring software currently in use? ◉ Yes

21. What percentage of all students in your school use technology tools such as desktop/laptop computer, PDAs, probes etc. in the curriculum and learning activities on a daily basis? 50%

22. What percentage of all students in your school use the Internet on a daily basis as part of the curriculum? 50%

23. At least 50% of the students in your school: (Check all that apply)

☑	Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software in different core curriculum content areas
☑	Have computer and information literacy skills to enhance learning and increase productivity
☑	Have access to effective and engaging software
☑	Have access to distance learning technology to obtain information and collaborate with peers and experts
☑	Are self sufficient in their use o f appropriate technology tools in their classrooms to improve assignments and projects
☐	Are able to produce a multimedia project by the end of 8th grade

24. How many technicians on staff support your school's technology infrastructure? (If a technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time.) 2.00

25. Multimedia computers (for purposes of this survey) are defined as Pentium III or Mac G3 and above. Identify the total number of multimedia computers that are in use in the following locations: (No computer should be counted more than once.)

All computer labs	51
All classroom/instructional rooms	183
Library media centers	13
Administration offices and others	20
How many hand held Portable Technology devices (such as PDAs, Danas, Alphasmarts, etc.) are used in instruction?	10
How many laptops are on mobile carts?	3

26. Of the computers listed above,

How many are connected to the Internet?	265
How many are thing clients?	30
How many are laptops?	20
How many are connected by wireless?	20
How many are single computers on a mobile cart?	3
How many are multiple computers on a mobile cart?	0

27. How many years is a computer is used before it is considered obsolete? 7 years
How many years is a computer in use before it is replaced? 8 years
How many computers are in use and are considered obsolete? 30

28. Of the students enrolled in your school, please enter the number of students who have the following in their homes:

Multimedia computer with internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.	1175

29. How does your school support students who do not have access to technology in their homes? Check all that apply.

☑	Before school, after school, or lunch time open labs
☐	Community centers
☑	Libraries
Other:	

30. Does your school offer educational technology activities/programs to families and community members? ◉ No

31. Describe or add any other information that you feel is valuable for us to know.

32. This question is for schools who have eighth grade students enrolled.

The number of students enrolled in the eighth grade is	0
The number of students in eighth grade that are technologically literate (as per standard 8.1) is	0

☑ I am unable to answer this year but will be able to answer on the 2007 survey.

NJ Department of Education School Technology Surveys

New Jersey
Department of Education
2006 School Technology Survey

DISTRICT: HOLMDEL TWP
SCHOOL: 030 William Satz Intermediate

Person completing this form: Anthony Gattini	**Title:** Network Engineer **E-Mail:** agattini@holmdelschools.org
School Phone: 732 946-1808	**School Fax:** 732 834-0089
School Address: 24 Crawfords Corner Road **City:** Holmdel **State:** NJ Zip: 07733	**# of Teachers:** 54 **# of Students:** 602 **Grade Span:** 7 - 8
Principal: Arthur Howard **Principal's E-mail:** ahoward@holmdelschools.org	**Media Specialist:** Jaffa Weisberg **Media Specialist E-Mail:** jweisberg@holmdelschools.org
Technology Coordinator: Anthony Gattini E-mail: agattini@holmdelschools.org	District Web Site: www.holmdel.k12.nj.us
Contact: khaas@holmdelschools.org	

1. Identify the percentage of teachers in your school at each skill level in the use of technology in instruction. The total of your answer must equal 100%

25%	Beginner (learning operations.)
30%	intermediate (Uses applications.)
30%	Advanced (Integrates it into curriculum).
15%	Instructor (Teaches applications.)

2. Does your district have a technology coordinator/director? ◉ Yes
   Does your school have a technology coordinator? ◉ No

3. Is there someone at your school whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ◉ Yes

4. Are teachers and library media staff provided with on-going and sustained professional development in infusing technology into curricula, instruction and assessment? ◉ Yes

5. How does your school address and evaluate whether technology has been effectively integrated into the curriculum? (Check all that apply.)

☑	Conduct needs assessments
☑	Teacher attendance at professional development opportunities

☐	Evaluate use of technology in lesson plans
☐	Observe classrooms
☑	Include technology use in professional improvement plans
☐	Conduct site-based research
☐	Use of rubrics that include the use of technology
☑	Conduct student and teacher surveys
☐	Review of relevant research
☐	Make use of digital curricula
Other:	

6. When technology problems (hardware/software) arise teachers are supported by the following means: (Check all that are applicable.)

☑	Technician
☑	Help desk
☐	Hotlines
☑	Electronic monitoring
☐	Troubleshooters
☐	Parent volunteers
☐	Technology Coordinator
☐	Student Assistants
Other:	

7. Does the supervision and evaluation of educators in your school address the effective use of technology for student achievement? ◉ Yes

8. Check the statements that best describe the way most teachers (51% or greater) use technology in the classroom.

☑	Use tools to enhance productivity (i.e. e-mail, electronic grade books)
☑	Use the Internet to provide student activities that support the curriculum
☐	Enrolled in online courses this year
☐	Use non-traditional assessments to evaluate student learning (multimedia projects, web sites, movies, portfolios and podcasts)
☐	Offer opportunities for authentic student centered, project based learning
☐	Use technology to differentiate instruction.
☐	Non of the above

9. In your school, technology is (Check one)

☐	Fully integrated into classroom instructional programs
☑	Integrated into specific instructional units or projects
☐	Used infrequently with students
☐	Not used at all in classroom instructional programs

10. School-wide use of technology: (Check those that apply to your school)

☑	All instructional and administrative rooms have functioning multi-media computers with NETWORK access.
☑	All instructional and administrative rooms have functioning multi-media computers with Internet access.
☐	All instructional and administrative rooms have access to an online attendance system.
☑	Faculty news is shared throughout the building by e-mail.
☐	Classrooms and administrative offices have access to appropriate online student records for guidance counselors, faculty, administration and the transportation office.
☐	Food service office has access and uses online information on student lunch eligibility.
☑	All staff make use of an online student grade book.
☐	Electronic student report cards are issued.
☐	Library has automated systems for card catalogs.
☐	All students have access to electronically delivered learning materials.
☑	Library has high speed access to the Internet for student access/research.
☑	There is a school-wide media distribution center.
☑	Outreach to parents is accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips).

11. Does your school have a

LAN (Local Area Network)? ◉ Yes
Wireless Network? ◉ Yes

12. Is your school connected to other buildings in your district through a WAN (Wide Area Network)? ◉ Yes

13. Do any students participate in online courses? ◉ No

14. Do teachers participate in online professional development? ◉ Yes
If yes, then

Subject Area:	Number Enrolled	Provided/Vendor of the course:
The Satz Safety Committee	8	National School Safety Center

15. Do students or teachers use video conferencing in their learning environment? ◉ No

16. School access to the Internet is by what bandwidth: (Check all applicable.)

☐	56KB
☑	T-1/DS
☐	Fractional T-1
☐	128 ISDN
☐	T-3/DSC
☐	Cable Modem/DSL
☐	Internet 2

☐	Satellite
☐	Dial-up line
Other:	

17. Indicate the percentage of school-based connectivity for each group.

	Administrators	Instructional Staff	Students
Internet Access	100%	100%	100%
E-Mail	100%	100%	100%

18. Indicate the number of rooms and internet connections requested for each location.

	Classroom/Instructional	Library/Media Center	Computer Lab	Administrative Offices
Number of rooms	42	1	0	6
Number of rooms w/Internet connections	42	1	0	6

19. Does your school have an Acceptable Use Policy (AUP) that addresses internet and other information technology use by

Students? ◉ Yes
Teachers and Administrators? ◉ Yes

20. Does your school have Internet Filtering/Monitoring software currently in use? ◉ Yes

21. What percentage of all students in your school use technology tools such as desktop/laptop computer, PDAs, probes etc. in the curriculum and learning activities on a daily basis? 80%

22. What percentage of all students in your school use the Internet on a daily basis as part of the curriculum? 50%

23. At least 50% of the students in your school: (Check all that apply)

☑	Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software in different core curriculum content areas
☑	Have computer and information literacy skills to enhance learning and increase productivity
☑	Have access to effective and engaging software
☐	Have access to distance learning technology to obtain information and collaborate with peers and experts
☑	Are self sufficient in their use o f appropriate technology tools in their classrooms to improve assignments and projects
☑	Are able to produce a multimedia project by the end of 8th grade

24. How many technicians on staff support your school's technology infrastructure? (If a technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time.) 1.00

25. Multimedia computers (for purposes of this survey) are defined as Pentium III or Mac G3 and above. Identify the total number of multimedia computers that are in use in the following locations: (No computer should be counted more than once.)

All computer labs	0
All classroom/instructional rooms	28
Library media centers	30
Administration offices and others	20
How many hand held Portable Technology devices (such as PDAs, Danas, Alphasmarts, etc.) are used in instruction?	4
How many laptops are on mobile carts?	44

26. Of the computers listed above,

How many are connected to the Internet?	122
How many are thing clients?	0
How many are laptops?	44
How many are connected by wireless?	44
How many are single computers on a mobile cart?	0
How many are multiple computers on a mobile cart?	44

27. How many years is a computer is used before it is considered obsolete? 7 years
How many years is a computer in use before it is replaced? 8 years
How many computers are in use and are considered obsolete? 22

28. Of the students enrolled in your school, please enter the number of students who have the following in their homes:

Multimedia computer with internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.	545

29. How does your school support students who do not have access to technology in their homes? Check all that apply.

☑	Before school, after school, or lunch time open labs
☐	Community centers
☑	Libraries
Other:	

30. Does your school offer educational technology activities/programs to families and community members? ◉ No

31. Describe or add any other information that you feel is valuable for us to know.

32. This question is for schools who have eighth grade students enrolled.

The number of students enrolled in the eighth grade is	0
The number of students in eighth grade that are technologically literate (as per standard 8.1) is	0

☑ I am unable to answer this year but will be able to answer on the 2007 survey.

NJ Department of Education School Technology Surveys

New Jersey
Department of Education
2006 School Technology Survey

DISTRICT: HOLMDEL TWP
SCHOOL: 050 Indian Hill School

Person completing this form: Anthony Gattini	**Title:** Network Engineer **E-Mail:** agattini@holmdelschools.org

School Phone: 732 946-1045	**School Fax:** 732 946-7610
School Address: 735 Holmdel Road **City:** Holmdel **State:** NJ Zip: 07733	**# of Teachers:** 85 **# of Students:** 823 **Grade Span:** 4 - 6
Principal: Judith Landis, Ed.D. **Principal's E-mail:** jlandis@holmdelschools.org	**Media Specialist:** Nikki Frost **Media Specialist E-Mail:** nfrost@holmdelschools.org
Technology Coordinator: Anthony Gattini E-mail: agattini@holmdelschools.org	District Web Site: www.holmdel.k12.nj.us
Contact: khaas@holmdelschools.org	

1. Identify the percentage of teachers in your school at each skill level in the use of technology in instruction. The total of your answer must equal 100%

20%	Beginner (learning operations.)
35%	intermediate (Uses applications.)
35%	Advanced (Integrates it into curriculum).
10%	Instructor (Teaches applications.)

2. Does your district have a technology coordinator/director? ◉ Yes
   Does your school have a technology coordinator? ◉ No

3. Is there someone at your school whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ◉ Yes

4. Are teachers and library media staff provided with on-going and sustained professional development in infusing technology into curricula, instruction and assessment? ◉ Yes

5. How does your school address and evaluate whether technology has been effectively integrated into the curriculum? (Check all that apply.)

☑	Conduct needs assessments
☑	Teacher attendance at professional development opportunities

☑	Evaluate use of technology in lesson plans
☑	Observe classrooms
☑	Include technology use in professional improvement plans
☐	Conduct site-based research
☐	Use of rubrics that include the use of technology
☐	Conduct student and teacher surveys
☐	Review of relevant research
☐	Make use of digital curricula
Other: _____	

6. When technology problems (hardware/software) arise teachers are supported by the following means: (Check all that are applicable.)

☑	Technician
☑	Help desk
☐	Hotlines
☑	Electronic monitoring
☐	Troubleshooters
☐	Parent volunteers
☐	Technology Coordinator
☐	Student Assistants
Other: _____	

7. Does the supervision and evaluation of educators in your school address the effective use of technology for student achievement? ◉ Yes

8. Check the statements that best describe the way most teachers (51% or greater) use technology in the classroom.

☑	Use tools to enhance productivity (i.e. e-mail, electronic grade books)
☑	Use the Internet to provide student activities that support the curriculum
☐	Enrolled in online courses this year
☐	Use non-traditional assessments to evaluate student learning (multimedia projects, web sites, movies, portfolios and podcasts)
☑	Offer opportunities for authentic student centered, project based learning
☐	Use technology to differentiate instruction.
☐	Non of the above

9. In your school, technology is (Check one)

☐	Fully integrated into classroom instructional programs
☑	Integrated into specific instructional units or projects
☐	Used infrequently with students
☐	Not used at all in classroom instructional programs

10. School-wide use of technology: (Check those that apply to your school)

☑	All instructional and administrative rooms have functioning multi-media computers with NETWORK access.
☑	All instructional and administrative rooms have functioning multi-media computers with Internet access.
☑	All instructional and administrative rooms have access to an online attendance system.
☑	Faculty news is shared throughout the building by e-mail.
☑	Classrooms and administrative offices have access to appropriate online student records for guidance counselors, faculty, administration and the transportation office.
☐	Food service office has access and uses online information on student lunch eligibility.
☑	All staff make use of an online student grade book.
☐	Electronic student report cards are issued.
☑	Library has automated systems for card catalogs.
☑	All students have access to electronically delivered learning materials.
☑	Library has high speed access to the Internet for student access/research.
☐	There is a school-wide media distribution center.
☑	Outreach to parents is accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips).

11. Does your school have a

LAN (Local Area Network)? ◉ Yes
Wireless Network? ◉ Yes

12. Is your school connected to other buildings in your district through a WAN (Wide Area Network)? ◉ Yes

13. Do any students participate in online courses? ◉ No

14. Do teachers participate in online professional development? ◉ No

15. Do students or teachers use video conferencing in their learning environment? ◉ No

16. School access to the Internet is by what bandwidth: (Check all applicable.)

☐	56KB
☑	T-1/DS
☐	Fractional T-1
☐	128 ISDN
☐	T-3/DSC
☐	Cable Modem/DSL
☐	Internet 2
☐	Satellite
☐	Dial-up line
Other:	

17. Indicate the percentage of school-based connectivity for each group.

	Administrators	Instructional Staff	Students
Internet Access	100%	100%	100%
E-Mail	100%	100%	0%

18. Indicate the number of rooms and internet connections requested for each location.

	Classroom/Instructional	Library/Media Center	Computer Lab	Administrative Offices
Number of rooms	70	1	2	5
Number of rooms w/Internet connections	70	1	2	5

19. Does your school have an Acceptable Use Policy (AUP) that addresses internet and other information technology use by

Students? ◉ Yes
Teachers and Administrators? ◉ Yes

20. Does your school have Internet Filtering/Monitoring software currently in use? ◉ Yes

21. What percentage of all students in your school use technology tools such as desktop/laptop computer, PDAs, probes etc. in the curriculum and learning activities on a daily basis? 40%

22. What percentage of all students in your school use the Internet on a daily basis as part of the curriculum? 40%

23. At least 50% of the students in your school: (Check all that apply)

☐	Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software in different core curriculum content areas
☐	Have computer and information literacy skills to enhance learning and increase productivity
☑	Have access to effective and engaging software
☐	Have access to distance learning technology to obtain information and collaborate with peers and experts
☑	Are self sufficient in their use o f appropriate technology tools in their classrooms to improve assignments and projects
☐	Are able to produce a multimedia project by the end of 8th grade

24. How many technicians on staff support your school's technology infrastructure? (If a technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time.) .50

25. Multimedia computers (for purposes of this survey) are defined as Pentium III or Mac G3 and above. Identify the total number of multimedia computers that are in use in the following locations: (No computer should be counted more than once.)

All computer labs	56
All classroom/instructional rooms	66
Library media centers	12
Administration offices and others	12
How many hand held Portable Technology devices (such as PDAs, Danas, Alphasmarts, etc.) are used in instruction?	4
How many laptops are on mobile carts?	92

26. Of the computers listed above,

How many are connected to the Internet?	238
How many are thing clients?	0
How many are laptops?	92
How many are connected by wireless?	92
How many are single computers on a mobile cart?	3
How many are multiple computers on a mobile cart?	89

27. How many years is a computer is used before it is considered obsolete? 7 years
How many years is a computer in use before it is replaced? 8 years
How many computers are in use and are considered obsolete? 4

28. Of the students enrolled in your school, please enter the number of students who have the following in their homes:

Multimedia computer with internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.	815

29. How does your school support students who do not have access to technology in their homes? Check all that apply.

☐ Before school, after school, or lunch time open labs
☐ Community centers
☑ Libraries
Other: Classrooms

30. Does your school offer educational technology activities/programs to families and community members? ◉ No

31. Describe or add any other information that you feel is valuable for us to know.

32. This question is for schools who have eighth grade students enrolled.

The number of students enrolled in the eighth grade is	0
The number of students in eighth grade that are technologically literate (as per standard 8.1) is	0

☑ I am unable to answer this year but will be able to answer on the 2007 survey.

NJ Department of Education School Technology Surveys

New Jersey
Department of Education
2006 School Technology Survey

DISTRICT: HOLMDEL TWP
SCHOOL: 080 Village School

Person completing this form: Anthony Gattini	**Title:** Network Engineer **E-Mail:** agattini@holmdelschools.org

School Phone: 732 946-1820	**School Fax:** 732 946-1831
School Address: 67 McCampbell Road **City:** Holmdel **State:** NJ Zip: 07733	**# of Teachers:** 100 **# of Students:** 975 **Grade Span:** Pre K - 3
Principal: Michael Ettore. **Principal's E-mail:** mettore@holmdelschools.org	**Media Specialist:** Heidi Buzzanga **Media Specialist E-Mail:** hbuzzanga@holmdelschools.org
Technology Coordinator: Anthony Gattini E-mail: agattini@holmdelschools.org	District Web Site: www.holmdel.k12.nj.us
Contact: khaas@holmdelschools.org	

1. Identify the percentage of teachers in your school at each skill level in the use of technology in instruction. The total of your answer must equal 100%

35%	Beginner (learning operations.)
45%	intermediate (Uses applications.)
10%	Advanced (Integrates it into curriculum).
10%	Instructor (Teaches applications.)

2. Does your district have a technology coordinator/director? ◉ Yes
   Does your school have a technology coordinator? ◉ No

3. Is there someone at your school whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ◉ Yes

4. Are teachers and library media staff provided with on-going and sustained professional development in infusing technology into curricula, instruction and assessment? ◉ No

5. How does your school address and evaluate whether technology has been effectively integrated into the curriculum? (Check all that apply.)

☑	Conduct needs assessments
☑	Teacher attendance at professional development opportunities

☑	Evaluate use of technology in lesson plans
☑	Observe classrooms
☑	Include technology use in professional improvement plans
☐	Conduct site-based research
☐	Use of rubrics that include the use of technology
☐	Conduct student and teacher surveys
☐	Review of relevant research
☐	Make use of digital curricula
Other:	

6. When technology problems (hardware/software) arise teachers are supported by the following means: (Check all that are applicable.)

☑	Technician
☑	Help desk
☐	Hotlines
☑	Electronic monitoring
☐	Troubleshooters
☐	Parent volunteers
☐	Technology Coordinator
☐	Student Assistants
Other:	

7. Does the supervision and evaluation of educators in your school address the effective use of technology for student achievement? ◉ Yes

8. Check the statements that best describe the way most teachers (51% or greater) use technology in the classroom.

☑	Use tools to enhance productivity (i.e. e-mail, electronic grade books)
☐	Use the Internet to provide student activities that support the curriculum
☐	Enrolled in online courses this year
☐	Use non-traditional assessments to evaluate student learning (multimedia projects, web sites, movies, portfolios and podcasts)
☑	Offer opportunities for authentic student centered, project based learning
☐	Use technology to differentiate instruction
☐	Non of the above

9. In your school, technology is (Check one)

☐	Fully integrated into classroom instructional programs
☑	Integrated into specific instructional units or projects
☐	Used infrequently with students
☐	Not used at all in classroom instructional programs

10. School-wide use of technology: (Check those that apply to your school)

☑	All instructional and administrative rooms have functioning multi-media computers with NETWORK access.
☑	All instructional and administrative rooms have functioning multi-media computers with Internet access.
☑	All instructional and administrative rooms have access to an online attendance system.
☑	Faculty news is shared throughout the building by e-mail.
☑	Classrooms and administrative offices have access to appropriate online student records for guidance counselors, faculty, administration and the transportation office.
☐	Food service office has access and uses online information on student lunch eligibility.
☑	All staff make use of an online student grade book.
☐	Electronic student report cards are issued.
☑	Library has automated systems for card catalogs.
☐	All students have access to electronically delivered learning materials.
☐	Library has high speed access to the Internet for student access/research.
☐	There is a school-wide media distribution center.
☐	Outreach to parents is accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips).

11. Does your school have a

LAN (Local Area Network)? ◉ Yes
Wireless Network? ◉ Yes

12. Is your school connected to other buildings in your district through a WAN (Wide Area Network)? ◉ Yes

13. Do any students participate in online courses? ◉ No

14. Do teachers participate in online professional development? ◉ No

15. Do students or teachers use video conferencing in their learning environment? ◉ No

16. School access to the Internet is by what bandwidth: (Check all applicable.)

☐	56KB
☑	T-1/DS
☐	Fractional T-1
☐	128 ISDN
☐	T-3/DSC
☐	Cable Modem/DSL
☐	Internet 2
☐	Satellite
☐	Dial-up line
Other:	

17. Indicate the percentage of school-based connectivity for each group.

	Administrators	Instructional Staff	Students
Internet Access	100%	100%	100%
E-Mail	100%	100%	0%

18. Indicate the number of rooms and internet connections requested for each location.

	Classroom/Instructional	Library/Media Center	Computer Lab	Administrative Offices
Number of rooms	52	2	2	4
Number of rooms w/Internet connections	52	2	2	4

19. Does your school have an Acceptable Use Policy (AUP) that addresses internet and other information technology use by

Students? ◉ Yes
Teachers and Administrators? ◉ Yes

20. Does your school have Internet Filtering/Monitoring software currently in use? ◉ Yes

21. What percentage of all students in your school use technology tools such as desktop/laptop computer, PDAs, probes etc. in the curriculum and learning activities on a daily basis? 55%

22. What percentage of all students in your school use the Internet on a daily basis as part of the curriculum? 55%

23. At least 50% of the students in your school: (Check all that apply)

☐	Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software in different core curriculum content areas
☐	Have computer and information literacy skills to enhance learning and increase productivity
☑	Have access to effective and engaging software
☐	Have access to distance learning technology to obtain information and collaborate with peers and experts
☑	Are self sufficient in their use o f appropriate technology tools in their classrooms to improve assignments and projects
☐	Are able to produce a multimedia project by the end of 8th grade

24. How many technicians on staff support your school's technology infrastructure? (If a technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time.) .50

25. Multimedia computers (for purposes of this survey) are defined as Pentium III or Mac G3 and above. Identify the total number of multimedia computers that are in use in the following locations: (No computer should be counted more than once.)

All computer labs	50
All classroom/instructional rooms	112
Library media centers	14
Administration offices and others	15
How many hand held Portable Technology devices (such as PDAs, Danas, Alphasmarts, etc.) are used in instruction?	61
How many laptops are on mobile carts?	36

26. Of the computers listed above,

How many are connected to the Internet?	227
How many are thing clients?	0
How many are laptops?	36
How many are connected by wireless?	36
How many are single computers on a mobile cart?	6
How many are multiple computers on a mobile cart?	30

27. How many years is a computer is used before it is considered obsolete? 7 years
How many years is a computer in use before it is replaced? 8 years
How many computers are in use and are considered obsolete? 33

28. Of the students enrolled in your school, please enter the number of students who have the following in their homes:

Multimedia computer with internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.	925

29. How does your school support students who do not have access to technology in their homes? Check all that apply.

☐ Before school, after school, or lunch time open labs
☐ Community centers
☑ Libraries
Other: _____

30. Does your school offer educational technology activities/programs to families and community members? ◉ No

31. Describe or add any other information that you feel is valuable for us to know.

32. This question is for schools who have eighth grade students enrolled.

The number of students enrolled in the eighth grade is	0
The number of students in eighth grade that are technologically literate (as per standard 8.1) is	0

☑ I am unable to answer this year but will be able to answer on the 2007 survey.

Holmdel Technology Committee Student Survey

1. Grade Level: A -W.R. Satz B-9 C-10 D-11 E-12

2. Gender: A-Male B-Female

When answering the following questions, think of an average school night with an average amount of homework, and one test of median difficulty the next day. If you are in sports, there is practice, but no game.

AT HOME

3. Do you have a computer in your home? A -No B- Yes

4. Do you have your own personal desktop computer? A - No B - Yes

5. Do you have your own personal laptop? A - No B - Yes

6. How many hours a day do you use the computer?

1 hr.	2 hrs.	3 hrs.	4 hrs.	more than 4 hrs.
A	B	C	D	E

7. On a scale of A to E (E the highest), do you feel you have *enough* time on the computer?

(no) A B C D E (yes)

8. Do you have a personal computer in your room? A - No B - Yes

9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)? A - No B - Yes

Please indicate the reasons/frequency you use a computer at home.

A-Never B-Seldom C-Sometimes D-Often E-Frequently

10. Research	A	B	C	D	E
11. Word Processor/Presentations	A	B	C	D	E
12. E-mail	A	B	C	D	E
13. Online Entertainment (music, games, news)	A	B	C	D	E
14. Chat (MSN, AIM, Yahoo, Gtalk)	A	B	C	D	E
15. Programming	A	B	C	D	E
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	A	B	C	D	E

17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?

(no) A B C D E (yes)

AT SCHOOL

18. Do you use computers in the library (not with a class, but by yourself)?

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E-Daily

If you indicated "never/very rarely," skip to question No. 23.

19. When do you use the library computers? Indicate all that apply.

A-Before school B-During lunch C-After school

20. For what reason do you use the library computers? Indicate all that apply.

A-Research/homework B-News C-Games/entertainment D-Update online profiles

21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?

(no) A B C D E (yes)

22. When you go to the library, do you have to wait to use the computer?

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E-Daily

How often do your teachers utilize computers/other technology?

23. Science/Math teachers

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E-Daily

24. Humanities (English, World Language, History) teachers

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E-Daily

On a scale of A to E (E the highest), do you feel your teachers should use technology more often?

25. Science/Math teachers (less often) A B C D E (more often)

26. Humanities teachers (less often) A B C D E (more often)

27. How many of your teachers actively use a website to post daily homework assignments or website links?

A –none B – 1 C- 2 D – 3 E – 4 or more

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28. How do your teachers use computers in the classroom?

A – Attendance B – Teach new ideas C – As the textbook D - Other

29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?

(no) A B C D E (yes)

On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?

30. Science/Math teachers (no) A B C D E (yes)

31. Humanities teachers (no) A B C D E (yes)

32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?

(no) A B C D E (yes)

33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?

A-N/A B-Never C-Seldom D-Sometimes E – Often

34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?

A-Never B-Seldom C-Sometimes D-Often E-Frequently

35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?

(not well) A B C D E (very well)

36. How often do you use FirstClass?

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

If you use FirstClass, what do you use it for?

37. Transporting documents between home and school

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

38. Emailing other students or teachers

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

39. Emailing people outside the school community

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

40. Participating in conferences set up by your teacher/class

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

41. Participating in conference for extracurricular activities

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

42. On a scale of A to E, how helpful do you think FirstClass is?

(not helpful) A B C D E (very helpful)

43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?

A-Never/very rarely B-Once or twice a month C-Once a week D-Several times a week E - Daily

44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?

A - No B - Yes C – Do not know

Student Survey
Grades 7 and 8

Questions	Forms	A	B	C	D	E
1. Grade Level	565	548	21	4	1	0
2. Gender	565	291	277	3	1	1
AT HOME						
3. Do you have a computer in your home?	565	22	542	3	1	0
4. Do you have your own personal desktop computer?	565	301	261	3	1	1
5. Do you have your own personal laptop?	565	422	145	3	1	2
6. How many hours a day do you use the computer?	565	213	175	99	37	49
7. On a scale of A to E (E the highest), do you feel you have enough time on the computer?	565	32	52	87	137	269
8. Do you have a personal computer in your room?	565	348	216	4	3	1
9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)?	565	404	160	5	2	2
Please indicate the reasons/frequency you use a computer at home.						
10. Research	565	16	68	203	213	74
11. Word Processor/Presentations	565	51	121	175	139	85
12. E-mail	565	109	168	108	94	96
13. Online Entertainment (music, games, news)	565	26	73	111	149	221
14. Chat (MSN, AIM, Yahoo, Gtalk)	565	103	71	74	94	233
15. Programming	565	314	141	76	27	16
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	565	348	82	57	41	47
17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?	565	34	55	104	204	183
AT SCHOOL						
18. Do you use computers in the library (not with a class, but by yourself)?	565	315	180	42	19	3
If you indicated "never/very rarely," skip to question No. 23.						
19. When do you use the library computers? Indicate all that apply.	565	44	188	14	3	1
20. For what reason do you use the library computers? Indicate all that apply.	565	217	24	14	4	2
21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?	565	53	78	65	45	62
22. When you go to the library, do you have to wait to use the computer?	565	226	53	12	5	6
How often do your teachers utilize computers/other technology?						
23. Science/Math teachers	565	216	170	38	28	106
24. Humanities (English, World Language, History) teachers	565	123	252	75	64	58

Student Survey
Grades 7 and 8

Questions	Forms	A	B	C	D	E
On a scale of A to E (E the highest), do you feel your teachers should use technology more often?						
25. Science/Math teachers	565	66	89	250	90	80
26. Humanities teachers	565	52	80	262	107	79
27. How many of your teachers actively use a website to post daily homework assignments or website links?	565	177	252	97	31	13
28. How do your teachers use computers in the classroom?	565	263	100	28	122	3
29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?	565	17	43	95	148	276
On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?						
30. Science/Math teachers	565	89	113	139	119	120
31. Humanities teachers	565	86	90	175	123	102
32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?	565	93	152	173	103	50
33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?	565	382	80	48	25	12
34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?	565	101	151	197	66	26
35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?	565	335	82	54	50	28
36. How often do you use FirstClass?	565	417	60	33	26	12
If you use FirstClass, what do you use it for?						
37. Transporting documents between home and school	565	380	74	37	20	13
38. Emailing other students or teachers	565	381	75	34	20	8
39. Emailing people outside the school community	565	405	55	28	24	16
40. Participating in conferences set up by your teacher/class	565	429	60	24	9	3
41. Participating in conference for extracurricular activities	565	392	76	26	17	11
42. On a scale of A to E, how helpful do you think FirstClass is?	565	265	79	91	32	49
43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?	565	80	155	149	113	64

Student Survey
Grades 7 and 8

Questions	Forms	A	B	C	D	E
44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?	565	187	223	128	6	5

Student Survey
Grade 9

Questions	Forms	A	B	C	D	E
1. Grade Level	261	1	255	4	5	0
2. Gender	261	128	136	4	0	0
AT HOME						
3. Do you have a computer in your home?	261	6	254	4	0	0
4. Do you have your own personal desktop computer?	261	133	130	4	0	1
5. Do you have your own personal laptop?	261	178	82	5	0	1
6. How many hours a day do you use the computer?	261	71	70	70	20	38
7. On a scale of A to E (E the highest), do you feel you have enough time on the computer?	261	13	17	54	61	123
8. Do you have a personal computer in your room?	261	128	133	4	0	3
9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)?	261	118	140	5	3	2
Please indicate the reasons/frequency you use a computer at home.						
10. Research	261	7	28	93	98	40
11. Word Processor/Presentations	261	13	56	73	77	49
12. E-mail	261	23	73	76	54	38
13. Online Entertainment (music, games, news)	261	10	26	53	59	118
14. Chat (MSN, AIM, Yahoo, Gtalk)	261	33	41	35	51	111
15. Programming	261	103	86	47	19	10
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	261	91	46	45	44	42
17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?	261	18	20	58	93	77
AT SCHOOL						
18. Do you use computers in the library (not with a class, but by yourself)?	261	91	97	41	25	11
If you indicated "never/very rarely," skip to question No. 23.						
19. When do you use the library computers? Indicate all that apply.	261	10	101	30	2	1
20. For what reason do you use the library computers? Indicate all that apply.	261	98	15	28	1	2
21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?	261	25	38	46	32	48
22. When you go to the library, do you have to wait to use the computer?	261	52	56	32	29	19
How often do your teachers utilize computers/other technology?						
23. Science/Math teachers	261	146	65	23	12	19
24. Humanities (English, World Language, History) teachers	261	66	125	33	21	23

Student Survey
Grade 9

Questions	Forms	A	B	C	D	E
On a scale of A to E (E the highest), do you feel your teachers should use technology more often?						
25. Science/Math teachers	261	27	42	112	36	47
26. Humanities teachers	261	17	29	112	52	53
27. How many of your teachers actively use a website to post daily homework assignments or website links?	261	29	66	83	60	28
28. How do your teachers use computers in the classroom?	261	173	44	12	21	2
29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?	261	14	17	35	64	134
On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?						
30. Science/Math teachers	261	38	57	82	45	44
31. Humanities teachers	261	28	53	82	59	42
32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?	261	50	84	83	30	15
33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?	261	166	34	25	11	5
34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?	261	44	78	104	22	9
35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?	261	144	44	40	21	13
36. How often do you use FirstClass?	261	195	40	15	11	2
If you use FirstClass, what do you use it for?						
37. Transporting documents between home and school	261	174	45	19	6	7
38. Emailing other students or teachers	261	190	37	15	6	4
39. Emailing people outside the school community	261	196	24	18	9	4
40. Participating in conferences set up by your teacher/class	261	214	20	13	1	3
41. Participating in conference for extracurricular activities	261	202	24	16	5	6
42. On a scale of A to E, how helpful do you think FirstClass is?	261	120	43	57	18	13
43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?	261	29	58	78	57	40

Student Survey
Grade 9

Questions	Forms	A	B	C	D	E
44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?	261	82	121	52	3	1

Student Survey
Grade 10

Questions	Forms	A	B	C	D	E
1. Grade Level	235	2	4	226	2	2
2. Gender	235	117	118	3	0	2
AT HOME						
3. Do you have a computer in your home?	235	10	223	3	0	2
4. Do you have your own personal desktop computer?	235	114	114	3	0	2
5. Do you have your own personal laptop?	235	164	64	3	2	3
6. How many hours a day do you use the computer?	235	38	74	58	20	44
7. On a scale of A to E (E the highest), do you feel you have enough time on the computer?	235	11	12	40	48	124
8. Do you have a personal computer in your room?	235	119	111	4	0	4
9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)?	235	95	134	6	0	2
Please indicate the reasons/frequency you use a computer at home.						
10. Research	235	3	21	66	93	48
11. Word Processor/Presentations	235	8	33	60	66	61
12. E-mail	235	11	41	58	56	71
13. Online Entertainment (music, games, news)	235	6	19	44	51	116
14. Chat (MSN, AIM, Yahoo, Gtalk)	235	14	20	34	43	122
15. Programming	235	107	52	49	17	11
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	235	64	41	35	38	59
17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?	235	17	31	43	86	59
AT SCHOOL						
18. Do you use computers in the library (not with a class, but by yourself)?	235	97	69	43	18	9
If you indicated "never/very rarely," skip to question No. 23.						
19. When do you use the library computers? Indicate all that apply.	235	14	89	15	0	2
20. For what reason do you use the library computers? Indicate all that apply.	235	103	1	15	0	2
21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?	235	29	33	39	32	20

Student Survey
Grade 10

Questions	Forms	A	B	C	D	E
22. When you go to the library, do you have to wait to use the computer?	235	31	48	33	18	21
How often do your teachers utilize computers/other technology?						
23. Science/Math teachers	235	122	60	13	11	23
24. Humanities (English, World Language, History) teachers	235	57	83	29	36	29
On a scale of A to E (E the highest), do you feel your teachers should use technology more often?						
25. Science/Math teachers	235	25	23	94	53	39
26. Humanities teachers	235	15	20	103	55	40
27. How many of your teachers actively use a website to post daily homework assignments or website links?	235	17	88	82	37	14
28. How do your teachers use computers in the classroom?	235	141	31	14	8	4
29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?	235	6	8	30	57	133
On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?						
30. Science/Math teachers	235	36	46	68	49	36
31. Humanities teachers	235	25	43	61	32	50
32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?	235	46	59	82	12	8
33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?	235	148	24	27	12	7
34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?	235	35	65	82	28	9
35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?	235	87	31	45	39	27
36. How often do you use FirstClass?	235	137	44	24	13	11
If you use FirstClass, what do you use it for?						

Student Survey
Grade 10

Questions	Forms	A	B	C	D	E
37. Transporting documents between home and school	235	143	40	20	6	10
38. Emailing other students or teachers	235	151	43	13	7	5
39. Emailing people outside the school community	235	171	14	17	5	12
40. Participating in conferences set up by your teacher/class	235	185	18	12	1	4
41. Participating in conference for extracurricular activities	235	175	16	19	1	7
42. On a scale of A to E, how helpful do you think FirstClass is?	235	76	35	50	36	18
43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?	235	27	36	54	63	47
44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?	235	107	79	37	1	4

Student Survey
Grade 11

Questions	Forms	A	B	C	D	E
1. Grade Level	265	6	7	1	257	4
2. Gender	265	141	123	1	9	3
AT HOME						
3. Do you have a computer in your home?	265	12	256	0	10	3
4. Do you have your own personal desktop computer?	265	118	147	1	9	4
5. Do you have your own personal laptop?	265	178	85	1	11	3
6. How many hours a day do you use the computer?	265	59	76	70	33	42
7. On a scale of A to E (E the highest), do you feel you have enough time on the computer?	265	13	26	25	61	156
8. Do you have a personal computer in your room?	265	134	133	2	9	4
9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)?	265	125	140	0	10	3
Please indicate the reasons/frequency you use a computer at home.						
10. Research	265	11	33	72	95	63
11. Word Processor/Presentations	265	12	35	62	94	75
12. E-mail	265	14	42	52	82	90
13. Online Entertainment (music, games, news)	265	11	35	58	75	102
14. Chat (MSN, AIM, Yahoo, Gtalk)	265	19	33	38	51	139
15. Programming	265	136	85	28	19	11
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	265	82	52	46	45	55
17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?	265	28	31	81	92	47
AT SCHOOL						
18. Do you use computers in the library (not with a class, but by yourself)?	265	74	103	40	44	16
If you indicated "never/very rarely," skip to question No. 23.						
19. When do you use the library computers? Indicate all that apply.	265	15	94	13	10	3
20. For what reason do you use the library computers? Indicate all that apply.	265	127	14	7	12	3

Student Survey
Grade 11

Questions	Forms	A	B	C	D	E
21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?	265	35	39	42	46	53
22. When you go to the library, do you have to wait to use the computer?	265	53	62	31	42	26
How often do your teachers utilize computers/other technology?						
23. Science/Math teachers	265	90	45	59	49	34
24. Humanities (English, World Language, History) teachers	265	87	99	19	46	30
On a scale of A to E (E the highest), do you feel your teachers should use technology more often?						
25. Science/Math teachers	265	25	28	125	54	46
26. Humanities teachers	265	20	22	116	72	49
27. How many of your teachers actively use a website to post daily homework assignments or website links?	265	36	112	81	37	10
28. How do your teachers use computers in the classroom?	265	135	60	15	19	3
29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?	265	12	12	23	84	144
On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?						
30. Science/Math teachers	265	31	32	54	89	68
31. Humanities teachers	265	24	64	78	55	58
32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?	265	47	80	87	44	22
33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?	265	184	30	19	12	7
34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?	265	31	65	105	38	13

Student Survey
Grade 11

Questions	Forms	A	B	C	D	E
35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?	265	79	40	53	61	44
36. How often do you use FirstClass?	265	143	49	33	33	18
If you use FirstClass, what do you use it for?						
37. Transporting documents between home and school	265	141	69	28	26	8
38. Emailing other students or teachers	265	165	67	17	17	5
39. Emailing people outside the school community	265	220	21	8	13	5
40. Participating in conferences set up by your teacher/class	265	225	49	17	16	4
41. Participating in conference for extracurricular activities	265	205	31	15	12	5
42. On a scale of A to E, how helpful do you think FirstClass is?	265	83	53	54	52	29
43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?	265	19	65	73	72	45
44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?	265	100	117	47	11	4

Student Survey
Grade 12

Questions	Forms	A	B	C	D	E
1. Grade Level	116	1	1	1	1	112
2. Gender	116	44	70	1	2	1
AT HOME						
3. Do you have a computer in your home?	116	4	110	1	1	1
4. Do you have your own personal desktop computer?	116	47	66	1	2	1
5. Do you have your own personal laptop?	116	70	41	3	1	2
6. How many hours a day do you use the computer?	116	24	30	29	14	19
7. On a scale of A to E (E the highest), do you feel you have enough time on the computer?	116	4	2	9	23	79
8. Do you have a personal computer in your room?	116	53	59	1	3	1
9. Do you have an online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)?	116	42	69	2	1	3
Please indicate the reasons/frequency you use a computer at home.						
10. Research	116	1	18	33	47	18
11. Word Processor/Presentations	116	3	11	20	55	28
12. E-mail	116	3	19	19	25	51
13. Online Entertainment (music, games, news)	116	6	21	17	27	46
14. Chat (MSN, AIM, Yahoo, Gtalk)	116	8	12	7	27	64
15. Programming	116	71	32	10	1	2
16. Access online profile (MySpace, Facebook, Xanga, LiveJournal, etc.)	116	32	17	14	22	32
17. On a scale of A to E (E the highest), do you feel your home computer is secure (from viruses, SpyWare, etc.)?	116	8	15	20	50	24
AT SCHOOL						
18. Do you use computers in the library (not with a class, but by yourself)?	116	54	33	20	8	1
If you indicated "never/very rarely," skip to question No. 23.						
19. When do you use the library computers? Indicate all that apply.	116	2	30	5	1	1
20. For what reason do you use the library computers? Indicate all that apply.	116	44	3	2	1	1
21. On a scale of A to E (E the highest), do you feel that you have enough time on the library computer?	116	6	14	20	12	15

Student Survey
Grade 12

Questions	Forms	A	B	C	D	E
22. When you go to the library, do you have to wait to use the computer?	116	15	27	12	9	5
How often do your teachers utilize computers/other technology?						
23. Science/Math teachers	116	42	29	20	16	7
24. Humanities (English, World Language, History) teachers	116	56	38	7	8	6
On a scale of A to E (E the highest), do you feel your teachers should use technology more often?						
25. Science/Math teachers	116	11	11	57	27	9
26. Humanities teachers	116	10	8	61	28	9
27. How many of your teachers actively use a website to post daily homework assignments or website links?	116	47	43	14	11	1
28. How do your teachers use computers in the classroom?	116	71	7	2	2	3
29. On a scale from A to E (E the highest), do you feel you have the skills needed to complete the required work on the computer?	116	4	12	13	25	69
On a scale of A to E (E the highest) do you feel that your teachers are able to use the computer and related technology to deliver the curriculum?						
30. Science/Math teachers	116	8	12	32	30	32
31. Humanities teachers	116	15	26	35	18	21
32. On a scale of A to E (E the highest), do you feel that your teachers, in general, are able to help you technologically when you ask them?	116	25	32	36	16	7
33. If you have a 504 plan or IEP, how often do you use assistive technology in support of your courses?	116	88	8	9	2	4
34. Are your teachers supportive in making the accommodations to use the assistive technology to access the curriculum?	116	17	28	38	20	4
35. On a scale of A to E (E the highest), how well do you know how to use FirstClass?	116	60	16	14	18	7
36. How often do you use FirstClass?	116	80	18	10	6	2
If you use FirstClass, what do you use it for?						

Student Survey
Grade 12

Questions	Forms	A	B	C	D	E
37. Transporting documents between home and school	116	61	23	5	6	3
38. Emailing other students or teachers	116	72	16	5	2	2
39. Emailing people outside the school community	116	77	8	4	5	3
40. Participating in conferences set up by your teacher/class	116	84	4	2	4	3
41. Participating in conference for extracurricular activities	116	79	7	3	5	3
42. On a scale of A to E, how helpful do you think FirstClass is?	116	43	13	17	23	9
43. If you were allowed to directly access the school network folders (ex., your "My Documents" folder at school) from home, would you use it?	116	12	27	34	36	9
44. Do you want your report card, progress reports, and attendance information to be accessible online by you and your parents?	116	45	50	15	2	1