



101 Ridge Road

Little Silver, New Jersey 07739

*THREE – YEAR DISTRICT
TECHNOLOGY PLAN
2010 – 2013*

*Dr. Howard J. Lucks
Superintendent*

Red Bank Regional High School District Technology Plan

July 1, 2010 through June 30, 2013

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

13	6. Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)
13	7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.
B. Cyber Safety	
13	1. List the filtering method(s) used. (NOTE: Be specific as this is a federal mandate.)
14	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.
14	3. Describe the district's Internet safety policy that addresses the a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are— (I) obscene; or (II) child pornography; or (III) harmful to minors; and b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.
14	4. Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)
C. Needs Assessment	
15	1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.
22	a. Evaluate educators' current practices in integrating technology across the curriculum.

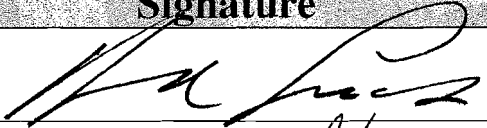
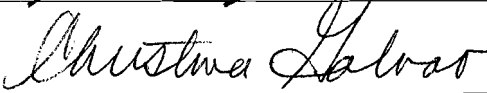
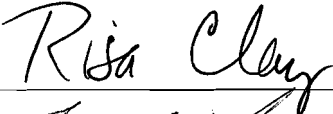
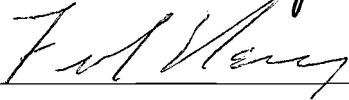
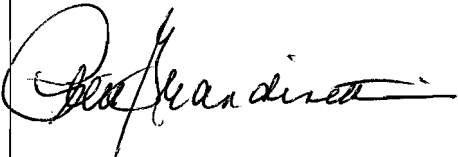
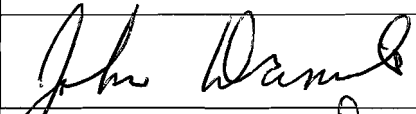
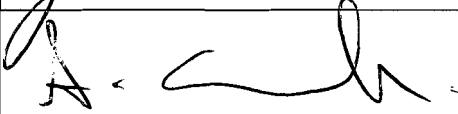

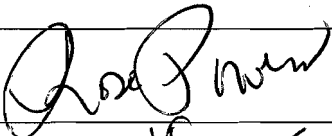
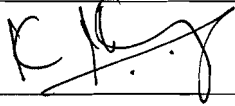
25	b. <i>Provide a summary of educators' proficiency in the use of technology within the district.</i>
26	c. <i>Determine the current educational environment and barriers by describing how:</i>
26	i. <i>Educators are assured access to technology to facilitate technology integration across the curriculum,</i>
27	ii. <i>Often students have access to technology to support the use of 21st century skills in their learning environment,</i>
27	iii. <i>The needs of educators are evaluated,</i>
27	iv. <i>The needs of students are evaluated,</i>
28	v. <i>Past professional development addressed the educators' and students' needs for technology integration,</i>
28	vi. <i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
28	vii. <i>Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i>
28	viii. <i>Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i>
28	ix. <i>Supports were provided for educators other than professional development,</i>
29	x. <i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
30	2. <i>Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.</i>
32	3. <i>Prioritize the identified needs</i>
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	
32	<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
B. Goals and Objectives for 2010-2013	
33	<i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i>

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

VII. PROFESSIONAL DEVELOPMENT	
41	A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
41	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
41	1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i>
41	2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i>
41	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
42	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
42	C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i>
42	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
VIII. EVALUATION PLAN	
44	<i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i>
44	1. <i>Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,</i>
44	2. <i>Enabling students to meet challenging state academic standards, and</i>
44	3. <i>Developing life-long learning skills.</i>

**RED BANK REGIONAL HIGH SCHOOL DISTRICT
2010 – 2013**

Stakeholder Table

Stakeholder Table		
Title	Name	Signature
Superintendent	Dr. Howard Lucks	
Business Administrator	Christina Galvao	
Principal	Risa Clay	
Board Member	Frank Neary	
Supervisor of Technology, Business, Family & Consumer Sciences	Peter Grandinetti	
Network Administrator	John Daniels	
Teacher of Information Technology/Parent	Mandy Galante	
Special Education Teacher	Meredith Maczko	
Library Media Specialist	Kathy Smith	
ELL Teacher	Rose Powers	
Website Designer	Krishna Kanuga	
Parent		

Student		
Community Member		
Business Sector Representative*		
Other Titles		

**Do not use a business member who may wish to provide the district with e-rate services. Providers of e-rate services should not be part of the committee’s make-up. Follow district and state ethics policy as it relates to conflict of interest.*

Narrative (explanation if other members were part of the discussion, or if less than the required nine members were reported above):

EXECUTIVE SUMMARY

Red Bank Regional High School

Demographic

Red Bank Regional High School (RBRHS) is a one school high school district (9-12) in Monmouth County, NJ that serves three primary sending districts, Red Bank Borough, Shrewsbury, and Little Silver. RBRHS accepts tuition students from twelve additional K-8 districts. Our student body numbers 1151. Students who enroll at RBR may opt to apply to one of three specialized four-year career academy programs. These specialized programs include the Academies of Visual and Performing Arts, Information Technology, and Finance. Presently, eighth grade students from the three constituent sending districts, as well as from approximately twelve other K-8 districts in Monmouth County, apply for entrance into these academies. Acceptance into the academies is currently based on a student audition (Visual and Performing Arts only) and the applicant's performance on the NJ Grade Eight Proficient Assessment. At this time, approximately 20% of RBRHS's student body is enrolled in one of the three existing academy programs. Our current academy programs have expanded from three to seven. All students enter the Freshman Academy upon arriving at Red Bank Regional. As students graduate to the 10th grade, they select one of six career-themed academies and follow that course of study for their remaining high school years. Acceptance into these Academies in the 10th grade is based solely on student and parent choice.

RBRHS currently offers 19 AP courses and requires AP students to take the AP test. We were approved as an International Baccalaureate School in September 2009 allowing us to expand our rigorous course offerings to AP, IB and Honors courses for our students. Our award winning programs include many awards and recognition in the areas of technology and engineering. In addition we have received designation as a Model School of the Arts and we have received the Model Program Award for the third time for our ESL/Bilingual Program.

Approximately 85% to 90% of the graduating class goes on to two or four year college programs. Our college acceptances include the most prestigious universities in the United States with our students receiving thousands of dollars of scholarships annually.

Technology Vision

The future growth of Red Bank Regional High School, and the nation at large, will depend, to a large degree, on the vision we hold for our students today. Much like the architect's blueprint, the district's *Technology Plan* will constitute a foundation for future growth. Red Bank Regional High School recognizes the need to update and expand programs to prepare students to live, work, learn, and share information with each other in the United States and around the world. We recognize that communications technologies will play a critical role in a global economy. It is also recognized that in order to achieve these goals schools must continue to develop and participate in programs that train students and staff in the use and application of current technologies.

The Red Bank Regional High School District is committed to preparing all students to be successful, responsible contributors to an ever-changing global society. Part of this vision is to enable each student to integrate the use of information technology in learning so that they are comfortable and fluent with the technological applications.

Technology Mission Statement

The Red Bank Regional High School District recognizes the need to research, evaluate and implement technology to help students develop skills as life long learners and participants in the information society.

III. Technology Overview

A. Technology

1. Inventory of Current Technology

See Appendix A

2. Describe the technology inventory needed to improve student achievement through 2013.

Technology Equipment/Network

Research for student projects is becoming more web based. This research includes Internet browsing, library databases, online video/media subscriptions and new software packages. These methods all increase the demand for bandwidth, network performance and desktop computer performance.

The bandwidth to the Internet should be progressively upgraded to more speed over the next 3 years. This will require the purchase of additional bandwidth as we require the need for more powerful technology

The ability to work in a wireless environment has become a powerful tool. We have added several access points but as the usage of laptop cart increases, there is evidence of dead spots. The additional access points will also provide a cost saving of not having to run cable when adding desktops. Over the next 3 years we should add more access points to classrooms.

Over the next 3 years as server capacity increases so will the need to increase data storage capacity Student and teacher data requirements are high and continue to grow.

The district has increased its usage of projectors and laptops (IDE) and a replacement plan needs to be established when they can no longer be repaired.

It will be necessary to upgrade the library server as the Destiny software will have upgraded software that will require Windows server 2008 and SQL Server 2008.

Software used for Curricular Support and Filtering

As we move into the 21st century, increased communication is a must. It is our hope that tools like video conference, wikis, blogs etc. will encourage more global communication for research projects and worldwide collaborative projects.

The district uses Barracuda filter for email and McAfee Smartfilter for Internet content. These are subscription based services and upgrades are done every 30 minutes (Barracuda) and nightly for Smartfilter. These licenses are renewed yearly.

Technology maintenance policy and plans

Computers require updates throughout the year. Software manufacturers notify us of patches, potential problems, security risks and updates are done on as needed basis.

Most software we have receives daily updates from a manufacturer's support agreement. These are done through our network.

Technology maintenance contracts need to be continued for all equipment. The district will be upgrading to a more robust version of Dameware that will continue to assist the Technology Maintenance Department to remotely expedite service. Another product purchased for the upcoming year is Schooldude's IT Help Desk Management software. This product will replace the current Help Desk software and will enhance the management of IT repair requests, robust reports and FAQs. Currently the district's Maintenance Department uses SchoolDude.

The summer is designated for full maintenance. This time is used for cleaning of data folders, user accounts and re-image of units.

A four year replacement cycle needs to be implemented for computers. Technology changes quickly. It is realistic to expect a life span of 4 years for computers, though the stretch to 5 years is more realistic considering budget constraints. The district will continue to replace obsolete hardware, but will retain units which can be used to train student technicians and be used in the Academy of Information Technology.

Telecommunications Services/Facilities Infrastructure

The district just went through an independent audit of the entire telecommunication system and a final report is pending. Alternate services need to be explored and implemented if there is a cost savings to the district. (VOIP) The district is currently involved in a shared services agreement with neighboring towns using the emergency caller/text messaging system.

The district connects to the Internet by way of 4 1.5MB T1 lines dedicated Ethernet connection. One of the district's goals for delivering 21st century learning to students will be hindered if the bandwidth is not increased.

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

Assistive technology is provided on an individual student basis, as identified in an IEP or 504 Plan. The following assistive technologies are in place for current students:

Kurzweil 3000 is a reading, study skill, and writing program that educators can use to meet the needs of struggling learners, including ELL students and students with special needs. It enables educators to provide differentiated instruction without having to differentiate the curriculum.

LCD projectors- Most classrooms are equipped with Epson LCD projectors and Screens

FM Listening Systems (Audio Enhancement) let teachers talk into a hand-held microphone, which transmits the sound of the teacher's voice directly to a deaf or hard of hearing child's hearing aid or as a whole class instructional system.

Headphones- Help to reduce the distractions and increase concentration. Keeps the listener focused and allows them to adjust sound levels to their comprehension.

Edmark Software-Functional Word Series- The Edmark Functional Word Series helps to successfully teach the functional vocabulary necessary for independent community living. Using the proven Edmark Reading Program multisensory technique, students can learn to recognize 400 functional words.

Franklin Language master- The Speaking Language Master is the essential device and the ideal reference tool to achieve proficiency for an individual, family or study group. Specifically designed for more than one user, one can create a study list of words and let a fellow student or family member have their own study list, or use the large screen and display to share a definition or game with a friend.

Large Keyboard letters- For students who have difficulty seeing or using a standard keyboard.

Magnifier- Used for students with visual impairments to enlarge text.

Talking Scientific Calculator -makes it easier for blind students and teachers to learn. Its speech is clear and natural and can be adjusted for quiet or verbose operation. Each key is spoken when pressed as is the display. It has a unique learning mode that allows for key identification without interrupting the operation.

Books on tape/cd- and books-on-tape can help children with specific learning disabilities in the area of reading keep up with their peers in other areas of learning. These assistive technology solutions can help the child 'read' books that are beyond his reading level.

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

IDE summer training has provided a large percentage of teachers with a laptop. These laptops provide teachers building wide wireless access to update gradebook, lesson plans, research, and many more resources. Every system has Microsoft Office XP Suite. Teachers use Outlook Web Access for email via the RBRHS website.

Every classroom in the district has a teacher computer. These systems all have Microsoft Office XP Professional, and a variety of software determined necessary for them to teach their subject area. This is determined by department Supervisor.

The district is in its final phase of outfitting every classroom with an LCD projector, screen and sound system. Other equipment like Starboards and laptop carts are available for sign out through the media center.

Teachers have access to a 25 unit computer lab which is available on a sign-up basis when no direct instruction classes are being held. The writing lab will be up and running this summer with 18 new systems. The media center is equipped with 40 Dell computers and 4 Macintosh units.

5. How Administrators have access to educational technology in their workplace

Every administrator has access to a computer located in their office space that is used as a communication tool and as a productivity tool. Every computer has Microsoft Office XP. Administrators generally use Outlook for email, but also have Outlook Web Access by way of RBRHS website.

6. Describe how the districts website is accessible to all stakeholders(for example using Federal Accessibility Standards)

The district website is accessible to all stakeholders via any internet browser. The website provides a wealth of information to our community and includes our mission statement, curriculum description, schedules, district report card, employment opportunities, teacher and media center websites, access to our online subscription databases and emergency notification.

The district website will be periodically monitored to ensure that accessibility issues do not arise and stay in line with Federal Section 508. There is an initiative to update the current website and server to incorporate all the functionality of the current system, plus new features such as classroom blogging, enhanced teacher website and a more robust maintenance and technical support service feature.

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

The district has guidelines that will enable a realistic compromise between the need for having the most current technology in the classroom and the need to maintain and use these devices until they are no longer effective. The plan involves two areas: computers and printers.

Computers will be reviewed on an on-going basis to determine if their capabilities meet current district requirements. Every computer will be assessed a minimum of 4 years. Computers may be deemed obsolete based on a number of factors such as: excessive cost of upgrades(i.e.: memory, hard drive), inability to operate with the current complement of software in the district or department, as well as operating history of other machines of the same make and model. Once a computer reaches its capacity in any of these areas it will be replaced and one of two things happens. It may be moved to areas where the need for faster computers is not essential, or we designate it to the Academy of Information Technology to complement its technical training curriculum.

Printers are heavily used in all areas of the district. We repair all out of warranty printers in house within the scope of the IT department’s knowledge. Inkjets have been phased out of the district because of the longer life span of laserjets and because they are more dependable and economical. There is a need for scheduled cleaning and maintenance. The basic repair parts such as rollers and fusers are relatively low cost and easy to do in-house on some models. If a printer has a major failure and the repair cost is close to the replacement cost of the printer, it will be replaced.

B. Cyber Safety

1. List the filtering methods used

Red Bank Regional High School uses Macafee SmartFilter for web content filtering with its built-in SmartReporter for tracking all Internet activity. The district uses Barracuda 300 appliance for spam protection. Both tools prevent access to inappropriate or offensive content. A comprehensive database is updated hourly and daily by each vendor under an annual maintenance contract.

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.

The Acceptable Use Policy is printed annually in the school district handbook and sent to each family for signature by parents and students. Staff also has an agreement to sign (See Appendix B)

3. Online student safety education awareness

Students are educated about online safety through a yearly program facilitated by the district media specialist. Students are taught the importance of maintaining their privacy and protecting their personal information while online. At the beginning of each school year, students sign an Acceptable Use Policy which cautions them to never reveal online their name, home address, phone number, social security number and credit card information.

All traffic is passed through filters before it reaches the user's computer. The user does not have control or the ability to override blocked content. We do have the ability to manually block content that teachers or students come across that may have slipped through the filters.

4. Parent Resources

The Red Bank Regional School District has several technology policies. Policy 6142.10 the Acceptable Use Policy for Red Bank Regional High School District Computer Users Legal Constraints was adopted by the board on April 16, 1997. Policy 5146, the Red Bank Regional High School District Acceptable Use Policy was presented before the board and community for several readings and finally adopted on September 2, 2008. Parents are advised to review these policies and then both the parent/guardian is required to sign.

C. Needs Assessment

1. Complete a needs assessment for educational technology

A district wide technology survey was conducted to determine the educational needs. The analysis of the survey revealed staff needs and competencies.

As part of the three-year technology plan for 2010-2013, our district needs to assess our current practices in the use of technology. Please take the time to complete the survey below to help us identify how we are doing and in which areas we need to improve

As part of the three-year technology plan for 2010-2013, our district needs to assess our current practices in the use of technology. Please take the time to complete the survey below to help us identify how we are doing and in which areas we need to improve

* 1. Please identify your primary area of responsibility:

- Classroom teacher
- Supervisor / administrative
- Classroom aide
- Clerical
- Counselor (Guidance / Special Education)
- Other

*** 1. Classroom teachers: - what subject area do you teach?**

*** 2. Classroom Teachers: - what grade level do you teach? (click all that apply)**

 9 10 11 12

*** 3. Classroom teachers - what software/hardware resources are used to support classroom instruction?**

 Microsoft Word Microsoft Excel Microsoft PowerPoint United Streaming/Discovery Education Adobe Collection (Photoshop, Contribute, Premiere, etc) Podcast Wiki Blog Instructor's web page Software-games/tools that support curriculum Projector DVD or VCR Digital Still Cameras Digital video cameras or Flip video cameras PDA or iPod SMARTBoards Document Camera Graphing Calculator Laptops Other (please specify)

*** 4. Classroom Teachers: - what % of your lessons incorporate the use of technology OTHER than a projector or Powerpoint?**

0-24%
 25-49%
 50-74%
 75-100%

*** 5. Classroom Teachers: - how would you rate yourself in integrating the use of the following into your lessons?**

	Advanced Proficient	Proficient	Partially Proficient	Want to Learn	Not Applicable
Microsoft Word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft PowerPoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adobe Collection (Photoshop, Contribute, Premiere, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Streaming/Discovery Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software - games/tools that support your curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor's Web page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD/VCR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Still Camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital video camera or Flip video camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDA or Ipad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SMARTBoard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document Camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graphing Calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Software/hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

*** 6. Classroom Teachers: - how often are you using United Streaming / Discovery Education videos?**

- Often - I find it a useful source of videos
- Sometimes - the videos are good, but search feature is difficult
- Sometimes - not many videos in my field, but the ones they have are good
- Seldom - not many videos or the quality is not good
- Never - tried it and didn't like it
- Never - haven't tried it yet
- Other (please specify)

*** 7. Classroom Teachers: - which of the following technologies have you assigned as part of student projects?**

- Making a Power Point presentation
- Conduct online research
- Webquest
- Recording or editing speech / text
- Filming / movie editing
- Creating a brochure
- Creating a website
- Creating a podcast
- Posting to a blog
- Posting to a Wiki
- Other (please specify)

*** 8. Classroom Teachers: - do you currently have a website for your class info?**

- Yes
- Yes, but it's inactive
- No

9. Classroom Teachers: - if you have a website, how often do you update it?

- Daily
- Weekly
- Monthly
- Marking Period
- Semester
- Annually
- Never

10. Classroom Teachers: - if you have a website, is it hosted on the RBRHS server or an outside host?

- RBRHS Website
- Outside host (please give Hostname and reasons)

11. Classroom Teachers: - how often do you use a Mac computer?

- Never
- Sometimes, I use whatever is available
- Often, I prefer a Mac
- As much as possible because . . . (please give reason)

12. Classroom Teachers: - there have been inquiries about adding more Mac computers. Please identify the software / project that motivates your use of a Mac instead of a PC.

13. Classroom Teachers: -what percent of the time do you as a teacher HAVE ACCESS TO the technology you need to integrate into your lessons?

- 0-24%
- 25-49%
- 50-74%
- 75-100%

14. Classroom Teachers: -what barriers exist that prevent you from using more technology in your instruction?

- Lack of training
- Unavailable hardware resources(i.e. computers, wireless access,projectors,printers)
- Unavailable software resources
- Inconvenient to check out
- Reliability of resources
- No barriers
- Other (please specify)

15. Classroom Teachers: - are there any factors that are hampering your use of the laptop carts?

- Too bulky - difficult to move
- Availability
- Training
- Reliability - not all working or configured properly
- No factors
- Other (please specify)

16. Classroom Teachers: - do you have any suggestions on how the district can help you as a teacher integrate technology into your instruction?

1. All Staff: - Please select the software / hardware resources used in the performance of your job duties

- Microsoft Word
- Microsoft Excel
- Microsoft Power Point
- Genesis
- Adobe Contribute
- Internet Research
- Printer
- Color Printer
- Scanner
- Digital Camera
- Digital Video

Other (please specify)

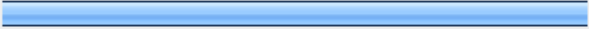
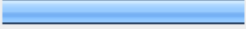

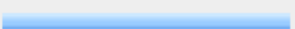
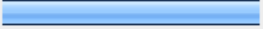


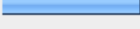
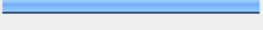
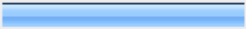

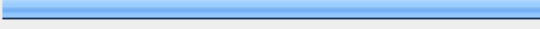
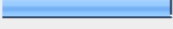
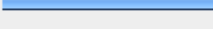



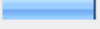
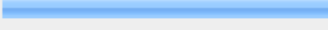
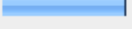
2. All Staff: -what barriers exist that prevent you from using technology effectively to perform job duties?

- Lack of training
- Unavailable hardware resources(i.e. computers, wireless access,printers)
- Unavailable software resources
- Reliability of resources
- No barriers
- Other (please specify)

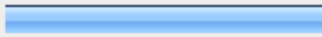
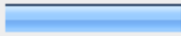
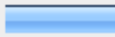

3. All Staff: - what software / hardware resource would you like to add or improve that would make a positive impact on performing your job duties?

4. All Staff: -are there any reasons that you can identify that students are not achieving the NJCCCS because of a lack of access to technology resources? Please Explain

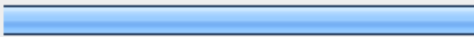
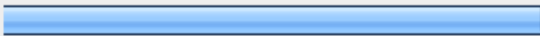
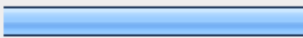
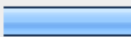
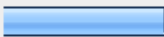
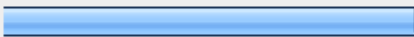



- a. Evaluate educator's current practices in integrating technology across the curriculum.
The results of the survey questions below show the practices of staff.

Classroom teachers - what software/hardware resources are used to support classroom instruction?		
		Response Percent Response Count
Microsoft Word		95.1% 39
Microsoft Excel		39.0% 16
Microsoft PowerPoint		80.5% 33
United Streaming/Discovery Education		46.3% 19
Adobe Collection (Photoshop, Contribute, Premiere, etc)		41.5% 17
Podcast		7.3% 3
Wiki		4.9% 2
Blog		22.0% 9
Instructor's web page		41.5% 17
Software-games/tools that support curriculum		39.0% 16
Projector		78.0% 32
DVD or VCR		87.8% 36
Digital Still Cameras		26.8% 11
Digital video cameras or Flip video cameras		34.1% 14
PDA or Ipad		12.2% 5
SMARTBoards		7.3% 3
Document Camera		9.8% 4
Graphing Calculator		14.6% 6
Laptops		53.7% 22
Other (please specify)		19.5% 8
		answered question 41

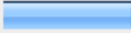

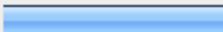

Classroom Teachers: - what % of your lessons incorporate the use of technology OTHER than a projector or Powerpoint?

	Response Percent	Response Count
0-24% 	48.8%	20
25-49% 	26.8%	11
50-74% 	17.1%	7
75-100% 	7.3%	3
<i>answered question</i>		41

Classroom Teachers: - which of the following technologies have you assigned as part of student projects?

	Response Percent	Response Count
Making a Power Point presentation 	73.2%	30
Conduct online research 	82.9%	34
Webquest 	46.3%	19
Recording or editing speech / text 	19.5%	8
Filming / movie editing 	24.4%	10
Creating a brochure 	63.4%	26
Creating a website 	2.4%	1
Creating a podcast	0.0%	0
Posting to a blog 	14.6%	6
Posting to a Wiki	0.0%	0
Other (please specify) 	14.6%	6
<i>answered question</i>		41

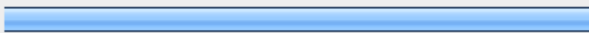
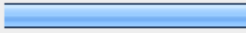
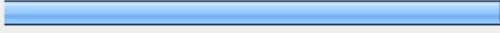

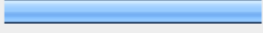


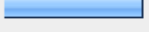
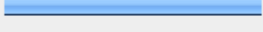
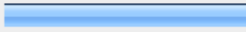
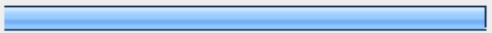
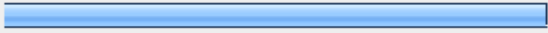





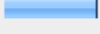
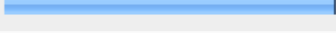
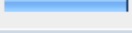
Classroom Teachers: -what percent of the time do you as a teacher HAVE ACCESS TO the technology you need to integrate into your lessons?

		Response Percent	Response Count
0-24%		19.5%	8
25-49%		14.6%	6
50-74%		34.1%	14
75-100%		31.7%	13
<i>answered question</i>			41

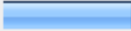

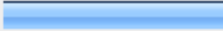
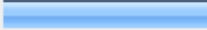
b. Provide a summary of educators' proficiency in the use of technology within the district.

Classroom Teachers: - how would you rate yourself in integrating the use of the following into your lessons?						
	Advanced Proficient	Proficient	Partially Proficient	Want to Learn	Not Applicable	Response Count
Microsoft Word	59.0% (23)	35.9% (14)	5.1% (2)	0.0% (0)	0.0% (0)	39
Microsoft Excel	13.9% (5)	38.9% (14)	22.2% (8)	5.6% (2)	19.4% (7)	36
Microsoft PowerPoint	32.4% (12)	43.2% (16)	13.5% (5)	10.8% (4)	0.0% (0)	37
Adobe Collection (Photoshop, Contribute, Premiere,etc)	5.6% (2)	22.2% (8)	22.2% (8)	30.6% (11)	19.4% (7)	36
United Streaming/Discovery Education	20.0% (7)	25.7% (9)	20.0% (7)	22.9% (8)	11.4% (4)	35
Software - games/tools that support your curriculum	2.9% (1)	38.2% (13)	23.5% (8)	20.6% (7)	14.7% (5)	34
Instructor's Web page	14.7% (5)	26.5% (9)	20.6% (7)	23.5% (8)	14.7% (5)	34
Podcast	0.0% (0)	6.3% (2)	12.5% (4)	46.9% (15)	34.4% (11)	32
Wiki	0.0% (0)	6.5% (2)	16.1% (5)	38.7% (12)	38.7% (12)	31
Blog	9.4% (3)	12.5% (4)	0.0% (0)	46.9% (15)	31.3% (10)	32
Projector	55.6% (20)	30.6% (11)	11.1% (4)	2.8% (1)	0.0% (0)	36
DVD/VCR	67.6% (25)	21.6% (8)	2.7% (1)	5.4% (2)	2.7% (1)	37
Digital Still Camera	27.3% (9)	18.2% (6)	6.1% (2)	21.2% (7)	27.3% (9)	33
Digital video camera or Flip video camera	15.6% (5)	18.8% (6)	9.4% (3)	43.8% (14)	12.5% (4)	32
PDA or Ipod	22.6% (7)	9.7% (3)	9.7% (3)	35.5% (11)	22.6% (7)	31
SMARTBoard	2.9% (1)	5.9% (2)	11.8% (4)	44.1% (15)	35.3% (12)	34
Document Camera	9.7% (3)	0.0% (0)	6.5% (2)	41.9% (13)	41.9% (13)	31
Graphing Calculators	6.7% (2)	10.0% (3)	6.7% (2)	3.3% (1)	73.3% (22)	30
Other Software/hardware	8.3% (2)	8.3% (2)	4.2% (1)	16.7% (4)	62.5% (15)	24
Other (please specify)						3
answered question						41

- c. Determine the current educational environment and barriers by describing how:
- i. Educators are assured access to technology to facilitate technology integration across the curriculum.

Classroom teachers - what software/hardware resources are used to support classroom instruction?		
		Response Percent Response Count
Microsoft Word		95.1% 39
Microsoft Excel		39.0% 16
Microsoft PowerPoint		80.5% 33
United Streaming/Discovery Education		46.3% 19
Adobe Collection (Photoshop, Contribute, Premiere, etc)		41.5% 17
Podcast		7.3% 3
Wiki		4.9% 2
Blog		22.0% 9
Instructor's web page		41.5% 17
Software-games/tools that support curriculum		39.0% 16
Projector		78.0% 32
DVD or VCR		87.8% 36
Digital Still Cameras		26.8% 11
Digital video cameras or Flip video cameras		34.1% 14
PDA or Ipad		12.2% 5
SMARTBoards		7.3% 3
Document Camera		9.8% 4
Graphing Calculator		14.6% 6
Laptops		53.7% 22
Other (please specify)		19.5% 8
		answered question 41

Classroom Teachers: -what percent of the time do you as a teacher HAVE ACCESS TO the technology you need to integrate into your lessons?

	Response Percent	Response Count
0-24% 	19.5%	8
25-49% 	14.6%	6
50-74% 	34.1%	14
75-100% 	31.7%	13
<i>answered question</i>		41

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

Red Bank Regional is equipped with over 500 computers that are available to students and staff. Student access to computers is based on the teachers desire to incorporate computer technology into that subject area’s curriculum. The district classrooms have computers, and the writing lab, internet lab and media center are all equipped with computers.

The district classrooms presently have an average of 3 computers that are hard wired for student use. The district also has wireless connectivity through ¾ of the building and expects to increase the access points in the future. There are 5 wireless laptop carts each consisting of 24 laptops.

iii. The needs of educators are evaluated.

The needs of staff are evaluated through the online survey service Survey Monkey. The surveys are used by Administration, professional development committee and technology planning committee.

The district also utilizes professional Learning committees and departmental collaboration to address the needs of the district.

iv. The needs of students are evaluated.

Staff takes student input seriously. The needs of students are evaluated through the online survey services Survey Monkey and Naviance. Also, students are often included on committees for various district initiatives. The district values an open and respectful atmosphere where both students and staff are encouraged to participate in the decision making process.

v. Past professional development addressed the educators' and students' needs for technology integration.

Past professional development activities related to technology integration were provided by Innovative Designs for Education (IDE) and outside workshops. Teachers also turn-keyed various in-house workshops including website design, PowerPoint, and Genesis to name a few.

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

Past professional development for administrators is ongoing utilizing outside resources as well as district sponsored workshops. In addition, administrators are trained on any new technology throughout the school year on an as needed basis. New initiatives such as Genesis for student information and Systems 3000 for purchase order approval.

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

Ongoing professional development activities related to technology integration were provided in 2009-2010 by Innovative Designs for Education (IDE) and district sponsored workshops.

viii. Ongoing, sustained professional development was provided in 2009-2010 for all administrators to further the use of technology in the classroom and library media center.

Ongoing professional development for administrators was provided in 2009-2010 utilizing outside resources as well as district sponsored workshops. In addition, administrators are trained on new technologies throughout the school year. Newer initiatives include Genesis for student information and Follet Destiny for library management.

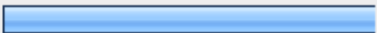

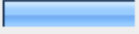

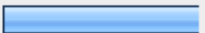


ix. Supports were provided for educators other than professional development.

The Red Bank Regional School District has a technology support structure that consists of a network administrator and a technical engineer. The two work as a team in assisting the needs of teachers with hardware and software support as entered into the maintenance request system.

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

Professional development needs and barriers are most commonly identified through ongoing collaboration between the principal and supervisors. The communication vehicle used consists of monthly supervisor meetings and/or surveys via email or Survey Monkey.

The tech survey result clearly indicates lack of training and unavailable hardware as barriers in using educational technology as part of instruction.

Classroom Teachers: -what barriers exist that prevent you from using more technology in your instruction?			Response Percent	Response Count
Lack of training		56.1%	23	
Unavailable hardware resources(i.e. computers, wireless access,projectors,printers)		48.8%	20	
Unavailable software resources		19.5%	8	
Inconvenient to check out		14.6%	6	
Reliability of resources		29.3%	12	
No barriers		12.2%	5	
Other (please specify)		22.0%	9	
			<i>answered question</i>	41

- 2. Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.**
In the open response section of question 14 on the survey the following was cited:

Other (please specify)		
1	would be great if the M/C had student aides to bring equipment down and I would be happy to return it	May 5, 2010 3:04 PM
2	compatability of hardware, software and computers lack of prep time not enough equipment for number of students enrolled software not updated/hardware not repaired with enough regularity to complete tasks/stay current	May 5, 2010 3:15 PM
3	Internet access speed is abhorant and my computers are 8-10 years old. I have 20 computers and 8 do not work.	May 5, 2010 3:19 PM
4	Some of my rooms (since I move around) have only a computer on the teacher's desk. Some computers have inadequate advancement.	May 5, 2010 3:22 PM
5	It's not a lack of training, but it is a matter of a lack of time/knowledge to learn how to use some different technologies.	May 5, 2010 3:56 PM
6	blocked sites	May 5, 2010 4:11 PM
7	Lack of experience/knowledge	May 5, 2010 4:53 PM
8	Sometimes they are already in use.	May 5, 2010 5:02 PM
9	Computers in the media center and math office are VERY slow, so trying to do computer work (like lesson plans, creating PowerPoints, etc.) on my free period becomes very difficult.	May 5, 2010 6:35 PM

Question 16 from the survey – Do you have any suggestions on how the district can help you as a teacher integrate technology into your instruction?

Response Text		
1	I think the district should consider having teachers apply for laptop renewals, etc. Many of the laptops teachers are using are outdated, and many of the teachers who have laptops do not use them.	May 5, 2010 2:45 PM
2	training with small groups	May 5, 2010 3:04 PM
3	More computers in the classroom. One student computer is never enough to do a class project, especially in the block.	May 5, 2010 3:06 PM
4	guide me specifically with assignments until I get more used to it	May 5, 2010 3:10 PM
5	professional development devoted to learning how to use a variety of technology available to us.	May 5, 2010 3:16 PM
6	Use inservice days to let teachers learn different tech applications and plan curriculum.	May 5, 2010 3:18 PM
7	I really need working computers.	May 5, 2010 3:19 PM
8	Career center could also be a useful computer lab if the computers weren't so unreliable.	May 5, 2010 3:22 PM
9	First, fix the 4 computers in my classroom as asked back in October. Then add the software as requested.	May 5, 2010 3:32 PM
10	none	May 5, 2010 3:34 PM
11	Training	May 5, 2010 3:39 PM
12	Hard wired power switch for Auditorium. Longer Cable or more accessible computer hook up Speakers for computer suitable to size of auditorium	May 5, 2010 3:40 PM
13	Add hardware. In class training for STUDENTS.	May 5, 2010 4:11 PM
14	mini workshops with time to practice with it	May 5, 2010 4:39 PM
15	Subject specific workshops on integration of tech	May 5, 2010 4:53 PM
16	Provide in-service in particular types of technology for specific subject areas	May 5, 2010 5:33 PM
17	I would like a workshop on building a website. Krishna has done this in the past, and it got rave reviews, but I unfortunately did not have an opportunity to take it, because other workshops were mandated during the same time. I would like this available as an option that ANYONE can take.	May 5, 2010 6:35 PM
18	training	May 5, 2010 7:55 PM
19	computers in classroom, update laptop cart	May 6, 2010 1:25 PM
20	Better training classes	May 7, 2010 5:38 PM

The answers provided from these two questions clearly indicate the need for more professional development available to staff and administrators along with improvement and upgrades in the area technological services and support, including software and hardware.

3. Prioritize the identified needs.

1. Professional development for staff to support the use of technology in the classroom and the media center. Teach how to integrate technology within the different subject matters.
2. Professional development for administrators to further the effective use of technology in the classroom or media center
3. Maintain standards for upgrading hardware and purchase of software. Technology changes so fast and the newest software versions are always high in demand. Laptops were provided as a result of IDE training. This training benefit has however created the need for software and hardware maintenance and a replacement cycle as well. The new budget constraints will dictate how we address new purchases.

IV. Three Year Goals and Objectives

A. History

The District's technology plan for 2007 – 2010 had four categories of goals: integrating technology through the curriculum; staff and professional development; access to technology; and infrastructure. The evaluation of the goals and objectives are outlined below.

A. Integrate technology through the curriculum

The Red Bank Regional School District has successfully achieved this goal by continuing to infuse technology and revising the curriculum to include the NJCCCS. This is an ongoing process, so the goal will be continued as new and emerging technologies are created.

B. All teachers will have the training and support they need to help all student learn through computer through the information superhighway

The Red Bank Regional School District has successfully achieved this goal by conducting numerous in district training sessions related to a variety of computer applications including web site design and PowerPoint. Staff also participated in training conducted by IDE. This will be an ongoing goal.

C. All students and teachers will have access to computers with Internet/ Network capabilities in their classroom.

The Red Bank Regional School District has successfully achieved this goal by expanding the hours that the media center is available and also adding more wireless access points in the building. This will be an ongoing goal as the need to add more wireless access points and increase internet bandwidth.

D. Effective and engaging software and on-line resources will be an integral part of every school curriculum available to schools.

The Red Bank Regional School District has successfully achieved this goal with the addition of Study Island and Discovery Education. This will be an ongoing goal as new and emerging software is created.

B. Goals and Objectives for 2010-2013

The District has aligned its goals with the State's technology plan. The specific goals and objectives are outlined below.

Goal 1: Red Bank Regional High School students will be prepared to excel in the community, workplace, and in society using 21st Century Learning Skills.

Objective 1.1 Infusing educational technology into instructional activities aligned with the NJCCCS as noted in the teacher lesson plans.

Objective 1.2 All students will have equitable access to on-line resources in order to access information and/or collaborate with others inside or outside of the classroom.

Goal 2: All educators will attain the 21st century skills and knowledge necessary to integrate educational technology to enable students to achieve the goals of the New Jersey Core Content Curriculum Standards.

Objective 2.1 All educators will participate in high quality professional development activities with a focus on integrating 21st century skills into instruction.

Objective 2.2 All educators will use technology tools and applications to provide opportunities for authentic, student-centered, inquiry-based learning with a real world focused curriculum.

Goal 3: Educational Technology will be accessible by students, teachers, and administrators, and utilized for instruction and administration in all learning environments, including classrooms and the library media center.

Objective 3.1 The District will provide the library media center with to up to date technologies and hardware capable of supporting group instruction.

Objective 3.2 The District will provide classrooms with up to date technologies and hardware and expand classroom access where necessary.

Goal 4: The district will build and maintain the infrastructure necessary for all students, educators and staff to access digital information, including efficient access to data, voice and streaming video.

Objective 4.1: The District will provide a high-speed network, current hardware / software and Internet access which enable all students and educators to support their curricular and administrative activities.

Objective 4.2: The District will have the technical staff to support and maintain the technology resources and systems.

Objective 4.3: The District will provide the external (Internet) and internal (wired and wireless) bandwidths necessary to support curricular access to digital resources.

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

Goal 1: Red Bank Regional High School students will be prepared to excel in the community, workplace, and in society using 21st Century Learning Skills.

Objective 1.1 Infusing educational technology into instructional activities aligned with the NJCCCS as noted in the teacher lesson plans.

Objective 1.2 All students will have equitable access to on-line resources in order to access information and/or collaborate with others inside or outside of the classroom

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
1.1	Review each content area and determine the alignment with NJCCCS with specific notice to technology.	2010-2013	Principal Department Supervisors	Curriculum Guide
1.2	Identify technology that supports the objectives of NJCCCS	2010-2013	Principal Department Supervisors Technology Committee	Purchase Orders
1.3	Continued use of Study Island	2010-2013	Principal Department Supervisors	Student Assessment

Goal 2: All educators will attain the 21st century skills and knowledge necessary to integrate educational technology to enable students to achieve the goals of the New Jersey Core Content Curriculum Standards.

Objective 2.1 All educators will participate in high quality professional development activities with a focus on integrating 21st century skills into instruction.

Objective 2.2 All educators will use technology tools and applications to provide opportunities for authentic, student-centered inquiry-based learning with a real world focused curriculum.

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
2.1	Conduct needs assessments to assess skills and knowledge required based on curriculum	2010-2013	Principal Professional Development Lead	Survey Results
2.2	Provide professional development activities to inform and empower staff to implement the NJCCCS	2010-2013	Principal Vice Principal Professional Development Lead	Session Agenda Attendance sheet

Goal 3: Educational Technology will be accessible by students, teachers, and administrators, and utilized for instruction and administration in all learning environments, including classrooms and the media center.

Objective 3.1 The District will provide media center with to up to date technologies and hardware capable of supporting group instruction.

Objective 3.2 The District will provide classrooms with up to date technologies and hardware and expand classroom access where necessary.

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
3.1	Purchase and upgrade computers in the media center on a 5 year cycle	2010-2013	Technology Department	Purchase Orders

			Principal	
3.2	Increase the presence of Smartboards	2010-2013	Principal Technology Department Technology Committee Department Supervisors	Student Assessment
3.4	Research the feasibility of including Macintosh platform (software, hardware, support and tech staff training)	2012-2013	Technology Department Technology Committee	Purchase Orders Tech assessment notes
3.5	Maintain standards for equipment and software to ensure compatibility.	2010-2013	Technology Department Technology Committee	Purchase Orders
3.6	Purchase new computers for the writing lab	2010-2013	Principal Technology Department	Purchase Orders
3.7	Purchase and upgrade computers in the area of Special Education	2010 -2013	Principal Spec. Ed. Supervisor Technology Department	Purchase Orders

Goal 4: The district will build and maintain the infrastructure necessary for all students, educators and staff to access digital information, including efficient access to data, voice and streaming video.

Objective 4.1 The District will provide a high-speed network, current hardware / software and Internet access which will enable all students and educators to support their curricular and administrative activities.

Objective 4.2 The District will have the technical staff to support and maintain the technology resources and systems.

Objective 4.3 The District will provide the external (Internet) and internal (wired and wireless) bandwidths necessary to support curricular access to digital resources

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
4.1	Continue to purchase and upgrade computers in the classrooms on a 5 year cycle	2010-2013	Technology Department Principal	Purchase Orders
4.2	Increase WAN presence through the building	2010-2013	Technology Department Technology Committee	Purchase Orders
4.3	Increase the bandwidth and expand by moving Internet access to fiber	2010-2013	Technology Department Technology Committee	Purchase Order
4.4	Expansion of Website with enhanced features(blogging,wikis,educator website, parent portal)	2010-2013	Principal Technology Department Technology Committee	Website
4.5	Maintain filtering, spam and antivirus programs on all systems	2010 -2013	Technology Department Technology Committee	Purchase Orders

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

The Red Bank Regional Technology goals and activity tables show that the district's plan combines careful planning with specific goals on several levels school-wide, including Technology maintenance, Staff Development, Special Needs and Software. Our approach is based on keeping hardware and the network working effectively, and accessible to all staff and students.

D. Telecommunications, information technologies, and other specific resources useful to reaching the stated goal.

The content of the plan focuses on the resources to be used to accomplish the stated goals. There are other resources accomplished in previous plans that will continue.

VI. Funding Plan (2010 – 2013)

The Red Bank Regional School District is comprised of three municipalities, Red Bank, Little Silver and the Borough of Shrewsbury. Contained within the finalized 2010-2011 budget is the technology budget in the amount of \$250,000 to be used in accordance with the attached funding tables. Each department supervisor has provided technology needs that were considered in the development of the technology budget.

In addition to the local tax levy, sources of funding used to help ensure that students have access to technology include: NCLB, IDEA and Perkins Grants, E-Rate reimbursements, RBR Educational Foundation grants.

The district will continue to seek alternative funding in order to supplement the tax levy so that funds will be available to meet the goals and objectives outlined in the Technology Plan.

RED BANK REGIONAL SCHOOL DISTRICT

*Three-Year District Technology Plan
(2010-2013)*

Funding Plan Table (2010-2011)

Three-Year Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)				
Print media needed to achieve goals				
Technology Equipment	40,000		110,000	10,000
Network			23,000	
Capacity	E-Rate 15,000		40,000	
Filtering			17,000	
Software	10,000		30,000	
Maintenance			30,000	
Upgrades				
Policy and Plans				
Other services				

RED BANK REGIONAL SCHOOL DISTRICT

*Three-Year District Technology Plan
(2010-2013)*

Funding Plan Table (2011-2012)

Three-Year Technology Plan Projected Funding Table (2011-2012)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)				
Print media needed to achieve goals				
Technology Equipment			100,000	10,000
Network			20,000	
Capacity	E-Rate 15,000		40,000	
Filtering			15,000	
Software	10,000		30,000	
Maintenance			25,000	
Upgrades				
Policy and Plans				
Other services				

RED BANK REGIONAL SCHOOL DISTRICT

*Three-Year District Technology Plan
(2010-2013)*

Funding Plan Table (2012-2013)

Three-Year Technology Plan Projected Funding Table (2012-2013)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)				
Print media needed to achieve goals				
Technology Equipment			100,000	10,000
Network			20,000	
Capacity	E-Rate 15,000		40,000	
Filtering			15,000	
Software	10,000		30,000	
Maintenance			25,000	
Upgrades				
Policy and Plans				
Other services				

Christina M. Galvao
School Business Administrator
Board Secretary



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RED BANK REGIONAL HIGH SCHOOL

OUR MISSION: TO ENSURE THE ACADEMIC SUCCESS & PERSONAL GROWTH OF ALL STUDENTS WHILE DEVELOPING IN THEM A PASSION FOR LEARNING.

5.6 Technology Plan 2010-2013

Recommended that the Red Bank Regional High School Board of Education approve the submission of the district's three year Technology Plan to the County Office of the Department of Education for review and approval.

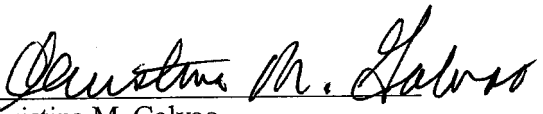
Motion by Mrs. Doherty, seconded Mr. Horton that the Board of Education approved.

Roll Call Vote: ayes: Mrs. Ciabattoni, Mr. Costa, Mrs. Doherty, Mr. Garofalo, Mrs. Gilmour, Mr. Horton, Mr. Megill, Mr. Mendelson and Mr. Neary

Results: ayes: 9; unanimously carried.

Adopted:
(06/23/2010)

"I certify that this is a true excerpt from the minutes of the June 23, 2010 meeting of the Red Bank Regional High School Board of Education."


Christina M. Galvao
School Business Administrator/
Board Secretary

VII. Professional Development

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

William Smith, Supervisor of English, History

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

- 1. How ongoing, sustained professional development for all administrators will be provided to further effective use of technology in all learning environments.**

Our ongoing professional development opportunities will be reflected in a survey which will be provided to staff to identify topics of interest. Areas of technology needs will include effective use of instructional software, application software, integrating simulation software, and hardware training.

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

A variety of professional development activities will be offered through in-service workshops and summer, week long, professional seminars and workshops. Additional professional development will be provided through appropriate out of district workshops and seminars.

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

Specialized training will also be made to selected and technical staff. The following opportunities will be available but are not limited to:

1. Training for Project Lead the Way and Academy of Information Technology Staff
2. Various software and hardware areas:
 - a. Web Page Design
 - b. Digital Media
 - c. Student Management Software
 - d. Computer Troubleshooting
 - e. Microsoft Office Suite
 - f. Wireless Technologies
 - g. Web Quests (Blogs and Wikispaces)
 - h. Adobe Software

During the 2010-2013 academic years the following resources are available for staff development;

1. National Academy Foundation
2. Red Bank Regional High School Adult School
3. Individual out-of-district workshops on selected computer and technology related topics
4. On-site workshops by software and hardware related specialists
5. In-school and after school workshops offered by selected Red Bank Regional High School staff
6. Joint workshops and training with area schools
7. Brookdale Community College
8. Monmouth University

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

Staff that require assistive technology training are sent to various workshops and conferences in addition to training that is provide within the district.

C. Ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as it relates to the infusion of technology into the curricular process. Describe 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.

Classroom observations will be used as a component to assess technological readiness as an effective evaluation measure to assess properly infused use of technology as a learning tool. Walkthrough observations as an immediate measure of feedback can be done to determine ongoing use of technology or technology related activities in the classroom. Specifically, instructional partners may include Texas Instruments, Study Island or Criterion or Collins writing to provide online support for improving learning skills.

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

During the 2010-2013 time periods, academic departments will continue to explore the Internet instructional activities that can be added to course curriculum. Students will continue to use on-line lessons. Students will use Internet search engines to do research projects. Software will be purchased to enhance lesson presentations and encourage student discovery of concepts. Interactive media will be used to interface technology with learning. Staff will continue to be encouraged to attend training to operate software which can be used for appropriate classroom activities. In addition, staff will be encouraged to attend courses, workshops, seminars, conferences on the topics of technology and software applications.

VIII. Evaluation Plan

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

1. Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach.

The Red Bank High School District will use several means of evaluating the effectiveness of integrating technology into curriculum and instruction. Some of these measures include:

- Customizing professional development to specific areas of learning needed. The result would be an increase in student achievement.
- Lesson plans, annual performance reviews, classroom observations are evidence of technology integration.
- The technology committee will routinely review the Technology Plan to determine the extent to which the technology resources promote 21st century skills.

2. Enabling students to meet challenging state academic standards, and

The district's technology curriculum is current and aligned according to the NJ Core Curriculum Content Standards for Technology. Other core subject areas will be evaluated as suggested in the plan to ensure that students are equipped with the tools for them to meet the challenge of the academic standards.

3. Developing life-long skills

The district is aware of the challenges in preparing students for jobs that don't currently exist in today's workforce. The educators at Red Bank Regional High School are equipped with the training and technology to educate our students with life-long learning skills through a thorough curriculum that is aligned with the NJCCCS and a solid support system.

Appendix A

Technology Inventory

Servers

Room	Description	Manufacturer	Model
231	FILESERVER	DELL	T105
237	FILESERVER	DELL	PE2900
237	FILESERVER	DELL	PE2800
237	FILESERVER	DELL	PE2500
237	FILESERVER	DELL	PE4600
237	FILESERVER	DELL	PE4600
237	FILESERVER	DELL	PE1600SC
237	FILESERVER	DELL	PE1800
237	FILESERVER	DELL	GX1
237	FILESERVER	DELL	GX270
237	FILESERVER	DELL	XPS
237	FILESERVER	DELL	PE650
237	FILESERVER	DELL	R200
237	FILESERVER	DELL	PE1425
237	FILESERVER	DELL	PE1425
237	FILESERVER	DELL	PE1425
237	FILESERVER	DELL	PE1425
237	FILESERVER	DELL	PE850
237	FILESERVER	DELL	PE2850
237	FILESERVER	DELL	PE2850
237	FILESERVER	HP	Proliant 360
237	FILESERVER	HP	Proliant 140
237	FILESERVER	Accellus	
237	Spamfilter	Barracuda	300
237	Firewall	Cisco	500
237	Array	Dell	MD1000
237	Backup	Dell	PV1222T
237	Backup	Dell	PV745N
237	Battery Backup	SmartUPS	2200XL(4)

Switches

Qty	Manufacturer	Model
1	Cisco	2600 Router
1	Cisco	Pix 515E Firewall
1	Cisco	2970 (24)
1	Cisco	3550(12)
5	Cisco	2950(24)
15	HP	2824(24)
1	Cisco	2900(24)
1	Cisco	2900(12)
1	Asante	7000(16)
4	HP	2650(48)
4	HP	2626(24)
2	HP	2624(24)
1	HP	6200(24)
1	HP	2610(24)
20	Cisco WAP	1131AG
2	Linksys WAP	54G
2	Cisco WAP	1242AG (Gym)
1	Cisco WAP Controller	4400

Printers

Room	QTY	Manufacturer	Model
ACCP	1	H.P.	LJ4100TN
ACCP	1	H.P.	LJP3005
ACCP	1	OKIDATA	3410
PAYR	1	XEROX	PHASER8560
SUPS	1	H.P.	G85XI
SUPT	1	H.P.	LJ1022N
D110	1	H.P.	LJ1300N
D112	1	H.P.	LJ1300N
D114	1	XEROX	PHASER8500
D116	1	H.P.	LJ1022N
D120	1	H.P.	LJ2015DN
D122	1	H.P.	LJ1300N

Room	QTY	Manufacturer	Model
D122	1	H.P.	LJ9000DN
D122	1	XEROX	PHASER8500
D122	1	H.P.	LJ1320N
D123	1	H.P.	LJ1022N
D123	1	H.P.	OFJPROK550
D137	1	H.P.	LJ1022N
D144	1	H.P.	LJ1300
D147	1	H.P.	LJ1022
KTCH	1	H.P.	LJ2100
MC	1	H.P.	LJ4000N
MC	1	H.P.	LJ4000N
MC	1	H.P.	LJ4000N
MC	1	H.P.	LJ4000N
MC	1	XEROX	PHASER8560
MNOF	1	H.P.	LJ1300N
MNOF	1	XEROX	PHASER8500
MNOF	1	H.P.	M1522NF
110	1	H.P.	LJ1300N
110	1	H.P.	LJ3030
114	1	H.P.	LJ1022N
124	1	DELL	
135	1	XEROX	PHASER8560
135	1	H.P.	LJ4100N
140	1	XEROX	PHASER8400
140	1	XEROX	PHASER8560
141	1	H.P.	LJ4050TN
146	1	H.P.	LJ1022N
148	1	CANON	PRO9000
151	1	H.P.	L7680
152	1	H.P.	LJ1022N
153	1	H.P.	LJ1022N
154	1	H.P.	LJ1022N
159	1	H.P.	LJ1022N
159	1	H.P.	L7680
159	1	H.P.	LJ1022N
200	1	H.P.	LJ1320N
202	1	H.P.	LJ1022N
203	1	H.P.	LJ4100N
204	1	H.P.	LJ1300N
205	1	H.P.	LJ1300N

Room	QTY	Manufacturer	Model
206	1	H.P.	LJ4100N
207	1	H.P.	LJ1300N
208	1	H.P.	LJ1022N
209	1	H.P.	LJ4100N
209	1	H.P.	LJ4100N
209	1	H.P.	LJ4100N
210	1	H.P.	LJ1022N
211	1	H.P.	LJ1022N
212	1	H.P.	LJP5105N
213	1	DELL	
214	1	H.P.	LJ4050N
215	1	H.P.	LJ1022N
220	1	H.P.	LJ1200
221	1	H.P.	LJ1022N
222	1	H.P.	LJ1300N
223	1	DELL	1710N
224	1	H.P.	LJ4050N
225	1	H.P.	LJ1022N
226	1	H.P.	LJ1022N
227	1	DELL	
230	1	DELL	3000CN
231	1	XEROX	PHASER8500
231	1	H.P.	LJ1300
232	1	XEROX	PHASER8400
232	1	H.P.	LJ1300N
233	1	H.P.	DJ2500CP
233	1	XEROX	PHASER8400
233	1	H.P.	LJ1022N
234	1	XEROX	PHASER8400
235	1	XEROX	C2424
236	1	DIMENSION	SST768
236	1	H.P.	DJ500
236	1	XEROX	PHASER8560
236	1	H.P.	LJ4050N
237	1	DELL	1710N
237	1	H.P.	L7580
237	1	XEROX	PHASER8560
238	1	CANON	PRO9000
238	1	H.P.	LJ3030
241	1	H.P.	LJ4100N

Room	QTY	Manufacturer	Model
241	1	H.P.	LJ1022
242	1	H.P.	LJ1300
242	1	H.P.	LJ4000
244	1	H.P.	LJ4050N
244	1	XEROX	PHASER8500
245	1	DELL	1710N
246	1	H.P.	LJ4050N
253	1	XEROX	PHASER8500
254	1	H.P.	CLJCP2025
254	1	XEROX	PHASER8500
254	1	H.P.	LJ8150
260	1	H.P.	LJ1022N
262	1	H.P.	LJ1022N
262	1	H.P.	210L
263	1	H.P.	LJ1022N
264	1	H.P.	LJP1505N
265	1	DELL	1710N
266	1	H.P.	LJ1022N
267	1	H.P.	LJ1022N
268	1	DELL	1710N
269	1	H.P.	LJ1022N
270	1	H.P.	LJ1320N
271	1	H.P.	LJ1320N
272	1	H.P.	LJ5
273	1	H.P.	LJ5
A238	1	H.P.	LJP1505N
301	1	H.P.	LJ1300N
305	1	H.P.	LJ1320N
308	1	H.P.	LJ1300N
311	1	H.P.	LJ1022N
314	1	H.P.	LJ5N
321	1	H.P.	LJ1022N
324	1	H.P.	LJ1300N
326	1	H.P.	LJ1300N
327	1	H.P.	LJ4050N
331	1	H.P.	LJ1320N
332	1	H.P.	EPSON
332	1	H.P.	LJP1505N
333	1	H.P.	LJ4050TN
334	1	EPSON	

Room	QTY	Manufacturer	Model
334	1	H.P.	LJ4100N
334	1	H.P.	LJ4050N
335	1	EPSON	
335	1	H.P.	LJP5105N
343	1	H.P.	LJ4100N
344	1	SAMSUNG	CLP-300
344	1	H.P.	LJ4100N
348	1	H.P.	LJ1022
G102	1	H.P.	LJ4200N
G102	1	XEROX	PHASER8500
H102	1	H.P.	LJ1022N

Computers

Room	QTY	Manufacturer	Model
ACCP	1	DELL	320
ADMN	1	DELL	210L
ADMN	1	DELL	320
BUSA	1	DELL	GX270
BUSM	1	DELL	745
PAYR	1	DELL	320
SUPS	1	DELL	745
B112	1	DELL	GX270
C110	1	DELL	GX270
D110	1	DELL	210L
D112	1	DELL	GX240
D114	1	DELL	GX150
D115	1	DELL	GX260
D116	1	DELL	GX240
D120	1	DELL	330
D120	1	DELL	330
D120	1	DELL	GX240
D122	1	DELL	GX260
D122	1	DELL	320
D122	1	DELL	GX520
D122	1	DELL	GX620
D123	1	DELL	GX260
D123	1	DELL	GX260
D123	1	DELL	GX270

Room	QTY	Manufacturer	Model
141	1	DELL	320
141	1	DELL	320
141	1	DELL	210L
141	1	DELL	210L
141	1	DELL	210L
141	1	DELL	210L
142	1	DELL	GX240
144	1	DELL	330
146	1	DELL	GX270
148	1	DELL	GX270
148	1	DELL	GX270
148	1	DELL	GX270
148	1	DELL	210L
148	1	DELL	210L
148	1	DELL	210L
148	1	DELL	210L
148	1	DELL	210L
148	1	DELL	GX520
151	1	DELL	210L
152	1	DELL	GX270
153	1	DELL	210L
157	1	DELL	330
159	1	DELL	320
159	1	DELL	320
159	1	DELL	320
159	1	DELL	320
159	1	DELL	320
159	1	DELL	320
159	1	DELL	210L
159	1	DELL	GX150
200	1	DELL	210L
202	1	DELL	320
202	1	DELL	GX270
202	1	DELL	GX270
203	1	DELL	210L
203	1	DELL	GX240
203	1	DELL	GX240
203	1	DELL	GX240

Room	QTY	Manufacturer	Model
204	1	DELL	GX270
204	1	DELL	GX270
204	1	DELL	GX270
204	1	DELL	GX270
205	1	DELL	330
205	1	DELL	GX270
205	1	DELL	GX270
205	1	DELL	GX270
206	1	DELL	GX270
206	1	DELL	GX270
206	1	DELL	GX270
206	1	DELL	GX270
207	1	DELL	GX270
207	1	DELL	GX270
207	1	DELL	GX270
207	1	DELL	GX270
208	1	DELL	GX270
208	1	DELL	GX270
208	1	DELL	GX270
208	1	DELL	GX270
209	1	DELL	330
209	1	DELL	GX270
210	1	DELL	210L
210	1	DELL	210L
210	1	DELL	210L
210	1	DELL	210L
210	1	DELL	320
211	1	DELL	320
211	1	DELL	170L
211	1	DELL	170L
211	1	DELL	170L
212	1	DELL	GX270
212	1	DELL	360
212	1	DELL	360
212	1	DELL	360
212	1	DELL	360
213	1	DELL	GX270
213	1	DELL	GX270

Room	QTY	Manufacturer	Model
214	1	DELL	330
214	1	DELL	GX150
214	1	DELL	GX150
214	1	DELL	GX150
214	1	DELL	GX150
215	1	DELL	330
215	1	DELL	GX50
215	1	DELL	GX50
215	1	DELL	360
215	1	DELL	360
220	1	DELL	330
220	1	DELL	320
220	1	DELL	GX110
220	1	DELL	GX110
220	1	DELL	320
221	1	DELL	GX270
221	1	DELL	210L
221	1	DELL	210L
221	1	DELL	210L
221	1	DELL	210L
221	1	DELL	320
221	1	DELL	320
222	1	DELL	360
222	1	DELL	320
222	1	DELL	GX10
222	1	DELL	360
222	1	DELL	360
222	1	DELL	360
222	1	DELL	360
222	1	DELL	360
223	1	DELL	210L
223	1	DELL	GX110
223	1	DELL	GX270
224	1	DELL	GX110
224	1	DELL	GX270
225	1	DELL	210L
225	1	DELL	210L
225	1	DELL	GX270
226	1	DELL	210L

Room	QTY	Manufacturer	Model
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	390
236	1	DELL	210L
236	1	DELL	210L
237	1	DELL	210L
237	1	DELL	470
237	1	DELL	170L
237	1	DELL	360
237	1	DELL	360
237	1	DELL	
237	1	DELL	GX270
237	1	DELL	170L
237	1	DELL	670
237	1	DELL	360
237	1	DELL	170L
237	1	DELL	
237	1	DELL	360
237	1	DELL	360
238	1	DELL	390
241	1	DELL	GX270
241	1	DELL	170L
242	1	DELL	GX270
242	1	DELL	GX270
242	1	DELL	170L
242	1	DELL	GX270
242	1	DELL	GX270
242	1	DELL	GX270
242	1	DELL	GX270
242	1	DELL	GX270
242	1	DELL	GX270

Room	QTY	Manufacturer	Model
262	1	DELL	210L
263	1	DELL	330
263	1	DELL	320
264	1	DELL	170L
264	1	DELL	320
265	1	DELL	320
265	1	DELL	170L
265	1	DELL	GX270
266	1	DELL	320
266	1	DELL	170L
266	1	DELL	GX270
267	1	DELL	320
267	1	DELL	GX150
268	1	DELL	320
268	1	DELL	GX150
269	1	DELL	GX270
269	1	DELL	320
270	1	DELL	GX240
271	1	DELL	GX270
272	1	DELL	GX240
272	1	DELL	GX110
273	1	DELL	GX110
273	1	DELL	GX110
A238	1	DELL	330
301	1	DELL	GX240
301	1	DELL	GX240
301	1	DELL	GX240
301	1	DELL	GX240
301	1	DELL	210L
301	1	DELL	GX270
303	1	DELL	GX260
304	1	DELL	320
305	1	DELL	320
306	1	DELL	210L
307	1	DELL	320
307	1	DELL	320
307	1	DELL	320
308	1	DELL	GX270

Room	QTY	Manufacturer	Model
308	1	DELL	GX270
308	1	DELL	GX270
308	1	DELL	GX270
308	1	DELL	GX270
308	1	DELL	GX110
311	1	DELL	320
311	1	DELL	GX1
313	1	DELL	GX150
313	1	DELL	GX240
313	1	DELL	GX240
313	1	DELL	GX240
313	1	DELL	GX240
313	1	DELL	GX240
313	1	DELL	GX240
313	1	DELL	GX240
314	1	DELL	210L
314	1	DELL	GX110
321	1	DELL	320
321	1	DELL	210L
321	1	DELL	210L
321	1	DELL	GX110
321	1	DELL	GX110
326	1	DELL	210L
326	1	DELL	GX1
326	1	DELL	210L
326	1	DELL	210L
326	1	DELL	210L
327	1	DELL	GX150
327	1	DELL	GX110
327	1	DELL	GX110
327	1	DELL	GX110
327	1	DELL	GX110
327	1	DELL	GX110
330	1	DELL	GX150
331	1	DELL	270L
331	1	DELL	330
332	1	DELL	330
333	1	DELL	GX260
334	1	DELL	330

Room	QTY	Manufacturer	Model
344	1	DELL	GX240
344	1	DELL	GX240
344	1	DELL	GX240
346	1	DELL	360
346	1	DELL	360
346	1	DELL	210L
347	1	DELL	GX240
348	1	DELL	320
348	1	DELL	320
348	1	DELL	320
G101	1	DELL	
G102	1	DELL	GX240
G102	1	DELL	GX270
G102	1	DELL	GX270
H101	1	DELL	GX240
H102	1	DELL	210L
H102	1	DELL	210L
H102	1	DELL	GX240
TO	6	LAPTOP	D600
TO	1	LAPTOP CART WITH 15 LAPTOPS	
TO	1	LAPTOP CART WITH 20 LAPTOPS	
TO	1	LAPTOP CART WITH 24 LAPTOPS	
TO	1	LAPTOP CART WITH 24 LAPTOPS	
TO	1	LAPTOP CART WITH 24 LAPTOPS	
TO	1	LAPTOP CART WITH 25 LAPTOPS	
TO	1	LAPTOP CART WITH 36 LAPTOPS	

Projectors

Room	QTY	Description	Manufacturer	Model
BRDR	1	PROJECTOR, LCD	CANON	LV-7300
TO	10	PROJECTOR, FILMSTRIP W/SOUND		
TO	1	PROJECTOR, OPAQUE		
TO	58	PROJECTOR, OVERHEAD		
TO	13	PROJECTOR, SLIDE		
TO	3	PROJECTOR, 16-MM		
108	1	PROJECTOR, LCD	ESPON	
109	1	PROJECTOR, LCD	EPSON	
140	1	PROJECTOR, LCD	EPSON	
202	1	PROJECTOR, LCD	EPSON	
203	1	PROJECTOR, LCD	EPSON	
205	1	PROJECTOR, LCD	EPSON	3LCD
206	1	PROJECTOR, LCD	EPSON	3LCD
209	1	PROJECTOR, LCD	EPSON	83+
210	1	PROJECTOR, LCD	EPSON	
214	1	PROJECTOR, LCD	EPSON	
215	1	PROJECTOR, LCD	EPSON	
220	1	PROJECTOR, LCD		
221	1	PROJECTOR, LCD	EPSON	
222	1	PROJECTOR, LCD	EPSON	
225	1	PROJECTOR, LCD	EPSON	3LCD
232	1	PROJECTOR, LCD	NEC	VT465
233	1	PROJECTOR, LCD	NEC	MT650
234	1	PROJECTOR, LCD	NEC	VT645
236	1	PROJECTOR, LCD	EPSON	
245	1	PROJECTOR, LCD	EPSON	
254	1	PROJECTOR, LCD	VIEWSONIC	PJ1400
263	1	PROJECTOR, LCD	EPSON	

Room	QTY	Description	Manufacturer	Model
264	1	PROJECTOR, LCD	EPSON	
265	1	PROJECTOR, LCD	EPSON	
266	1	PROJECTOR, LCD	EPSON	
267	1	PROJECTOR, LCD	EPSON	
268	1	PROJECTOR, LCD	EPSON	
269	1	PROJECTOR, LCD	EPSON	
301	1	PROJECTOR, LCD	EPSON	
306	1	PROJECTOR, LCD	EPSON	
307	1	PROJECTOR, LCD	EPSON	
308	1	PROJECTOR, LCD	EPSON	
311	1	PROJECTOR, LCD	EPSON	
313	1	PROJECTOR, LCD	EPSON	
321	1	PROJECTOR, LCD	EPSON	
323	1	PROJECTOR, LCD	EPSON	
324	1	PROJECTOR, LCD	EPSON	
326	1	PROJECTOR, LCD	EPSON	
326	1	PROJECTOR, LCD	EPSON	
328	1	PROJECTOR, LCD	TOSHIBA	TLP260
343	1	PROJECTOR, LCD	EPSON	
346	1	PROJECTOR, LCD	EPSON	
347	1	PROJECTOR, LCD	EPSON	
348	1	PROJECTOR, LCD	EPSON	
Media Center	2	Mobile Star Boards		
Media Center	10	Mobile Star Projectors		

Appendix B

Technology Policies

POLICY

Board of Education

Red Bank Regional **FILE CODE: 5146**

Red Bank Regional High School District Acceptable Use Policy

The following document which acknowledges that you have received and understand the Acceptable Use Policy must be returned signed before students are allowed to use the computer network and Internet. Note that this cover page is a summary of the RBRHS policy – please retain the attached policy document for necessary reference.

SUMMARY

Red Bank Regional School District supports the responsible use of the district's network and Internet as valuable educational resources. The district's network allows students and staff to share resources and information. The Internet is a valuable resource and students are encouraged to investigate topics being studied in school, and opportunities outside of school related to community service, employment or further education. However, it is impossible to control the content of the Internet, which could be inaccurate, inappropriate or offensive material. The District takes precautions to prevent these problems through the use of filtering software and teacher supervision. Therefore, students will be held responsible for their actions on the network and Internet just as they are for other school activities. The use of the network and Internet is a privilege, not a right, and may be revoked if abused.

As a user of Red Bank Regional School District's computing facilities:

1. I agree not to use RBRHS computing facilities for any purpose other than that for which it was intended.
2. I agree my computer account and password are my responsibility and I will not share my password with another person.
3. I agree that I will not modify any folders, work or files, which belongs to another person without their permission, nor will I attempt to access restricted portions of the network or operating system.
4. I will only use the software to which I have been granted express rights by the network supervisor.
5. I agree not to violate copyright laws and not to install illegal software, shareware, or freeware.
6. I agree not to engage in game playing on computer network/computer except when authorized to do so for educational purposes.
7. I agree not to use RBRHS computing facilities for the purpose of gambling, sports pools or any other betting or games of chance.
8. I agree not to transmit threatening, obscene or harassing material in any form.
9. I agree that I will use email only for educational purposes.
10. I agree not to participate in Instant Messaging/Net Sends communications or any other form of live online "chat."
11. I agree not to electronically post video, audio, text etc. of other students, employees, or other persons associated with Red Bank Regional High School on any web site for example, Facebook, YouTube using district technology.
12. I understand that violation of any provision of this agreement will result in punitive action that may include loss of access and/or appropriate disciplinary actions according to building guidelines. Criminal charges may be sought, if appropriate.

I, _____ agree to comply with the RBRHS School District Acceptable Use Policy. (print student name)

Student's signature _____

Parent/guardian signature _____ Date _____

* Note – This form will remain valid for the duration of the student's enrollment at Red Bank Regional High School. The District reserves the right to amend or modify this agreement at any time.

Acceptable Use of Information Technology Policy

1. Purpose

Acceptable Use of the Computers, Network, Internet, Electronic Communications and Information Systems by Students. The Red Bank Regional High School District ("RBRHS") provides students with access to the district's electronic communication systems and network.

Computers, network, Internet, electronic communications and information systems (collectively "CIS systems") provide vast, diverse and unique resources. The Board will provide access to the RBRHS CIS systems for students in order to facilitate learning and teaching, and to foster the educational purpose and mission of the district.

RBRHS intends to strictly protect its CIS systems against numerous outside and internal risks and vulnerabilities. Students are important and critical players in protecting these school assets and in lessening the risks that can destroy these important and critical assets. Consequently, students are required to fully comply with this policy, and to immediately report any violations or suspicious activities to the System Administrator. Conduct otherwise will result in actions further described in this and in other relevant RBRHS policies.

2. Guidelines

Students may only use the CIS systems for educational purposes. Access to the RBRHS's CIS systems through school resources is a privilege, not a right. These systems, as well as user accounts and information, are the property of RBRHS. RBRHS reserves the right to deny access to prevent unauthorized, inappropriate or illegal activity, and may revoke those privileges and/or administer appropriate disciplinary action.

RBRHS reserves the right to restrict access to any Internet sites or functions it may deem inappropriate through software blocking or general policy. Specifically, RBRHS operates and enforces technology protection measures so as to filter or block inappropriate material on the Internet. Measures designed to restrict adults' and minors' access to material harmful to minors may be disabled to enable an adult to access bona fide research or for another lawful purpose.

Due to the nature of the Internet as a global network connecting computers around the world, inappropriate materials can be accessed through the network and electronic communications systems. Because of the nature of the technology that allows the Internet to operate, RBRHS cannot completely block access to these resources. Accessing these and similar types of resources may be considered an unacceptable use of school resources and will result in actions explained further in this and other relevant policies.

Students must sign a User Agreement and agree to the requirements of this policy in order to be permitted to use the RBRHS's CIS systems.

3. Termination of User Account

The administration, faculty, and staff of RBRHS may request the System Administrator to deny, revoke, or suspend specific users' accounts. The System Administrator may terminate a User account with or without cause and with or

without prior notice to User.

4. Prohibitions

The use of the RBRHS CIS systems for unacceptable purposes by users is prohibited. Such activities engaged in by users are strictly prohibited and illustrated below. RBRHS reserves the right to determine if any activity not appearing in the list below constitutes an acceptable or unacceptable use of the CIS systems.

These prohibitions are in effect any time RBRHS resources are accessed whether on RBRHS property or remotely, and if relevant, when a student uses his or her own equipment.

Students are prohibited from possessing and using their personal computers, as defined in this policy, on RBRHS premises, at RBRHS events, or through connection to the RBRHS CIS systems, unless expressed permission has been granted by a teacher or administrator, who will then assume the responsibility to supervise the student in its use. Students who need such a computer due to a documented condition, with notice and the approval of the school administrator, may qualify for an exemption of this prohibition.

General Prohibitions - users are prohibited from using RBRHS CIS systems to:

- Access or transmit or attempt to access or transmit material that is harmful to minors, indecent, obscene, pornographic, child pornographic, terroristic, or advocates the destruction of property or is otherwise classified as "inappropriate material" under this policy.
- Access or transmit or attempt to access or transmit gambling, pools for money (e.g. basketball or football pools), or any other betting or games of chance.
- Send or attempt to send threats, hateful mail, harassing communications, discriminatory remarks, and offensive or inflammatory communications.
- Communicate through e-mail for non-educational purposes or participate in unauthorized Internet Relay Chats, instant messaging communications or any other communications that are not for educational purposes as defined by this policy.
- Use or attempt to use copyrighted software on unauthorized computer systems, intentionally infringing upon the intellectual property rights of others or violating a copyright.
- Install or attempt to install computer hardware, peripheral devices, network hardware or system hardware. The authority to install hardware or devices on RBRHS computers is restricted to the System Administrator or designee.
- Violate the privacy or security of electronic information.
- Posting personal or professional web pages without administrative approval.

Access and Security Prohibitions

The following activities related to accessing to the RBRHS's CIS systems, and information are prohibited:

- Misrepresentation of the identity of a sender or source of communication
- Acquiring or attempting to acquire passwords of others or giving your password to another. Students will be held responsible for the result of any misuse of the students' user name or password while the users' systems access were left unattended and accessible to others, whether intentional or through negligence.
- Using spyware, parasiteware, cookies, or other programs, hardware or resources to in any way invade one's privacy.
- Disabling or circumventing or attempting to disable or circumvent any RBRHS security program or device.

Operational Prohibitions

The following operational activities and behaviors are prohibited:

- Use of unauthorized games, programs, files, or other electronic media, as well as loading, downloading, or installing any unauthorized files or programs to CIS systems.
- Any attempts at interference with or disruption of the CIS systems, network accounts, services or equipment of others, including, but not limited to, the propagation of computer "worms" and "viruses", Trojan Horse and trapdoor program code.
- Sending electronic chain mail, distasteful jokes, and the inappropriate sending of "broadcast" messages to

large numbers of individuals or hosts.

- Altering or attempting to alter files, system security software or the systems without authorization.
- Unauthorized scanning of the CIS systems for security vulnerabilities.
- Intentionally damaging or destroying RBRHS's computer hardware or software or the integrity of the RBRHS electronic information and CIS systems.

5. Privacy / Search & Seizure

- a. RBRHS reserves the right to monitor, track, log and access any electronic communications, including but not limited to, Internet access and e-mails at any time for any reason.
- b. Users have no legitimate expectation of privacy in their use of the RBRHS's CIS systems, and other RBRHS technology, even when used for personal reasons.
- c. RBRHS reserves the right, but not the obligation, to access any personal technology device brought onto the RBRHS's premises or at RBRHS events that has been connected or is believed to have been connected to the RBRHS network, to determine whether the device contains RBRHS programs or RBRHS or student data (including images, files, and other information), to protect the RBRHS's resources, and to ensure compliance with this policy, other RBRHS policies and applicable laws.
- d. RBRHS will cooperate with RBRHS's ISP, local, state, and federal officials to the extent legally required in investigations concerning or relating to any illegal activities conducted through the RBRHS's CIS systems.

6. Consequences for Inappropriate, Unauthorized and Illegal Use

- a. Students must be aware that violations of this policy or for unlawful use of the CIS systems may result in loss of CIS access and a variety of other disciplinary actions, including but not limited to, warnings, usage restrictions, loss of privileges, oral or written reprimands, suspensions, expulsions, and/or legal proceedings on a case-by-case basis.
- b. The user is responsible for damages to the network, equipment, electronic communications systems, and software resulting from deliberate and willful acts. The user will also be responsible for incidental or unintended damage resulting from willful or deliberate violations of this policy.
- c. Vandalism will result in cancellation of access to the RBRHS's CIS systems and resources and is subject to discipline.
- d. Violations as described in this policy may be reported to RBRHS, appropriate legal authorities, whether the ISP, local, state, or federal law enforcement. RBRHS will cooperate to the extent legally required with authorities in all such investigations.

7. Parental Notification and Responsibility

RBRHS will notify parents about the RBRHS CIS systems and the policies governing their use. This policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for RBRHS to monitor and enforce a wide range of social values in student use of the Internet. Further, RBRHS recognizes that parents bear primary responsibility for conveying their particular set of family values to their children. RBRHS will encourage parents to specify to their child (ren) what material is and is not acceptable for their child (ren) to access. However, students are required to comply with the terms of this policy and other applicable policies, as well all applicable laws and regulations when accessing the RBRHS's CIS systems.

8. Definitions

- a. **Access to the Internet** – A computer shall be considered to have access to the Internet if the computer is equipped with a modem or is connected to a network that has access to the Internet, whether by wire, wireless, cable, or any other means.
- b. **Computer** – For the purpose of this policy, a computer is defined as any device capable of storing, receiving, and transmitting data or information. It includes but is not limited to any personal hardware, software, or other technology used on RBRHS premises or at RBRHS events, or connected to the RBRHS network, containing RBRHS programs or RBRHS or student data attached or connected to, installed in, or

otherwise used in connection with a computer. Computer includes, but is not limited to: desktop, notebook, power book, tablet PC or laptop computers, printers, cables, modems, and other peripherals; specialized electronic equipment used for students' special educational purposes; global position system (GPS) equipment; personal digital assistants (PDAs); and any other device capable of storing, receiving, transmitting data or information.

c. Educational Purpose - Includes use of the CIS systems for classroom activities and in connection with school assignments.

d. Harmful to Minors – Any picture, image, graphic image file or other visual depictions that:

- taken as a whole, with respect to minors, appeals to the prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual content, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals;

e. Inappropriate material - Any material (visual, graphic, text and any other form) that is profane, obscene (pornography or child pornography), sexually explicit, threatening, terrorist, harassing or otherwise unlawful or that advocates illegal acts, violence or discrimination towards people or property.

f. Minor – For purposes of compliance with the Children's Internet Protection Act ("CIPA"), an individual who has not yet attained the age of seventeen. For other purposes, minor shall mean the age of minority as defined in the relevant law.

g. Technology Protection Measures– A specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

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