



Three Year Local District Technology Plan

July 1, 2013 through June 30, 2016



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NJ Department of Education
District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required.

Submission procedures found here:

[Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

This Document in: PDF | Microsoft Word

DIRECTIONS: Place a check in the unshaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed	
	Req'd by E-Rate	Not req'd E-Rate
DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). http://www.usac.org/sl/applicants/step01/default.aspx Tech Plan creation date: <u>April 22, 2013</u>	X	

DIRECTIONS:

- Answers to questions regarding e-rate compliance:
http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionstoConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, “educators” are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.



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	Indicate in the unshaded spaces the page number where the corresponding information is found	
Inventory Sample Table	Req'd by E-Rate	Not req'd by E-Rate
TECHNOLOGY INVENTORY: 1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <u>for 12 months of the e-rate funded year</u> , such as the following areas: a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx	7	
NEEDS ASSESSMENT: 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	13	
	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
THREE-YEAR GOALS: 3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21 st century learning communities. E-Rate requirements: www.ecfr.gov	19	



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THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE: Implementation Activity Sample Table			
4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment. a. telecommunications, b. information technology, c. educational technology (including assistive technologies), and d. student technology readiness in preparation for online testing in 2014-2015.	20		
	22		
			25
			28
PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table			
5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i> Describe the planned professional development strategies by addressing each of the following questions: a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21 st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center? b) What professional development opportunities, resources and support (online or in person) exist for technical staff? c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?	31		
			33
			34
EVALUATION PLAN: Evaluation Plan Sample Table			
6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	36		
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	41		
FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table			
8. Provide the anticipated costs for 2013-2014 by source of funds (federal, state, local and other) and 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. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.			42



Stakeholder Table		
Name	Title	Signature
Robert Goldschmidt	Superintendent	
Joseph Bollendorf	Principal	
Gary Breen	Principal	
Steven Gregor	Principal	
Joseph McCullough	Director of IT	
Jonathan Strout	Director of Guidance	
Steven Whalen	Supervisor	
Julie Balkenhol	Elementary Teacher	
Tina Casale	Special Ed Teacher	
Dawn Heil	Computer Teacher	
Lori McEntee	Computer Teacher	
Shannon Molloy	Business Ed Teacher	



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TECHNOLOGY INVENTORY:

1. Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school years that forms the basis for the Form 470. Include in the description the internal connections and basic maintenance *for 12 months of the e-rate funded year*, such as the following areas:

Describe for Year 1

a) Technology equipment including assistive technologies

Desktop computers, wireless laptops and tablets, interactive white boards, wireless, interactive projectors, assistive technology devices including tablets and software/apps, voice recognition software, visual magnification devices, voice amplification equipment, student response systems, digital cameras.

b) Network Capacity

Upgrade network infrastructure as required to include switches, concentrators, gateways, routers, control units, video servers, voice network equipment, enterprise servers, storage area network servers and other information technology equipment. Upgrade network bandwidth from 1 gigabit to 10 gigabits on the internal backbone. Upgrade internet access bandwidth from 100 megabits to 1 gigabit in increments of 100 megabits as needed.

c) Filtering Method

Internet filtering is provided as a centralized service. Layers of filtering are provided for administrators, teaching staff, support staff and students.

d) Software used for curricular support and filtering

Upgrades to the latest Operating System software and Windows Office Suite will be implemented.



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e) Technology maintenance and support

Yearly hardware and maintenance support for technology networking equipment, servers, desktop/laptop/tablet platforms, and voice network equipment are in place and will continue to be provided.

f) Telecommunications equipment and services

Broadband Internet Services, emergency notification system, single and multi-mode, optical fiber LAN-WAN backbone

g) Other Services

Additional Web-based software, Follett destiny library/database software, Moodle e-learning software, Web page authoring software, interactive student response systems. technical support data/video network maintenance contract, voice network maintenance contract, desktop/laptop/tablet computer maintenance contract



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Describe for Year 2

a) Technology equipment including assistive technologies

Desktop computers, wireless laptops and tablets, interactive white boards, wireless, interactive projectors, assistive technology devices including tablets and software/apps, voice recognition software, visual magnification devices, voice amplification equipment, student response systems, digital cameras.

b) Network Capacity

Upgrade network infrastructure as required to include switches, concentrators, gateways, routers, control units, video servers, voice network equipment, enterprise servers, storage area network servers and other information technology equipment. Upgrade internet access bandwidth in increments of 100 megabits as needed.

c) Filtering Method

Internet filtering is provided as a centralized service. Layers of filtering are provided for administrators, teaching staff, support staff and students.

d) Software used for curricular support and filtering

Upgrades to the latest Operating System software and Windows Office Suite will be implemented.

e) Technology maintenance and support

Yearly hardware and maintenance support for technology networking equipment, servers, desktop/laptop/tablet platforms, and voice network equipment are in place and will continue to be provided.



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f) Telecommunications equipment and services

Broadband Internet Services, emergency notification system, single and multi-mode, optical fiber LAN-WAN backbone

g) Other Services

Additional Web-based software, Follett destiny library/database software, Moodle e-learning software, Web page authoring software, interactive student response systems. technical support data/video network maintenance contract, voice network maintenance contract, desktop/laptop computer maintenance contract



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Describe for Year 3

a) Technology equipment including assistive technologies

Desktop computers, wireless laptops and tablets, interactive white boards, wireless, interactive projectors, assistive technology devices including tablets and software/apps, voice recognition software, visual magnification devices, voice amplification equipment, student response systems, digital cameras.

b) Network Capacity

Upgrade network infrastructure as required to include switches, concentrators, gateways, routers, control units, video servers, voice network equipment, enterprise servers, storage area network servers and other information technology equipment. Upgrade internet access bandwidth in increments of 100 megabits as needed.

c) Filtering Method

Internet filtering is provided as a centralized service. Layers of filtering are provided for administrators, teaching staff, support staff and students.

d) Software used for curricular support and filtering

Upgrades to the latest Operating System software and Windows Office Suite will be implemented.

e) Technology maintenance and support

Yearly hardware and maintenance support for technology networking equipment, servers, desktop/laptop/tablet platforms, and voice network equipment are in place and will continue to be provided.

f) Telecommunications equipment and services

Broadband Internet Services, emergency notification system, single and multi-mode, optical fiber LAN-WAN backbone



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g) Other Services

Additional Web-based software, Follett destiny library/database software, Moodle e-learning software, Web page authoring software, interactive student response systems. technical support data/video network maintenance contract, voice network maintenance contract, desktop/laptop computer maintenance contract



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NEEDS ASSESSMENT:

2. Describe the needs assessment process that was used to identify the necessary telecommunications services, hardware, software, and other services to improve education.

The district's instructional staff is assessed on integrating technology across the curriculum using a locally developed needs-assessment instrument, along with training sessions, workshops, team meetings, and observations. The district staff uses instructional software on a daily basis. Training sessions are provided to ensure that staff members are proficient when integrating technology into the curriculum.

The district's non-instructional staff uses technology in the areas of payroll, accounting, procurement, human resources, student management software, food services, transportation, operations and maintenance, email, digital cameras, personal digital assistants, security cameras, and videoconferencing equipment. Training sessions are provided to ensure that staff members are adept at using technology.

Based on the latest New Jersey Technology Survey, 14% of the district's elementary teachers/media personnel are classified at the beginner, skill level in using technology, 50% are classified at the intermediate, skill level in using technology, 32% are classified at the advanced, skill level in using technology and 4% are classified at the instructor, skill level in using technology.

Based on the latest New Jersey Technology Survey, 2% of the district's middle school teachers/media personnel are classified at the beginner, skill level in using technology, 43% are classified at the intermediate, skill level in using technology, 38% are classified at the advanced, skill level in using technology, and 17% are classified at the instructor, skill level in using technology.

Based on the latest New Jersey Technology Survey, 16% of the district's high school teachers/media personnel are classified at the beginner, skill level in using technology, 53% are classified at the intermediate, skill level in using technology, 22% are classified at the advanced, skill level in using technology, and 9% are classified at the instructor, skill level in using technology.



STAFF TECHNOLOGY USE SELF-ASSESSMENT SURVEY

**Identify school(s)/building(s) in which you work:
(Please check all that apply)**

- | | | | |
|-------------------------------------|-----------------------------------|-------------------------------|-----------------------------------------|
| <input type="checkbox"/> GTECC | <input type="checkbox"/> TJ | <input type="checkbox"/> BHMS | <input type="checkbox"/> Operations |
| <input type="checkbox"/> Bells | <input type="checkbox"/> Wedgwood | <input type="checkbox"/> CRMS | <input type="checkbox"/> Central Admin. |
| <input type="checkbox"/> Birches | <input type="checkbox"/> Whitman | <input type="checkbox"/> OVMS | |
| <input type="checkbox"/> Hurffville | | <input type="checkbox"/> WTHS | |

Identify grade levels which you teach: (Please check all that apply)

- | | | | |
|------------------------------------------------|------------------------------------------------|-------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 4 th Grade | <input type="checkbox"/> 8 th Grade | <input type="checkbox"/> Not Applicable |
| <input type="checkbox"/> 1 st Grade | <input type="checkbox"/> 5 th Grade | <input type="checkbox"/> 9 th Grade | |
| <input type="checkbox"/> 2 nd Grade | <input type="checkbox"/> 6 th Grade | <input type="checkbox"/> 10 th Grade | |
| <input type="checkbox"/> 3 rd Grade | <input type="checkbox"/> 7 th Grade | <input type="checkbox"/> 11 th Grade | |
| | | <input type="checkbox"/> 12 th Grade | |

**Identify the subject area/position which best applies to you.
(Please check appropriate box below.)**

- | | |
|-------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Administrator/Spvsr/Mgr | <input type="checkbox"/> Secretary/Office Professional |
| <input type="checkbox"/> BSI LAL/Math | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Business Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Study Team | <input type="checkbox"/> Speech |
| <input type="checkbox"/> Computer Education | <input type="checkbox"/> Technology Ed. |
| <input type="checkbox"/> Elementary General Education | <input type="checkbox"/> Visual Arts |
| <input type="checkbox"/> English | <input type="checkbox"/> World Language |
| <input type="checkbox"/> Family & Consumer Science | <input type="checkbox"/> World Languages/ESL |
| <input type="checkbox"/> Guidance/SAC Counselor | Other: (Please specify below.) |
| <input type="checkbox"/> Health/PE | _____ |
| <input type="checkbox"/> Library Media Specialist | |
| <input type="checkbox"/> Mathematics | |
|
 | |
| <input type="checkbox"/> Performing Arts | |
| <input type="checkbox"/> Reading | |
| <input type="checkbox"/> Science | |



STAFF TECHNOLOGY USE SELF-ASSESSMENT SURVEY

This survey was developed taking into consideration the six National Educational Technology Standards for Teachers (NETS).

Directions: Please complete the following survey by selecting one of the choices that best estimates your skill or knowledge level about each of the technology-related indicators.

Technology Operations and Concepts

		Not at all	Minimally	Confidently	Able to teach to others
1	Use word processing to create and format a document				
2	Create and use a spreadsheet to chart and graph data				
3	Create and use a spreadsheet for data calculation				
4	Create a newsletter with graphics and text in columns using a word processor				
5	Use email program to communicate with the district and community				
6	Establish connectivity between a computer and an LCD projector				
7	Search the Internet for information pertinent to my content area(s)				
8	Create a web page that can be viewed on the Internet				
9	Use presentation software such as PowerPoint or Hyper Studio to create a multimedia presentation				
10	Capture images using a digital camera or scanner and transfer them to a computer				
11	Access help files and troubleshoot software problems				
12	Save and access files on the school network				



		Not at all	Minimally	Confidently	Able to teach to others
Designing Learning Environments and Experiences					
1	Design a lesson in which students search electronic media (CD's or the Web) for information in content area(s)				
2	Design an assignment in which students evaluate the accuracy, relevance, appropriateness, and bias of electronic information				
3	Design a lesson in which students use presentation software or desktop publishing software to organize information and share knowledge with an audience				
4	Design a lesson in which students create web pages to share their reports or writings				
5	Use technology to adapt a lesson for students with special needs				
6	Design and implement a lesson involving a virtual field trip and/or video-conferencing				
Teaching, Learning and the Curriculum					
1	Teach a technology-enhanced lesson addressing a core content standard(s)				
2	Teach a technology-enhanced lesson that requires students to take a position, role play an issue, make decisions, or seek out a solution				
3	Guide students in using a vast array of computer-based tools and technologies for collaborative problem-solving activities (i.e. Web Quest)				
4	Design and use a vast array of computer-based tools and technologies for projects that emphasize higher-order thinking skills or decision-making skills				
5	Use technology to enhance lessons and/or modify lessons to provide differentiated instruction.				



		Not at all	Minimally	Confidently	Able to teach to others
Assessment and Evaluation					
1	Create and use rubrics or technology-based assessment tools to evaluate students' multimedia projects				
2	Guide students in applying rubrics to assess the products or reports they create with technology				
3	Use software-driven reports of student progress and/or testing results to evaluate learning and revise teaching strategies based upon that data				
4	Use students' test results from computer-based assessments to evaluate student learning				
5	Use an on-line electronic grading program for recording and reporting grades				
6	Teach students to create and manage digital portfolios of their learning using media such as, but not limited to, PowerPoint or the Internet				
7	Adapt instruction to teaching environments that range in technology access capabilities from one computer to multiple computers or networked computer labs.				



		Not at all	Minimally	Confidently	Able to teach to others
Productivity and Professional Practice					
1	Communicate with other teachers using email, discussion lists, or on-line communities to improve my understanding and ability to use and integrate technology to improve teaching and learning				
2	Independently learn software applications using web-based tutorials, help menus, or training CD's				
3	Select and utilize appropriate district technology resources that help students meet our content standards				
4	Access the Internet and e-mail from home				
Social, Ethical, and Human Issues					
1	Use the Internet to develop and integrate a deeper level of multicultural/diversity-related understanding and appreciation				
2	Explain the district's policies on Internet use to students and their parents				
3	Teach students legal and ethical aspects of plagiarism and copyright issues regarding digital media and software				
4	Teach proper citation of digital resources				
5	Protect privacy and security when publishing students' work on the Internet				
6	Ensure equitable access to the use of computers through instructional activities which provide all students the opportunities to optimize their technology skills				
7	Ensure all students' equitable access to the use of computers/technology resources through instructional activities designed to meet their individual needs, interests, and abilities				



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THREE-YEAR GOALS:

3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.

GOAL 1:

Washington Township Public Schools will maintain and expand the technology infrastructure necessary for students and educators to safely access digital information on demand and to communicate virtually via data, voice, and video technologies.

GOAL 2:

Washington Township Public Schools' students, teachers, and administrators will have access to advanced educational technology in all learning environments; including classrooms, media centers, laboratories, faculty rooms, conference rooms, and training centers.

GOAL 3:

Washington Township Public Schools' educators and administrators will continue to develop the skills and knowledge necessary to effectively use educational technology to assist students to achieve the goals of the New Jersey Core Curriculum Content Standards and experience success in a global society.

GOAL 4:

Washington Township Public Schools' students will be prepared to attain the educational technology and information literacy skills that will assist them to excel in the community, work place and in the global society using twenty-first century skills.



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THREE-YEAR IMPLEMENTATION STRATEGIES:

4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.

a. telecommunications

GOAL 1:

Washington Township Public Schools will maintain and expand the technology infrastructure necessary for students and educators to safely access digital information on demand and to communicate virtually via data, voice, and video technologies.

OBJECTIVE 1.1 Washington Township Public Schools will maintain and look to enhance its Gigabit Ethernet, high speed network and reliable internet access to enable students and educators to support their curricular activities.

OBJECTIVE 1.2 All district schools will have the equipment necessary to provide distance learning opportunities when and where it is needed in a given school.

OBJECTIVE 1.3 All district schools will maintain quality hardware/software with adequate capacity to support successful learning in classrooms, media centers, and throughout the learning environment.

OBJECTIVE 1.4 Washington Township Public Schools will establish relationships with appropriate partners, including but not limited to other public agencies, community based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.



GOAL 1:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 1.1	Maintain Gigabit Ethernet network. Maintain broadband service for internet connectivity.	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist Principals	<ul style="list-style-type: none"> ▪ Random testing of network devices ▪ Network inventory ▪ Random testing of workstation access to the internet
Objective 1.2	All schools will have access to distance learning events	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist Video Network Specialist	<ul style="list-style-type: none"> ▪ Inventory of distance learning equipment ▪ Observation of distance learning events ▪ Distance learning activities infused in lesson plans
Objective 1.3	Maintenance of network, desktop, laptop, voice, video, printer, scanner hardware and software	7-1-2013 to 6-30-2016	Director of Information Technology Information Technology Department Staff	<ul style="list-style-type: none"> ▪ Observation of hardware/software uses ▪ Hardware and software inventories ▪ Hardware and software repair/maintenance logs
Objective 1.4	Develop partnerships with public agencies, private corporations, community based organizations to increase access to expanded technology resources	7-1-2013 to 6-30-2016	Principals Director of Information Technology	<ul style="list-style-type: none"> ▪ District membership records and invoices for belonging to: ISTE, NAETS, Gloucester County Technology Consortium, Access New Jersey, Avaya Users Group, Novell Users Group, Cisco Users Group, TEANJ, SIGTC, SETSIG, Dell Technical Support



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b. information technology

GOAL 2:

Washington Township Public Schools' students, teachers, and administrators will have access to advanced educational technology in all learning environments; including classrooms, media centers, laboratories, faculty rooms, conference rooms, and training centers.

- OBJECTIVE 2.1** All students and educators will have regular and equitable access to technology equipment when needed in all learning environments. This includes access to technologies with universal design features or other design features that assure access for students with educational disabilities.
- OBJECTIVE 2.2** All Washington Township Public Schools will improve the ratio of students to multimedia computers in all classrooms, with each computer connected to the internet.
- OBJECTIVE 2.3** All Washington Township Public Schools and classrooms will be connected to broadband, high speed voice, video and data networks in all learning environments.
- OBJECTIVE 2.4** All schools will have Local Area Networks (LANS) and will have access to Wide Area Networks (WANS).
- OBJECTIVE 2.5** All schools and central administration will have high quality, highly informative, user friendly websites.
- OBJECTIVE 2.6** All educators will have easy access to technical support via a technician/or electronic assistance.
- OBJECTIVE 2.7** Washington Township Public Schools will identify and support needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.
- OBJECTIVE 2.8** Washington Township Public Schools will enforce its Acceptable Use Policies and other means to ensure all students, teachers, and administrators are able to use technology systems, online resources and software in a safe and ethical manner.



GOAL 2:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 2.1	<p>Students and educators will be provided with educational technology equipment and provided with equitable access to the equipment.</p> <p>Students with educational disabilities will be provided with access to technology equipment with universal access features</p>	7-1-2013 to 6-30-2016	Director of Information Technology Assistant Superintendent for Special Education	<ul style="list-style-type: none"> ▪ Building inventories of technological hardware and software ▪ Site inspection reports regarding universal access hardware ▪ Maintenance logs of hardware and software repairs
Objective 2.2	Students will be provided access to multimedia computers connected to the internet	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist	<ul style="list-style-type: none"> ▪ Building inventories of computer hardware ▪ Network port maps
Objective 2.3	Schools, classrooms, and administrative offices will be connected to the data, voice, and video networks	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist Voice Network Specialist	<ul style="list-style-type: none"> ▪ Building inventories of data and voice network equipment ▪ Data network port maps ▪ Voice network port maps
Objective 2.4	All schools and administrative offices will have access to a LANs and WAN	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist	<ul style="list-style-type: none"> ▪ Inventory of network switches and routers ▪ Comcast fiber optic lease ▪ Broadband monthly invoices ▪ Observation of network utilization



GOAL 2:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 2.5	Construction of user friendly teacher and administrator web sites	7-1-2013 to 6-30-2016	Director of Information Technology District Web Master Building Technology Coordinators Curriculum Directors	<ul style="list-style-type: none"> ▪ Observation of district Website ▪ Random sample web pages obtained from teaching and administrative staff
Objective 2.6	Technical support provided to all educators via technicians, Help Desk staff, Help Desk software, network specialists, and computer technicians	7-1-2013 to 6-30-2016	Director of Information Technology LAN/WAN Specialist Technicians Help Desk Technicians System/Network Specialists	<ul style="list-style-type: none"> ▪ Information Technology Department employee list ▪ Information Technology Department payroll records ▪ Information Technology Department Repair database
Objective 2.7	Provide after school technology access for students without home technology	7-1-2013 to 6-30-2016	Principals Director of Information Technology High School and Middle School IMC Staff	<ul style="list-style-type: none"> ▪ Observed use technology centers ▪ Operating hours scheduled for technology centers ▪ Payroll vouchers for technology centers staff
Objective 2.8	Develop Acceptable Use Policies for professional staff, students, administrators, and network guests	7-1-2013 to 6-30-2016	Assistant Superintendent for Curriculum and Instruction Director of Information Technology	<ul style="list-style-type: none"> ▪ Copies of Acceptable Use Policies ▪ Board of Education minutes of approval of Acceptable Use Policies ▪ Random copies of signed Acceptable Use Policies



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c. educational technology (including assistive technologies)

GOAL 3:

Washington Township Public Schools' educators and administrators will continue to develop the skills and knowledge necessary to effectively use educational technology to assist students to achieve the goals of the New Jersey Core Curriculum Content Standards and experience success in a global society.

- OBJECTIVE 3.1** All educators will participate in high quality professional development activities and attain at a minimum intermediate proficiency levels in utilizing educational technology to enhance student achievement.
- OBJECTIVE 3.2** All supervision and evaluation practices will address the effective use of educational technology for student achievement of the achievement of New Jersey Core Curriculum Content Standards.
- OBJECTIVE 3.3** All educators will use technology tools and applications that provide opportunities for authentic, student centered, project based learning.
- OBJECTIVE 3.4** All educators will have access to email, web pages and other interactive tools to communicate with parents, students and other educators.
- OBJECTIVE 3.5** All educators will act responsibly and ethically when using online resources and teach students about ethical behavior when using online resources.
- OBJECTIVE 3.6** All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology based resources.



GOAL 3:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 3.1	Teachers will participate in NETS-Teacher Standards Professional Development programs to develop proficiency level user skills. Administrators will participate in NETS-Administrator Standards Professional Development Programs to develop proficiency level skills	7-1-2013 to 6-30-2016	Curriculum Directors Building Coordinator- Trainers	<ul style="list-style-type: none"> ▪ Observed teacher and administrator uses of technology ▪ Professional development agendas and instructional materials ▪ Training assessments
Objective 3.2	Effective use of technology best practices workshops Effective use of technology criteria added to formative & summative evaluation instruments	7-1-2013 to 6-30-2016	Curriculum Directors Principals Curriculum Supervisors	<ul style="list-style-type: none"> ▪ Observed teacher technology use practices ▪ Amended formative and summative evaluation forms ▪ Workshop agendas and instructional materials
Objective 3.3	Selection and use of technological hardware to support K-12 curricular activities. Selection and use of technological software to support K-12 curricular activities. Creation of lesson activities that require the student use of educational technology for the creation of authentic projects	7-1-2013 to 6-30-2016	Curriculum Directors Principals Curriculum Supervisors	<ul style="list-style-type: none"> ▪ Observed teacher and student technology use practices ▪ Evidence of student hardware and software use represented in student portfolios ▪ Use of practical/performance testing to assess student literacy skills



GOAL 3:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 3.4	Teacher use of email as a communications tool Teacher use of web pages as a communications tool Teacher use of student electronic records software	7-1-2013 to 6-30-2016	Principals Teachers Information Technology Department	<ul style="list-style-type: none"> ▪ Random samples of teacher generated emails, teacher web pages and Power School progress reports and report cards
Objective 3.5	Responsible and ethical use of information technology resources by district professional staff	7-1-2013 to 6-30-2016	Principals Building Technology Coordinators Assistant Superintendent For Curriculum/ Instruction	<ul style="list-style-type: none"> ▪ Observed professional staff use of technology ▪ Random samples of professional staff generated documents and communications
Objective 3.6	Hardware use, software use, and literacy skills professional development programs	7-1-2013 to 6-30-2016	Principals Building Technology Coordinators Assistant Superintendent For Curriculum/ Instruction	<ul style="list-style-type: none"> ▪ Professional development agendas ▪ Professional development instructional materials ▪ Professional development assessment documents



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d. student technology readiness in preparation for online testing in 2014-2015

GOAL 4:

Washington Township Public Schools' students will be prepared to attain the educational technology and information literacy skills that will assist them to excel in the community, work place and in the global society using twenty-first century skills.

OBJECTIVE 4.1 Educational technology will be integrated into each school's curriculum and instructional activities.

OBJECTIVE 4.2 Each school will adopt curricula that include information literacy skills and educational technology standards for students aligned with the New Jersey Core Curriculum Content Standards and ISTE National Education Technology Standards.

OBJECTIVE 4.3 All students will demonstrate proficiency in using educational technology and information literacy skills by the end of eighth grade to enhance learning, increase productivity, and promote creativity.

OBJECTIVE 4.4 All students will have equitable and easy access to effective and engaging software, and online resources for content delivery as an integral part of every school curriculum. Content material will meet universal design standards to assure access for students with disabilities.

OBJECTIVE 4.5 All students will have equitable and easy access to the internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish, and interact with peers, experts and other audiences.

OBJECTIVE 4.6 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic project based learning.

OBJECTIVE 4.7 All students will act responsibly and ethically when obtaining and using onsite and online information.



GOAL 4:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 4.1	Integration of educational technology into all district curricula and instructional activities	7-1-2013 to 6-30-2016	Curriculum Directors Curriculum Supervisors Teachers	<ul style="list-style-type: none"> ▪ Evidence of technology integration in all K-12 curricula ▪ Evidence of technology integration in all K-12 lesson plans
Objective 4.2	Adoption of technology literacy, ISTE, NETS, and NJCCCS standards in all K-12 curricula	7-1-2013 to 6-30-2016	Curriculum Directors Curriculum Supervisors Teachers	<ul style="list-style-type: none"> ▪ Evidence of standards benchmarks in all K-12 curricula and lesson plans ▪ Standards reflected in student portfolios ▪ Periodic formal observations of student technology uses
Objective 4.3	Student demonstrated proficiency in the use of educational technology for creativity, productivity and learning enhancements	7-1-2013 to 6-30-2016	Principals Curriculum Supervisors Teachers	<ul style="list-style-type: none"> ▪ Observed student uses of technology ▪ Student portfolios ▪ Written and practical student technology use assessments
Objective 4.4	Equitable access to multimedia computers and supplemental equipment for all students including students with disabilities	7-1-2013 to 6-30-2016	Principals Teachers Director of Information Technology	<ul style="list-style-type: none"> ▪ Observed student uses of technology ▪ Uses of multimedia technology and supplemental equipment reflected in student portfolios



GOAL 4:

DISTRICT GOAL AND OBJECTIVE	STRATEGY/ACTIVITY	TIMELINE	PERSON RESPONSIBLE	DOCUMENTATION
Objective 4.5	Equitable access to the internet and other distance learning technology	7-1-2013 to 6-30-2016	Principals Teachers Director of Information Technology	<ul style="list-style-type: none"> ▪ Observed student uses of technology ▪ Internet service provider daily use reports ▪ Internet and distance learning activities reflected in student portfolios
Objective 4.6	Student use of technology tools for problem-solving, decision making and authentic project learning	7-1-2013 to 6-30-2016	Principals Curriculum Supervisors Teachers	<ul style="list-style-type: none"> ▪ Observed student uses of technology ▪ Evidence of student uses of technology in student portfolios ▪ Interviews regarding student uses of technology
Objective 4.7	Ethical use of educational technology by students	7-1-2013 to 6-30-2016	Principals Curriculum Supervisors Teachers	<ul style="list-style-type: none"> ▪ Observed student uses of technology ▪ Evidence of student use of technology in student portfolios ▪ Web filtering reports of student logins



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PROFESSIONAL DEVELOPMENT STRATEGIES:

5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in the plan to improve education, and will continue to support identified needs through 2016.

- a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?**

Technology Cohort Training involving the acquisition of 21st Century Learning Skills will continue to be provided at the elementary, middle and high school levels through the use of consultants and in-district turn-key trainers. This training will include the use of Web 2.0 tools, mobile devices, distance learning, technology activities which promote collaboration and problem solving, and strategies to incorporate these skills into content area curriculum.

Training to create and manage a technology-rich environment that prepares students to conduct research from multiple sources while simultaneously integrating the findings of their research to create a well-developed essay or research paper pursuant to Common Core State Standard requirements and future PARCC assessment requirements.

Training and support for school librarians and classroom teachers on the incorporation and expansion of e-Books and other digital resources into effective lesson design.

Training in the use of digital tools and resources as they relate to curriculum content area adoptions, for example: Everyday Mathematics e-Suite (elementary) and digital textbooks and related online resources.

Continued training on the analysis of the STAR computerized testing results in reading and mathematics to assist in differentiating instruction and optimizing student achievement.

Training for administrators and supervisors on the applicable aspects and resources available on NJSMART.

Training relating to the digital aspects of the teacher evaluation model including the use of i-Observation, online supportive videos, online personal growth plan and collaborative tools to enhance classroom practice.



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The district continues to offer technology training to staff members that will enable them to communicate more effectively between home and school using advanced features of the student management system.

Staff members at specific levels and/or in specific departments will be provided opportunities to develop and share lessons which effectively and meaningfully incorporate technology. Also, the plan will provide opportunities for staff training and investigation of accessible and emerging technologies.

The district is expanding student access to technology by acquiring wireless mobile computer labs for the high school, and all elementary and secondary schools. New software applications to support students' acquisition of technological literacy (grades K-8) have been purchased as part of the district's curriculum adoption cycle. Existing instructional software programs may be acquired through the Comprehensive School Reform Grant and/or local funds. Necessary staff training will be provided.

The district will continue to provide professional development opportunities for staff members responsible for the implementation of the Technological Literacy Assessment and the refinement of instruction of technology/computer education.

The district will provide ongoing training to include the following: student management software, assistive learning software interactive boards, using the internet in lesson design, application software, video conferencing/electronic/virtual field trips, parent access to the student management system, authoring software for the creation of teacher web pages, Inspiration software, cyber safety, Microsoft Office Suite, as well as other technology training offered through the Summer Computer Institute.

The district will promote familiarity with state-of-the-art technology through formal training and grade level meetings to share information, best practices and make recommendations.



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b) What professional development opportunities, resources and support (online or in person) exist for technical staff?

Technical staff members will continue to participate in professional development activities relating to the development of new technology applicable to the educational arena. Identification of technology-based learning activities/projects, and selection of hardware and software designed to aid in the instruction process and meet or exceed new standards.

Technical staff members will be encouraged to seek out educational technology-based training and seminars.

Technical staff members will continue associations with existing educational technology-based institutions and pursue new associations with the intent to improve educational technology within the district.

Technical staff will maintain memberships in ISTE, NETS, and ASCD.

The district's technical staff actively participates in NJSSI and the Gloucester County Technology Consortia.

District technical staff regularly attends workshops at the Camden County Educational Technology Training Center.

District technical staff regularly attends assistive technology workshops.



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c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?

Staff members, are knowledgeable and proficient in the use of various interventional instructional hardware/software programs and strategies.

Staff members identify technologies that assist students with specialized needs such as, listening, math, organization and memory, reading, and writing.

District staff members are trained to identify the student's specific needs and challenges and adapt the specific assistive technology that will enable the student to better function at school as well as other settings.

Each school within the district has a technology coordinator whose responsibilities include providing leadership and support for teachers in integrating assistive technology into the curriculum. Working as a team, the teachers, technology coordinators, and IT staff ensure that assistive technology is integrated into the network infrastructure. Text and graphic enhancement software is used for students with vision impairment. Amplification devices are used in classrooms for students with hearing impairments.

Homebound students can receive real-time, in-class instruction by means of video conferencing /distance learning equipment. Specialized software is used in small group settings to promote overall literacy skills. Wireless student response systems are used to allow participants to respond by using a response card keypad. Specialized software is also utilized for special needs students on an individual basis, as determined by each student's Individualized Education Program (IEP).

Staff members regularly attend conferences/training sessions that deal with recognizing the need for assistive technology and the process required to integrate assistive technology into the classroom environment.

Staff members maintain memberships in ISTE, NETS, and ASCD.



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Staff members strive to improve the achievement of special needs students and other specific disaggregated groups.

Ongoing articulation among general and special education teachers is promoted.

Ensure that all staff members are familiar with the nature, requirements, and classroom implications of the IDEA reauthorization and related state regulations.

Ensure that instructional staff and paraprofessionals receive professional development that enables them to recognize and understand the unique needs of particular classifications of students and are provided with research-based best practices, intervention, and accommodations that address these unique needs, e.g., autistic/Aspergers students, behaviorally disordered students, students with ADD/ADHD, visually/hearing impaired students, etc.

Promote the optimal use of in-class support models and paraprofessionals in the classroom.

Ensure that special education staff including Child Study Team members and Speech Therapists, as appropriate, are knowledgeable of and proficient in the use of various interventional instructional programs and strategies, i.e. Foundations, Fast Forward, Floortime; Wilson; assistive technologies, etc.

Administrators will continue to ensure and expand special education staff representation on curriculum committees during development and implementation of new curriculum.



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EVALUATION PLAN:

6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.

PROCESS AND ACCOUNTABILITY MEASURES TO EVALUATE GOALS, OBJECTIVES, ACTIVITIES	DESCRIPTION OF HOW MEASURES WILL IMPROVE EDUCATION
<p>Student use of technology tools for problem-solving, decision making and authentic project learning. Verification of student use will be obtained through performance testing, student portfolios, observation of student use, teacher interviews, laboratory attendance logs, instructional media center attendance logs, network utilization reports. Students will demonstrate increased achievement on NJ ASK 3, NJ ASK 4, GEPA, PSAT and HSPA Assessments.</p>	<p>Students will be able to work independently, collaboratively with fellow students and teachers through telecommunications tools, provide baseline data for comparing student academic growth through the use of technology, and provide data to assess lessons and instructional activities.</p>
<p>Educators will use technological hardware to support K-12 curriculum activities. Verification of use will be obtained from observation, lesson plans, curriculum activities, student portfolios and performance tests.</p>	<p>Students will improve productivity and problem solving skills. Students will be able to work independently and obtain educational resources from beyond the boundaries of the school district.</p>



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EVALUATION PLAN:

PROCESS AND ACCOUNTABILITY MEASURES TO EVALUATE GOALS, OBJECTIVES, ACTIVITIES	DESCRIPTION OF HOW MEASURES WILL IMPROVE EDUCATION
<p>Students and educators will have equitable access to technology equipment. Equipment with universal features will be provided for children with disabilities. Equipment access will be monitored through hardware inventories, maintenance/repair logs, site inspections, and lesson plan activities</p>	<p>Students will obtain workplace technological skills, productivity skills, and problem solving skills. Technological hardware expands learning opportunities and addresses individual learning styles. Technological hardware expands educational opportunities beyond the boundaries of the school district.</p>
<p>Students will be provided with access to multimedia computers. Ratios will be validated by way of hardware inventories, repair logs, and by site inspections.</p>	<p>Greater access to technological equipment provides students more opportunities to become proficient users of technology and to master electronic research skills.</p>
<p>Schools, classrooms, and central administration will be connected to data, voice, and video networks. Connectivity will be assessed through site inspections, IP port assignment lists, and network reports.</p>	<p>Networks provide students and educators the opportunity to communicate using three mediums across a school, school district, or the world. Networks provide an opportunity for electronic collaboration and can assist students in the creation of large electronic portfolios.</p>
<p>All students and administrative offices will have access to a local and wide area network. Network access will be validated through site inspections, network maps, random access testing and internet service provider invoices.</p>	<p>Network access provides opportunities for local and worldwide collaboration, and electronic research. LAN and WAN access also provides opportunities to transfer data within a building or from home to school.</p>



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EVALUATION PLAN:

PROCESS AND ACCOUNTABILITY MEASURES TO EVALUATE GOALS, OBJECTIVES, ACTIVITIES	DESCRIPTION OF HOW MEASURES WILL IMPROVE EDUCATION
Provide after school access for students without home technology resources. Verification of resources will be obtained through observation logs.	Access to computers beyond the school day provides opportunities for students to obtain electronic research, to obtain instructional support from virtual institutions, and to obtain computer assisted instruction.
Maintain the gigabit Ethernet network and broadband internet connections. Verification of maintenance will be obtained from internet service provider invoices, network management utilization reports, and network inventory.	Student use of technology and the internet will increase if it is dependable and functions in real time and at a high speed. Well maintained infrastructure prevents first and second order barriers to technology use.
All district schools will have access to distance learning activities. Verification will be obtained from observations, lesson plan citations, and distance learning service requests.	Distance learning equipment provides students with opportunities to visit locations and educational institutions that they would be restricted from visiting due to limitations of time, distance or finances.
Network, workstation, and supplemental technology equipment will be maintained. Verification of maintenance will be obtained through site inspections, repair logs, Help Desk records, and technician interviews.	Dependable, reliable technological tools will encourage students to use technological resources and the internet. Research indicates student achievement is elevated through the use of technology.



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EVALUATION PLAN:

PROCESS AND ACCOUNTABILITY MEASURES TO EVALUATE GOALS, OBJECTIVES, ACTIVITIES	DESCRIPTION OF HOW MEASURES WILL IMPROVE EDUCATION
<p>Students will have equitable access to effective and engaging software, CD ROMs/DVDs, the internet and will be able to accommodate students with disabilities. Verification of access will be obtained through software inventories, workstation inspections, observations of student use, teacher interviews and network utilization reports.</p>	<p>All students, regardless of abilities, will have access to unlimited information and productivity resources provided through the Internet and instructional and productivity application software.</p>
<p>Students will use educational technology ethically. Verification of ethical use of technology will be obtained from teacher observations, student portfolios, software audits, web filtering reports, student interviews, and business software alliance assessment reports.</p>	<p>Students will appreciate the value of constructing original documents, they will appreciate the value of intellectual property and they will be spared the legal consequences associated with pirated software and plagiarism.</p>
<p>Educators will use technological software to support K-12 curricular activities. Verification of use will be obtained through observation, performance testing, lesson plans, and curriculum activities.</p>	<p>Students will improve productivity and problem solving skills. Students will be able to work independently and obtain educational resources from beyond the boundaries of the school district.</p>
<p>Students will have equitable and easy access to the internet and other distance learning technologies. Verification of access will be obtained through observation, student portfolios, internet bandwidth usage logs, and distance learning host site invoices.</p>	<p>Students will be able to visit world-wide educational locations and obtain information from unlimited resources. The use of technology reduces the costs associated with travel, research, and extends the reaches of education beyond the physical walls of a school.</p>



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EVALUATION PLAN:

PROCESS AND ACCOUNTABILITY MEASURES TO EVALUATE GOALS, OBJECTIVES, ACTIVITIES	DESCRIPTION OF HOW MEASURES WILL IMPROVE EDUCATION
<p>Educators will have access to email, web page authoring software, and electronic records programs to communicate with parents, the community and other educators. Evidence of use will be obtained from observation and random samples of emails, web page utilization statistics and hardcopy progress and report cards.</p>	<p>Frequent communications between home and school will provide an opportunity for parents to take a more active role in their child’s education. It also provides an opportunity for parents to reinforce student centered educational strategies.</p>
<p>All schools will have user friendly teacher and administrative websites. Websites will be evaluated by observation, through electronic searches, and Webmaster generated inspections.</p>	<p>Websites are great sources of emergency information, provide information to students, parents, and communities regarding district activities, and can be a source of information related to long and short term assignments and projects.</p>



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7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.

Monthly meetings for administrators and curriculum supervisors are conducted to maintain open channels of communications, to obtain divergent solutions to district-wide and departmental problems, and to maximize resources and facilities for all district students.

In cases where resources and services are obtained for a specific project or population, benefits of the resources will be extended to the entire school district, after the intended resource/service objectives are accomplished and satisfied.

The district will continue to develop and expand the innovative best practices teaching and learning strategies we have developed and implemented through the joint cooperative efforts of the district Curriculum and Information Technology departments.

Staff members will continue to participate in professional development activities relating to the development of new curricula for educational technology which includes a review of the State standards, identification of technology-based learning activities/projects, and selection of materials designed to differentiate instruction and to meet the new standards.

The district will continue to provide ongoing professional development to ensure the continued success of the student management system.

Technology infusion training continues to enable staff members to utilize the resources available to them to implement software and web-based programs.

Staff members at specific levels and/or in specific departments will be provided opportunities to develop and share lessons which effectively and meaningfully incorporate technology. Also, the plan will provide opportunities for staff training and investigation of accessible and emerging technologies.

The district will promote familiarity with state-of-the-art technology through formal training and grade level meetings to share information, best practices and make recommendations.



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FUNDING PLAN (July 2013 - June 2014):

8. Provide the anticipated costs for the 2013 - 2014 by source of funds (federal, state, local and other) and 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. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

SERVICES:

International Alliance of Avaya Users Group
National Association of Educational Technology Specialists
Southern New Jersey Power School Users Group
Association for Supervision and Curriculum Development
Authorized Apple Service Provider
International Society for Technology Education
Ultra Dev Users Group
Garden State Distance Learning Consortium
Dell Premium Access Users Group
Polycom Users Group
Cisco Users Group
Comcast Broadband Services
Verisign Domain Name
Comcast Internet Services
Empire Technologies
Voice Network Maintenance
Comcast Fiber Optic Lease
Websense Filtering Software
Altiris Help Desk Services



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DATABASES:

American Government
Accessible Archives
Best Poetry
Careers (Bridges)
Contemporary Popular Writers
Daily Life through History
EBSCO Host
Facts On File
Gale Group
Novelists
SIRS
State Geography
U.S. History
Wilson Web
World Geography
World History
Quick Mind
MAR-TEC
Follett/Destiny
Class Link



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PRINT RESOURCES:

E-School News
The Journal
Tech Directions
Technology Teacher
Learning and Leading with Technology
Educational Leadership
Phi Delta Kappa
Journal & Research in Technology in Education
Journal of Technology
Ties Magazine
Apple.com/education
Cisco Systems
Microsoft Classroom Teacher Network



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SUPPORTING RESOURCES		JULY 2013 TO JUNE 2014 ANTICIPATED COSTS
ITEM	DESCRIPTION	
<u>TECHNOLOGY EQUIPMENT</u>		
Desktop Computers	Replacement and upgrade of multimedia computers (60 month lease)	\$100,000
Printers	Replacement and upgrade of networked printers (60 month purchase)	28,000
Document Scanners	Replacement and upgrade of scanners (60 month purchase)	1,200
Digital Cameras	Additional per school Additional per high school	2,900
Laptop Computers	Replacement and upgrade of laptop computers (60 month lease)	20,000
Broadband Services	Broadband connectivity to an internet service provider (ISP).	29,000



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SUPPORTING RESOURCES		JULY 2013 TO JUNE 2014 ANTICIPATED COSTS
ITEM	DESCRIPTION	
Adobe Premier & Workstation Upgrades	Video editing software, RAM, Firewire per elementary school	4,727
Maintenance and Sundry Services PowerSchool Engineering Services	On-site repairs for Powerschool Operating System software and services	10,000
Computer Engineering Services	On-site repairs for computer Operating System software and hardware	15,000
Data Network Engineering Services	On-site repairs for Network Operating System software and hardware	15,000



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SUPPORTING RESOURCES		JULY 2013 TO JUNE 2014 ANTICIPATED COSTS
ITEM	DESCRIPTION	
Data Network Expansion	Network devices	37,500
File Server Expansion	Enterprise servers with Raid features	21,000
Damaged/Out of Service Life Computer Replacement	Multimedia desktop computers	10,000
Damaged/Out of Service Life Printer Replacement	Printers	5,000
Workstation Replacement Parts and Devices	Scanners, zip drives, floppy drives, CD burners, hard drives, power supplies, motherboards	10,000
Destiny (Follett)	Centralized library electronic databases	26,109
Uninterrupted Power Supplies	Backup electrical power for high school security system	1,100
Cable Television Service	District annual cable television service fee	10,000
Printer Engineering Services	On-site repairs for printer hardware	10,000



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FUNDING SOURCE	DESCRIBE FOR 2013-2014
No Child Left Behind	Purchase of multimedia computers and Microsoft Office Suite software
Carl D. Perkins Grant	Purchase of digital cameras, MCAD Software, library software, guidance software, laptop computers, projectors, interactive boards, printers, CD burners, data network equipment
IDEA	Waterford software, laptop computers, printers, desktop computers, memory upgrades
E-Rate	Telecommunications and internet services
Title I	Waterford reading software, laptop carts
Title II	Microsoft Office Suite software and licenses



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FUNDING SOURCE	DESCRIBE FOR 2013-2014
Title II-D	Multimedia computers, printers
Title III	Waterford reading software
Local	Data, video, and voice networks hardware, desktop/laptop computers, printers, scanners, flash drives, LCD projectors, interactive boards, printers, instructional, administrative, student records software, local area and wide area network connectivity, computer lab, classroom, instructional media center support, telecommunications, internet professional development activities, memberships in professional associations

REPORT OF THE SUPERINTENDENT

1. Approved at work session.
2. Acceptance of fire drill reports and suspension reports as listed.
3. Approval of the 2013-2016 District Technology Plan. Attachment No. 1
4. Approval of Housing Plan for the 2013-2014 school year. Attachment No. 2

MOTION

Moved by Mr. Aronovitch, seconded by Ms. Watson, to approve the items listed.

ROLL CALL

Yes: Mr. Abbott Mr. Aronovitch
 Mr. Murphy Mrs. Murphy
 Mr. Nawoyski Ms. Watson
 Mr. Snyder

Abstain: Mr. Aronovitch, Item 3
 Mr. Nawoyski, Item 3

MOTION CARRIED.

REPORTS OF COMMITTEES

INSTRUCTION

Joseph A. Vandenberg, Administrative Liaison

The Board Instructional Affairs Committee and the Administration recommend approval of the following:

1. Approval to revise the high school Advanced Placement (AP) Chemistry course of study for the 2013-14 school year. Compensation: \$450. Account #: 11-000-000-221-47-104-21.

MOTION

Moved by Mr. Aronovitch, seconded by Mr. Nawoyski, to approve the item listed.

ROLL CALL

Yes: Mr. Abbott Mr. Aronovitch
 Mr. Murphy Mrs. Murphy
 Mr. Nawoyski Ms. Watson
 Mr. Snyder

This is certified to be a true and accurate copy of the minutes.

Margaret F. Meehan, CPA, School Business Administrator/Board Secretary



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Commissioner

Technology Plan Approval Letter

Laurence Cocco, Director of the Office of Educational Technology for the New Jersey Department of Education, is certified by the Universal Service Administrative Company to approve technology plans as required for participation in the Schools and Libraries Program (E-Rate).

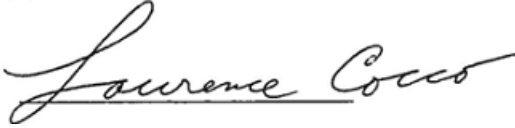
Washington Township Public Schools has a technology plan that meets required E-Rate program elements.

This technology plan covers the period starting on July 1, 2013 and ending on June 30, 2016.

All applicants and service providers are required to retain documents related to the Universal Service Fund for a period of at least **five (5) years from last date of service**. The suggested list of documents to be retained can be found in Paragraphs 45-50 in the FCC's 5th Report and Order ([FCC 04-190](#)).

If you have any questions please send an email to edtech@doe.state.nj.us.

Name: Laurence Cocco
Director, Office of Educational Technology
Division of Innovation

Signature: 

Date: June 21, 2013