Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013
New Jersey Department of Education

Local District Technology Plan Procedure: 2010-2013

This Document in: PDF | Microsoft Word

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

Page #	
I. Stakeholders	
3	Stakeholder Sample Table *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.*
II. EXECUTIVE SUMMARY	
3,4	*Describe the school district's or charter school's vision or mission statement.*
III. TECHNOLOGY OVERVIEW	
A. Technology	
App A/B, 22, 23	1. *Provide an inventory of current technology networking and telecommunications equipment.*
4	Inventory Sample Table | Help 2. *Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:* ▪ *Technology equipment* ▪ *Networking capacity* ▪ *Software used for curricular support and filtering* ▪ *Technology maintenance policy and plans* ▪ *Telecommunications services* ▪ *Technical support* ▪ *Facilities infrastructure* ▪ *Other services*
5	3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*
5,6	4. *How educators have access to educational technology in their instructional areas*

	such as using desktops, mobile laptop and wireless units, PDAs. *(**NOTE:** For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)*
6	5. *How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*
6	6. *Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)*
7	7. *Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.* Help
B. Cyber Safety	
7,8	*Help* *1. List the filtering method(s) used.* *(**NOTE:** Be specific as this is a federal mandate.)*
9	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.*
7-9	*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.*
9	*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.)* ***Resource:*** *Information from Universal Service Code**:*** ***http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html***
C. Needs Assessment	
App D,	*Help* *1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the*

25	*educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.*
App D, 25	a. *Evaluate educators' current practices in integrating technology across the curriculum.*
App E, 26	b. *Provide a summary of educators' proficiency in the use of technology within the district.*
6,9,10	c. *Determine the current educational environment and barriers by describing how:*
10	*i Educators are assured access to technology to facilitate technology integration across the curriculum,*
9	ii. *Often students have access to technology to support the use of 21st century skills in their learning environment,*
9	iii. *The needs of educators are evaluated,*
9	iv. *The needs of students are evaluated,*
6	v. *Past professional development addressed the educators' and students' needs for technology integration,*
9,10	vi. *Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*
6,9,10	vii. *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,*
9,10	viii. *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,*
9,10	ix. *Supports were provided for educators other than professional development,*
10	x. *Professional development needs and barriers relating to using educational technology as part of instruction have been identified.*
10	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.*
10	3. *Prioritize the identified needs*
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	

11,12	*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.*
B. Goals and Objectives for 2010-2013	
12,13	*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.*
V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)	
13,14	Implementation Activity Sample Table A. *Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*
13,14	B. *Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.*
14	C. *Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.* Help
14	D. *Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*
VI. FUNDING PLAN (July 2010 – June 2011)	
14,15	*Funding Plan Sample Table* | *Help* *A. 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.*
15	B. *Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction.*
App F,27	C. *Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.*
15	*D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.*
15	*E. Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.* *Those elements are:* • *Goals and strategies for using telecommunications and information technology;* • *Aprofessional development strategy;* • *An assessment of telecommunications services, hardware, software, and other*

	services needed; • *Budget resources; and* • *An ongoing evaluation process.*
VII. PROFESSIONAL DEVELOPMENT	
16	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.*
16	B. *Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:*
17	Help 1. *How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.*
16-18	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.*
17	3. *The professional development opportunities and resources that exist for technical staff.*
16-18	4. *How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*
18-19	Professional Development Sample Table C. *Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*
18-19	*D. Project professional development activities that will continue to support identified needs through 2013, including all partners.*
VIII. EVALUATION PLAN	
19-20	Evaluation Plan Sample Table *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,*

20	2. *Enabling students to meet challenging state academic standards, and*
20	3. *Developing life-long learning skills.*

2010 - 2013 Technology Plan

Union County Vocational-Technical Schools

1776 Raritan Road, Scotch Plains, NJ 07076-2997

Submitted by:

John K. Downey

Director of Technology

July 1, 2010

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Stakeholders

The following is a list of stakeholders that participate in the decision making process with the district's Director of Technology. Key individuals from the districts six schools are chosen each year to assist the director of technology in preparation and evaluation of the districts technology.

The table below lists the stakeholders for the 2009-2010 school year.

Title	Name	Signature
Superintendent	Dr. Thomas Bistocchi	
Assistant Superintendent	Mr. Peter Capodice	
Instructor, Magnet HS	Bernice Lamey	
Instructor, AIT	Colleen Prince	
Student, Magnet HS	Daniel Henriques	
Instructor, UCTECH HS	Robert Cammarota	
Instructor, AAHS	Christina Roy	
Instructor, AAHS/APA	Tiffany Lucey	
Student, AIT	Jennifer Lambert	
Principal, Adult Programs	Lisa Tauscher	
Principal, APA	Scott Rubin	
Instructor, Magnet HS	Trish Drevelus	

Executive Summary

Union County Vocational-Technical Schools mission is to address the needs of the residents of our county by providing technological opportunities to acquire the marketable skills necessary to enter into and compete in our challenging labor market as we enter the 21st Century. This mission is committed to ensuring high standards and challenging opportunities through the integration of academic and technical training and by:

- providing access to technology for all learners
- providing a strong emphasis on teacher professional development and pre-service education.
- creating an integration of technology into systematic school reforms

Our mission statement stresses the implementation of technology as a tool for learning; technology is an instrument to be used to expedite and enhance the learning process. We have designed our plan to break down the barriers of time, distance and form.

Technology Overview

1.1 Technology

The Union County Vocational-Technical Schools district has been using Dell computers for over 13 years. After beginning with PC clone computers in the mid 90's, we made the move to Dell computers for several reasons.

The first was the product lifecycle. By having a longer lifecycle, we are able to spend less time learning new technologies and concentrate on other aspects of IT. Another deciding factor was their warranty parts direct program. This program enabled us to do our own troubleshooting, eliminating the extended phone calls for support. Finally our relationship with Dell enabled us to offer our students and faculty a high end computer for a good price.

A complete listing of district computers is included in Appendix A.

The district also utilizes a gigabit network. Our network utilizes Extreme Networks switches. Extreme Networks switches were less expensive then Cisco and offered the layer three technologies our district required. We have recently invested in a wireless network with the use of Extreme Network switches and access points. This network is used to provide network access where it currently does not exist or are limited connections.

A complete listing of network switches is included in Appendix B.

With the creation or our new Academy for Performing Arts building, we have had to expand our phone system. We are taking this opportunity to upgrade the existing Toshiba CIX670 System to CIX1200 System.

We also utilize Verizon Wireless for all administrative staff. We continue to use the Blackberry Enterprise Server as well.

To assist with maintaining the districts computers we have purchased Symantec's Altiris software. Altiris includes the following suites:

- Client Management Suite (CMS)
- Asset Management Suite (AMS)
- Server Management Suite (SMS)

Altiris enables the technology department to monitor, image, and inventory all district computers. The listing of district computers is generated from this program. Altiris also does a complete software and hardware inventory of the districts computers.

We have also begun the move to virtual servers. We moved seven of the districts 16 servers to this environment. This move was done to help with the cost of server hardware. By going to a virtual server environment we have less hardware to maintain and the virtual server's backup and imaging, along with dual power supplies and RAID configuration, helps insure the safety of the data on these servers.

Building on this backbone the following chart summarizes the technology inventory required to continue offering our students the best opportunity to continue to reach their academic goals.

Three-Year Technology Plan Inventory Table

Area of Need	Describe for 2010-11	Describe for 2011-12	Describe for 2012-13
Technology	Furnish labs in new Performing Arts Academy with computers and peripherals	Increase Video options beyond Discovery Educations United Streaming	Upgrade current projection systems to smart systems (Starboard technology)
Software (Curriculum)	Secure parent/student portal for PowerSchool	Upgrade to latest Microsoft, Adobe and AutoCAD products	Upgrade ID card system for faculty to allow room and building access
Software (Network)	Video Camera surveillance software upgrade	Windows 7 upgrade, new computers first	Move paper room reservation system to electronic
Maintenance Policy	Update, virus, mail security, Altiris and firewall	Update, virus, mail security, Altiris and firewall	Update, virus, mail security, Altiris and firewall
Telecommunications	Expand voice, video and data network into new building	Evaluate ISP provider services	Evaluate conversion to VOIP network
Technical Support	Budget funds to hire A/V technician	Look to outsource printer service and support	Continue student internship program
Security Systems	Upgrade existing camera surveillance system	Add additional cameras into academies	Add additional cameras into academies

We have completed the process of upgrading all our classrooms and labs from TV monitors to projection systems. Our next goal is to upgrade older projection setups to Starboard projectors. This change provides the students with a better tool for technology presentations

The district works in conjunction with the sending districts to meet the visual and hearing impaired students' needs. The use of specialized software tools, i.e. JAWS, is one of the ways we work to assist students. Training is provided to each instructor that requires the use of these tools for their students.

The district analyzes student limitations to software tools for specific academic results and expectations. Any limitations of students are worked out by coordinating services with the sending district.

All district employees are provided with a Dell laptop upon hire. The laptops are configured with MS Office, Adobe Suite, Symantec Endpoint and any additional software pertinent to their program of instruction. The Director of Technology is Dell Warranty Part certified and

troubleshoots all laptop issues. This certification allows the director to order replacement parts direct from Dell, saving online or phone troubleshooting with a Dell technician.

This past year the district opened the PowerSchool parent/student portal. This enables parents and students to access an up to date listing of their attendance and grade records. By opening this portal we have taken some of the work load off teachers by cutting down the number of phone calls and e-mails to parents in regards to student progress. One future goal is to go paperless, by not sending progress reports and report cards home, utilizing the portal.

The logical and consistent method of creating, organizing and displaying information provide the optimal situation for stakeholders who need an alternate way to review the school website. We opened a VPN into our network for administrators that need to access the network from off campus. The VPN has provided a fast and convenient way for administrators to access the network from off campus.

We have also moved to electronic transfer of Board agendas. All board members now have electronic access to the board agenda and attachments through a secure section of our web site. We are also posting the minutes from our Board meetings on the website.

We have also signed up with Strauss Esmay which hosts our board policies online. This provides administrator's access to update polices online. The public can request to see the policies through building administrators.

The District's website is accessible to all stakeholders. Our website currently utilizes a text based content management system that allows all links and content to be translated into a screen reader with ease. Website graphics and animations that may be included on the site are for decoration only and are not used for navigation or information.

The logical and consistent method of creating, organizing and displaying information provide the optimal situation for stakeholders who need an alternate way to review the school website.

Any multimedia presentations included on our site utilize the accessibility tools that are included with the software in which the presentation was created, i.e., Microsoft PowerPoint, Adobe PDF's, Adobe Flash, etc. As long as PowerPoint presentations are created using a version later than Office 2000, they can be read using a screen reader. Adobe PDF's can be read as text using the latest free Adobe Acrobat Reader. In addition Adobe provides an html convert for those having a problem utilizing the latest reader. Flash generated content will be created using the latest accessibility tools to help keep the content accessible.

Electronic forms created using the tools included with our software generate text-based forms that can be easily navigated and completed using accessibility tools.

Image maps are generally not utilized within the site. Due to the navigation problems they can cause in regards to accessibility.

Additionally, due the open and extensible nature of Zumu software, adjustments and changes can quickly be made to allow for additional navigation aids for those using screen readers. For example, if a user would like an option to skip the reading of the navigation bar, this option can be added very quickly without disrupting the layout or display of the site for other users. This flexibility allows our website to be responsive to all users.

As with all technology there comes a time when its usefulness becomes limited. As has been our practice since 1997, new equipment for two to three computer labs is ordered each year through capital funds, grants and Perkins funding. We purchase high end machines for our primary labs, i.e. CADD, Office Systems Technology and the IT senior labs. The older machines are then redistributed to other district labs, i.e. sciences and humanities.

The order they are redistributed is based on use of the lab. For example the Humanities lab, for which the primary use is Word, will have the oldest computers. The sciences and math labs usually receive the second generation computers. UCVTS has been able to purchase new computers, recycling the old computers throughout the campus. These computers have been averaging a life of three to four years.

Once the life of a computer has come to an actual end, (usually at the time it can no longer handle the latest OS or the parts physically give out), we remove the computers from our inventory and then recycle them through companies like ARC Recycling or the Urban Renewal Corporation.

1.2 Cyber safety

After moving from the Union County Internet Consortium this past year, we have moved to the SonicWALL NSA 4500 Appliance. SonicWALL provides:

- next generation security
- Scalable multi-core hardware and reassembly free deep packet inspection
- high availability and load balancing features
- Advanced state-of-the-art performance and lowered TCO
- Advanced routing services and networking features
- Standards-based Voice over IP (VoIP)
- Secure distributed wireless LAN services
- Onboard Quality of Service (QoS)

The SonicWALL NSA Series revolutionizes network security, utilizing a breakthrough multi-core design and Reassembly-Free Deep Packet Inspection™ (RFDPI), and offering complete protection without compromising network performance.

The SonicWALL® Network Security Appliance (NSA) Series overcomes the limitations of existing security solutions by scanning the entirety of each packet for current internal and external threats in real time. Built on a high-speed multi-core processing platform, the NSA Series enables deep packet inspection without adversely impacting the performance of mission-critical networks and applications.

In addition to the firewall, we recently upgraded our Cymphonix Network Composer to the DC40XS model. Network Composer brings perfect visibility and control to the chaotic and freewheeling Internet environment. With Network Composer, we can see exactly how our students or employees are using the Internet. Additionally, we can see the performance of critical

Internet applications, set smart, policy-based limits and priorities and run detailed reports to identify and resolve problems quickly. Together these capabilities give us the power to reveal exactly how everyone in our organization is using the Internet, while providing complete control over the online content and applications.

Network Composer gives us the ability to precisely define and control how much bandwidth is available for different types of content and applications. Even better, it allows us to carefully prioritize and dynamically scale bandwidth, recreational content is still available when Internet traffic is light. This intelligent, fine-grained control translates directly into better performance—without imposing crude or heavy-handed “allow or deny” restrictions.

Network Composer provides us with *content filtering* automatically detects and protects our network from dangerous information and ensures users can access the content they need through multi-layer filtering. This includes real-time dynamic URL categorization, URL database matching, URL keyword search and SafeSearch search engine enforcement.

Secure traffic filtering which monitors, analyzes and filters HTTPS traffic to eliminate threats hidden inside encrypted content*. Anonymous proxy protection* which protects against today’s most sophisticated threats with daily filter voidance updates and dynamic content analysis that identifies and blocks dangerous anonymous proxies. *Internet threat control* which blocks web-based malware and viruses with advanced database matching and client spyware removal capabilities.

We also utilize the Barracuda Spam Firewall. The Barracuda Spam Firewall is an integrated hardware and software solution designed to protect your email server from spam, virus, spoofing, phishing and spyware attacks. The Barracuda Spam Firewall provides comprehensive protection against the most current email-borne threats that can cripple your network if left unprotected. With our proprietary twelve-layer defense system, the Barracuda Spam Firewall optimizes performance of your email server while utilizing the following protections:

- **Anti-spam.** The algorithms and methods used by the Barracuda Spam Firewall are the most comprehensive and most advanced in the industry at detecting and filtering spam resulting in the lowest rate of false positives.

- **Anti-virus.** By utilizing dual layer virus blocking, decompression of archives and file type blocking, the anti-virus engine in the Barracuda Spam Firewall provides complete virus protection.

- **Anti-spoofing.** This technology prevents the use of forged or "spoofed" sender addresses on unsolicited email. The anti-spoofing feature also allows larger organizations to specify a list of IP addresses that are allowed to have a "From" address that appears from inside the organization to support multiple sites and multiple email servers.

- **Anti-phishing**. The Barracuda Spam Firewall provides robust protection against phishing schemes which are often used to gather confidential information about an organization or its individual users.

- **Anti-spyware.** (Attachments) - All attachments are scanned and any spyware executables are detected and eliminated immediately.

- **Denial of Service Protection.** Rate controls are utilized to stop denial of service attacks as well as dictionary based spam attacks. These rate control systems are integrated and automatic in the Barracuda Spam Firewall.

In addition to physical hardware and software protection, all district employees and students are required to fill out an Acceptable Use Policy Release form after reading and accepting the Acceptable Use Policy, (see appendix C). The Acceptable Use form also includes a sign off for posting the students information on our web site and permission to use student information for public relations. All data is entered into a Microsoft Office InfoPath file, viewable by all district employees. Our Acceptable Use Policy is reviewed annually and re-approved at February's Public Board meeting.

Each of our districts academies and UC Tech, utilize the first year technology classes to educate students on the districts Acceptable Use Policy and online safety. The technology teachers instruct students on the proper usage of the Internet as well as educating the students on the monitoring hardware and software in use by the district. The Acceptable Use Policy Release form has to be signed by the parent as well as the child. Every February our AUP is on the board agenda with any updates for re-approval.

The district utilizes the Honeywell Instant Alert™ for Schools for notifying parents of any district wide or school wide issues, in addition to school closings. Honeywell Instant Alert™ for Schools is a notification and communication service designed specifically for schools - and the mobile lifestyles of today's parents and guardians.

This innovative and highly-reliable system delivers a single, clear message to the students' parents or guardians by home phone, cell phone, e-mail, pager or PDA. Honeywell Instant Alert can be used for rapid and customized emergency notification or for communication of everyday activities, such as event times and locations, schedule changes and student performance. The result: a safer, more secure, and more effective learning environment.

1.3 Needs assessment

This past year we redesigned our district technology assessment to provide a more detailed barometer of our faculty technology skills. This assessment, see Appendix D, concentrated on measuring what our faculty felt their strengths and weaknesses were in the areas of technology application.

This survey moved beyond basic technology applications, such as word processing, databases and spreadsheets and concentrated more on applications of technology into the curriculum, i.e. web design and usage, Internet safety, identifying and applying technology into the curriculum.

Results of our previous surveys were addressed through ETTC training courses and mini-PD workshops run within each of our academies. The results were used to provide appropriate training pertinent to what was being taught. Faculty support is also provided through student interns who assist faculty on adapting to new technologies.

Faculty and student participation was necessary in addressing the needs of students. Through surveys and meetings needs not already being addressed for students were covered. This included time outside the school day to access the network. Several curriculum revisions were addressed providing appropriate technology to accommodate this curriculum.

1.3.1 Survey Summary

Based on the results of the survey, provided in Appendix E, these were the areas faculty were most interested in improving upon: Internet Resources to teach core curriculum, MS Word, Excel and PowerPoint in the classroom, Google Docs and Educational Copyright and creative Commons.

The following areas are the ones faculty had a comfort level with and didn't require additional training: social software, blogs, wikis, and social networking sites.

Based on the increasing demand for loaned laptop carts, media carts and lab space, faculty have been taking full advantage of existing technologies, which we are moving to make available to all faculty members on a regular basis by incorporating the technology directly into the individual classrooms. This will make the technology available on a regular basis, without the requirement of signing it out.

1.3.2 Current Environment and Barriers

Educational Environment	***Current***	***Barriers***
Access to technology to facilitate technology integration	Available to all on sign out basis.	Not available in every classroom
Students access to technology in their learning environment	All disciplines have computer lab available for student use	Shared labs require scheduling
Needs of staff are evaluated	Technology survey and staff development survey	Variety of academies with varying needs district wide
Past professional development addressed needs for technology integration	Have offered different staff development options each year	New faculty and new technology requires retraining in some areas
Past professional development for all administrators was provided to further the effective use of technology in the classroom	All new technologies are taught to administrative staff, before implementation to faculty	Making sure technologies are understood by all parties
Supports were provided for staff other than professional development	Monthly mini workshops, interdisciplinary meetings and technology samplings are offered, student interns provide additional support	Monthly offerings are not mandatory, attendance not 100%, coordinating schedules of faculty and interns

1.3.3 Needs to improve achievement

To address the needs of our faculty we are working with the ETTC on the summer/fall offerings brochure. We are looking to purchase additional laptop carts for use in traditional classrooms. We have increased the offerings to new faculty through our summer training program and through monthly, teacher chosen, mini workshops. These needs are being prioritized in our goals and objectives for the next three years.

Three-Year Goals and Objectives

2.1 History

The following is the list of goals from the 2007-10 Technology Plan. The text in italics is the evaluation of each of the goals listed in our previous plan.

1. To provide continuous training for staff as new technologies evolve by providing semi-annual training district wide and continue to build a training relationship with the Union County ETTC (ongoing)
   Through the use of results of the districts technology survey, classes offered by the Educational Technology Training Center, located on our campus, have been geared towards the needs of our faculty. We continue to run mandatory summer training workshops for all new faculty as well as workshops on any new district wide hardware or software programs. Each of our districts academies also run monthly mini professional development workshops.
2. To continue providing the latest software programs through agreements such as Microsoft's Volume Licensing Program and Autodesk Comprehensive Education Solution (Ongoing)
   We have continued our participation with the Microsoft Volume Licensing program and have purchased the Autodesk Design Academy, with a perpetual license. By owning the software, the cost of annual upgrades will decrease dramatically. We have also purchased licensing for United Streaming for faculty use. We have also purchased Adobe Suite licensing so all faculty and students have access to Acrobat and Photoshop.
3. To continue amassing educational technology resources through both the ETTC and our own in-district resources (Ongoing)
   In addition to the resources amassed by the ETTC, our four academies have begun amassing their own technology resources that are available to all staff on a sign out basis.
4. To continue requiring teachers, through their Professional Improvement Plans (PIP's), to develop lessons utilizing new instructional and/or assessment technologies. (Ongoing)
   Each academy has adapted online lesson plans and has begun to require faculty to create and maintain their own web space on the districts web page. Faculty are being trained how to best utilize this space for sharing with students and parents.

After evaluating this year's technology survey, the following goals have been created to guide us over the next four years.

5. To provide the appropriate guidelines for publishing to the web
   As part of all new faculty training, we have incorporated a unit on posting to our website. We have also offered supplemental classes via the ETTC throughout the school year.

6. To provide guidance in identifying and using technology resources to keep current with technology education
   As part of all new faculty training, we have incorporated a unit on technology resources. In addition each district Academy runs a technology workshop during which technology available to the faculty is demonstrated and sign out procedures are explained.
7. To provide Internet safety and value to our students education
   Each academy runs an assembly in conjunction with the prosecutor's office that covers the possible pitfalls of the Internet.
8. To provide appropriate training for faculty to evaluate web sites, student projects and products effectively
   We have experimented with a student drop box that allows students to submit large electronic projects via the web. The site date stamps the work which is then viewed by faculty. We have experienced problems with different file formats and are investigating possible alternatives.
9. To provide training on evaluating students projects and portfolios using formal and informal assessment methods
   Through mini PD workshops we have been providing faculty with training on evaluating student projects and portfolios. These workshops are coordinated by each Academy.

2.2 Goals and Objectives for 2010-13

The following are the ongoing goals from previous years that will continue throughout the scope of this technology plan.

1. To provide continuous training for staff as new technologies evolve by providing semi-annual training district wide and continue to build a training relationship with the Union County ETTC (ongoing)
2. To continue providing the latest software programs through agreements such as Microsoft's Volume Licensing Program and Autodesk Comprehensive Education Solution (Ongoing)
3. To continue amassing educational technology resources through both the ETTC and our own in-district resources (Ongoing)
4. To continue requiring teachers, through their Professional Improvement Plans (PIP's), to develop lessons utilizing new instructional and/or assessment technologies. (Ongoing)

After evaluating this year's technology survey, the following goals have been created to guide us over the next four years.

5. To develop a better identification of student skills in mastering traits addressed by the Partnership for 21st Century Skills. (Ongoing)

6. Develop training opportunities for teachers to better utilize Internet resources to teach the core curriculum. (Fall 2010)
7. Develop training opportunities for teachers to learn to incorporate productivity tools (MS Word, Excel, PowerPoint) into their classroom. (Ongoing)
8. Develop Google Docs training program for teachers to incorporate into curriculum. (Fall 2010)
9. Provide information on educational copyright and creative commons to faculty. (Fall 2010)

The following objectives have been created to assist us in accomplishing the above listed goals during the next four years.

1. Continue to run workshops in conjunction with the ETTC on technology related topics. Continue monthly technology workshops and summer training for all new faculty
2. Renew licensing agreements for latest version of software programs utilized by all faculty and students
3. Purchase new video distribution server for streaming media to replace and update existing video tape/DVD library
4. Provide training sessions for faculty on utilizing new instructional and assessment technologies for their classroom
5. Continue to survey faculty and students to be sure we are offering the most appropriate professional development

Three-Year Implementation and Strategies Tables (July 2010-June 2013)

District Goal and Objective	Strategy / Activity	Timeline	Person Responsible	Documentation
1	Technology themed workshops	Ongoing	ETTC Director & Director of Tech.	Certificate of completion
2	Renewal of district licensing	Annual	Director of Tech.	License certificates
3	Purchase Video Distribution Server	Summer 2011	Director of Tech.	Purchase order
4	Utilizing instructional technologies	Ongoing	ETTC Director & Director of Tech.	Teacher Evaluation
5	21st Century Skills PD workshop	Ongoing	ETTC Director & Director of Tech.	Teacher Evaluation
6	Internet Resources PD workshop	Fall 2010	ETTC Director & Director of Tech.	Teacher Survey

7	Productivity Tools PD workshop	Ongoing	ETTC Director & Director of Tech.	Teacher Survey
8	Google Docs PD workshop	Fall 2010	ETTC Director & Director of Tech.	Teacher Survey
9	Educational Copyright PD workshop	Fall 2010	ETTC Director & Director of Tech.	Teacher Survey

As a 9 – 12 district, students accepted into our academies are expected to have meet the NCLB requirement that all students be technologically literate by the end of grade eight. All our academies curriculum has a strong emphasis on technology. Students begin their freshmen year with technology based classes in each of our academies.

Union County Vocational-Technical Schools has been a forerunner in technology and we are now making a more concerted effort to be sure the technology is being infused into the curriculum and utilized as a valuable tool. Presentation systems in our classrooms consisting of projection systems and Starboards have enhanced the presentation of the curriculum.

Experimental use of tablet PC's and wireless technology has proven successful in providing the instructor with mobility to teach unrestricted in the classroom. The use of video streaming technology with our presentation systems has provided our students with an educational environment that can compete with their recreational environment.

Funding Plan (July 2010- June 2013)

The Union County Vocational-Technical School District receives revenue from four primary sources: state aid, county tax levy, tuition, and grant funding i.e. Perkins, E-rate, etc.

Capital equipment and facility dollars are provided through two primary sources: grant programs and capital ordinances through the county. The majority of our capital expenditures are financed through a county bond ordinance. Approximately 40% to 50% or our annual technology expenses come from accounts in Fund 30, Capital Ordinance.

Fund 20, Special Revenues, pays for approximately 20% to 30% of our annual technology expenses. This includes money from grants and Perkins funding. Much of our district software licensing, computer labs and staff development is paid from accounts in this fund. Our campus software licensing through Microsoft and Autodesk is a major portion of these funds.

The remainder of our technology budget is paid through Fund 11, Current Expenses. These expenditures account for 15% to 20% of our technology budget. These items include computer supplies and non licensed software. Some smaller licensed software, like our Adobe and Macromedia licensing is paid for through these funds.

NIMAS compliant resources (the National Instructional Materials Accessibility Standard which guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech) and other digital resources can be funded in several ways. Currently, online databases such as CultureGrams, American Decades, and Wilson Biographies are purchased through the individual school supply accounts. District wide databases such as EBSCO, Encyclopedia Britannica, World Book Online, and Discovery Education's United

streaming are purchased through the media software line item of the budget by the technology department.

We are currently outsourcing our e-rate applications to On-Tech. They are responsible for applying and monitoring all e-rate procedures for the district.

Further use of NIMAS-compliant curricula and use of NIMAC (the National Instructional Materials Access Center) is being explored by the Director of Special Education.

Item	Federal Grants	State Grants	Local Funding
Technology Equipment	40,000	35,000	150,000
Network	-	-	20,000
Capacity	-	-	12,000
Filtering	-	-	8,000
Software	20,000	40,000	-
Maintenance	-	-	25,000
Upgrades	-	-	50,000
Print Media	-	-	15,000
Policy and Plans	-	-	5,000
Other services	-	-	10,000

Item	Federal Grants	State Grants	Local Funding
Technology Equipment	40,000	38,000	155,000
Network	-	-	20,000
Capacity	-	-	12,000
Filtering	-	-	8,000
Software	21,000	41,000	-
Maintenance	-	-	35,000
Upgrades	-	-	75,000
Print Media	-	-	15,000
Policy and Plans	-	-	5,000
Other services	-	-	15,000

See appendix F for a copy of the board approval for this technology plan, created March of 2010.

Professional Development

The coordination of the districts professional development plan is lead by Lisa Tauscher, Director of the ETTC and our local professional development committee.

Professional development is an integral part of our technology plan. Annually, technology surveys (Appendix D) are distributed to all professional staff. The results of these surveys are calculated and recorded.

By questioning staff annually we can evaluate the effectiveness of the professional development program of the previous year and modify the offerings for the current year. Our current professional development program provides options for professional staff members in the following areas:

- Cooperative Learning
- Learning strategies
- Integrating technology in the classroom
- Website design for parents and community members
- Digital Portfolios for students and teachers
- Creating Rubrics for assessments
- Academic-vocational integrations
- Multiple Intelligence and Learning Style skills
- Math across the curriculum
- Terra Nova and HSPA skills training

Staff access professional development programs in technology training during non-contract time and at a negotiated contract rate for professional development of $20/hour. Secretarial personnel access professional development programs in technology during the regular day.

To assist teachers in integrating technology into their curricula, the district has emphasized the importance for monitoring teacher's correlation of the NJCCCS to their curricula. This monitoring and training is recorded in the teachers PIP's as well as their evaluations.

Assistance with this integration is provided through multiple avenues. The summer orientation program, staff development days, etc. are all mechanisms to provide our teachers with the skills to improve their lesson plans, thus improving their student's achievement.

Offerings for secretarial personnel include word processing, spreadsheets, database, Internet, basic troubleshooting and any individual requests that merit consideration.

The Union County Educational Technology Training Center located on our campus serves as the training facility for our district. Staff members are encouraged to attend workshops at the ETTC that are related to their area of expertise. Examples of ETTC training programs are as follows:

- Introduction to Laptop Use/Integration into the Classroom
- Introduction to MS Office XP
- Norton Antivirus Updates

- Windows and Organizing Files
- Safari-voice, video and data integration
- Network usage and organizing files
- CSI Grading and Attendance software
- Managing Grades with Excel
- Creating Digital Portfolios
- Multimedia Presentations with PowerPoint
- Microsoft Publisher
- Dreamweaver
- Integrating Smart Boards and Star Boards into the Classroom
- Integrating Technology into the Classroom
- Photoshop Integration
- Designing a classroom website/Zumu

In addition to desktops in their offices, all district administrative staff members are supplied with a district issued laptop and a phone. All administrative staff members are supplied with Blackberry phones. One of our districts goals is to provide our administrative staff with the appropriate technology to administer the needs of all the district's schools.

District administrators are trained on all new technology programs as they are implemented. Training includes; Strauss Esmay for online board policies, incident command training, and Zumu web design training. Principal meetings are held on a monthly basis and leadership meetings every three months. During these meetings new programs and technologies are introduced to the administrators. More specialized training is held when necessary through the ETTC.

Likewise all district professional staff members are given their own laptop from the date they are hired. These computers are used both on and off campus for preparing lesson plans, taking attendance, and reporting grades. There is a mandatory training session that is included in our summer orientation program that is attended by all new employees. This training must be attended before the laptops are issued.

During this summer training all professional staff members are also trained in writing curricula. This training is designed to help new faculty members identify and implement technology and other core content area curricula into their own curricula.

Technical staff who utilized the districts computer labs receive training for all technologies in place. These technologies include starboards and projectors which are used to enhance the presentation of lessons. Faculty members have access to digital cameras and non-linear video editing equipment for student portfolios and specific projects. Teachers are also provided with over 10,000 other videos and video clips via United Streaming, an online video streaming service.

Part of the responsibility of UCVTS's academy's administration is to continue to research new and innovative ways to incorporate technology into the curricula. Results of this research are shared annually during the summer training program and during the first staff development day in September.

We have also developed mini-professional development workshops that are held on a monthly basis for staff on the application of assistive technologies. These workshops cover topics from

Integrating Starboard presentations into your lesson plans to Creating individually paced lesson plans.

In addition to our monthly mini-professional development workshops each academy has monthly interdisciplinary meetings. These meetings provide faculty with an opportunity to discuss their upcoming lesson plans and share ideas on creating cross curriculum models.

Professional development opportunities are provided for staff members in terms of our district professional development plan as well as individual faculty professional improvement plans. Since we house the Union County Educational Technology Training Center (ETTC) on our campus, we are able to offer small group and one-on-one training sessions on requested technology and curriculum topics.

We also provide one-on-one mentoring in teacher classrooms on an as needed basis. This is done through requests made via the ETTC and/or technology interns. Various training opportunities are offered throughout the year and focus on technology and curriculum integration.

The district provides release time and pays fees for outside workshops, including undergraduate and graduate classes. In addition, the district offered free technology and curriculum workshops after school and provides training during in-service days.

The following list is an overview of types of training we will be offering to assist in implementing the district's professional development plan through the 2013 school year:

- Integrating technology in the classroom
- Website design for parents and community members
- Digital Portfolios for students and teachers
- Academic-vocational integration
- Introduction to Laptop Use/Integration into the Classroom
- Introduction to MS Office 2007
- Windows XP and Vista Organizing Files
- Safari-voice, video and data integration
- Network usage and organizing files
- PowerSchool training
- Managing Grades with Excel
- Creating Digital Portfolios
- Multimedia Presentations with PowerPoint
- Microsoft Publisher
- Dreamweaver
- Integrating Smart Boards and Star Boards into the Classroom
- Integrating Technology into the Classroom
- Photoshop Integration
- Designing a classroom website/Zumu

Educators Proficiency Identified Need	Ongoing Professional Development for 2007-08	Support

21st Century Skills PD workshop	ETTC and School Based Workshops	ETTC, mini PD offerings
Internet Resources PD workshop	ETTC and School Based Workshops	ETTC, mini PD offerings
Productivity Tools PD workshop	ETTC and School Based Workshops	ETTC, Intern coaching
Google Docs PD workshop	ETTC and School Based Workshops	ETTC, mini PD offerings
Educational Copyright PD workshop	ETTC and School Based Workshops	ETTC, mini PD offerings

As all district professional development is coordinated through the ETTC, several professional development activities will be handled by third party vendors. After the initial training, we will turnkey future training through use of our technology staff.

All classes and workshops attended by district staff will be paid for by the district at the current contract negotiated rate.

Evaluation Plan

The Union County Vocational-Technical School District's technology committee, under the direction and leadership of the Director of Technology is responsible for input and development of the technology plan. The committee is made up of support staff, teaching, administration, students and industry representatives.

The plan provides a vision statement for the implementation of technology throughout the school district. It succinctly defines the District's goals and objectives through the year 2013. It describes what currently exists, what the immediate future plans are and what the District sees as its long-range technology goals; the description takes into account both hardware and software needs.

A critical element of the technology plan is its focus on staff development. A multi-year plan is in place for the training of all District employees – both professional and non-certificated staff. Another key focus is enabling students to meet the challenging state and federal standards. Our focus on staff development will help empower our instructors to provide the best for our students.

The professional development opportunities presently available in the district include: discipline and grade level meetings; summer articulation meetings; new teacher training held over the summer; Middle States teams; the Industry Advisory Board; teacher-taught, "mini" professional development classes held after school; Project Adventure activities; distributive leadership series; and Educational Technology and Training Center (ETTC) classes. The district also provides two, full-day, professional development days. Faculty and interdisciplinary meetings are each held on a monthly basis, and have developed into working meetings where teachers have the opportunity to work on school and district initiatives that directly affect the students, such as developing a school growth plan, fulfilling Middle States requirements, and other needs as they arise.

The Director of Technology in concert with the district technology committee and the Superintendent of Schools will be responsible for monitoring the progress of the technology plan. The committee will continue to meet on a regular basis and assess the successful implementation of the plan in the following ways:

- interviews with district personnel on the staff development plan;
- feedback of students participating in district technology internships;
- observable inclusion of technology into curriculum and instruction by staff (PIP's);
- continual evidence of technology related efficiency throughout all office areas;
- a demand for new technology for classroom use;
- the inclusion of internet enhanced instruction;
- yearly analysis of whether all implementation goals (hardware, software, wiring, etc.) have been met.

The Union County Vocational-Technical School district has made a commitment to provide its students with up-to-date technology as well as engaging and demanding curriculum. To assist us in keeping this promise we will routinely update the status of our curriculum and technology and report these findings in our technology plan records.

The district's definition of student achievement is an adaptable, confident, well-rounded student who can apply learned material to real-life situations, and who are active participants in the learning process. The commonalities in the definition include student engagement and student responsibility and ability to apply their skills within the classroom and in the community. The student learning priorities encompass the district's definition of student achievement by preparing the students to be life-long, self-directed learners, communicators with interpersonal and academic skills, goal-oriented individuals, responsible and ethical leaders in the community, and socially-aware students who respect others.

The technology committee will be responsible for checking and updating the status of our ongoing technological needs. The goals and objectives stated in our plan will be reviewed at least twice a year. Our district committees will provide ongoing statistical data collection to evaluate items such as: types of technology needed, types of technology offered, usage by staff, evaluation of courses, etc.

Our district is dedicated to adding resources needed to implement the plan, such as: current technology hardware and software; release time for professional development opportunities; and in-service professional development opportunities. Starting in 2010-11 we have added additional half day, in-service days to extend our professional development opportunities

Our commitment to constantly evaluating our technology resources in the classroom and curriculum is key to helping our students achieve academic success. By following the goals and objectives set forth in this document, we can achieve our ultimate goal of helping students develop life-long learning skills. This is reinforced by the success rate of our students post secondary acceptance.

This document represents a guideline for our District's technology vision. As deadlines may be met earlier or later than expected, the overall outcome of this plan may be modified. It is the goal of the Union County Vocational-Technical School District to provide all faculty and students with the best possible technology and training materials.

Appendices

Appendix A

Level 1	Level 2	Number of Computers
Dell Inc.	OptiPlex 755	193
Dell Inc.	OptiPlex 745	190
Dell Inc.	OptiPlex 760	178
Dell Inc.	Latitude D610	77
Dell Inc.	Latitude D620	75
Dell Inc.	OptiPlex GX620	65
Dell Inc.	Latitude D630	59
Dell Inc.	Latitude E6400	48
Dell Inc	OptiPlex 740	39
Dell Inc.	OptiPlex GX280	27
Dell Computer Corporation	OptiPlex GX270	26
Dell Computer Corporation	Latitude D600	25
Dell Inc.	OptiPlex SX280	22
Dell Computer Corporation	OptiPlex GX260	15
Dell Inc.	OptiPlex 780	10
Dell Computer Corporation	OptiPlex SX270	7
Dell Computer Corporation	OptiPlex GX110	4
Dell Computer Corporation	OptiPlex GX150	3
Dell Inc.	Latitude XT	3
TOSHIBA	Satellite M35X	3
VMware, Inc.	VMware Virtual Platform	3
Dell Inc.	PowerEdge 2950	3
Dell Computer Corporation	PowerEdge 1600SC	2
INTEL_	D845GBV_	2
INTEL_	D845GLAD	1
Data not accessible	Data not accessible	1
DELL	Data not accessible	1
Dell Computer Corporation	OptiPlex 170L	1
Dell Computer Corporation	OptiPlex GX240	1
DELL	Latitude D610	1
Dell Inc.	PowerEdge 1950	1
Dell Computer Corporation	PowerEdge 2400	1
Dell Computer Corporation	PowerEdge 2650	1
Dell Inc.	PowerEdge 2900	1
Dell Computer Corporation	OptiPlex SX260	1
Dell Computer Corporation	PowerEdge 4400	1
Dell Inc.	PowerEdge R610	1
Macintosh	PowerMac G4 (AGP Graphics)	1
Macintosh	PowerMac G5 (June 2004)	1
Dell Inc.	Precision M4400	1
WBIOS	WHIZPRO	1

Appendix B

Device Inventory Reports

Report generated on March 12, 2010 03:49:44 PM

Reports for devices by either device group membership or device type:

Devices by Group:

Device Group	Description	Quantity
Default	The default device group for all switches.	48
Map.Default		41
Map.Default|Map.10.11.100.0/24		7
All Devices	*All devices in the system.*	49

Devices by Type:

Device Type	Quantity
Alpine 3808	1
Summit 48si	38
Summit 5i SX	2
Summit X450a-24x	1
Summit X450e-48p	7
All Devices	49

Appendix C

Union County Vocational-Technical Schools

Acceptable Use Policy

It is the intent of the Union County Vocational-Technical Schools (UCVTS) to make the UCVTNet (Union County Vocational-Technical Schools Network) available to students and staff in order to promote personal and academic growth in information gathering techniques, critical thinking skills, and communication skills.
The term UCVTNet pertains to all computers and peripherals that are connected to the UCVTNet infrastructure, including network folders, e-mail, Internet access and software programs sanctioned by the district. The following regulations shall apply equally to students, employees, volunteers, and contractors employed by the District.

1. UCVTNet is not for private, commercial or business use or to promote political or religious ideologies or illegal activity.
2. Filtering software is now in use on all computers with access to the Internet. Use of UCVTNet to access or process sites of the following nature is prohibited: Violence/Profanity, Partial Nudity, Full Nudity, Sexual Acts, Gross Depictions, Militant Extremist and Questionable/Illegal/Gambling.
3. Sending material via UCVTNet that is likely to be offensive or objectionable is prohibited.
4. UCVTNet users must respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
5. UCVTNet users must not share individual accounts with anyone. Users must either log off or lock any unattended workstations.
6. The illegal installation of copyrighted software and unauthorized executable files on district computers is prohibited. The building administrator or the technology department must approve any software installation on UCVTNet.
7. UCVTNet user accounts are work in progress accounts. Users are urged to make archive and backup copies of all files. Users should realize that network use (e.g. WWW, email, etc.) is logged and is subject to administrative monitoring/review at any time.
8. Users are responsible to take precautions to prevent viruses on UCVTNet equipment. UCVTNet is not responsible for any damage caused by files taken from UCVTNet.
9. District technology equipment is not to be reconfigured or relocated without the approval of the building principal, technology department *and* the superintendent. Any non-district equipment that is added to the existing technology topography without the approval of the building principal, technology department and superintendent, will be considered district equipment and will be subject to confiscation.
10. Any district hardware/software/peripherals that are signed out for temporary use must be returned within two weeks, unless the building principal and/or technology department grants an extension.
11. All technology is for work related or educational purposes only.

Disciplinary action for violation of this Acceptable Use Policy may include, but is not limited to, the loss of an account for a limited or extended period of time (depending on the offense) and/or a reduction of access to computer labs. Interpretation, application, and modification of this Acceptable Use Policy is within the sole discretion of the Union County Vocational-Technical School District. Any questions or issues regarding this policy should be directed to Union County Vocational-Technical School District Administration.

This is to acknowledge that you have read and accept the terms of the attached UCVTS Acceptable Use Policy and the district may issue an account on the UCVTNet for the individual named below. ***NOTE: Checking NO to this question will prevent the individual from having access to the computers on campus. This will result in a negative impact on the individual's ability to complete assignments or perform their job.***	
○ **Yes**. We have read the above Acceptable Use Policy and grant permission for the district to issue an account to the individual below.	○ **No.** We have read the attached Acceptable Use Policy and do not grant permission for the district to issue an account to the individual below.

First Name (Print)	Last Name (Print)	Signature
Date	Grade ○ 09 ○ 10 ○ 11 ○ 12 ○ Adult	School / Program ○ UCMHS ○ UCAIT ○ UCTECH ○ UCAPA ○ UCAAHS ○ Adult ○ Shared Time
Printed Name of Parent / Guardian	Relation to student	Signature of Parent / Guardian

Union County Vocational-Technical Schools

Technology Consent Form 20010-2011

As you are aware, there are potential dangers associated with the posting of personally identifiable information on a web site since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we as schools do want to celebrate your child and his/her work. The law requires that we ask for your permission to use information about your child.

Pursuant to law, we will not release any personally identifiable information without prior written consent from you as parent or guardian. Personally identifiable information includes student names, photo or image, residential addresses, e-mail address, phone numbers and locations and times of class trips.

If you, as the parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal of your child's school and such rescission will take effect upon receipt by the school.

Select Yes to grant or No to not grant permissions for Internet publishing and public relations use of student personal identifying information.

INFORMATION

STUDENT'S LAST NAME	***STUDENT'S FIRST NAME***
GRADE ○ 9th ○ 10th ○ 11th ○ 12th ○ Adult	*SCHOOL* ○ UCTECH ○ UCAIT ○ UCMHS ○ UCAPA ○ UCAAHS ○ Adult School ○ Shared Time
HOMETOWN	

SCHOOL WEB PAGE

This is for permission for the following personal information to be published on the district's public internet site.

Yes. I grant permission for the following: (check all that apply) ☐ Photo (of student alone or in group) ☐ Name (First name & **last initial only**) ☐ Name (First name & full last name) ☐ Hometown ☐ Student's Work	○ **No.** I do not grant permission for any personal information to be published on the district's public internet site.

PUBLIC RELATIONS

This is for permission for the school / district to use personal identifying information of this student for public relations purposes, ie. public newspapers, brochures.

Yes. I grant permission for the following: (check all that apply) ☐ Photo (of student alone or in group) ☐ Name (First name & **last initial only**) ☐ Name (First name & full last name) ☐ Hometown ☐ Student's Work	○ **No.** I do not grant permission for any personal information to be used for public relations purposes.

Signature of Student	Printed Name of Parent / Guardian	Signature of Parent / Guardian
Date	Relation to student	Date

RETURN TO SCHOOL OFFICE NO LATER THAN *SEPTEMBER 15TH.*

Appendix D

UCVTS Educational Technology Needs Assessment

1. Default Section

1. Name, School, Department

2. How long have you been teaching?

- ◯ 1-3 years
- ◯ 4-5 years
- ◯ 6-10 years
- ◯ 10-20 years
- ◯ More than 20 years

3. How would you rate your overall skill in using educational technology?

- ◯ Below basic
- ◯ Basic
- ◯ Proficient
- ◯ Advanced

UCVTS Educational Technology Needs Assessment

4. Please identify which of the following educational technologies (software) YOU CURRENTLY USE in teaching. Mark all that apply.

- [ ] Email
- [ ] Educational Websites
- [ ] Microsoft Word, Excel, PowerPoint
- [ ] United Streaming
- [ ] Marco Polo
- [ ] Other UEN resources
- [ ] Chat
- [ ] WebQuests
- [ ] Social Networking
- [ ] Google Docs
- [ ] Google Earth, Maps, Translator, etc.
- [ ] Blogging
- [ ] Wikis
- [ ] Audio/Video Podcasts
- [ ] Audio, Video, and Other Multimedia (Not Podcasts)
- [ ] Other Subject-Specific Software

Other (please specify)

UCVTS Educational Technology Needs Assessment

5. Please identify which of the following educational technologies (hardware) YOU CURRENTLY USE in teaching. Mark all that apply.

- [ ] Teacher-run computer workstation
- [ ] Student-run computer workstation
- [ ] Overhead projector
- [ ] VCR/DVD Player
- [ ] Interactive whiteboard (Starboard or other)
- [ ] Writing or other computer lab
- [ ] Laptop cart
- [ ] Digital cameras, scanners, videocameras
- [ ] Calculators, CBLs, or CBRs
- [ ] Student Response Systems (CPS units, Clickers)

Other (please specify)

UCVTS Educational Technology Needs Assessment

6. The Partnership for 21st Century Skills (http://21stcenturyskills.org/) identifies
the following traits as the skills, knowledge and expertise students should master
in order to succeed in work and life in the 21st century.

	It's Never Addressed	It's Poorly Addressed	It's Adequately Addressed	It's Superbly Addressed	I don't know
Civic Literacy	◯	◯	◯	◯	◯
Communication & Collaboration	◯	◯	◯	◯	◯
Creativity & Innovation	◯	◯	◯	◯	◯
Critical Thinking & Problem Solving	◯	◯	◯	◯	◯
Financial,economic, Business & Entrepreneurial Literacy	◯	◯	◯	◯	◯
Flexibility & Adaptability	◯	◯	◯	◯	◯
Global Awareness	◯	◯	◯	◯	◯
Health Literacy	◯	◯	◯	◯	◯
Information Literacy	◯	◯	◯	◯	◯
Information, Communications, & Technology (ICT) Literacy	◯	◯	◯	◯	◯
Initiative & Self-Direction	◯	◯	◯	◯	◯
Leadership & Responsibility	◯	◯	◯	◯	◯
Media Literacy	◯	◯	◯	◯	◯
Productivity & Accountability	◯	◯	◯	◯	◯
Social & Cross-Cultural Skills	◯	◯	◯	◯	◯

7. A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than on looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation.

Please rate your interest level in learning more about WebQuests.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

8. The Internet is now home to a plethora of resources that can easily be used to teach the core curriculum.

Please rate your interest in learning more about using Internet resources that can be used to teach the core curriculum.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

9. In addition to the extensive Pioneer Online Library, UEN supports a wide range of resources that can greatly enhance your teaching.

Please rate your interest in learning more about UEN Educational Resources (i.e. Pioneer, Marco Polo, eMedia, etc.).

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

10. Microsoft Word, Excel, and PowerPoint are commonly known as "productivity tools".

Please rate your interest in learning more about traditional productivity tools and their uses in the classroom.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

11. Google Docs could be described as an "online version of Microsoft Office". With Google Docs, however, you can create and edit your documents without being tied down to one particular computer. Furthermore, with Google Docs, multiple people can edit the same document at the same time - providing a highly collaborative environment.

Please rate your interest in learning more about Google Docs.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

12. The term social software is normally applied to a range of web-enabled software programs. The programs usually allow users to interact, share, and meet other users. Blogs, wikis, podcasts, social networking, and other online collaborative tools fall within this category of teaching tool. As such, social software can provide a highly interactive, richly educational environment for teachers and students worldwide.

Please rate your interest in learning more about social software.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

13. A blog is a webpage that chronicles whatever topic the creator desires, also giving others the opportunity to add their voice.

Please rate your interest in learning more about using blogs in the classroom.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

14. A wiki is a webpage that is easily edited (and that can be edited by anyone that the owner specifies).

Please rate your interest in learning more about using wikis in the classroom.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

15. Podcasts are audio/video content that are freely distributed online. In fact, there are literally thousands of educational podcasts available for classroom use.

Please rate your interest in learning more about the educational uses of podcasts.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

16. Social networking is an online technology that has become extremely popular among our students today. Did you know, however, that there exist EDUCATIONALLY SOUND social networks for teachers (and students) alike?

Please rate your interest in learning more about the educational benefits of social
networking.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

17. Copyright, while incredibly complex, is important for every teacher to understand. Furthermore, as more and more teachers publish their work on the Internet, alternative licensing methods (like the Creative Commons) should be understood.

Please rate your interest in learning more about educational copyright and the
Creative Commons.

- ◯ I'm not interested.
- ◯ I'm moderately interested.
- ◯ I'm very interested.

UCVTS Educational Technology Needs Assessment

18. Which of the following educational technologies would you be MOST interested in learning more about?

- [ ] WebQuests
- [ ] UEN and other Educational Resources
- [ ] Microsoft Office (Word, Excel, PowerPoint)
- [ ] Google Docs
- [ ] All Social Software
- [ ] Blogs
- [ ] Wikis
- [ ] Podcasting
- [ ] Social Networking
- [ ] Digital photography, audio, and video

19. Please rate your interest in attending technology-related professional development under the following conditions:

	No Interest	Some Interest	Lots of Interest
PD is held once, after school, at In-service rate of pay.	◯	◯	◯
PD is held across several sessions, at In-service rate of pay.	◯	◯	◯
PD is held on a school professional development day.	◯	◯	◯
PD is held after school, without pay, but you'll be learning some really cool stuff.	◯	◯	◯

20. Have we missed an educational technology that you'd like to learn more about?

Please describe it here.

Appendix E

UCVTS Educational Technology Needs Assessment

1. Name, School, Department	
	Response Count
	72
answered question	**72**
skipped question	**7**

2. How long have you been teaching?		
	Response Percent	Response Count
1-3 years	**23.1%**	**18**
4-5 years	19.2%	15
6-10 years	19.2%	15
10-20 years	20.5%	16
More than 20 years	17.9%	14
answered question		**78**
skipped question		**1**

3. How would you rate your overall skill in using educational technology?		
	Response Percent	Response Count
Below basic	0.0%	0
Basic	29.1%	23
Proficient	**54.4%**	**43**
Advanced	16.5%	13
answered question		**79**
skipped question		**0**

4. Please identify which of the following educational technologies (software) YOU CURRENTLY USE in teaching. Mark all that apply.

	Response Percent	Response Count
Email	92.4%	73
Educational Websites	84.8%	67
Microsoft Word, Excel, PowerPoint	**98.7%**	**78**
United Streaming	36.7%	29
Marco Polo	2.5%	2
Other UEN resources	1.3%	1
Chat	2.5%	2
WebQuests	19.0%	15
Social Networking	6.3%	5
Google Docs	24.1%	19
Google Earth, Maps, Translator, etc.	35.4%	28
Blogging	3.8%	3
Wikis	12.7%	10
Audio/Video Podcasts	24.1%	19
Audio, Video, and Other Multimedia (Not Podcasts)	59.5%	47
Other Subject-Specific Software	43.0%	34
Other (please specify)		29
answered question		**79**
skipped question		**0**

5. Please identify which of the following educational technologies (hardware) YOU CURRENTLY USE in teaching. Mark all that apply.

	Response Percent	Response Count
Teacher-run computer workstation	**81.8%**	**63**
Student-run computer workstation	42.9%	33
Overhead projector	67.5%	52
VCR/DVD Player	75.3%	58
Interactive whiteboard (Starboard or other)	14.3%	11
Writing or other computer lab	37.7%	29
Laptop cart	22.1%	17
Digital cameras, scanners, videocameras	48.1%	37
Calculators, CBLs, or CBRs	37.7%	29
Student Response Systems (CPS units, Clickers)	2.6%	2
Other (please specify)		7
answered question		**77**
skipped question		**2**

6. The Partnership for 21st Century Skills (http://21stcenturyskills.org/) identifies the following traits as the skills, knowledge and expertise students should master in order to succeed in work and life in the 21st century.

	It's Never Addressed	It's Poorly Addressed	It's Adequately Addressed	It's Superbly Addressed	I don't know	Response Count
Civic Literacy	7.0% (5)	16.9% (12)	22.5% (16)	4.2% (3)	**49.3% (35)**	71
Communication & Collaboration	0.0% (0)	5.9% (4)	**55.9% (38)**	30.9% (21)	7.4% (5)	68
Creativity & Innovation	0.0% (0)	11.6% (8)	**53.6% (37)**	30.4% (21)	4.3% (3)	69
Critical Thinking & Problem Solving	0.0% (0)	8.3% (6)	**43.1% (31)**	41.7% (30)	6.9% (5)	72
Financial,economic, Business & Entrepreneurial Literacy	10.0% (7)	25.7% (18)	28.6% (20)	4.3% (3)	**31.4% (22)**	70
Flexibility & Adaptability	2.9% (2)	5.8% (4)	**52.2% (36)**	23.2% (16)	15.9% (11)	69
Global Awareness	3.0% (2)	19.4% (13)	**41.8% (28)**	14.9% (10)	20.9% (14)	67
Health Literacy	5.8% (4)	13.0% (9)	**30.4% (21)**	20.3% (14)	**30.4% (21)**	69
Information Literacy	5.8% (4)	11.6% (8)	**42.0% (29)**	26.1% (18)	14.5% (10)	69
Information, Communications, & Technology (ICT) Literacy	4.2% (3)	9.7% (7)	**45.8% (33)**	23.6% (17)	16.7% (12)	72
Initiative & Self-Direction	2.9% (2)	18.6% (13)	**45.7% (32)**	21.4% (15)	11.4% (8)	70
Leadership & Responsibility	2.9% (2)	14.7% (10)	**54.4% (37)**	19.1% (13)	8.8% (6)	68
Media Literacy	2.8% (2)	12.5% (9)	**56.9% (41)**	12.5% (9)	15.3% (11)	72
Productivity & Accountability	1.4% (1)	21.1% (15)	**42.3% (30)**	19.7% (14)	15.5% (11)	71
Social & Cross-Cultural Skills	1.4% (1)	20.3% (14)	**42.0% (29)**	17.4% (12)	18.8% (13)	69
					answered question	**75**
					skipped question	**4**

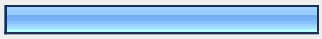
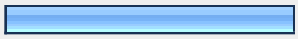
7. A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than on looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation. Please rate your interest level in learning more about WebQuests.

		Response Percent	Response Count
I'm not interested.		6.3%	5
I'm moderately interested.		**49.4%**	**39**
I'm very interested.		44.3%	35
	answered question		**79**
	skipped question		**0**

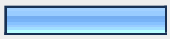
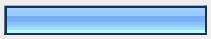
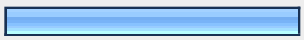
8. The Internet is now home to a plethora of resources that can easily be used to teach the core curriculum. Please rate your interest in learning more about using Internet resources that can be used to teach the core curriculum.

		Response Percent	Response Count
I'm not interested.		1.3%	1
I'm moderately interested.		38.0%	30
I'm very interested.		**60.8%**	**48**
	answered question		**79**
	skipped question		**0**

9. In addition to the extensive Pioneer Online Library, UEN supports a wide range of resources that can greatly enhance your teaching. Please rate your interest in learning more about UEN Educational Resources (i.e. Pioneer, Marco Polo, eMedia, etc.).

		Response Percent	Response Count
I'm not interested.		7.6%	6
I'm moderately interested.		**48.1%**	**38**
I'm very interested.		44.3%	35
	answered question		**79**
	skipped question		**0**

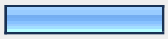
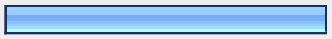
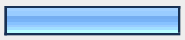
10. Microsoft Word, Excel, and PowerPoint are commonly known as "productivity tools". Please rate your interest in learning more about traditional productivity tools and their uses in the classroom.

		Response Percent	Response Count
I'm not interested.		24.4%	19
I'm moderately interested.		30.8%	24
I'm very interested.		**44.9%**	**35**
	answered question		**78**
	skipped question		**1**

11. Google Docs could be described as an "online version of Microsoft Office". With Google Docs, however, you can create and edit your documents without being tied down to one particular computer. Furthermore, with Google Docs, multiple people can edit the same document at the same time - providing a highly collaborative environment. Please rate your interest in learning more about Google Docs.

		Response Percent	Response Count
I'm not interested.		10.3%	8
I'm moderately interested.		32.1%	25
I'm very interested.		**57.7%**	**45**
	answered question		**78**
	skipped question		**1**

12. The term social software is normally applied to a range of web-enabled software programs. The programs usually allow users to interact, share, and meet other users. Blogs, wikis, podcasts, social networking, and other online collaborative tools fall within this category of teaching tool. As such, social software can provide a highly interactive, richly educational environment for teachers and students worldwide. Please rate your interest in learning more about social software.

		Response Percent	Response Count
I'm not interested.		24.1%	19
I'm moderately interested.		**49.4%**	**39**
I'm very interested.		26.6%	21
	answered question		**79**
	skipped question		**0**

13. A blog is a webpage that chronicles whatever topic the creator desires, also giving others the opportunity to add their voice. Please rate your interest in learning more about using blogs in the classroom.

	Response Percent	Response Count
I'm not interested.	28.6%	22
I'm moderately interested.	**51.9%**	**40**
I'm very interested.	19.5%	15
answered question		**77**
skipped question		**2**

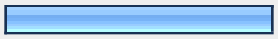
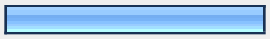
14. A wiki is a webpage that is easily edited (and that can be edited by anyone that the owner specifies). Please rate your interest in learning more about using wikis in the classroom.

	Response Percent	Response Count
I'm not interested.	32.9%	26
I'm moderately interested.	**44.3%**	**35**
I'm very interested.	22.8%	18
answered question		**79**
skipped question		**0**

15. Podcasts are audio/video content that are freely distributed online. In fact, there are literally thousands of educational podcasts available for classroom use. Please rate your interest in learning more about the educational uses of podcasts.

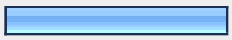
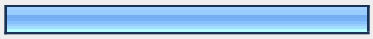
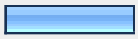
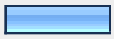
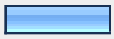
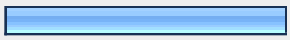
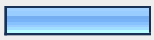
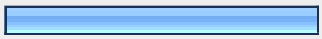
	Response Percent	Response Count
I'm not interested.	10.1%	8
I'm moderately interested.	**46.8%**	**37**
I'm very interested.	43.0%	34
answered question		**79**
skipped question		**0**

16. Social networking is an online technology that has become extremely popular among our students today. Did you know, however, that there exist EDUCATIONALLY SOUND social networks for teachers (and students) alike? Please rate your interest in learning more about the educational benefits of social networking.

		Response Percent	Response Count
I'm not interested.		19.2%	15
I'm moderately interested.		**41.0%**	**32**
I'm very interested.		39.7%	31
	answered question		**78**
	skipped question		**1**

17. Copyright, while incredibly complex, is important for every teacher to understand. Furthermore, as more and more teachers publish their work on the Internet, alternative licensing methods (like the Creative Commons) should be understood. Please rate your interest in learning more about educational copyright and the Creative Commons.

		Response Percent	Response Count
I'm not interested.		13.9%	11
I'm moderately interested.		**43.0%**	**34**
I'm very interested.		**43.0%**	**34**
	answered question		**79**
	skipped question		**0**

18. Which of the following educational technologies would you be MOST interested in learning more about?			
		Response Percent	Response Count
WebQuests		40.3%	31
UEN and other Educational Resources		33.8%	26
Microsoft Office (Word, Excel, PowerPoint)		29.9%	23
Google Docs		**55.8%**	**43**
All Social Software		19.5%	15
Blogs		15.6%	12
Wikis		15.6%	12
Podcasting		42.9%	33
Social Networking		22.1%	17
Digital photography, audio, and video		48.1%	37
	answered question		**77**
	skipped question		**2**

19. Please rate your interest in attending technology-related professional development under the following conditions:				
	No Interest	**Some Interest**	**Lots of Interest**	**Response Count**
PD is held once, after school, at In-service rate of pay.	3.9% (3)	34.2% (26)	**61.8% (47)**	76
PD is held across several sessions, at In-service rate of pay.	6.6% (5)	38.2% (29)	**55.3% (42)**	76
PD is held on a school professional development day.	1.3% (1)	27.3% (21)	**71.4% (55)**	77
PD is held after school, without pay, but you'll be learning some really cool stuff.	19.5% (15)	**57.1% (44)**	23.4% (18)	77
			answered question	**79**
			skipped question	**0**

20. Have we missed an educational technology that you'd like to learn more about? Please describe it here.		
		Response Count
		14
	answered question	**14**
	skipped question	**65**

Appendix F

UNION COUNTY VOCATIONAL-TECHNICAL SCHOOLS

1776 Raritan Road, Scotch Plains, New Jersey 07076-2997
(908) 889-8288 Ext. 115 FAX (908) 889-7324 www.ucvts.tec.nj.us

EXTRACT OF OFFICIAL MINUTES

THIS IS A CERTIFIED TRUE COPY of a resolution adopted at the Regular Board Meeting of the Union County Vocational-Technical School District Board of Education held at 6:00 p.m. on Monday, March 22, 2010.

****

Roll Call:
Present – Mr. Mancuso, Mrs. Kulish, Ms. Lorber

Absent – Dr. Centuolo, Ms. Devanney

Resolution:

RESOLVED, the Board of Education approve the attached District Technology Plan, as developed by the District Technology Coordinator, for submission to the Executive County Superintendent of Schools, as recommended by the Superintendent. (See Attachment E.)

Moved by Mrs. Kulish and Seconded by Ms. Lorber.

Vote:
Ayes: Mr. Mancuso, Mrs. Kulish and Ms. Lorber
Nays: None
Abstains: None

I, Peter A. Capodice, Secretary of the Union County Vocational-Technical School District Board of Education in the County of Union and State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Union County Vocational-Technical School District Board of Education duly called and held on March 22, 2010 has been compared by me with the original minutes as officially recorded in my office in the minutes book of said Union County Vocational-Technical School District Board of Education is true complete copy thereof and of the whole of said original minutes so far as the same related to the subject matter referred to in said extract. In witness I have here unto set my hand and affixed the corporate seal of the Union County Vocational-Technical School District Board of Education this 23rd day of March, 2010.

ATTEST:

Peter A. Capodice, Board Secretary
March 23, 2010

dsc