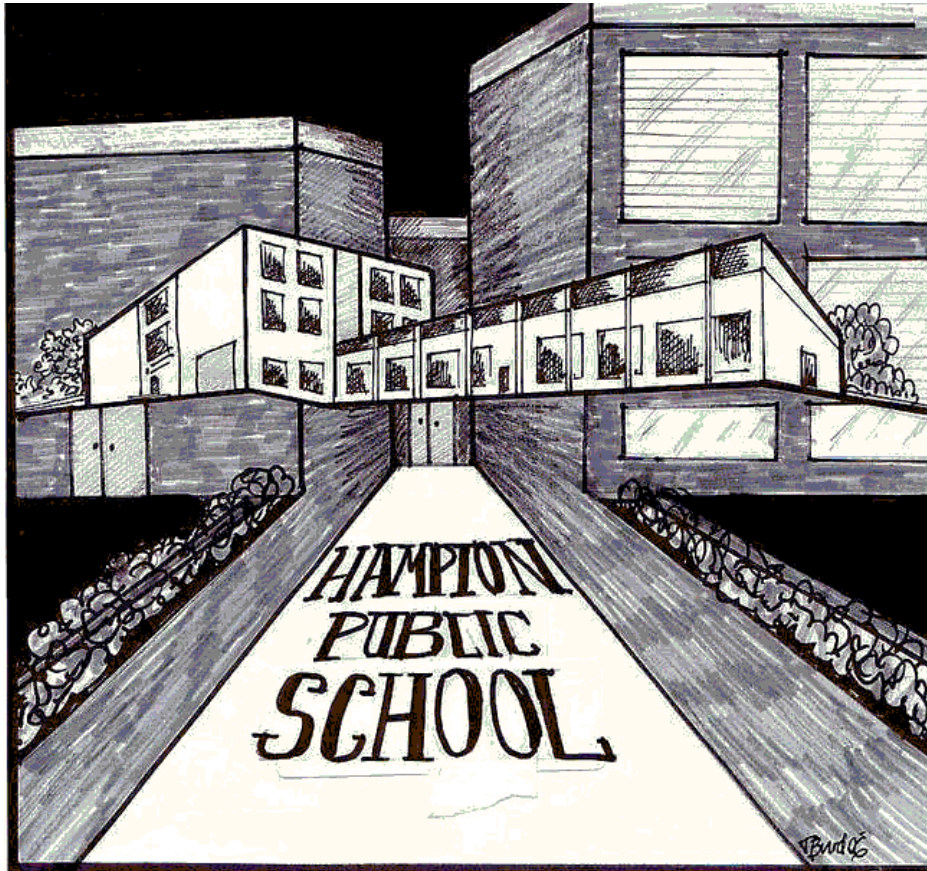


Hampton Borough School Technology Plan 2010-2013



Hampton School
32-41 South Street
Hampton, NJ 08827

Three-Year Local School District Technology Plan

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

County: Hunterdon County Code: 19

District/Charter School or Affiliation: District

District Code: 1970

Grade Levels: Pre-K-8

Web Site: <http://hampton.nhvweb.net>

Date Technology Plan approved by school board: April 29, 2010

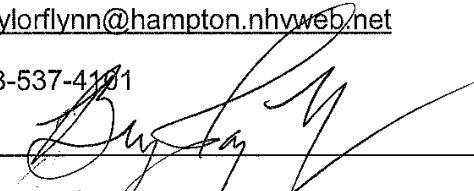
Please indicate below the person to contact for questions regarding this technology plan:

Name: Brynda Taylor-Flynn

Title: Librarian/Technology Coordinator

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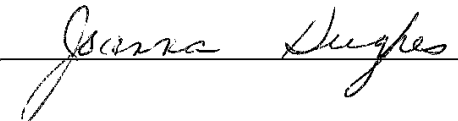
Signature:  _____ Date: _____

Superintendent/Lead Person Approval:

District Superintendent/Lead Person: Joanna Hughes

E-mail: jhughes@hampton.nhvweb.net

Phone: 908-537-4101

Signature:  _____ Date: 5/2/10

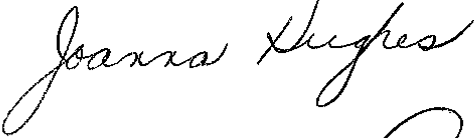
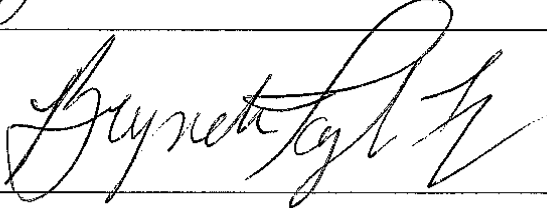

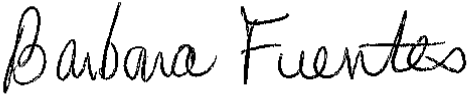


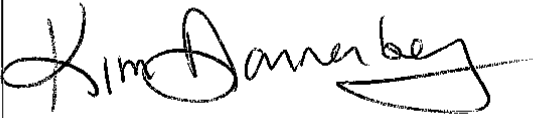



**Three-Year Local School District Technology Plan
July 1, 2010 through June 30, 2013**

I. STAKEHOLDERS	
6	Provide the title, name and signature of each member of the technology planning committee
II. EXECUTIVE SUMMARY	
8	Describe the school district's vision or mission statement.
III. TECHNOLOGY OVERVIEW	
A. Technology	
25	1. APPENDIX A: Provide an inventory of current technology networking and telecommunications equipment.
26	2. Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:
8	APPENDIX B: Three-Year Technology Plan Inventory Table
8	▪ Technology equipment
8	▪ Networking capacity
8	▪ Software used for curricular support and filtering
9	▪ Technology maintenance policy and plans
9	▪ Telecommunications services
9	▪ Technical support
9	▪ Facilities infrastructure
10	▪ Other services
10	3. Describe how the district integrates assistive technology devices into the network to accommodate student needs.
10	4. How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.
11	5. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).
11	6. Describe how the district's web site is accessible to all stakeholders (for example using Federal Accessibility Standards)
11	7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence
B. Cyber Safety	
12	1. List the filtering method(s) used.--(NOTE: Be specific as this is a federal mandate.)
12	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.
27	APPENDIX C: Hampton Borough BOE Use of Technology Policy
32	APPENDIX D: Hampton Borough BOE Acceptable Use of Computer Network/Computers and Resources
36	APPENDIX E: Hampton Borough School Acceptable Use Policy & Technology Code of Conduct
12	3. Describe the district's Internet safety policy that addresses the
12	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
12	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.
12	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

C. Needs Assessment	
	1. Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.
13	a. Evaluate educators' current practices in integrating technology across the curriculum.
13	b. Provide a summary of educators' proficiency in the use of technology within the district.
14	c. Determine the current educational environment and barriers by describing how:
14	i. Educators are assured access to technology to facilitate technology integration across the curriculum,
14	ii. Often students have access to technology to support the use of 21 st century skills in their learning environment,
14	iii. The needs of educators are evaluated,
15	iv. The needs of students are evaluated,
15	v. Past professional development addressed the educators' and students' needs for technology integration,
15	vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,
15	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,
15	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,
16	ix. Supports were provided for educators other than professional development,
16	x. Professional development needs and barriers relating to using educational technology as part of instruction have been identified.
16	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.
17	3. Prioritize the identified needs
IV. THREE-YEAR GOALS AND OBJECTIVES	
A. History	
18	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	
18	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)	
39	A. APPENDIX F: 3-Year Technology Implementation Table.
20	B. Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21 st century learning communities.
20	C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.
20	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)	
54	A. APPENDIX G-A FUNDING PLAN TABLE 2010-2011

55	APPENDIX G-B FUNDING PLAN TABLE 2011-2012
56	APPENDIX G-C FUNDING PLAN TABLE 2012-2013
21	B. Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.
58	C. APPENDIX I Attach a copy of the board approval for this technology plan.
59	APPENDIX J: Be sure it includes the budget for the first year of this plan.
	D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.
21	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: <ul style="list-style-type: none"> • Goals and strategies for using telecommunications and information technology; • A professional development strategy; • An assessment of telecommunications services, hardware, software, and other services needed; • Budget resources; and • An ongoing evaluation process.
VII. PROFESSIONAL DEVELOPMENT	
22	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.
22	B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:
22	1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.
22	2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21 st century skills and demonstrates global outreach and collaboration in the classroom or library media center.
22	3. The professional development opportunities and resources that exist for technical staff.
22	4. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.
23	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
57	APPENDIX H: Professional Development Table
23	D. Project professional development activities that will continue to support identified needs through 2013, including all partners.
VIII. EVALUATION PLAN	
24	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 <ol style="list-style-type: none"> 1. Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach, 2. Enabling students to meet challenging state academic standards, and 3. Developing life-long learning skills.
24	2. Enabling students to meet challenging state academic standards, and
24	3. Developing life-long learning skills.

STAKEHOLDER TABLE

Stakeholder Table		
Title	Name	Signature
Chief School Administrator	Joanna Hughes	
Library Media Specialist Technology Coordinator	Brynda Taylor-Flynn	
Business Administrator Board Secretary	Robert Sulvinski	
Curriculum Committee Member	Barbara Fuentes	
Teacher	Kate Harris	
Special Ed. Teacher	Ellen Rousseau	
Board Member	Kimberly Donnenberg	
Parent	Kim Celentano	
Community member	Susan Sullivan	
Student	Michael Dalpe	

II EXECUTIVE SUMMARY

Hunterdon County Educational Technology Vision Statement

Students will achieve the 21st century skills needed to effectively compete, connect, communicate and collaborate in a global society by developing a culture of digital citizenship. The school community will use current and emerging technologies to voluntarily and continuously improve and expand their teaching and learning in and away from school.

III TECHNOLOGY OVERVIEW

A. TECHNOLOGY

1. Provide an inventory of current technology networking and telecommunications equipment.

Appendix A: Networking and telecommunications equipment in use at Hampton School

2. Technology needed to improve student academic achievement through 2013.

Appendix B: Three-Year Technology Plan Inventory Table

i. **Technology Equipment:**

The below listed equipment will positively impact student achievement at Hampton School.

- Interactive Whiteboards in each classroom
- Classroom amplification system in each instructional area
- Such equipment necessary to improve student and staff access to the school's network resources: wireless routers, switches, etc.
- Class set of wireless Netbooks to increase distance learning and student communication opportunities. This would be the first stage of a 1:1 initiative for Hampton School's middle school students.
- Class set of digital cameras
- Replacement of obsolete/nonworking computers and printers
- Assistive technologies as required by individual students' IEP and 504 plans.

ii. **Network Capacity:**

Over the past three years, Hampton School has increased bandwidth going from a 3mg to 5mg DSL line provided by Century Link. Should this bandwidth prove insufficient to our needs, we will expand to a T1 line.

iii. **Software for curricular support and filtering:**

The following programs will positively impact student achievement at Hampton School:

- Firewall/Content Filtering software: SonicWall UTM/Firewall/VPN TZ 170 Standard. Hampton School plans to continue its SonicWall subscription.
- Microsoft Office Suite for new PCs. Initially, Hampton School will expand its Microsoft Licenses, while exploring the potential of Open Office and Google Docs with the intent of migrating to Google Docs within the next 5 years.
- Software supportive of Hampton School's curriculum that provide authentic learning experiences while fostering creative thinking skills, i.e. Study Island, BrainPop, etc.
- Such software required by students with special learning needs as identified by IEP, 504, or teacher recommendation.
- Lab management/printing management software package.

iv. Technology maintenance policy and plans:

Hampton Borough School recognizes that in order for our students and staff to fully realize the benefits and potential of technology in their daily lives, that technology must be reliable and easily accessed. To that end, the information infrastructure and computing equipment at Hampton School will be regularly examined and serviced to ensure optimal performance.

The Technology Coordinator—currently the library media specialist and technology instructor—will maintain the PCs in the computer lab and administration offices on a weekly basis. This is to consist of system configuration, PC maintenance, and software installation. The technology coordinator will also be responsible for day-to-day troubleshooting and user training.

An outside technology consultant will maintain the network, repair hardware, and offer supplemental technical support. To ensure consistent access and network service, monthly maintenance visits will be scheduled.

Over the course of this technology plan, Hampton School will explore additional cooperative services with the North Hunterdon Voorhees Regional High School District.

v. Telecommunication Services:

Hampton Borough School is currently wired for network access in each classroom, the administrative offices, and the computer lab. Wired access to the network has reached capacity, all further expansion of Hampton School's network will be wireless.

Currently Hampton School accesses the Internet through a 5mg DSL line. Due to our limited enrollment, this has proven sufficient for our needs. As such technologies as interactive whiteboards make Web-based media more readily available; a single DSL line may no longer suffice. When it becomes necessary, expanded access to the Internet (broader DSL bandwidth, Cable, T1 or membership in a consortium) will be explored.

Telephone systems are to be upgraded to provide a voicemail box for each member of the professional and administrative staff.

vi. Technical Support:

Technical support at Hampton Borough School will be provided by members of the faculty with the desire and knowledge, technically adept students, the technology coordinator, and supplemented by monthly visits from outsourced technology consultants.

vii. Facilities Infrastructure:

The infrastructure supporting Hampton School's network has proven sufficient to our needs and there are no plans to expand or alter it in the near future. There are 4 network drops in each classroom and 28 in the computer lab. We are providing additional instructional access to the school's network resources through the following means:

- Increased access to the Hampton School Network through switches and wireless routers.
- Increased access to technology through additional, thoughtfully-located electrical outlets in classrooms and the school library.
- To facilitate whole class instruction using Hampton School's network resources, the installation of:
 - Classroom amplification systems and speakers
 - Ceiling-mounted computer projectors
 - Interactive whiteboards

vii. Other Services:

The Hampton School website (<http://hampton.nhvweb.net>) is hosted and supported by the North Hunterdon Voorhees Regional High School District, as are our email services. We will explore additional cooperative services over the next three years.

Hampton School intends to establish an Intranet to facilitate cross curricular instruction and communication.

3. Integration of assistive technology devices into the network to accommodate student needs:

“Assistive technology (AT) is defined as any item, piece of equipment, or product, whether acquired commercially, off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” (P.L. 101-407, The Technology Related Assistance Act of 1988)

Hampton School currently uses the below-listed assistive technology devices:

- Voice Amplification in K, 1 & 2
- Interactive whiteboards w/speakers support differentiated instruction
- Computer software that provides writing and reading support by combining word processing with word prediction, voice synthesis, and graphic organization--Write out loud, Co-writer, Draft Builder, Clicker 5, Kidspiration, KidPix
- Software providing multi-sensory and interactive experiences to engage learners who are easily distracted
- 2 mobile writing labs
- Franklin Spellers—electronic dictionaries translate inventive spelling into English.
- Tape recorders, Language Masters, and listening centers with alternative format books supporting correct speech, reading, listening, and memory
- Whisper phones—a device that allows students to hear themselves while reading aloud.

4. Educator access to educational technology in instructional areas:

Hampton School’s teachers and library media personnel have access to an increasing array of education technology in their instructional areas. Currently:

- Most staff members have computers/laptops dedicated to their professional use.
- Each classroom contains 2-5 desktop PCs intended for but not limited to student use and small group instruction.
- Whole class instruction can be scheduled during the computer lab’s open periods
- Computer classes can be cooperatively planned and taught
- Each grade level classroom is outfitted with a Mimeo interactive white board and a multimedia cart containing a networked computer, DVD player, projector, and speakers.
- The Science Lab contains a ceiling mounted projector, sound amplification system, and a Smartboard.
- Hampton School purchases four laptops per year for faculty use. Currently nine faculty members have the use of a school-owned laptop.
- A teacher workstation and network printer is available in the school library.
- Networked LAN printers are available in the main office, school library, 2nd floor resource room, and computer lab.

4. Administrator access to technology in the workplace:

Hampton School's Chief School Administrator and Business Manager each have access to the school's network via laptop. This access allows for printing, file storage and sharing, email, and connecting to the Internet.

6. Accessibility of District's web site—<http://hampton.nhvweb.net>:

Hampton School makes every attempt to ensure that its web site is accessible to all stakeholders. To that end:

- All critical images have been supplied with annotations or alternative text,
- Hypertext links are clearly labeled,
- No frames, scripts, plug-ins are used
- The color-scheme is high contrast to allow access by the visually impaired.
- As screen readers cannot read .pdf files, they are avoided when possible.
- All design features are intended to be compliant with the Federal Accessibility Standard 1194.22

7. Technology Replacement Plan and Criteria for Obsolescence:

According to both the IRS and the Department of Education Technology Plans FAQ, computers more than five years old are considered obsolete. However, due to the budgetary restriction, some of the school's technology is approaching or has passed this critical age.

Hampton Borough School strives to offer its students and faculty access to relevant and reliable technology while managing technological assets in a fiscally prudent manner. Additionally the Hampton Borough School is aware that teachers and students cannot integrate unreliable equipment and/or network connections into their daily curriculum. To that end, the school plans to actively maintain existing technology and to replace 15 PCs (50% of the PCs in the Computer Lab or 20% of total PCs in the school) each year. The replaced PCs in good condition will be rotated into less demanding classroom use.

All equipment will remain in use until it no longer works or is deemed to be functionally obsolete by the technology coordinator, technology consultant, or chief school administrator, at which time it will be disposed of by the maintenance staff in an environmentally responsible manner. Equipment for which technical support can no longer be obtained, equipment that cannot be integrated into school's network, and equipment that cannot run required software would be considered functionally obsolete.

Recognizing the increased demand placed upon the PCs in the administrative offices, Hampton School will replace one administrative PC every eighteen months. After assessment and maintenance, administrative PCs in good condition will be rotated into classroom use.

B. CYBERSAFETY

1. Filtering method used:

The SonicWall UTM Firewall VPN TZ 170 Standard—a content filter that offers keyword-based monitoring and allows the blocking of individual URLs--filters Internet content at Hampton school.

2. Acceptable Use Policies (AUP) used for students and staff:

Appendix C: Hampton Borough Board of Education Policy #2360 Use of Technology

Appendix D: Hampton Borough Board of Education Policy #2361 Acceptable Use of Computer Network, Computers, and Resources

Appendix E: Hampton Borough School's Acceptable Use Policy and Code of Conduct.

As a sending district to the North Hunterdon Voorhees High School District, Hampton School's acceptable use policy closely aligns with that used by the high schools.

3. Describe the district's Internet safety policy that addresses the:

a) Technology protection measures that protects against access through computers with Internet access to visual depictions by adults or minors that are obscene, child pornography, or harmful to minors:

- Hampton Borough Board of Education Policy #2361, Acceptable Use of Computer Network, Computers, and Resources, prohibits the use of the computer network or computers for illegal, inappropriate, or obscene purposes.
- Each network user is required to sign the school's Acceptable Use Policy and Code of Conduct.
- The SonicWall content filter is configured to prevent access to such visual depictions.
- Additionally, all students receive instruction in Internet safety and etiquette and are closely supervised while using the Internet.

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:

- Ongoing instruction in online safety and etiquette is provided through the CyberSmart Education curriculum, the resources at NetSmartz, and district-designed activities.
- As part of the Health and Technology curriculums, Internet safety assemblies are held each year and address the behaviors expected in social networking situations and chat rooms, cyberbullying, netiquette, and other online behaviors.
- Additionally, all teachers who use the Internet instruct students in online safety.

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:

The school district provided the community with public notice and a hearing to address proposed Internet Safety Policies adopted by the school district at the Hampton Borough School Board of Education meeting in November 2009.

C. NEEDS ASSESSMENT

1. Complete a needs assessment for educational technology in your school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.

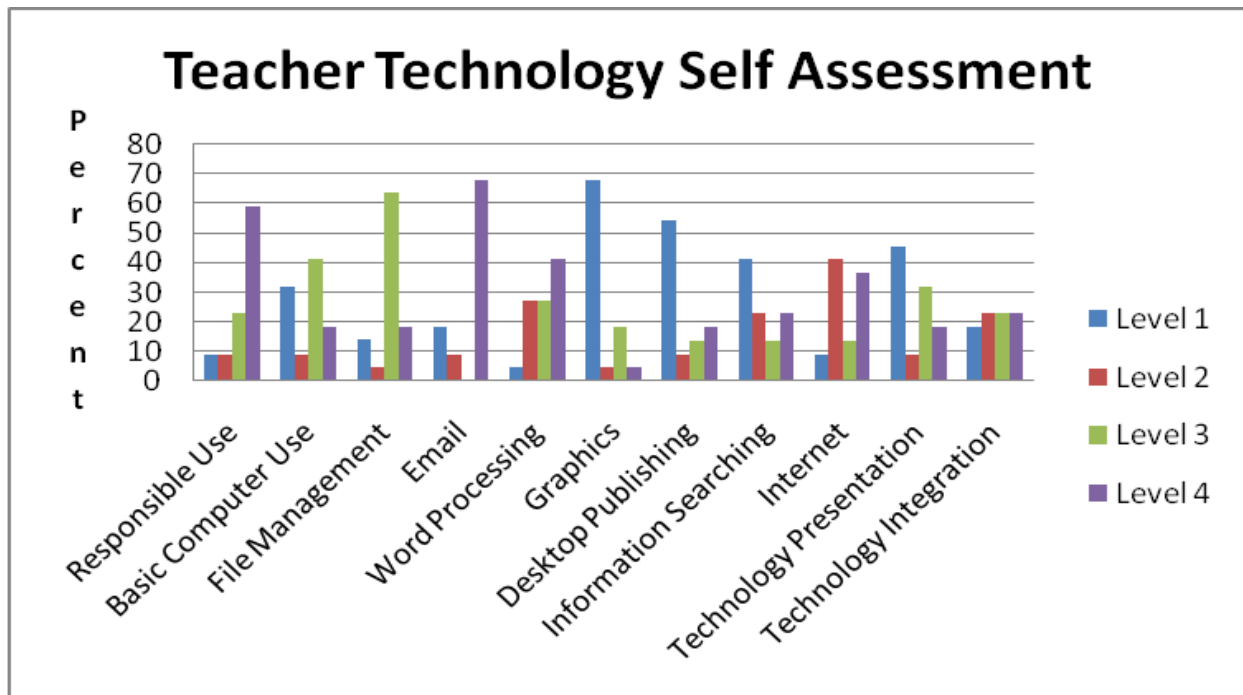
a) Evaluate educators' current practices in integrating technology across the curriculum:

Hooper and Rieber (1994) identify five key stages in the diffusion, acceptance, and integration of technological resources: familiarization, utilization, integration, reorientation, and evolution. As a whole, Hampton School has made considerable progress along the technology-integration continuum. The majority of teachers are either using technology to support existing curriculum or actively integrating activities and instructional methods made possible by technology. Several early adaptors have begun to reorient and redirect their curriculums to maximize technological potential.

Current Technology Uses and Practices as of 2010

- Email 100%
- Educational Websites 100%
- Microsoft Office Suite 100%
- Teacher-run computer workstation 75%
- Interactive Whiteboard 55%
- Writing or Computer lab 70%
- Digital cameras, scanners, etc. 40%
- VCR/DVD 75%
- Social Networking/Blogs/Wikis 13%

b) Provide a summary of the educator's proficiency in the use of technology within the district.



Determine the current educational environment and barriers by describing how:

i. Educators are assured access to technology to facilitate technology integration across the curriculum:

- Most staff members have computers or laptops dedicated to their professional use.
- Each classroom contains 2-5 desktop PCs intended for but not limited to student use and small group instruction.
- Whole class instruction can be scheduled during the computer lab's open periods or integrated and co-taught during dedicated technology instruction or library classes.
- Each grade level classroom is outfitted with a Mimeo interactive white board and a multimedia cart containing a networked computer, DVD player, projector, and speakers.
- The Science Lab contains a ceiling mounted projector, sound amplification system, and a Smartboard.
- A teacher workstation and network printer is available in the school library.
- Networked LAN printers are available in the main office, school library, 2nd floor resource room, and computer lab.
- Two mobile writing labs are available for writing and word processing.

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

- Each classroom at Hampton School contains 2-5 network-connected desktop PCs designated for student use. Students have daily access to these computers as a regular part of classroom instruction, individual learning centers, or in small group instruction
- Students visit the computer lab twice a week. Instruction in keyboarding, Internet safety, and the location, manipulation, and presentation of information is integrated into subject-area curriculum.
- Classes reserve additional computer lab time as schedules permit. Student activities at this time include research, differentiated math instruction, and word processing.
- Each grade level classroom is outfitted with a Mimeo interactive white board and a multimedia cart containing a networked computer, DVD player, projector, and speakers.
- Two mobile writing labs are available for writing and word processing.

iii. The needs of educators are evaluated:

The size of Hampton School allows the administrator and the technology coordinator to access the staff's professional development requirements on an individual basis that is ongoing and needs-based. This is supplemented by formal professional development and technology needs assessments, review of lesson plans and observations, and personal interviews. Any curriculum-related hardware/software needs are also evaluated individually.

A formal needs assessment addressing educators' proficiencies and use of instructional technology is performed annually in March.

iv. The needs of students are evaluated:

Again, the size of Hampton School’s student population allows the teachers, administrators, librarian, and technology coordinator to directly and individually evaluate each student’s need for instruction, assistive technology, and information. Student projects, self assessments, portfolios, and formal assessments form the basis for this evaluation. The process is supplemented by interviews with stakeholders and dialog with the high schools.

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

Based upon the annual professional development needs assessment (February 2010) performed by the Professional Development Committee, Hampton School seeks to implement formal professional development programs that are ongoing, sustained, and classroom-focused. Informal professional development is ongoing and needs-based. Peer leaders model technology integration and share resources while the technology coordinator provides “just-in-time” instruction to all staff members. Formal professional development programs have focused on raising the faculty’s technology comfort level, discovering the educational potential of resources, and using technology to improve instruction in core content areas. Usually presented to the entire faculty by experts, the staff has found these project-based learning experiences particularly effective.

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

Hampton School’s Chief School Administrator attends professional development activities offered by Hampton School. Additionally, she reads professional materials, follows several listserves, attends conferences and roundtables and chairs an articulation committee for the North Hunterdon Voorhees Regional High School District.

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:

Ongoing, sustained, and job-embedded professional development was provided to the Hampton School Learning Communities via the following opportunities:

- Professional Learning Communities—providing “just-in-time” instruction, modeling, peer support, and demonstrating best practices.
- Tutorials provided by vendors and experts in the field.
- Conferences and trainings attended by staff members and shared with the Hampton School Community.
- Online tutorials and other distance learning opportunities.

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

In addition to roundtables, professional reading, and other conferences, Ms. Hughes participates in the professional development opportunities offered to and by the Hampton School Learning Community.

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

Technology support for educators includes:

- Support and maintenance of educational technology
- Purchase of software supportive of Hampton School's curriculum and the NJCCCS.
- Identification of educational Web resources, Webquests, and other online resources
- Peer support and modeling

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

The school's Professional Development Committee annually surveys a variety of stakeholders regarding the professional development needs of the school community. The technology coordinator annually assesses staff proficiency levels via survey, interview, and observation. The chief school administrator examines lesson plans and conducts classroom observations where technology use is appraised. All of this information is used to identify the professional development needs and barriers to using technology as part of instruction.

Professional Development needs include:

- Access to educational hardware and software
- Time to pursue opportunities
- Support and instruction for using educational technology in the classroom

Current barriers include:

- The ongoing costs of hardware and software, technology support, and the replacement of outdated technology
- The time commitment required to stay current in the face of increasingly expanding technological opportunities and requirements.

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.

Hampton School has identified the following district technology needs:

- Continued ongoing and sustained professional development that empowers the teaching staff and furthers their progress along the technology integration continuum including, but not limited to: efficient online research techniques, the effective use of Internet resources, desktop applications, and training in the educational potential of such new technologies as interactive whiteboards and streaming multimedia.
- Time for individualized exploration and practice of new technologies as well as creative scheduling of shared resources.
- Laptop computers to encourage teachers to independently expand their daily uses of technology, explore educational resources, pursue individualized instruction, and maximize the potential of distance learning and online tutorials.
- Improved access to just-in-time training and tech support.

- Increased accessibility and support in the use of such instructional technologies, including:
 - Interactive Whiteboards with ceiling mounted projectors.
 - Improved printing options
 - Mobile computer lab or Netbooks for middle school students
 - Additional computer workstations in the classrooms.

3. Prioritize the identified needs:

With the intent of positively impacting student achievement and shifting the school's educational philosophy from the "teaching technology" paradigm to one of "using technology to teach," Hampton School's district technology needs have been prioritized as follows:

1. Professional Development
2. Access and support in the use of instructional technologies
3. Increased availability of technical support and just-in-time training
4. Laptop computers available for the use of the teaching staff
5. Time/Scheduling supportive of creative and cooperative exploration and planning

IV THREE-YEAR GOALS AND OBJECTIVES.

A. HISTORY

Goal 1

Hampton School students and staff will be proficient and discerning consumers and producers of information.

This is an ongoing goal. The need for information increases as more sources of easily accessed information become available. As a result, the information-seeking behaviors of the Hampton School Learning Community are constantly evolving. Students and staff must learn to effectively navigate through ever-expanding sources of information while efficiently and effectively evaluating its content.

Goal 2

Technology will be used to support and enhance learning across the curriculum.

This is an ongoing goal. Over the past three years, the Hampton School Learning Community has made satisfactory progress along the technology integration continuum. Teachers are reaching for technology to satisfy their own information needs as well as reaching for it to enrich their instruction and meet the diverse learning needs of their students.

Goal 3

Technology will be used to address diverse learning styles and abilities, accommodate individual developmental levels, and help students accept responsibility for their learning.

This is an ongoing goal. Teachers are reaching for technological resources to accommodate the varied learning needs of their students. These resources engage students on many levels and encourage independent learning.

Goal 4

All members of the school community—administration, teachers, staff, students, and parents—will use technology to exchange information and facilitate communication.

The Hampton School Learning Community's email network and the school's Website have proven effective means of communication. Over the past year we have begun sharing services with the NHV Regional H.S. District. The High School is hosting Hampton School's Website and email. This arrangement has proven beneficial to all concerned.

B. GOALS AND OBJECTIVES FOR 2010-2013

The below-listed goals were developed by the Hunterdon County Technology Consortium.

Goal 1 - Students, teachers and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments.

Objective 1a: Each instructional area will contain interactive whiteboard technology (Smartboard, Mimeo, speakers, and projector) by 2013.

Objective 1b: Laptops will be made available to all teachers and administrators by 2013.

Objective 1c: Middle school students will have access to a mobile computing solution by 2013.

Goal 2 – Students will attain 21st Century skills in educational technology and information literacy to achieve the Core Curriculum Content Standards to succeed in the global society.

- Objective 2a: Students will be able to locate and evaluate information found in computer programs, databases, library catalogs, and on the World Wide Web
- Objective 2b: Students will use the Hampton School Learning Community’s technological resources to manipulate and organize data in such a way as to make personal connections and draw conclusions from independently located information
- Objective 2c: Students will use the technology available at Hampton School to present information in a variety of visual, textual, and auditory formats.

Goal 3 – Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards.

- Objective 3a: Subject teachers will integrate the instruction of technical skills into authentic learning experiences in subject areas aligned to the NJ core curriculum standards.
- Objective 3b: Teachers will avail themselves of technology-based professional development opportunities in order to effectively address the learning needs of their students.
- Objective 3c: Teachers will document the integration of technology and the NJCCCS in instructional units via curriculum mapping.
- Objective 3d: Teachers will actively pursue the distance learning opportunities afforded by the high-speed Internet access and email capability of the Hampton School LAN.

Goal 4 – Continuously improve and maintain the technology infrastructure necessary for the school community to access electronic information and to communicate effectively.

- Objective 4a: The school will replace and update equipment in a timely fashion.
- Objective 4b: Hampton School will update its telephone system to include voice mailboxes and other options.
- Objective 4c: Hampton School staff and students will create and maintain an Intranet supportive of the school community and its needs and concerns.

Goal 5 - Provide proper personnel to support the infrastructure, equipment, and curriculum integration to allow educational technology to permeate all learning environments.

- Objective 5a: Technical support will be provided by the technology coordinator, technically adept staff members, community volunteers, and the school’s technology consultant.
- Objective 5b: The Hampton School Learning Community will provide opportunities and support for professional learning.

V. THREE-YEAR IMPLEMENTATION STRATEGIES

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:

Appendix F: Three-year Implementation Strategies Table

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

The technology plan provides for increased access to such technology that will support and expand students' learning communities. Students will communicate with other students and experts in the field to collaborate and solve problems while expanding their global understandings.

Teachers will implement Hampton School's 21st Century Skills and Careers curriculum and document the NJCCCS via lesson plans and curriculum mapping. The integration of these skills will be peer-supported and explored further during professional development opportunities

C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight:

The school maintains a portfolio for each student that contains samples of student work that demonstrate technological proficiency as measured by the state rubric. These portfolios are begun in grade 5 and work is added through grade 8. The portfolio is re-assessed frequently to determine educational need.

D. Identify specific telecommunication and information technologies and any other resources that are useful to reach the stated goals:

In order to facilitate communication and the creation of 21st Century Learning Communities, students require increased access to the Hampton School network and to the resources of the Internet. To this end, interactive whiteboard technologies, mounted projectors, classroom amplification systems, and, minimally, a class set of Netbook computers. A Netbook computer for each middle school student (grades 6, 7, 8) would be ideal.

The network must be expanded to support this level of connectivity with additional bandwidth and wireless routers.

VI FUNDING PLAN 2010-2011

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.

Appendix G: Funding Plan Tables

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:

Student access to technology and support for teachers' integration efforts are funded by a variety of sources including:

- The Rural Education Achievement Program
- State & Local funding
- Corporate and community donations (equipment and training)
- The committed support of both the Hampton Borough Community Educational Foundation and the Hampton School Association

C. Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of the plan

Appendix I: Board Approval for Hampton School's 2010-2013 Technology Plan

Appendix J: Technology Budget for 2010-2011

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

To be submitted separately each year

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:

The Hampton Borough School technology plan's creation date, as defined by e-rate is April 29, 2010.

VII PROFESSIONAL DEVELOPMENT

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

Joanna Hughes, Chief School Administrator, is responsible for coordinating the professional development activities at Hampton Borough School:

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

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

Administrators participate in the technology-related professional development programs offered to the teaching staff. Additionally, administrators read professional journals, monitor technology and professional development discussion groups, and attend roundtable meetings with their peers. Just-in-time instruction and online tutorials are available as well.

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:

Based upon the professional development needs identified by Hampton School's Technology and Professional Development Committees ongoing, sustained professional development for all staff will be provided to further the effective use of technology across the curriculum through professional learning communities, online tutorials, off-site classes, small group instruction, and programs offered to the entire staff. To facilitate professional development, school is dismissed at 2:00 p.m. each Thursday, enabling the Hampton School staff to come together for joint planning, sharing, and learning activities. It is at these meetings that peer support and technology-integration successes figure greatly. After attending conferences and seminars, teachers return to school prepared to implement and instruct others in their newly discovered skills. Teachers share technology integration successes and work with the technology coordinator and each other to learn new skills and coordinate cross-curricular activities supportive of New Jersey's Core Curriculum Standards. The relatively small size of Hampton School's faculty allows technology skills and instruction to be delivered with both flexibility and depth.

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

Hampton School does not employ any staff dedicated solely to technology. Currently, the technology coordinator (a member of the faculty), an outsourced technology consultant, and peer assistance provide technology support.

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

The application of assistive technology at Hampton School is determined by the physical and educational needs of our students. Due to the limited size of Hampton School's student population, staff is trained in the application of assistive technologies as the needs of our students dictate.

C. Based on the educator’s 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.

Appendix H: Professional Development Table

Also, include a description of the involvement of all partners associated with professional development for the district:

The Professional Development Committee and the Chief School Administrator oversee the involvement of all partners in the professional development process. The learning needs of our school community are determined by a variety of assessment tools and programs are developed to meet those needs. All staff members are encouraged to avail themselves of online learning opportunities and informal training sessions offered by the Technology Coordinator. Additionally, the Chief School Administrator requires that all staff members attend those professional development programs deemed essential to the technology integration goals of this plan.

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

The Hampton School Professional Development Committee conducts a yearly assessment of the staff’s professional development needs and interests. Technology is an ongoing professional development need that interests the entire staff. It is felt that the above identified needs and programs will be introduced, refined, and mastered over the next three years.

VIII EVALUATION PLAN

Describe the evaluation process and accountability measures that monitor progress and midcourse 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:

Teachers must personally internalize the use of technology in order to effectively integrate its use into their teaching practices. When the teaching staff reaches for technology to fulfill their own information needs, teachers become technological role models for their students. This is an ongoing process that research indicates can take some years. Hampton School expects that as teachers become more familiar and comfortable with the educational possibilities offered by technological resources, teachers will naturally abandon the teaching of technology in favor of using technology to teach.

Over the life of this technology plan the Professional Development Committee, Chief School Administrator, and Technology Coordinator will closely monitor faculty professional growth plans to insure that teachers are pursuing growth opportunities that will support Hampton School's goals and objectives. The Chief School Administrator will review lesson plans, curriculum maps, and conduct classroom observations during which technology integration efforts will be noted. Additionally, teachers and support staff will complete a technology-related self-assessment each year. This self-assessment monitors individual progression along a technical proficiency continuum.

Professional development opportunities will be provided in the integration of 21st Century Skills throughout the curriculum and the use of technology facilitate global awareness and collaboration.

2. Enabling students to meet challenging state academic standards:

The success of this Technology Plan and its impact upon student learning will be measured and evaluated in a variety of ways. Firstly, it is one of the foremost intentions of this Technology Plan that the infusion of technology throughout the curriculum will improve the accessibility and assimilation of information across the student population. As a result, it is hoped that this improved accessibility will result in improved test scores on the battery of standardized tests required by the State of New Jersey. District based summative and formative assessments offer additional information on student progress. Additionally, Hampton School's curriculum mapping project will insure that all the NJCCCS are addressed.

3. Developing life-long learning skills:

In addition to modeling technological literacy (as evidenced by our movement along the technology integration continuum) and fostering a love of reading, Hampton School's staff strives to provide our students with authentic project-based learning experiences that require the collection, analysis, synthesis, and presentation of information. Generated in response to an individual's real need for information, the processes and skills required to work through and complete cross-curricular projects allow students to develop and refine the skills necessary to be productive citizens in a global and information-driven society.

Appendix A

Inventory of current technology networking and telecommunications equipment

Equipment	#	Make/Model
Server	1	Dell SC1420—provides data storage and backup, and program access
Router	1	Sprint 645
Switches	2	SMC EZ Super Switch
	2	NetGear 24
	5	LynkSys 8-port
Firewall	1	Sonic Wall TZ170
Wireless broadband routers: Science Lab, Computer Lab, Library, Art Room	4	
Mobile writing lab (25 word processors)	2	Writers from Writerlearning
Classroom Computers (for student use)	33	Dell Optiplex Pentium II-IV
Classroom Computers (for teacher use)	9	Dell Optiplex Pentium II-IV
Library Computers	2	Dell Optiplex Pentium IV
Other Computers—Child Study Team, Boiler Room, Custodian, Nurse	5	Dell Optiplex Pentium IV
Laptops—Administrative Teacher	3	Dell
	9	Dell & IBM
Computer lab Computers	28	Dell Optiplex Pentium IV
Telephone System		Apex Telephone System
Digital Cameras	10	Kodak PhotoShare
	1	Nikon D3000

Hampton School is connected to the Internet with a Century Link 5mg DSL line. Email and Website hosting is provided by the North Hunterdon Voorhees Regional High School District. There are 4 network drops per classroom. Expanded connectivity is managed via wireless routers

Appendix B

Three-Year Technology Plan Inventory Table

The technology inventory needed to improve student academic achievement through 2013.

Area of Need	2010-2011	2011-2012	2012-2013
Technology Equipment	<ul style="list-style-type: none"> *15 PCs *4 Laptops *2 Interactive Whiteboards *3 Amplification systems *1 Replacement network printer *Wireless Routers *Ceiling mounted projector 	<ul style="list-style-type: none"> *15 PCs *4 Laptops *3 Interactive Whiteboard or Mimeo adaptor *Replacement Network Printers (Computer lab) *Replacement/Backup Server *Ceiling mounted projector 	<ul style="list-style-type: none"> *3 Administrative PCs *15 PCs *4 Laptops *3 Amplification systems *20-25 Netbooks/Cart *Wireless Routers *Digital Cameras (class set) *Ceiling mounted projector
Software used for curricular support and filtering	<ul style="list-style-type: none"> *Sonic Wall Content Filtering; *Application and Assistive software as needed. *Symantec Antivirus Software *Microsoft licenses 	<ul style="list-style-type: none"> *Sonic Wall Content Filtering; *Application and Assistive software as needed. *Lab management software *Symantec Antivirus Software 	<ul style="list-style-type: none"> *Sonic Wall Content Filtering; *Application and Assistive software as needed. *Symantec Antivirus Software *Microsoft Licenses
Technology Maintenance Policy & Plans	<p>Lab : Weekly maintenance by tech coordinator</p> <p>Admin: Monthly maintenance by tech coordinator</p> <p>Network/Hardware: Monthly maintenance by tech consultant</p> <p>Classrooms: twice yearly maintenance by Tech Coordinator or Parent Volunteer</p>	<p>Lab : Weekly maintenance by tech coordinator</p> <p>Admin: Monthly maintenance by tech coordinator</p> <p>Network/Hardware: Monthly maintenance by tech consultant</p> <p>Classrooms: twice yearly maintenance by Tech Coordinator or Parent Volunteer</p>	<p>Lab : Weekly maintenance by tech coordinator</p> <p>Admin: Monthly maintenance by tech coordinator</p> <p>Network/Hardware: Monthly maintenance by tech consultant</p> <p>Classrooms: twice yearly maintenance by Tech Coordinator or Parent Volunteer</p>
Telecommunications Services	<ul style="list-style-type: none"> *DSL line provided Century Link *Telephone -Century Link *(T1 line if bandwidth proves insufficient) 	<ul style="list-style-type: none"> *DSL Line Century Link *Telephone Service –Century Link *(T1 line if bandwidth proves insufficient) 	<ul style="list-style-type: none"> *DSL line Century Link *Telephone-Century Link *(T1 line if bandwidth proves insufficient)
Technical Support	<ul style="list-style-type: none"> *<u>Tech Coordinator</u> : troubleshooting, Lab, and Admin maintenance * <u>Outside Consultant</u> Network maintenance and hardware repair 	<ul style="list-style-type: none"> *<u>Tech Coordinator</u>—troubleshooting, Lab, and Admin maintenance * <u>FYI Computer Systems</u>—Network maintenance and hardware repair 	<ul style="list-style-type: none"> *<u>Tech Coordinator</u>—troubleshooting, Lab, and Admin maintenance <u>FYI Computer Systems</u>—Network maintenance and hardware repair
Facilities: Infrastructure including central telephone & security systems	<ul style="list-style-type: none"> *Install interactive whiteboards/projectors *Classroom amplification Systems *Electric wiring as needed 	<ul style="list-style-type: none"> *Install interactive whiteboards/projectors *Classroom amplification Systems *Electric wiring as needed 	<ul style="list-style-type: none"> *Install interactive whiteboards/projectors *Classroom amplification Systems *Electric wiring as needed
Other services	<ul style="list-style-type: none"> Assistive technologies as required by individual students' IEPs and 504 plans. 	<ul style="list-style-type: none"> *Establish Intranet * Assistive technologies as required by individual students' IEPs and 504 plans. 	<ul style="list-style-type: none"> *Upgrade Phone System—Voice Mail for staff * Assistive technologies as required by individual students' IEPs and 504 plans.

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HAMPTON BOROUGH BOARD OF EDUCATION

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USE OF TECHNOLOGY

2360 USE OF TECHNOLOGY

The Board of Education recognizes that the use of technology in the educational process is essential as part of the schooling experience. Technology is to be viewed as a tool to enhance the learning process among other tools that are required for teachers and pupils to fully explore the curriculum. In addition, technology can be used to enhance the administration of the schools and the district.

In order to provide direction and meaning to the use of technology as an instructional tool, the Board directs that the Superintendent and the teaching and support staff use technology as a regular part of the learning process in every area of the curricular area.

For purposes of this policy “technology” means the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent in consultation with the teaching and support staff shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional and administrative program of the school district.

The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for each area of instruction and shall project the need to the extent possible for a five-year period.

In-service Education

The Board shall provide opportunities to participate in in-service programs for employees on all hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided on or off site. The cost of tuition for in-service programs may be reimbursed by the Board.

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HAMPTON BOROUGH BOARD OF EDUCATION

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USE OF TECHNOLOGY

Standards, Codes and References

All technology installations shall conform to the following standards, codes and references N.J.S.A. 18A, N.J.A.C. 5:23 and 6:22, BOCA National Building Code, NEMA, EIA/TIA 568 and 569 (Electronics Industry Association/Telecommunications Industry Association), LPC NFPA 78 (Lighting Protection code) IEEE 802.3 - Ethernet and 802.5 Token Ring (Institute of Electrical and Electronic Engineers), UL (Underwriters Laboratories), ANSI (American National Standards Institute) and ADA (Americans with Disabilities Act).

Facilities Planning

In all facilities projects involving new constructions, additions and renovations the Superintendent or designee shall ensure that the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s).

All educational specifications shall include under the description of instructional activities and implications for technology and under special features, those features required for the use of instructional technology.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws.

The Superintendent or designee shall develop a plan for the continual replacement and upgrading of equipment.

Computer Laboratories and Distributed Computing:

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made as follows:

Computer Laboratories

The Board may provide computer laboratories where clusters of computers and computer peripherals are available. When computer laboratories are provided, they shall be accessible to all teachers and pupils who have a defined educational need for computing facilities.

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HAMPTON BOROUGH BOARD OF EDUCATION

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USE OF TECHNOLOGY

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) or instructional use within the school.

Instructional Media Center/Library

The Instructional Media Center/Library shall be the division of each school responsible for coordinating the distribution and use of educational technology throughout the school. The Center shall contain the electronic media distribution system and shall make the system available throughout the school system.

To the extent possible, the IMC/Library shall acquire data and publications electronically to facilitate distribution and use. Teachers, pupils and staff shall be given the opportunity to indicate data and publication needs. All items available through the IMC/Library shall be cataloged electronically and are to be available through the school's computer network.

To avoid duplication, all media and software purchases shall be coordinated through the IMC/Library and approved by the Coordinator of Technology and the school principal. In determining approval, the following factors shall be taken into account:

1. The title of the material;
2. Any recognized rating of the material (e.g. motion picture industry rating);
3. The relevance to the curriculum;
4. The cost of the media or software;
5. The viability of the company producing the software.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board and specifically dedicated to enhance technology used as part of the educational program.

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HAMPTON BOROUGH BOARD OF EDUCATION

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USE OF TECHNOLOGY

Computer Security

The Superintendent shall develop security procedures to include, but not be limited to, the following areas:

1. **Physical Security of Equipment**

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. **Data Security**

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to the network, system files, libraries, and data.

3. **Employee Training**

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. **Transaction Audit Trail**

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. **Security Officer**

The Superintendent shall designate a Computer Security Officer to monitor system security procedures.

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HAMPTON BOROUGH BOARD OF EDUCATION

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USE OF TECHNOLOGY

Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.2
17 U.S.C. 101 et seq.

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ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for violation of the Policy and Regulation. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer Networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities

Illegal activities are defined as activities that violate federal, state, local laws and regulations.

Inappropriate activities are defined as those that violate the intended use of the network.

Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles

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HAMPTON BOROUGH BOARD OF EDUCATION

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ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

- C. Using the computer network(s) in a manner that:
 - 1. Intentionally disrupts network traffic or crashes the network;
 - 2. Degrades or disrupts equipment or system performance;
 - 3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 - 4. Steals data or other intellectual property;
 - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - 6. Gains or seeks unauthorized access to resources or entities;
 - 7. Forges electronic mail messages or uses an account owned by others;
 - 8. Invades privacy of others;
 - 9. Posts anonymous messages;
 - 10. Possesses any data which is a violation of this policy; and/or
 - 11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

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HAMPTON BOROUGH BOARD OF EDUCATION

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ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

Internet Safety/Protection

The school district is in compliance with the Children’s Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code;

Child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The school district will certify on an annual basis, that the schools, including media centers/libraries, in the district are in compliance with the Children’s Internet Protection Act and the school district enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children’s Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including “hacking” and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors’ access to materials harmful to minors.

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children’s Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy –

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HAMPTON BOROUGH BOARD OF EDUCATION

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ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES

Policy and Regulation 2361.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act.

Appendix E

HAMPTON BOROUGH SCHOOL DISTRICT TECHNOLOGY ACCEPTABLE USE POLICY

Please read this document carefully before signing.

The Hampton Public School District is providing computer, network, Intranet, and Internet access to students, faculty, and staff for educational and district business purposes only.

Internet access enables clients to use access to university library catalogs, online databases, and public domain software. Communication with people globally using e-mail and discussion groups on a multitude of topics are only a few uses for the Internet. The types of information available on the Internet are vast, and not all information available on the Internet is educationally appropriate. The Hampton Public School District firmly believes that the information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district. In accordance with the “Children’s Internet Protection Act” (CIPA, the Hampton Public School District will use appropriate filtering measures to limit the exposure of students to indecent or objectionable material on the Internet. All students, faculty, and staff using the Internet are expected to exercise caution when accessing information and are reminded that the final responsibility lies with the user.

The Hampton Public School District expects anyone using a computer, technology facilities, and equipment in such a way as not to violate personal as well as professional data and not to break any laws concerning network and Internet usage. Students and parents must understand that a user who violates any of these provisions will have his/her privileges terminated and future access could be denied. Anyone who commits an illegal act may be subject to criminal prosecution. Access to Hampton Borough School District’s network is controlled through the use of a unique user ID and password, and users should be aware that the use of technology will be logged and monitored for compliance.

Please be advised that the consequences of misuse or damage to the Hampton Public School District computer system may result in student restriction or suspension of computer access, disciplinary action, and/or a bill for the cost of equipment and network engineer reprogramming services.

The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

Technology Use Agreement

1. Acceptable Use – Hampton Public School District’s network is to be used for educational and district business. The use of each account must be in support of education and must be consistent with the educational objectives of the Hampton Public School District.

Use of another organization’s network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national, state, or local regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, racially offensive material or material protected by trade secret or contract.
2. Privileges – The use of any computer facility and the Internet is a privilege. If the terms of this agreement are violated, privileges will be taken away.
3. Network Etiquette – Use should be consistent with Board of Education guiding ethical statements and accepted community standards. Clients are expected to be polite and not to use foul or abusive language. The privacy of others must be respected: for example, users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others. Clients **MUST NOT** give their personal address or phone number or the address or phone number of anyone else while on the Internet! Clients should remember that information on the Internet is theirs to use; however, they assume it is copyrighted material
4. Security – Clients are responsible for maintaining the security of their account. Using someone else’s user ID or password is considered a violation of this agreement and may result in the loss of privileges. Attempts to log on

to network resources as a system administrator or as any individual or organization other than oneself will result in cancellation of user privileges.

5. Vandalism and Harassment – Vandalism is defined as any of the following:

- Malicious damage to hardware including but not limited to CPUs, monitors, printers, and network wiring.
- Malicious attempts to harm or destroy data or programs of another user, Internet, or other networks that are connected to the network backbone.
- The knowing uploading, downloading, dissemination of or the creation of computer viruses.
- Installations of software without administration consent.
- The use of hardware or software tools designed to intercept or interrupt network services.

Harassment is defined as the persistent annoyance of another user or the interference with another's work. Harassment includes, but is not limited to, the sending of unwanted email.

6. Use of Hampton Public School District's network in a manner that precludes or significantly hampers its use by others is not allowed. Excessive uses of shared resources such as printing facilities or network file services or the excessive downloading of files is prohibited.
7. All forms of electronic advertising not sanctioned by the Board of Education are prohibited. Using the system for commercial or personal financial gain is prohibited.
8. Users will abide by the rules set down in this document as well as the guiding principles of the district's "Acceptable Use Policy" and any regulations developed by the school administration.
9. Users may encounter material that is controversial and which users, parents, teachers, or administrators may consider inappropriate or offensive. However, on a global network it is impossible to control effectively the content of data and an industrious user may discover controversial material. It is the users' responsibility not to initiate access to such material. Any decision by the Board of Education to restrict access to Internet material shall not be deemed to impose any duty on the Board to regulate the content of material on the network.

The Board of Education makes no warranties of any kind, whether expressed or implied for the service it is providing; it will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, deliveries, miss-deliveries, damage caused to personal equipment, or service interruptions caused by the Board of Education's negligence, or by the user's errors or omissions. Use of the telecommunications facilities and systems, as well as any information obtained via the Internet is at the user's own risk. The Board specifically denies any responsibility for the accuracy or quality of information obtained through Internet or telecommunications resources. All users need to consider the source of any information they obtain, and consider how valid that information may be.

Hampton Public School District Technology Code of Conduct

The computer system structure facilitates educational advancement through its use by students, staff, and faculty. Anyone who prevents this facilitation by excessive use of system resources, by altering the structure with computer viruses, or by vandalizing the system, will have all privileges revoked for system use. The following code of conduct will be adhered to for continued system use at Hampton Public School.

1. Do not use someone else's password or sign-on identification, or share yours.
2. You are expected to stay on your network menu at all times and not to alter the configuration of the PC.
3. Do not introduce any system altering programs such as electronic "viruses" on the system at any time.
4. Do not take apart or try to fix any hardware or software at any time.
5. Do not use any personal software of any kind, including games or screen savers on the system.
6. If a computer is found to be damaged or does not seem to be working, notify the teacher immediately.
7. **LOG OFF!** For your own protection, please make sure that you have logged off properly before leaving the computer station.
8. For access to any of Hampton Public School District's computing resources, including Internet usage with a school account, you will need to fill out a Technology and Computer Acceptable Use Agreement.

Please be advised that the consequences of misuse or damage to the Hampton Public School District's network may result in student restriction or suspension of computer access, disciplinary action, and/or a bill for the cost of equipment and network engineer reprogramming services.

Students will not receive network access until this agreement is signed by both the student and parent/guardian and returned.

USER

I have read the Board of Education's Technology Acceptable Use Policy and understand its provision. Further, I have read the Technology Code of Conduct, and I agree to its terms. I understand that a violation of this agreement will result in a loss of privileges and possible legal action.

User's full name (please print) _____

User's Signature _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of the above named student, I have read and understand the Board of Education's Technology Acceptable Use Policy and the Technology Code of Conduct. I also understand that this access is for educational purposes, and that I will not hold the Board of education responsible for materials acquired on the Internet. Further, I accept full responsibility for the actions of my child in the use of Hampton Public School District's network. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's name (please print) _____

Parent or Guardian's signature _____

Appendix F
Three-Year Technology Plan Implementation Table

District Goal #1

Students, teachers, and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments

District Objective 1a

Each instructional area will contain interactive whiteboard technology (Smartboard or Mimeo, speakers, projector) by 2013

Goal and Objective Number	<u>Strategy/Activity</u>	Timeline	Person Responsible	Documentation
1a-1	Smartboard installed in Social Studies Room, Projector ceiling mounted. Mimeo moved to Grade 1	2010	Chief School Administrator Technology Coordinator	Completed installation
1a-2	Smartboard installed in Social Studies Room, Projector ceiling mounted. Mimeo moved to Art Room.	2011	Chief School Administrator Technology Coordinator	Completed installation
1a-3	Smartboard installed in 5 th Grade Classroom, Projector ceiling mounted. Mimeo moved to Music Room.	2012	Chief School Administrator Technology Coordinator	Completed installation
1a-4	Sound Amplification System installed in Grades 3 & 4	2013	Chief School Administrator Technology Coordinator	Completed installation

District Goal #1

Students, teachers, and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments

District Objective 1b

Laptop computers will be made available to all teachers and administrators by 2013

Goal and Objective Number	<u>Strategy/Activity</u>	Timeline	Person Responsible	Documentation
1b-1	Purchase 4 Laptop computers each year	2010	Chief School Administrator Technology Coordinator	Purchase
1b-2	Purchase 4 Laptop computers each year	2011	Chief School Administrator Technology Coordinator	Purchase
1b-3	Purchase 4 Laptop computers each year	2012	Chief School Administrator Technology Coordinator	Purchase
1b-4	Purchase 4 Laptop computers each year	2013	Chief School Administrator Technology Coordinator	Purchase

District Goal #1

Students, teachers, and administrators will have equitable access to educational technology in personalized and ubiquitous learning environments

District Objective 1c

Middle school students will have access to a mobile computing solution by 2013

Goal and Objective Number	<u>Strategy/Activity</u>	Timeline	Person Responsible	Documentation
1c-1	Explore the logistics and progress of Hunterdon Central's 1:1 initiative and their management of Netbooks within their network.	2011	Chief School Administrator Technology Coordinator	Report to CSA & Foundation
1c-2	Explore cooperative purchasing arrangements with NHV or Hunterdon Central Districts. (Netbooks and Insurance)	2012	Chief School Administrator Technology Coordinator	Report to CSA & Foundation
1c-3	Upgrade wiring/install additional electrical outlets in Social Studies & Math rooms	2013	Chief School Administrator Technology Coordinator	Completed installation
1c-4	Purchase a class set of Netbooks, management software, and charging cart	2013	Chief School Administrator Technology Coordinator	Purchase

District Goal #2

Students will attain 21st Century skills in educational technology and information literacy to achieve the CCCS to succeed in the global society.

District Objective 2a

Students will be able to locate and evaluate information found in computer programs, databases, library catalogs, and on the World Wide Web

Goal and Objective Number	<u>Strategy/Activity</u>	Timeline	Person Responsible	Documentation
2a-1	Each first grade student will locate a scientific fact to share with the class after using a science-based exploratory computer application.	March	Classroom Teacher Technology Teacher	Teacher observation
2a-2	Each second grade student will perform an author search in a library database in order to locate a personal choice reading book.	April	Library Media Specialist	Teacher observation
2a-3	Each third grade student will search a periodical database to locate information for an assigned research project.	April	Library Media Specialist	Completed Project
2a-4	Each fourth grade student will use the World Wide Web to locate information and a photograph of a famous African American.	February	Classroom teacher Technology Teacher	Completed project
2a-5	Each fifth grade student will use an online encyclopedia and periodical database to locate information about a famous woman.	March	Classroom Teacher Library Media Specialist	Completed project

District Goal #2

Students will attain 21st Century skills in educational technology and information literacy to achieve the CCCS to succeed in the global society.

District Objective 2b

Students will use the Hampton School Learning Community's technological resources to manipulate and organize data in such a way as to make personal connections and draw conclusions from independently located information.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
2b-1	Each kindergarten student will use a drawing program to create a counting book.	February	Classroom Teacher Technology Teacher	Completed Project
2b-2	Each third grade student will use a graphic organizing program to create a graphic representation of the water-cycle.	November	Classroom Teacher Technology Teacher	Completed Project
2b-3	Each fourth grade student will use graphic organizing program to visually represent the varied geographic features of New Jersey.	September	Classroom Teacher Technology Teacher	Completed Project
2b-4	Each sixth grade student will organize and graphically represent the data from a science experiment.	April	Science, Math, Technology Teachers	Completed Project
2b-5	Each seventh grade student will create a spreadsheet demonstrating the relationship between variables in a science experiment.	April	Science, Math, Technology Teachers	Completed Project

District Goal #2

Students will attain 21st Century skills in educational technology and information literacy to achieve the CCCS to succeed in the global society.

District Objective 2c

Students will use the technology available at Hampton School to present information in a variety of visual, textual, and auditory formats

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
2c-1	Each third grade student will use available presentation programs to create an informational book about a selected animal.	May	Classroom Teacher	Completed Project
2c-2	Each fourth grade student will use available presentation programs to create an informational trading card of a noteworthy African American.	February	Classroom Teacher Technology Teacher	Completed Project
2c-3	Each fifth grade student will use network resources to communicate with an expert regarding a science-related question	January	Classroom Teacher Technology Teacher	Completed Project
2c-4	Each sixth grade student will use Microsoft Publisher to create a brochure detailing their Science Fair Project—hypothesis, experiment, and results.	April	Science Teacher Technology Teacher	Completed Project
2c-5	Each eighth grade student will use a digital camera and presentation software to record their Science Fair project—hypothesis, experiment, and results.	April	Science Teacher Technology Teacher	Completed Project
2c-6	Each middle school student will use blogs and other Web-based communication options to communicate their opinions on an assigned topic	February	Classroom Teacher Technology Teacher	Completed Project

District Goal #3

Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards

District Objective 3a

Subject teachers will integrate the instruction of technical skills into authentic learning experiences in subject areas aligned to the NJ core curriculum content standards.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
3a-1	All students in third grade and up will use proper keyboarding techniques.	Ongoing	Supervising Teacher	Teacher Observation
3a-2	All users will save their work to personal network folders. Students in grades 5-8 will create folders to organize their files.	Ongoing	Supervising Teacher	Teacher Observation
3a-3	All students in grades 6-8 will format computer documents as per instructions, including but not limited to setting margins, aligning and formatting text, including graphic elements, creating tables, and inserting headings and footnotes.	Ongoing	Supervising Teacher	Completed project
3a-4	All students in grades 6-8 will utilize keyword and Boolean search strategies when using the Internet, CD-ROM encyclopedia, or library OPAC.	Ongoing	Supervising Teacher	Teacher Observation
3a-5	All students in grades 5-8 will demonstrate respect for the work of others by appropriately citing research sources using the format described in the <i>North Hunterdon—Voorhees Research Manual</i> .	Ongoing	Supervising Teacher	Completed project

District Goal #3

Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards

District Objective 3b

Teachers will avail themselves of technology-based professional development opportunities in order to effectively address the learning needs of their students.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
3b-1	All teachers will include at least one technology-related goal in their yearly Professional Growth Plan.	Ongoing	Individual Teacher	Yearly Review of Professional Growth Plan
3b-2	All Teachers will attend a minimum of two technology-related professional development programs per year. Topics to be determined at a future date.	Ongoing	Chief School Administrator	Yearly Review of Professional Growth Plan
3b-3	All Teachers will avail themselves of open lab professional development opportunities in order to locate resources, coordinate projects, and refine their personal computing skills.	Ongoing	Individual Teacher	Computer Lab sign-in sheets

District Goal #3

Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards

District Objective 3c

Teachers will document the integration of technology and the NJCCCS in instructional units via curriculum mapping.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
3c-1	Teachers will include NJCCCS standards in lesson plans	Ongoing	Individual teacher	Completed Plans
3c-2	Teachers will complete curriculum maps documenting technology integration and NJCCCS in cross curricular units	Ongoing	Individual teacher	Completed Plans
3c-3	Teachers will complete curriculum maps documenting technology integration and NJCCCS across grade levels	Ongoing	Individual teacher	Completed Plans

District Goal #3

Educators will continuously improve their skills and knowledge to effectively use educational technology to achieve the Core Curriculum Content Standards

District Objective 3d

Teachers will actively pursue the distance learning opportunities afforded by the high-speed Internet access and email capability of the Hampton School LAN

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
3d-1	Students in third grade will explore and respond to the online resource “Let Talk about Insects” offered by the Univ. of Illinois	February	Classroom Teacher	Teacher Observation.
3d -2	Students in fourth grade will visit the NASA web site and pose a question to a NASA expert via email.	May	Classroom Teacher	Completion of activity.
3d -3	Students in sixth grade will use the Cells Alive web site to explore the cellular makeup and functionality.	February	Science Teacher	Teacher Observation
3d -4	Students in eighth grade will use the Library of Congress American Memories Web page to review historical source documents and sound recordings.	February	Social Studies Teacher	Teacher observation
3d -5	Students in seventh grade will define and identify stages of cellular mitosis by completing an online tutorial.	March	Science teacher	Completion of activity
3d -6	Students in eighth grade will visit the National Holocaust Museum Web site and view and respond to the online Anne Frank exhibit.	May	Social studies & Language Arts Teachers	Student response

District Goal 4

Continuously improve and maintain the technology infrastructure necessary for the school community to access electronic information and to communicate effectively.

District Objective 4a

The school will replace and update equipment in a timely fashion.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
4a-1	The school will purchase or seek the donation of: <ul style="list-style-type: none"> • 15 desktop computers • 4 laptop computers • 2 Interactive whiteboards • Additional wireless routers 	2010-2011	Technology Coordinator Business Administrator School Board	Completed purchase
4a-2	The school will purchase or seek the donation of: <ul style="list-style-type: none"> • 15 desktop computers • 4 laptop computers • 3 Interactive whiteboards • Replacement or backup server • Additional network printers 	2011-2012	Technology Coordinator Business Administrator School Board	Completed purchase
4a-3	The school will purchase or seek the donation of: <ul style="list-style-type: none"> • 15 desktop computers • 4 laptop computers • 20-25 Netbook computers • Additional wireless routers • 20-25 digital cameras 	2012-2013	Technology Coordinator Business Administrator School Board	Completed purchase

District Goal 4

Continuously improve and maintain the technology infrastructure necessary for the school community to access electronic information and to communicate effectively.

District Objective 4b

Objective 4b: Hampton School will update its telephone system to include voice mailboxes and other options.

Goal and Objective Number	Activity	Timeline	Person facilitating activity	Evaluation
4b-1	Hampton School will investigate and identify an appropriate phone system.	2010-2011	Business Administrator	Selection of system
4b-2	Hampton School will purchase and install a phone system.	2011-2012	Board of Education Business Administrator	Successful installation
4b-3	Teachers and staff will be trained to use the system.	2011-2012	Business Office	CSA evaluation

District Goal 4

Continuously improve and maintain the technology infrastructure necessary for the school community to access electronic information and to communicate effectively.

District Objective 4c

Objective 4c: Hampton School staff and students will create and maintain an Intranet supportive of the school community and its needs and concerns.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
4c-1	Hampton Borough School will establish an Intranet.	2011	Technology Coordinator Web Master	Observation
4c-2	Interested staff members and students manage the Intranet's content, including posting pictures of school events and showcasing student's work.	2011-	Technology Coordinator Web Master	Observation
4c-3	Individual teachers will be encouraged to highlight the activities of their classes or clubs. These teachers will be trained in simple web development.	2011-	Technology Coordinator Web Master	Observation

District Goal 5

Provide proper personnel to support the infrastructure, equipment, and curriculum integration to allow educational technology to permeate all learning environments.

District Objective 5a

Objective 5a: Technical support will be provided by the technology coordinator, technically adept staff members, community volunteers, and the school's technology consultant.

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
5a-1	Technical support requests will be submitted to the main office to be routed to appropriate support personnel	Ongoing	Technology Coordinator	Observation
5a-2	Time for technical support will be built into the technology coordinator's schedule	Ongoing	Technology Coordinator	Observation
5a-3	The school will continue to employ a technology support consultant to maintain the school's network and repair hardware.	Ongoing	Technology Coordinator	Observation
5a-4	The school will explore the expansion of the existing shared service arrangement with NHV Regional H.S. District to include maintenance and purchasing.	2011	Technology Coordinator	Observation

District Goal 5

Provide proper personnel to support the infrastructure, equipment, and curriculum integration to allow educational technology to permeate all learning environments.

District Objective 5a

Objective 5a: The Hampton School Learning Community will provide opportunities and support for professional learning

Goal and Objective Number	Activity	Timeline	Person Responsible	Evaluation
5b-1	Professional learning communities will continue to provide “just-in-time” instruction, modeling, and peer support	Ongoing	Chief School Administrator Professional Development Committee	Observation
5b-2	Tutorials, conferences, and off-site trainings will be attended by staff members who will return to Hampton School to share new information and skills.	Ongoing	Chief School Administrator Professional Development Committee	Observation
5b-3	Teachers will avail themselves of online tutorials and other distance learning opportunities as needed.	Ongoing	Chief School Administrator Professional Development Committee	Observation

APPENDIX G-A FUNDING PLAN TABLE 2010-2011

Anticipated annual budget (pending final budget approval)

Three Year Technology Plan Anticipated Funding Table (2011-2012) [Hampton School receives no state or federal funding dedicated to technology]					
Item	LOCAL FUNDING	REAP GRANT	HBCE FOUNDATION	MISC.	TOTAL
Digital Curricula BrainPop Study Island Enchanted Learning	4,000.00				4,000.00
Print Media needed to achieve goals		500.00			500.00
Technology Equipment Smartboards Classroom amplification PCs Printers Routers/Switches, etc.	2,500.00	5,000.00	10,000.00	2,500.00	20,000.00
Network 5 Mg DSL	1,000.00	1,000.00			2,000.00
Capacity		1,000.00			1,000.00
Filtering SonicWall		750.00			750.00
Software Symantec Antivirus Microsoft Licenses Replacement Software		2,000.00			2,000.00
Maintenance	2,000.00	4,500.00			6,500.00
Upgrades		3,000.00			3,000.00
Policy & Plans	500.00				500.00
Other Services				500.00	500.00
Total					40,750.00

APPENDIX G-B FUNDING PLAN TABLE 2011-2012

Anticipated annual budget (pending final approval)

Three Year Technology Plan Anticipated Funding Table (2011-2012) [Hampton School receives no state or federal funding dedicated to technology]					
Item	LOCAL FUNDING	REAP GRANT	HBCE FOUNDATION	MISC.	TOTAL
Digital Curricula	4,000.00				4,000.00
Print Media needed to achieve goals		500.00			500.00
Technology Equipment	2,500.00	5,000.00	10,000.00	2,500.00	20,000.00
Network	1,000.00	1,000.00			2,000.00
Capacity		1,000.00			1,000.00
Filtering		750.00			750.00
Software		2,000.00			2,000.00
Maintenance	2,000.00	4,500.00			6,500.00
Upgrades		3,000.00			3,000.00
Policy & Plans	500.00				500.00
Other Services				500.00	500.00
					40,750.00

APPENDIX G-C FUNDING PLAN TABLE 2012-2013

Anticipated annual budget (pending final approval)

Three Year Technology Plan Anticipated Funding Table (2011-2012) [Hampton School receives no state or federal funding dedicated to technology]					
Item	LOCAL FUNDING	REAP GRANT	HBCE FOUNDATION	MISC.	TOTAL
Digital Curricula	4,000.00				4,000.00
Print Media needed to achieve goals		500.00			500.00
Technology Equipment	2,500.00	5,000.00	10,000.00	2,500.00	20,000.00
Network	1,000.00	1,000.00			2,000.00
Capacity		1,000.00			1,000.00
Filtering		750.00			750.00
Software		2,000.00			2,000.00
Maintenance	2,000.00	4,500.00			6,500.00
Upgrades		3,000.00			3,000.00
Policy & Plans	500.00				500.00
Other Services				500.00	500.00
					40,750.00

Appendix H PROFESSIONAL DEVELOPMENT TABLE (2010-2011)

Professional Development 2010-2011		
Educators' Proficiency or Identified Need	Ongoing, sustained, high-quality professional development	Support
Using interactive whiteboards for differentiated instruction	Onsite vendor presentations that model the use of tech in the classroom Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Locating and evaluating high-quality educational websites	Onsite presentations Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Blogging, social networking, and wikis	Onsite presentations Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Webquests	Onsite presentations Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Microsoft Excel	Onsite training	Scheduled professional development opportunities
Digital photography, audio, and visual	Onsite presentations Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Podcasting	Onsite presentations Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.
Using technology to promote 21 st Century Skills throughout the curriculum.	Peer Modeling, team teaching, and technical support Offsite conferences, trainings, and workshops, shared with peers Blogs/Wikis/Listserve	Release time Scheduled professional development opportunities Co-teaching opportunities Conference, training, and workshop fees and expenses.

APPENDIX I BOARD APPROVAL FOR TECHNOLOGY PLAN

HAMPTON BOROUGH BOARD OF EDUCATION
32-41 SOUTH STREET
HAMPTON, NEW JERSEY 08827

Joanna Hughes
Chief School Administrator
908-537-4101

Robert Sulvinski
Business Administrator/Board Secretary
908-537-4535 Fax 908-537-6871

EXTRACT FROM THE MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF THE BOROUGH OF HAMPTON, HUNTERDON COUNTY, NJ, AS RECORDED IN THE OFFICIAL MINUTE BOOK.

THE BOARD OF EDUCATION OF THE BOROUGH OF HAMPTON IN THE COUNTY OF HUNTERDON, NEW JERSEY CONVENED IN PUBLIC SESSION ON APRIL 29, 2010 FOR THE APRIL, 2010 REGULAR BUSINESS MEETING

Present: William Peterson, President
Timothy Reeve, Vice President
Kimberly Donnenberg
Cheryl Drzewoszewski
Gina Sharkey

Also Present: Joanna Hughes, CSA
Robert Sulvinski, SBA/BS

**Motion by Kimberly Donnenberg, second by Timothy Reeve, the Board approve the Hampton Borough School Technology Plan for 2010 – 2013.
Motion Carried**

I, Robert Sulvinski, School Business Administrator/Board Secretary of the Borough of Hampton Public School, in the County of Hunterdon, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on April 29, 2010 and has been compared by me with the original minutes as officially recorded in the Minute Book of said Borough of Hampton, Board of Education and is a true, complete copy thereof and of the whole said original minutes as far as the same relate to the subject matter referred to in said extract in witness. I have hereunto set my hand and affixed the corporate seal of said Board of Education this 30th day of April, 2010.

**Official Seal
Hampton Board of Education

Hunterdon County
State of New Jersey**


Robert Sulvinski, SBA/BS

**APPENDIX J BOARD APPROVED ANNUAL BUDGET
HAMPTON BOROUGH BOARD OF EDUCATION
32-41 SOUTH STREET
HAMPTON, NEW JERSEY 08827**

Joanna Hughes
Chief School Administrator
908-537-4101

Robert Sulvinski
Business Administrator/Board Secretary
908-537-4535 Fax 908-537-6871

EXTRACT FROM THE MINUTES OF A MEETING OF THE BOARD OF EDUCATION OF THE BOROUGH OF HAMPTON, HUNTERDON COUNTY, NJ, AS RECORDED IN THE OFFICIAL MINUTE BOOK.

THE BOARD OF EDUCATION OF THE BOROUGH OF HAMPTON IN THE COUNTY OF HUNTERDON, NEW JERSEY CONVENEED IN PUBLIC SESSION ON JUNE 15, 2010 FOR THE JUNE, 2010 REGULAR BUSINESS MEETING

Present: William Peterson, President
Timothy Reeve, Vice President
Kimberly Donnenberg
Cheryl Drzewoszewski
Gina Sharkey - Absent

Also Present: Joanna Hughes, CSA
Robert Sulvinski, SBA/BS

Motion by Timothy Reeve, second by Kimberly Donnenberg, the Board the approve the Hampton Borough School Technology Plan for 2010 – 2013 and the associated budget of \$40, 750.

Motion Carried

I, Robert Sulvinski, School Business Administrator/Board Secretary of the Borough of Hampton Public School, in the County of Hunterdon, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Education of said district duly called and held on June 15, 2010 and has been compared by me with the original minutes as officially recorded in the Minute Book of said Borough of Hampton, Board of Education and is a true, complete copy thereof and of the whole said original minutes as far as the same relate to the subject matter referred to in said extract in witness. I have hereunto set my hand and affixed the corporate seal of said Board of Education this 19th day of July, 2010.

**Official Seal
Hampton Board of Education**

**Hunterdon County
State of New Jersey**

Robert Sulvinski, SBA/BS