Leonia Public Schools

Three Year Technology Plan

2013 - 2016

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Joanne Megargee	Superintendent	
Michele Simon	Assistant to the Superintendent	
Brett Florio	District Technology Team Member	
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Zain Abbass	District Technology Team Member	
Lisa Pieciak	Middle School Technology Teacher	
Courtney Groskin	Elementary School Technology Teacher	
Julia DePinto Perez	Business Administrator	
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Carol Karels	Community Member	

II. EXECUTIVE SUMMARY

Our District's mission is to provide schools that respond to individual needs and abilities, as well as our democracy's interest in an educated citizenry. We seek to inspire our students to develop their unique talents, to live productively and to make a positive difference in an increasingly complex and interconnected world.

In concert with home and community, knowledgeable educators will tailor rigorous programs that encourage relevant learning in the humanities, arts, sciences, math, wellness and technology.

As a result of their experiences with our staff and within our schools, our students will learn to think clearly, critically, and creatively. They will appreciate diverse cultures and viewpoints. Most importantly, they will acquire a lifelong love of learning that will enable them to adapt and thrive in a changing world.

-- [District Draft Mission Statement -- March, 2007]

With respect to the educational uses of technology, the Mission Statement of the Leonia Public Schools draws upon the following beliefs:

- In the first quarter of the 21st century, learned individuals will require more elastic and individualized forms of schooling

- Our graduates will seek their happiness within a diverse culture and market their talents within collaborative workplaces. Their schooling should prepare them to do so.

- Schools compete with the popular culture and other educational providers --- if only for the attention of their students who may choose to engage or avoid formal learning. Re-directing their attention and sustaining their engagement is often our biggest challenge.

- Our teachers and administrators must themselves exemplify the capabilities and dispositions we seek for our students. They should be agile learners, comfortable with change, accustomed to uncertainty, and willing to take risks. Their continuous learning should be ingrained within the school's daily work.

- Core democratic principles struggle to keep pace with the global expansion of free market capitalism. Within such circumstances, it is difficult for schools to foster the common good. Because of these circumstances, it is important to do so.

- Contemporary technology takes many forms that address many purposes. These include a) workplace production tools; b) tools for building minds; and c.) tools for connecting people with each other. Our schools should use technology to address these three purposes.

We offer Leonia's 2013-2016 Technology Plan as our intended roadmap for building instructional routines and arrangements that that take these beliefs seriously. We assess the current state of educational technology in our schools as it relates to the availability of equipment and the degree of understanding necessary to capitalize on its use. We find that we continue to build upon the inherited baseline of six years ago: we now have a durable network backbone, our equipment inventory has grown, and our instructional use of technology continues to expand. One indicator of success is the extent to which demand for technology outpaces supply.

Our professional development needs are evident and are recapitulated in our prioritized goals for 2013-2016.

III. TECHNOLOGY OVERVIEW

In keeping with the goals defined in our previous Technology Plan, we have prudently purchased and have been disseminating mobile hardware --- i.e., IPads, laptops to each of our middle school and elementary school teachers, as well as interactive white boards and computer Smart carts in each of our three buildings. We have expanded the wireless environment of the high school to encompass all of the building. Lastly, and perhaps of greatest importance, we have focused upon using technology in its several forms to deepen student engagement with learning. We have incorporated technology within the core curriculum and across many elective programs.

Our District Technology Team consists of three staff members, this team meets regularly with District and building administrators to provide the necessary leadership for this ongoing effort.

"Using technology in its several forms to deepen student engagement with learning" requires that we know what technology is available, that we understand its instructional uses to improve achievement among all students, and that we modify our present instructional routines to take advantage of what we know and understand. Astute and concerted efforts to promote such professional knowledge and understanding are ongoing and will be continued. Similarly, the District has and will continue to expend scarce resources judiciously to:

- increase at all levels the number of in-class computer stations with Internet access
- expand use of distance learning and web-based courseware to individualize instruction for students with a range of learning needs

- improve District linkage to home and community through web-based software and more versatile telecommunication capabilities; and most importantly
- move, assist, and support teachers to use technology in their instruction to improve achievement among all of their students.

A.

A1. See Appendix for inventory of current technology and telecommunications equipment.

A2. Technology inventory needed to improve student academic achievement through 2016 including, but not limited to:

1. Increase the number of outlets available in each classroom, especially for BYOD initiative. This will minimize the plugging / unplugging of computers and their peripherals as well as the use of extension cords in the classrooms.

2. Expand our Internet Bandwidth pipe to allow for quicker content flow due to our ever increasing web content lessons (i.e. Study Island, Yearbook Avenue Design class, Envision Math, Teacher Websites & Lesson Planner, Atlas, Teachscape, Readorium, Webquests, etc…). With this necessary upgrade of our bandwidth, the communication infrastructure will also need to be upgraded.

3. Use VM ware on classroom computers and labs to increase their productivity while continuing to replace older computers that are unable to have VM ware installed, with newer computers with greater storage, memory and access capabilities. Continue the use of portable carts with wireless laptops throughout the district.

4. Continue to provide more peripherals which enable computing technology to be used in a manner appropriate to the course content and student needs (eg. digital cameras, touch screens, clickers, pen tablets, keyboard synthesizers, scanners, etc.)

5. Replace older computers, on need basis, in the computer labs with VM ware environment capable of handling the necessary system software and peripheral attachments.

6. Continue to upgrade current software to keep usage current with prevailing software standards.

7. Purchase class software suites, site licenses and/or individual software packages whenever possible, within budget guidelines.

8. Match ready and reliable access to on-line, distance learning and/or “cloud” resources to expanding student, teacher and administrative needs. (see #11)

9. Maintain funding for current distance learning services to include Bergen Electronic Library for Schools (BELS), Paetec Fiber Optical Services, Edgewave Filtering and Firewall, and Microsoft Exchange Server, Expansions and upgrades for the services will be addressed.

10. Improve technical support capabilities through remote options and help desk software.

11. As technology use increases, more bandwidth is necessary. Our District is actively exploring how best to upgrade lines to fiber for greater bandwidth capacity. This will keep us in line with

the newer network infrastructure advances it is imperative that we continue to upgrade our network server farm.

12. Continue acquiring a wide variety of tools to help enhance the learning experience.

A3. Assistive Technology

Identifying and securing appropriate assistive technology is the responsibility of our Special Services Department (including our Child Study Team) under the direction of our Coordinator of Special Services. Planned acquisitions include appropriate hardware and software that emerge from Departmental needs analyses. Other acquisitions occur on an as needed basis as may be dictated through a student's IEP, i.e. IPod, IPad, Wii system. In addition to acquiring equipment and ensuring that this equipment is compatible with mainstream systems and hardware, the District also provides assistive technology services that include evaluations, professional training and technical assistance.

A4. Educators Access to Educational Technology

All Educators have ready access to technology giving them access to network services, CDs, DVD's, email and the internet in their classrooms. But due to scarce resources in many instances Educators sign up on our district shared drive for the equipment they might not normally have access to in their classroom such as Clickers, video and still cameras, computer labs, etc.

A5. Administrators Access to Educational Technology

Administrators have ready access to technology giving them access to network services, email, internet in their offices and throughout most of their buildings, high school is completely wireless. All Administrators have a desktop, a laptop and an iPad for their use.

A6. Federal Accessibility Standards

Our Stakeholders have numerous channels to communicate with staff and District Administrators. Our existing Web site includes an abundance of information such as teacher websites, staff email, staff contact information, Superintendent's weekly vodcasts, twitter and blog. The four District websites are updated regularly for school events, school calendar and any other pertinent information or emergency alerts.

Our website is in compliance with standards which require a general use browser for access by all parties and uses standard HTML code as established by the World Wide Web Consortium (W3C). Documents placed on our site comply with .pdf standards established by Adobe or with .doc standards from Microsoft, both generally accepted formats for document portrayal.

A7. Plan for Obsolescence

Leonia, like many school districts, takes its financial obligations seriously and does its best to extend the life of each computer purchased as far as is possible. We continue to adopt a two-tiered practice in the replacement of our computers.

Primary usage is based on established need. This may be derived from a curriculum revision, a new course or a re-purposed existing course. The criteria are then developed into a proposal to the Board of Education and an action plan is enacted by the superintendent in conjunction with the principals, teachers and technology team.

Once a computer has outlived its established purpose in its primary location it is evaluated for its inherent usefulness in other locations. For example, after multiple years of use in a CAD Lab, several of the older Dell L170 computers found a new life as computers for our custodial department throughout the district where they were perfect for one on one usage.

The age of a computer must be measured in terms of its effective usefulness in completing educational tasks in its "digital" environment, not just in terms of its physical years. Final criteria for disposal fall into the categories of network capability, memory, storage, speed and the cost to meet the needs in these areas.

B. **Cyber-Safety**

1. The Leonia school district is obligated to protect our staff and students with proper filtering appliances under New Jersey Law. Leonia utilizes a Edgewave IPRISM Web Content Filtering System to monitor and block websites that contain inappropriate content for students. The Edgewave IPRISM is updated daily and maintains an up to date spectrum of unsuitable material that is blocked to our students and staff. Staff members also have input in this matter by requesting a web site to be added or blocked. Our new Websense Security email filter which is a software package linked to our Windows Exchange Server, constantly blocks and tries to protect us from malicious email content.

2. The Leonia Public School District Internet Use Policy is under B.2 in the Appendix.

3. All students in the Leonia School District sign an Internet Use Policy which is reviewed at the time of signing. In addition, this is reinforced by regular attention to the student use of computers and faculty reiteration of safe practices on the internet.

4. Parents receive regular email correspondence from their schools and are made aware of events related to online awareness by law enforcement professionals and the Home & School Association in the district.

C. **Needs Assessment**

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

    a. Evaluation of staff's current practice in integrating technology across the curriculum:

    Staff survey results point to a need to

    - Increase staff appreciation of the uses of technology to analyze data, interpret results, communicate findings and increase knowledge of the newest technology available.
    - Increase teacher use and awareness of the software and apps which are available for teacher and student use.
    - In the latest survey, 42% of teachers requested training on enhancements to existing technology (n=119)

    b. Summary of Educators proficiency in the use of technology within the district:
        1. Educators are proficient in the use of equipment housed within our district, such as computers, projection equipment, audio equipment, whiteboards and software within

their curricula. Below are the most common technology tools that all Educators have knowledge of:

- Word Processing
- Creating Basic Spreadsheet
- Creating PowerPoint Presentations
- Web Navigation
- E-Mail Management
- Digital Camera
- File Management
- OnCourse online Teacher Website/Lesson Planner
- Genesis Student Data Management
- Basic Usage of Tablet/Mobile Device
- Computer-Related Storage Devices Knowledge (Disks, CDs, USB drives, DVDs, etc.)
- Scanner Knowledge (on need basis)
- Atlas Online Curriculum Mapping System
- Accessing NWEA data reports including DesCartes

If needed training is available by the technology staff on many of the software or hardware equipment.

2. All district librarians are proficient in the use of research strategies and provide teachers and students with instruction on searching to obtain needed information from internet and book sources.

All district librarians manage an online circulation system (ACS is a self-contained LAN), which includes:

- Online inter-library loans
- Collection development
- Charging and discharging of books and media
- Cataloging and linking of books

c. Current educational environment and barriers:

i. Educators are assured access to technology to facilitate technology integration:

Our Technology Team consists of three staff members who work throughout the district as needed; each building principal is charged with advocating for their staff access needs; all staff were able to respond to District technology needs survey.

All staff members are subject to a host of competing demands upon their time and energy. From their standpoint, technology integration is merely one among many of such demands. Our target audience for professional development consists of those teachers who underestimate the value of technology in responding to competing demands as well as improving the impact of their instruction.

All faculty have ready access to technology giving them access to network services, CDs, DVD's, email and the internet. The elementary classrooms all have at least one or more desktop and a Portable Laptop Smart Cart in them. In addition faculty has access to computer lab and the library media center to facilitate their needs. The middle school

classrooms all have at least one desktop (special education rooms have two or more) and a Portable Laptop Smart Cart. They also have access to computers in the faculty room, library media center, and several computer labs. The high school teachers have all been assigned laptops and have access to computers in the faculty room, the library media center, computer lab, social studies lab, special education lab and Portable Computer Smart Carts.

All schools have several Mimios, Clickers (remote presenters) Interactive Smartboards, webcams, video and still cameras, etc. available mostly on a sign-up basis. Nonetheless, certain pieces of equipment are still in scarce supply.

ii. Students have access to technology in their learning environment:

Technology is variably distributed across each of our three buildings. The frequency of student technology access is a function of teacher demands that students use technology to complete school tasks. The District seeks to increase student access by increasing the frequency of teacher demands upon students to use available technology.

In that vein, over the last three years we have added laptops on the portable computer carts to each of our buildings. The high school has two carts (26 computers each) for general classroom use and one cart (25 computers) for use in the science labs. The middle school has two carts (20 & 22 computers each) and the elementary school has three carts (28, 25 & 20 computers each). We have also added 2 Smart Boards to the elementary school, Mimeos, Elmos and Hovercams, to the elementary school and middle school.

In the high school we have a general use lab in the library (33 computers), a business department lab (21 computers), Social Studies Lab and Special Ed lab (25 computers). The middle school library has 32 computers for class use, two 7th grade social studies labs (28 computers each) and two computer labs for general use lab (25 computers and 28 computers).

iii. Needs of educators are evaluated:

The District provides staff members with many formal and informal means of expressing their needs, wants, and wishes. In addition to regular building climate and staff needs surveys, the District solicits staff views through staff-administrative building committees, a teacher leadership initiative, a strategic planning process, and a staff-directed professional development committee. Through collaboration, conversation and curriculum development staff needs are brought to the program leaders, administration and technology team members for evaluation and implementation.

iv. Needs of students are evaluated:

Student needs are generally assessed by the classroom teachers and through interaction with guidance counselors. These needs are then addressed by the administration and technology team within the constraints of time, budget and available technology. In addition, Special Services targets specific student needs through their evaluation process and adaptive technology devices and software are added as prescribed.

v. Professional development addressing the educator's and students' needs for technology integration:

Past and current professional development practices allow teachers to self-select attendance at relevant workshops, including those pertaining to technology integration. We continue to survey teachers about their needs including the implication of BYOD's and their use within the classroom.

In response, more embedded professional development strategies should be provided.

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

Administrators avail themselves of the services provided by the Technology Team as needed. They receive in-depth instruction on software necessary for communication with the faculty and each other and for presentation to the public. In addition, technology personnel are regularly consulted on most matters of administrative concern regarding technology implementation in both the classrooms and the libraries. Monthly meetings with the superintendent and the Technology Team are designed to insure effective and specific implementation of technology at the district level.

vii. Ongoing, sustained professional development provided in 2010-2013 for all educators to further the effective use of technology in the classroom or library media center:

The District Technology Team disseminates information about available means of furthering the effective use of technology. In keeping with their charge to broaden understanding of technology integration, Technology Team members led building-based workshops in the use of specific hardware and software. A technology teacher is a member of the NJECC her opportunity for input to the offerings and activities presented by NJECC. She regularly disseminates information about NJECC activities and workshop opportunities.

viii. Ongoing sustained professional development provided in 2010-2013 for administrators to further effective use of technology in the classroom or library media center:

District teachers all are required to do lesson plans using an online planner and maintain a teacher website (OnCourse) for the 2012-2013 school year. They have been working collaboratively on online Curriculum Mapping (Atlas Rubicon) for the 2012-2013 school year. This entailed numerous training sessions involving administrators, teachers and support staff.

Additionally, our Supervisors/Program Leaders participated in several workshops that included discussions about and training in technology integration.

ix. Supports provided for educators other than professional development:

One District employee oversees the operations of our fiber optic network in addition to a range of technology purchasing. Another is responsible for the District Website, OnCourse teacher website and lesson planner, workshops, etc.. One other staff members joins these individuals to form a District Technology Team responsible for supporting our teachers in their uses of technology, troubleshooting and for disseminating information about technology possibilities.

x. Identified professional development needs and barriers related to using educational technology as part of instruction:

District leaders understand that educational technology has a two-fold identity: 1) as a means of engaging more students in deeper forms of learning, educational technology serves as an instructional tool to increase student motivation to undertake school work; and 2) as a reference to a wide array of real-world production tools, educational technology must be made available to our students as part of their apprenticeship prior to entering the adult workforce.

Such understanding is a necessary step in using available technology as a lever to re-design schools in keeping with 21st century skill learning needs. Persistent barriers impeding the re-design process include inadequate support, access constraints and a lack of time. A host of educational demands prevent many teachers from acquiring the new learning required to make full use of technology. Creating additional opportunities for our staff to become more engaged with educational technology is an essential step in providing success for our students.

2. & 3. Based on the answers given above, the needs of the district to improve academic achievement for all students through the integration of technology are:

These needs are presented in priority order.

Wireless Networking
Expand wireless capabilities at LMS and ACS, as well as increase the number of electrical outlets across our buildings.

Internet Bandwidth
Expanding our Internet Bandwidth pipe will allow for quicker content flow which is necessary upgrade due to our ever increasing web content lessons, VM ware usage in LHS and ACS, also our BYOD initiative.

Network Infrastructure
As our network infrastructure is expanding we will need additional gigabit switches to replace old slower current megabit switches. Add additional clients to our VM ware infrastructure.

Hardware
There is a need for more computers, mobile devices (iPod, iPad, tablet, chrome books, etc...), and other technologies such as digital/video cameras, USB microphones, and ceiling mounted projectors, to support the curriculum. There is always a need to replace and update aging computers.

Professional Development

The Leonia Public Schools must continue to expand and deepen staff understanding of how available technology may be used to deepen student engagement with learning. Doing so judiciously requires a professional development strategy that encompasses educational technology within broader school re-design efforts.

Funding

All of the above priorities are contingent upon **t**he local funding is dependent upon state aid; we currently receive $3.5 million a year to help support educational and technological initiatives.

IV. THREE YEAR GOALS AND OBJECTIVES

A. History

Goals from the 2010-2013 Plan With Evaluation of Goal Attainment

Goal A: Infrastructure

To provide environmental resources necessary for the implementation of educational technology goals. This includes electrical, network (wired and wireless), ergonomically appropriate furniture, lighting, etc.

Evaluation: The District currently has available a reliable 50mbs fiber-optic internet connection coming into the middle school and 2/50mb EVPL circuits between its two other buildings that provides durable platform for technology use and integration. We have placed 18 new wireless POE switches in our elementary and middle school. Additional security cameras have been added in our three schools.

Goal B: Hardware

Hardware which adequately serves the need of the network/curriculum will be purchased in order to provide transparent resource, communication, and print services.

Evaluation: The District has made significant strides in acquiring contemporary hardware. These items have been distributed across the District and have reduced any felt sense of resource scarcity. We have updated classroom computers and printers in both the elementary and middle schools and we continue to replace old obsolete laptops for faculty members of the high school. Most administrative computers have been upgraded to higher performances standards, and the administrators have been provided with new laptops and iPad's. The high school has a new Science Portable Cart, and our new wireless system uses authentication before granting internet privileges to our students, teachers and guests giving each user specific rights depending on the profile they will be using within the district.

Goal C: Software

Software will be purchased to extend the use of technology in the curriculum in so far as it provides data, simulation, representation, processing and/or instruction with regard to the course content.

Evaluation: Updates for all Office products are now in effect as well as for the operating systems. Throughout the district other software has been purchased such as Rosetta Stone for ELL learning, Readorium, Lego Mind storm Robotics, Impact for concussion testing, Chinese has been installed in several computer carts at the high school, ExamGenBio, ExamGenChem and ExamGenphysics software has been installed.

Our teachers at the middle school and high school now use Genesis Grade book to input assignments, grades and report cards which the parents can log into and view. Due to Genesis Parent Access report cards are only mailed out in our middle school and high school when requested by a parent. The Teachscape online software has been purchased for the Administrators and Supervisors to do observations.

Goal D: The Library / Media Centers

The Library Media Centers will function as a central digital information source for each school.

Evaluation: The high school and middle school libraries now serve as key points of access to internet resources and cloud technology. We continue to refine and add to the list of available online data resources via the Bergen Electronic Library for Schools and other vendors. More of the available peripheral technology (cameras, LCD projectors, etc.) has moved into classrooms where they are used on almost a daily basis.

Goal E: Pilot Programs

In order to provide unique new educational opportunities for students and teachers, new technologies must be explored in a flexible and moderated program before school-wide implementation can occur.

Handheld devices: AlphaSmarts are still in use. ARRA funds have been used to purchase IPads, IPods, IPod touch, Wii systems, LCD TV, educational games, laptops, desktops and color printers for use in Special Education classrooms.

Private network/VM Environment: Currently, we are in the process of expanding out network bandwidth capabilities from 50mb Ethernet Private Lines (EPL) in-between each building to 100mb. The district is also in the process of creating a partial VM (virtual) Infrastructure within the district.

Goal F: Professional Development

Professional Development training courses will be provided to faculty and staff to improve use of technology and application to grade level and subject matter. The professional development program will support teachers at their current level of expertise and provide continuing training as their skills increase.

Evaluation: Training and professional development continue in keeping with ongoing needs. All of the district teachers are maintaining an online teacher lesson planner and website.

By 2015, enable 100% of Leonia teachers at all grade levels to:

- *present/represent critical concepts in forms that respond to learning styles disadvantaged by textbooks and lecture;*
- *use appropriate technology to individualize instruction at high levels of challenge for all learners;*
- *use technology to support learner-centered pedagogies;*
- *use technology to challenge all students to use higher order thinking and creative capacities; and*
- *use e-mail, web-page, and or internet-based technologies for interactive communication among students, parents, teachers and administrators.*

Evaluation: Leonia teachers must continue to pursue this goal over the next three years. 80% is a realistic count of the number of teachers who use technology as described in this goal.

Goal G: Curriculum

Implement a K – 12 Technology curriculum strand in keeping with the New Jersey Core Curriculum Standards (see Appendix – K-5 and 6-8 Curricula)

Evaluation: Our formal curriculum is consistent with the NJCCS.

All elementary and middle school students will:

- *learn to use basic software application tools as well as the Internet to acquire information and build understanding across Core Curriculum domains.*

All high school students will:

- *apply previously learned tools to complete assignments that support skill acquisition as well as higher order thinking and creativity. [See District Goal # 4 below.]*
- *present an exit portfolio of application products.*

Evaluation: With the exception of the exit portfolio, we have made significant progress in achieving this goal – especially with respect to student acquisition of "basic" competencies. Student acquisition of more "advanced" skills/habits remains variable --- a variation that is not confined to the uses of technology.

In Leonia High School, deploy technology and promote adult learning about its uses to accomplish the following objectives:

- deepen student engagement with learning through assignments and tasks designed for relevance, rigor and support;
- provide substantive learning options -- especially for senior year students --- that extend the scope of school-based courses and coursework; and
- improve the college search process.

Evaluation: We use Naviance in support of the college search process and we have expanded our distance learning options.

Goal H: Student Assessment

Establish a database of student academic performance to store, retrieve and monitor academic progress over time. Planned use of this information will include administration, faculty and parents in order to provide accurate progress and assessment reports for individual students.

Evaluation: We are currently using tools such NWEA Measures of Academic Progress for assessing student progress and for disseminating formative assessment data about student learning.

<u>Unexpected Outcomes and Benefits Linked to Educational Technology</u>

In the course of implementing the 2010 – 2013 Technology Plan we continued to experience disparity between the significant addition of new technology and the extent to which it was used to engage learners in fresh and exciting ways. In part, this continues to be remedied by stepping up the Professional Development activities that focus on technology use in the classroom. The benefit, of

course, is that new, higher expectations have been articulated and have provided the basis for many of the proposals in this Technology Plan.

B. **Goals and Objectives for 2013-2016**

(Inclusive of Goals from the 2010-2013 Technology Plan and in compliance with all 8.2 CCCS)

1. Continue to provide a network infrastructure that can sustain the demand for digital learning with progressing technologies.
2. Provide for improved connectivity and security, allowing for continued improvements with respect to class-wide and school-wide collaboration.
3. Continue professional development efforts to teach staff best practices for integrating technology in day-to-day class projects.
4. Provide distance learning options to high school students
5. All teachers will continue to maintain online teacher lesson planner and website which will provide a repository for homework assignments.
6. All teachers will maintain a forum/blogging/wikis section for student / reviewer interaction.
7. Provide a VM Infrastructure that can be accessed by all devices 24/7.
8. Provide a BYOD environment throughout the district.
9. Create and expand a 1:1 device initiative in the elementary and middle school.
10. Replace existing windows OS with Windows 7 and office applications with current versions (such as Office 2010)

<u>Timeline for Implementation</u>

The timeline for implementation will be over the course of the next three years. The Technology Team along with input from the Superintendent, Assistant to the Superintendent and the Business Administrator will implement a process whereby all goals will be addressed within the budgetary and scheduling constraints presented. Goal indicators will be inclusive to that process and be documented for review and further alignment in order to meet and/or exceed the basic indicators listed above.

V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2013 - June 2016)

A. & B.

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible
K - 12	Continue to provide a network infrastructure that can sustain the demand for digital learning with progressing technologies.	07/2013 - 06/2016	Network Administrator
K - 12	Enhance our fiber optics between and within buildings	08/2013	Tech Team
K - 12	Provide a complete VM ware infrastructure throughout the district especially resuscitating old technologies and providing 24-7 access.	07/2013 - 06/2016	Tech Team
K - 12	Remote access to personal files and software applications	09/2013	Tech Team
K - 12	Enhance disaster recovery protocols by increasing back up capabilities and investigating offsite storage;	06/2016	Tech Team
K - 12	Create and expand a 1:1 device initiative in the elementary and middle school.	06/2016	Administration, Principal, and Tech Team
K - 12	Provide a BYOD environment throughout the district, allowing staff and students to use their own personal technologies within the Leonia School District to access Internet-based resources	09/2014	Administration and Tech Team
K - 12	Provide for improved connectivity and security, allowing for continued improvements with respect to class-wide and school-wide collaboration.	10/2013	Principals, Staff and Tech Team
K - 12	Continue developing workgroup strategies for the use of a series of computer workstations in each classroom.	06/2014	Principal, Staff and Tech Team
K - 12	Continue to utilize web-based technologies to promote collaboration, collection and dissemination of information, reductions in use of paper, and ease of secured access to information.	06/2016	Administration, Principal, Staff, Program Leaders and Tech Team
K - 12	Pursue options to increase the use of e-textbooks and digital content in each classroom	06/2016	Administration, Principal, Staff, Program Leaders and Tech Team
K - 12	Provide peripherals to improve smart classrooms, i.e. projectors in ceilings.	06/2015	Principal, Administration and Tech Team
K - 12	Continue to maintain, enhance and to continue to acquire appropriate applications for classroom instruction, test preparation and information gathering	06/2016	Administration and Tech Team
K - 12	Replace existing windows OS with Windows 7 and office applications with current versions (such as Office 2010)	06/2014	Tech Team
K-12 PD	Continue professional development efforts to teach staff best practices for integrating technology in day-to-day class projects.	06/2016	Principal, Staff and Tech Team
	Investigate outside opportunities for vendor training with connection to technology use in the classroom.	06/2016	Tech Team, Program Leaders and Principals

	Develop access to online resources for students and teachers to store, collaborate and share curriculum-based resources.	09/2013	Tech Team, Educators Program Leaders and Principals,
	Offer additional workshops during the winter and summer breaks	06/2016	District Communications, Web Applications & Software Specialist
	Train staff on windows 7 and the newer version of office applications (such as Office 2010) and in particular, to utilize open office to allow for document sharing such as Goggle Apps, Office Web Apps	06/2014	District Communications, Web Applications & Software Specialist
	All teachers will continue to maintain online teacher lesson planner and website which will provide a repository for homework assignments.	06/2016	Principal, Educators and District Communications, Web Applications & Software Specialist
	Continue to "Train the trainers" and place them in a position to engage other staff in the development of classroom strategies which exploit technology in student learning.	06/2016	Tech Team and Administration
LHS Tech Access and PD	Continue to improve distance learning options to high school students.	06/2016	Principal, Staff and Tech Team
Database	Continue training in inputting data, creating databases, mail merging and complete suite of Office 2013.	06/2014	Secretarial Staff
	Continue implementing database software and training.	06/2016	Tech Team, Administration, and Staff
	Create and distribute achievement reports derived from database.	09/2013	Assistant to the Superintendent and Principals

C. Details of the process for meeting the NCLB requirement that all students be technologically literate by the end of the eighth grade:

All technology teachers (K-12) address each 8.2 CCCS when writing their lesson plans based upon our K-5 and 6-12 curriculum (see Appendix). All eighth grade students perform a problem-based assessment to determine the effectiveness of the technology training they received. Students need to draw upon years of previously learned skills to complete their assessment successfully (see Appendix for an example of this year's eighth grade assessment).

D. Specific telecommunications and information technologies used to reach stated goal:

1. Provide a network infrastructure that can sustain the demand for digital learning with progressing technologies
    - Continue to expand our Internet Bandwidth pipe, with this necessary upgrade of our bandwidth the VM Infrastructure will also continue to expand.

VI. FUNDING PLAN (July 2013 – June 2016)

Three-Year Technology Plan Anticipated Funding

The local funding is dependent upon state aid; we currently receive $3.5 million a year to help support educational and technological initiatives.

Three-Year Educational Technology Plan Anticipated Funding Table (2013-2016)

ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS)	On request basis			20,000	
Print media needed to achieve goals	On request basis			10,000	
Technology Equipment	Network printers, toner, hard drives, peripherals, duplicators			70,000	
Network	Expand EVPL circuits between district buildings and bandwidth. Additional wireless access points in the elementary school and middle school with dedicated controllers and switches.			350,000	
Capacity					
Filtering	Maintenance of Websense email security, Symantec antivirus and Edgewave web content filter, etc.			$60,000	
Software	Upgrade Office Suite throughout the district, purchase of additional software as on request basis			30,000	
Maintenance	Smartnet contracts on router switches, Siemen's phone system, etc..			35,000	
Upgrades	On request basis				
Policy and Plans					
Other services	Powerit district websites, OnCourse teacher websites\lesson planner, Atlas, Teachscape, etc…			45,000 per year	
Further Explanation:	The local funding is dependent upon state aid; we currently receive $3.5 million a year to help support educational and technological initiatives.				

VII. PROFESSIONAL DEVELOPMENT

Educational technology is analogous to a Swiss Army Knife: multiple features useful for multiple purposes are packaged within a single tool. Available technology is similarly multi-faceted and understanding its uses within the contemporary classroom can challenge many who still use the textbook as their dominant instructional tool. "Professional development" is a term of art for discussing the in-service learning of adult administrators and teachers. We believe that adult learning in the instructional uses of educational technology should be enfolded within efforts to address the larger instructional challenge of engaging all students to develop their full capacities as learners.

Best practices in professional development apply to professional development in the uses of educational technology:

- it should be embedded in the daily work of the teacher and the school
- it should be sustained over time and involve teachers with their colleagues in collaborative relationships
- technical training should be offered in the service of promoting deeper understanding of best instructional practices and purposes
- it should afford opportunities to staff members to lead the learning efforts of colleagues, thereby becoming a source of renewable local leadership
- it should be understood as a critical means by which a school district revitalizes itself to provide services that match its mission.

A. The name and title of the person responsible for coordinating the professional development activities is Michele Simon, Assistant to the Superintendent for the Leonia School district.
B. Michele Simon, as the Assistant to the Superintendent, will work with the District's Professional Development Committee and the District's Technology Team to coordinate the activities we envision to promote adult learning in the uses of educational technology.

B. Planned professional development activities for teachers, administrators, and school library media personnel

1. Teachers and library media personnel have access to educational technology in their instructional areas in that each has either a desktop computer and/or a laptop for their individual use and, in many cases, several additional computers for classroom activities. Each school has a sign-up process for access to computer carts with 25 to 28 computers and a printer, a variety of computer labs and additional peripheral equipment (LCD projectors, scanners, document cameras, web cams, video/still cameras, editing stations, etc.) All new teachers are instructed in the procedures in place for their building.

2. Administrators have access to an IPAD and laptop for home, classroom and meeting use and/or a desktop computer for office use. Each unit has synchronized access to common storage areas. For additional peripherals, administrators place requests through the Tech Team personnel to provide projectors, screens, sound systems, etc.

3. Ongoing, sustained professional development for administrators may be conducted through vendor training on software and hardware purchased to facilitate additional administrative tasks such as student management, budget, etc. In addition, they receive instruction from Tech Team members in the application and use of new equipment in the district. Administrators attend conferences, county meetings and state sponsored meetings to keep informed about new classroom techniques and practices.

4. Ongoing, sustained professional development for staff will be provided as new equipment and software are distributed by the technology team. Teachers and library media personnel confer with team members and administrators to assess the professional development needs and respond accordingly. IDE, NJECC, BELS and in-house training occur on an individual and small group basis to meet the need. Often, the vendor will be enlisted to provide additional training, for example introduction to the Atlas Rubicon system was presented district wide. Teachscape training has been provided via live webinars.

5. The professional development opportunities and resources that exist for technical staff include monthly superintendent meetings. Middle School technology teacher is also a member of NJECC and regularly disseminates information concerning events, resources and opportunities for further technology education. NECC, NJTEA, and our administrative software vendor, Genesis, provide additional opportunities for learning and access to a variety of necessary resources.

6. In order to provide professional development to all staff on the application of assistive technologies the Special Services department has begun using the Resource Tool for Considering Assistive Technology (RCAT) in developing a program of training and assistance for classroom teachers. An Assistive Technology Team has been sent to training sessions sponsored by the NJ Department of Education to assist in that process. Bergen County Special Services has also been used to assess special needs students and train specific faculty in the use of assistive technologies for those students.

C., D. & E. - Professional Development Opportunities, Finances and Partners

The Leonia Professional Development Program has refashioned itself in the last few years to become a viable and well funded series of opportunities for faculty and administration. Working closely with the Assistant to the Superintendent for Curriculum, staff members on the Professional Development Committee have developed a series of opportunities for staff selection. The Leonia Professional Learning Academy, an online resource, aims to provide outstanding professional development opportunities that are aligned with the identified needs of our schools, our District and School-Based Goals and those trainings as mandated by code. We have also provided many opportunities for in-house training on using online resources to enhance lessons and, as Smartboards, Mimios, Hovercams, Elmos, and IPads were added, training was provided for staff utilizing those units. Much technology training takes place in an infused manner as Tech Team members interact with and assist teachers in developing lessons for their students. Our staff also has multiple opportunities for training from such outside agencies as NJECC (conference, hands-on workshops, Digital Media Institute, etc.), IDE (workshops, online resources), NJTEA (conference) and a variety of vendor based workshops focused on software or hardware use. The Board of Education has built up funding for Professional Development from $55,000 in 2010/12 to $75,000 in 2012/13.

VIII. EVALUATION PLAN

Three-Year Technology Plan Evaluation Narrative Process to regularly evaluate this plan as <u>effectively</u>. . .	
a. integrating technology	The use of educational technology in the classroom is under constant scrutiny as Tech Team members work with teachers and students on a variety of projects and in coordination of activities relative to the classroom. Several workshops, during school hours, afterschool and during summer break are provided for learning and integrating new technologies in the classroom. Administrators regularly evaluate staff with an eye toward effective educational use of technology. Administrators, Tech Team members and Program Leaders confer regularly to plan for improved student learning inclusive of technology for the classroom.
b. enabling students to meet challenging state academic standards	All teacher planbooks are submitted online via OnCourse to regular evaluation by administration. Each lesson includes reference to the Core Curriculum Content Standards including the 8.1 Computer and Information Literacy Standards. Further, testing and observation provide feedback for additional enhancement of technology use in the classroom. Common planning sessions and peer-to-peer consultation provide integration of new technologies and techniques across the district.
c. developing life-long learning skills	Lifelong technology skills are currently built into the Technology Curriculum and are clearly delineated through the 8th grade, culminating in the 8th Grade technology Assessment Test. Infusion of these skills throughout the high school curriculum is conducted in an ongoing process of curriculum revision. A new exit portfolio program will include criteria for evaluation of all life long learning skills including those relative to technology use.

Appendices

A1 – Current Inventory
ACS Curriculum
LMS Curriculum
B2 – Internet Policy

A1 – Current Inventory

LEONIA MIDDLE SCHOOL

Location	Computers /Laptops	Printers/ Laser Printers	Tablet	Projector	Copiers	Scanner	DVD/ VCR Player	Fax	Rooms	# of Items
Library Media Center	20	1		1			1		1	23
Library Academy Learning Center	12	1				1			1	14
Library Conference Room	1	1		1		1				4
Dell Computer Lab (B13)	26	1					1		1	28
Dell Computer Lab (B12)	27	1							1	28
4 SmartBoards	4						4		Portable	12
3 Clicker Sets									Portable	3
LCD Projectors	40			40			8		Portable	88
Gateway Portable Computer Carts	22	1							Portable	23
MAC Portable Computer Carts	20	1							Portable	21
3 Mimio Presentation Devices									Portable	3
Administration	3	2	2	1		1			2	7
Main Office / Guidance	4	6			3			1	3	14
Nurse	1	1							1	2
SSW	3	3			1			1	2	8
Special Services	2	2							3	4
CLASSROOMS	39	39							39	78
Alphasmarts	50	2							Portable	52

Located at LMS – District Firewall/NETWORKING			
	Model #	**Location**	**# of Items**
District Firewall	Cisco #ASA5250	Server Room	
District Web Filter	Edgewave (previously called St. Bernard) – 30H	Server Room	
Cisco Router	Model # 1000	Server Room	2
District Antivirus Program	Symantec Endpoint 12 Antivirus	Server Room	
VOIP Phone System	Siemens Hipath 3000	Server Room	
24 Port Switch	Cisco 3560	Server Room	2
24 Port Switch	Cisco	Back Room 105	3
48 Port Switch	**Linksys**	Library	1
48 Port Switch	**Linksys**	B12	1
48 Port Switch	**Cisco SF 300**	B13	1
3com Legacy Switch		Nurse's Office	1
3com Legacy Switch		3rd Floor	1
48 Port Switch	**Cisco SF 300**	104	1
48 Port Switch	**Cisco SF 300**	105	1
24 Port POE Switch	**Cisco 3560**	100	1
DELL- Server	PE1850	Server Room	3
DELL- Server	PE2850	Server Room	5
APC (Backup Power Supply)	SM-UPS 2200	Server Room	5
Security System	PELCO 8100	Server Room	35 Cameras 3 DVRS
Identicard Access Control System	**Identipass**	Server Room	1
Door Access	**Identipass**		3
Web Control Relay	**Emergency outdoor lighting (Blue light)**	outside	1
Internet Connection	T2 (3mb pipe) (2x 50 mb pipe, EVPL, to LHS and ACS)	Server Room	
POE Switch	SP300	Server Room	1
Cisco Wireless Access Points	AIR-LAP1142N-AK9	1st Floor	9
Websites	Powerit SchoolCMS	**District**	4
Teacher Online Lesson Planner & Websites	OnCourse Systems	**District**	200

District Software	
Word Processing	Microsoft Office 2003- PC/Office 2004 - MAC
Operating System	Windows XP Professional & Window 7
Budget Accounting	Systems 3000 Budgetary Accounting
Reverse 911 Program	Global Connect (Emergency Alerts for parents/students)
Student Information/grading Program	Genesis/ Genesis Parent Access (parents access their child's information)
Social Services Program	Tracker
Student Assessment Program	MAP
College Readiness Program	Naviance
Curriculum Mapping	Atlas
Supervisory Program	Teachscape
Language Software	Rosetta Stone

LEONIA HIGH SCHOOL

Location	Computers /Laptops	Printers/ Laser Printers/ Networked	Tablet	Projector	Copier	Scanner	DVD/ VCR Player	Fax	Rooms	# of Items
Library Media Center	33	2			1				1	36
1 SmartBoard	1								1 Portable	2
LCD Projectors Carts				70			11		Portable	86
HP Computer Cart	26	1							Portable	27
MAC Computer Cart	26	1							Portable	27
HP Science Computer Cart	25	1							Portable	26
Social Studies Computer Lab	28	1							1	29
MAC Writing Lab	26	1							1 (room 203)	27
Business Lab	20	1 (color)							1	21
3 Clicker Sets									Portable	3
CADD Room	1	1							1	2
Special Education Computer Lab	26	1							1 (room 2205)	27
Administration/ Supervisors	11	6	9	3					5	29
Main Office	3	6			3			1	1	13
Guidance	4	4			1				6	5
Nurse	1	1							1	2
Special Education Room 217	3	1							1 (room 217)	4
Alphasmarts	60	2							Portable	62
Mimio Presentation Devices	1								Portable	1
1 Elmo/ 3 Hovercam									Portable	4
CST Offices	3	3							3	6
Teachers' Lounge	1	1				1			1	3
Staff	73	5							Portable (Printers in dept. offices)	78

LHS Networking/Phone System			
	Model #	**Location**	**# of Items**
Cisco Router	2800	Tech Room	1
Asante Switch	24/port	Library	2
Cisco Controller	AIR-WLC4402-50-K9	Tech Room	1
Cisco PoE Data Port Switch 48 port	WS-C3560-48PS-E	Tech Room	1
Cisco PoE Data Port Switch 48 port	3560	Tech Room	4
Cisco PoE Data Port Switch 48 port		Guidance	1
Cisco PoE Data Port Switch 48 port		Music Room	1
Cisco PoE Data Port Switch 48 port		Main Office	1
Cisco Wireless Controller	MDF-WLC4402-1	Tech Room	1
APC (Backup Power Supply)	SM-UPS 2200	Tech Room	2
Cisco Wireless Access Points	AIR-LAP1252AG-AK9	LHS	26
Phone Controller	Seimens Hipath 3000	Tech Room	1
Voice Mail Box		Tech Room	1
Cisco Wireless Connection Board Office	Aironet 1230 AG Series	Room 213	1
Cisco Wireless Connection LHS Annex	Aironet 1230 AG Series	Science Office	1
Security System	**PELCO 8100**	Tech Room	50 Cameras 4 DVRS
Web Control Relay	**Emergency outdoor lighting (Blue light)**	Outside	1
Identicard Access Control System	Identipass	Tech Room	1
Door Access	**Identipass**		3

ANNA C. SCOTT ELEMENTARY SCHOOL

Location	Computers/ Laptops	Printers/ Laser Printers	Tablet	Projector	Copier	Scanner	DVD/ VCR Player	Fax	Rooms	# of Items
Library Media Center	7	2							2	9
Gateway Portable Computer Carts	25	1							Portable	26
Dell Portable Computer Carts	20	1							Portable	21
Lenovo Portable Computer Carts	28	1							Portable	29
Computer Lab	27	1 Laser 1 Color				1			1	30
LCD Projectors	40			45					Portable	85
9 Smartboards	1								1 portable 8 classroom	10
1 Clicker Set									Portable	1
5 Mimio Presentation Devices									Portable	5
5 Elmo/ 8 Hovercam									Portable	13
Alphasmarts	50	2							2 Portable carts	52
Main Office/ Administration	6	6	2		1	1		1	3	17
Guidance	1	1							1	2
Nurse	2	1							1	3
CST	5	3							3	8
Classrooms	90	85							62	175

ACS Networking/Phone System

	Model #	Location	# of Items
Cisco Router	2800	Basement	1
Asante Switch	24/port	Library Back Room	2
Cisco PoE Data Port Switch 48 port	3560	Library Back Room	1
Cisco Switch 48 port	2960	Library Back Room	1
Cisco PoE Data Port Switch 48 port	CE500	Main Office	1
Cisco 48 Port Switch	**SF 300**	Main Office	1
Cisco PoE Data Port Switch 48 port	3560	Basement	1
VOIP Switch	Siemens Hipath 3000	Custodial Closet by Main Office	1
Cisco Wireless Access Points	AIR-LAP1142N-AK9	1st Floor	9
Security System	**PELCO 8100**	Library Back Room	28 Cameras 2 DVRS
Identicard Access Control System	Identipass	Library Back Room	1
Door Access	**Identipass**		3
Web Control Relay	**Emergency outdoor lighting (Blue light)**	Outside	1
APC (Backup Power Supply)	SM-UPS 2200	Library Back Room	1
APC (Backup Power Supply)	SM-UPS 2200	Basement	1
APC (Backup Power Supply)	SM-UPS 2200	Main Office	1
APC (Backup Power Supply)	SM-UPS 2200	Custodial Closet by Main Office	1

BOARD OFFICE

Location	Computers/ Laptops/ Tablets	Printers/ Laser Printers	Projector	Copiers	Scanner	DVD/ VCR Player/ LCD/Digital Voice Recorder	Fax	Rooms	# of Items
Main Office / Secretaries	5	5		2	1	1	2	5	15
Administration	7	3	1			1		3	12

BOARD OFFICE Networking/Phone System

	Model #	Location	# of Items
Wireless Bridge to High School	Cisco Aeronet Wireless Conn.	2nd Flr Closet	1
Cisco	24 –PoE Port Switch	2nd Flr Closet	1
Wireless Airport / Transmitter to Building		2nd Flr Closet	1
VOIP Switch	Siemens Hipath 3000	Basement	1
Security System	PELCO	2nd Flr Closet	2 Cameras 1 DVRS
APC (Backup Power Supply)	SM-UPS 2200	2nd Flr Closet	1
APC (Backup Power Supply)	SM-UPS 2200	Basement	1
Wireless Airport	Apple	1st Floor	1

LHS ANNEX

Location	Computers/ Laptops	Printers/ Laser Printers	Projector	Copiers	Scanners	DVD/ VCR Player/ LCD	Fax	Rooms	# of Items
Child Center	3	1				2		2	6
Administration Offices	5	3		1			1	3	10

LHS Annex Networking/Phone System

	Model #	Location	# of Items
Wireless Bridge to High School	Cisco Aeronet Wireless Conn.	2nd Flr Closet	1
Cisco	24 –PoE Port Switch	2nd Flr Closet	1
Wireless Airport / Transmitter to Building		2nd Flr Closet	1
VOIP Switch with Router	Siemens Hipath 3000	Basement	1
Security System	**PELCO**		2 Cameras 1 DVRS
APC (Backup Power Supply)	SM-UPS 2200	2nd Flr Closet	2
APC (Backup Power Supply)	SM-UPS 2200	1 (Basement)	1

ACS Technology Curriculum
Pre-Kindergarten

Content Area – Technology
Standard- 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

By the end of Pre-K students will:

Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
Turn smart toys on and off.

Strand - B. Creativity and Innovation

Use a digital camera to take a picture.

Strand - C. Communication and Collaboration

operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-Rom, DVD, or other storage device and press "play" and "stop."

Strand - E. Research and Information Literacy

Use the Internet to explore and investigate questions with a teacher's support.

Strand - F. Critical Thinking, Problem Solving, and Decision-Making

Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.

Kindergarten

Content Area - Technology
Standard - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

By the end of Kindergarten students will:

Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
Turn smart toys on and off.

Strand - B. Creativity and Innovation

Use a digital camera to take a picture.

Strand - C. Communication and Collaboration

operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-Rom, DVD, or other storage device and press “play” and “stop.”

Strand - E. Research and Information Literacy

Use the Internet to explore and investigate questions with a teacher’s support.

Strand - F. Critical Thinking, Problem Solving, and Decision-Making

Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

First Grade

Standard - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

- Identify the basic features of a computer and explain how to use them effectively.
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
- Create a document with text using a word processing program.
- Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

Strand - B. Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Strand - C. Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Strand - D. Digital Citizenship

Model legal and ethical behaviors when using both print and non-print information by citing resources.

Strand - E. Research and Information Literacy

Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

Strand - F. Critical Thinking, Problem Solving, and Decision-Making

Use mapping tools to plan and choose alternate routes to and from various locations.

Second/Third Grade

Standard - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

Identify the basic features of a computer and explain how to use them effectively.
Use technology terms in daily practice
Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
Create a document with text using a word processing program.
Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

Strand - B. Creativity and Innovation

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Strand - C. Communication and Collaboration

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Strand - D. Digital Citizenship

Model legal and ethical behaviors when using both print and non-print information by citing resources.
Strand - E. Research and Information Literacy
Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

Strand - F. Critical Thinking, Problem Solving, and Decision-Making

Use mapping tools to plan and choose alternate routes to and from various locations

Content Area – Technology

Standard - 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand - A. Nature of Technology: Creativity and Innovation

- Describe how technology products, systems, and resources are useful at school, home, and work.

Strand - B. Design: Critical Thinking, Problem Solving, and Decision-Making

Brainstorm and devise a plan to repair a broken toy or tool using the design process.

Investigate the influence of a specific technology on the individual, family, community, and environment.

Strand - C. Technological Citizenship, Ethics, and Society

Demonstrate how reusing a product affects the local and global environment.

Strand - D. Research and Information Fluency

Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.

Strand - E. Communication and Collaboration

Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.

Strand - F. Resources for a Technological World

Identify the resources needed to create technological products and systems.

Strand - G. The Designed World

Describe how the parts of a common toy or tool interact and work as part of a system

Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

Fourth Grade

Standard - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

Demonstrate effective input of text and data using an input device.
Create a document with text formatting and graphics using a word processing program.
Create and present a multimedia presentation that includes graphics.
Create a simple spreadsheet, enter data, and interpret the information.
Determine the benefits of a wide range of digital tools by using them to solve problems.

Strand - B. Creativity and Innovation

- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.
- Strand - C. Communication and Collaboration
- Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- Strand - D. Digital Citizenship
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Strand - E. Research and Information Literacy

- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Strand - F. Critical Thinking, Problem Solving, and Decision-Making

- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding**.**

Content Area – Technology

Standard - 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand - A. Nature of Technology: Creativity and Innovation

- Investigate factors that influence the development and function of technology products and systems.

- Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.

Strand - B. Design: Critical Thinking, Problem Solving, and Decision-Making

Covered in Science

- Develop a product using an online simulation that explores the design process.

- Design an alternative use for an existing product.

- Explain the positive and negative effect of products and systems on humans, other species, and the environment.

- Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.

Strand - C. Technological Citizenship, Ethics, and Society

Covered in Science and Social Studies

Explain the impact of disposing of materials in a responsible way.
Explain the purpose of trademarks and the impact of trademark infringement on businesses
Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.

Strand - D. Research and Information Fluency

- Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.

Fifth Grade

Standard - 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand - A. Technology Operations and Concepts

Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program
Plan and create a simple database, define fields, input data, and produce a report using sort and query.
Generate a spreadsheet to calculate, graph, and present information.
Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Strand - B. Creativity and Innovation

- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

Strand - C. Communication and Collaboration

Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible
solutions.

Strand - D. Digital Citizenship

Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Strand - E. Research and Information Literacy

Completed within math unit

Gather and analyze findings using to produce a possible solution for a content-related or real-world problem.

Common Core and ACS Technology Integration

Kindergarten and First Grade

With support students will explore a variety of digital tools to produce and publish writing, including collaboration with peers.
Confirm understandings of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification if something is not understood.

Grade 2

With support students will use a variety of tools to produce and publish writing including peer collaboration.
Recount or describe key ideas and details from a text or information gathered from the internet.
Use glossaries and begging dictionaries, both print and digital to determine or clarify meanings of words.

Grade 3

Use text features and search tools to locate information relevant to a given topic. (hyper links)
With support use technology to produce and publish writing. (using keyboarding skills) as well as to interact and collaborate with other.
Recall information from experiences or gather information from digital sources; taking brief notes. Then sorting evidence into categories.

Grade 4

Interpret information presented in (charts, graphs, diagrams, time lines, animations or interactive elements) on web pages. Explain how the information contributes to an understanding of the text in which it appears.
Write informative/explanatory texts to examine a topic and convey ideas and information in paragraphs and sections. Including the formats headings, illustrations, and multimedia when useful in aiding comprehension. Use technology including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page.
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and provide a list of sources.
Consult reference materials.

Grade 5

Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g.. graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

Interpret information presented visually, orally or quantitatively. Explain how the information contributes to an understanding of the text in which it appears.
With guidance use technology including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages.
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly provide a general observation and focus, and group related information logically, include formatting, illustrations and multimedia when useful.
Recall relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase information in notes and finished work, and provide a list of sources.
Include multimedia components and visual display in presentations when appropriate to enhance the development of main ideas or themes.
Consult reference materials, both print and digital.

Leonia Middle School
Technology Curriculum
Technology Literacy

LMS 6th Grade

General Goals

The sixth grade student will:
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Synthesize the physical properties, processes, and techniques for visual communication in digital media, and apply this knowledge to the creation of original digital media.

Objectives

The sixth grade student will be able to:

- Create a document with text formatting and graphics using a word processing program.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Use web based simulation software to practice real life Mathematical situations.
- Synthesize the physical properties, processes, and techniques for visual communication in multiple art media/digital media, and apply this knowledge to the creation of original digital media.

LMS 7th Grade

General Goals

The seventh grade student will:
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Objectives

The seventh grade student will be able to:

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- Create a multimedia presentation including sound and images.
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
- Explain the need for patents and the process of registering one.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Summarize the application of fair use and Creative Commons guidelines.
- Synthesize the physical properties, processes, and techniques for visual communication in multiple art media/digital media, and apply this knowledge to the creation of original digital work.

LMS 8th Grade

General Goals

The eighth grade student will:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Objectives

The eighth grade student will be able to:

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- Create a multimedia presentation including sound and images.
- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- Demonstrate effective communication using digital media during classroom activities.
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Summarize the application of fair use and Creative Commons guidelines.
- Explain the need for patents and the process of registering one.
- Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
- Generate a spreadsheet to calculate, graph, and present information.

- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Synthesize the physical properties, processes, and techniques for visual communication in multiple art media/digital media, and apply this knowledge to the creation of original digital work.
- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

B2 – Internet Policy

Leonia Public School District
Computer Network and Internet Policy

We are pleased to offer students of the Leonia Public School District access to the educational computer network for Internet. To gain access to the Internet, all students under the age of 18 must obtain parental permission and must sign and return Computer Network and Internet Acceptable Use Agreement to the General Office. Students 18 and over may sign their own forms.

The following is an overview of this endeavor and includes the terms and conditions for use of the computers, network and Internet. This document, along with the Computer Network and Internet Acceptable Use Agreement should be carefully read and understood before signing it.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required.

- **Access is a privilege–not a right.**
- **Access entails responsibility.**

Students are responsible for good behavior while using school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply. Individual users of the district computer networks and the Internet are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the Board of Education is not responsible for restricting, monitoring or controlling the communications of the individuals utilizing the network.

The Leonia Board of Education, along with the other organizations sponsoring this Internet service, will not be liable for the actions of anyone connecting to the Internet through this hook-up. The Leonia Board of Education is responsible for securing its network and computing systems to a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized student and faculty use. This responsibility includes informing users, both registered and unregistered, of expected standards of conduct and the disciplinary or legal consequences for not adhering to them. Any attempt to violate the provisions of this policy will result in disciplinary action, including but not limited to temporary revocation of all computer use, regardless of the success or failure of the attempt. **Permanent revocations can result from disciplinary actions taken by the administrator called upon to investigate network abuses.**

The users of the network are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws through the use of the network may result in litigation against the offender by the proper authorities. If such an event should occur, this organization will fully comply with the authorities to provide any information necessary for the litigation process.

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

Student Computer Network and Internet Acceptable Use Agreement

I understand and agree to abide by the above terms and conditions for access to the Leonia School District's electronic network. I further understand that any violations of the above regulations are unethical and may constitute a criminal offense. I understand that any violation of the above noted guidelines and regulations could result in the revocation of my access rights, the imposition of school discipline, criminal prosecution and other legal action.

_____

Name of Student User Homeroom #

_____

Student User Signature Date

FOR USERS UNDER THE AGE OF 18

I release the Leonia Board of Education, its officers, employees, agents, and representatives and all organizations and individuals related to the Leonia Internet connection from any liability or damages that may result from my use of the computers, network or Internet connection. I specifically agree to indemnify and hold the Leonia Board of Education harmless for any actions, claims, costs, damages or losses, including attorneys fees, incurred by the Leonia Board of Education relating to, or arising out of my use of the computers, network or Internet, or any breach of the Acceptable Use Agreement or the Terms and Conditions for the use of computers, the network or Internet.

_____ _____

Name of Student User (Please Print) Homeroom # Signature Date

No password or Internet access will be issued to a student
unless we receive a signed responsibility contract.
Please return your signed contract to the General Office.
Student Computer Network and Internet Acceptable Use Agreement

Any User violating this Agreement, the Terms and Conditions for Use of Internet, applicable local, state and federal laws or posted classroom and district rules are subject to loss of network privileges and any other Board disciplinary action.

In addition, pursuant to State of New Jersey law, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of the New Jersey Penal Code and other applicable federal laws, and is subject to criminal prosecution.

The Leonia Board of Education reserves the right to suspend or terminate all access to the Internet if any local, state or federal government agency or entity imposes, by statute, rule or regulation, any criminal liability on the Board, its schools or representatives concerning Internet access.

USER: I understand and will abide by the above Acceptable Use Agreement and Terms and conditions for Use of Internet. I further understand that any violation of the above Acceptable Use Agreement or Terms and Conditions for Use of Internet is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be removed, and disciplinary action and/or appropriate legal action may be taken against me.

USER: _____ PARENT OR GUARDIAN: _____

(Print Name) (Print Name)

_____ _____

(Signature) (Signature)

_____ _____

(Date) (Date)

Note: Students under the age of 18 years must sign *three* times to finalize this agreement. The Parent/Guardian signature must appear on this page. Students 18 years and older need only sign the top of page 2 and the User portion of page 3.

BOROUGH OF LEONIA BOARD OF EDUCATION
INTERNET ACCEPTABLE USE AGREEMENT

The Borough of Leonia Board of Education has actively pursued making advanced technology and increased access to learning opportunities available to our students and staff. We are happy to announce that we now can offer Internet services to students and staff for educational purposes. The Board believes that this computer technology will help propel our schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced learning tools.

PROPER AND ETHICAL USE: With this new learning tool students and staff must understand and practice proper and ethical use. All students and staff must understand the procedures, ethics and security involved in using the Internet before receiving authorization to use the system.

CONDITIONS AND RULES FOR USE:

1. Acceptable Use

a) The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of the board of Education. Access to the Internet is made possible through an appropriate provider to be designed by the Board at its sole discretion. All users of the Internet must comply with existing rules, use policies, and the Terms an Conditions for Use of Internet which are incorporated into this document and are available from the Board.

b) Transmission of any material, information or software in violation of any local, state or federal law is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

c) Use of the Internet for commercial activities is prohibited. Use for product advertisement or political lobbying is also prohibited.

2. Privilege

The use of Internet is a privilege, not a right. Inappropriate use, including any violation of this Agreement and the Terms and conditions for Use of Internet may result in cancellation of the privilege. The Board of Education, under this agreement, is delegated the authority to determine appropriate use and may deny, revoke, suspend or close any user account at any time based upon its determination of inappropriate use by an account holder or user. Additionally, the Board may discipline or seek legal prosecution for any user who violates this Agreement and/or the Terms and conditions for use of Internet.

3. Monitoring

The Board of Education reserves the right to review any material and to monitor fileserver space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and fileserver space, the Board of Education shall respect the privacy of the user. However, if strict security and/or confidentiality is of concern, it is recommended that you not utilize the Internet or network connections provided by the Board of Education.

4. Network Etiquette

All users must abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

(a) Be polite. Do not use abusive language in your messages to others.

(b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Do not engage in activities which are prohibited under local, state or federal law.

(c) Do not reveal your personal address or phone numbers of fellow students or colleagues to anyone.

(d) Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities and may result in the loss of user privileges.

(e) Do not use the network in such a way that you would disrupt the use of the network by other users.

(f) All communications and information accessible via the network should be assumed to be the private property of the author and therefore subject to all copyright regulations.

5. No Warranties

The Board of Education makes no warranties of any kind, whether express or implied, including, without limitation, warranties of merchantability and fitness for a particular purpose, for the service it is providing. It will not be responsible for any damages a user may suffer. The board does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements or that operation of the system will be error-free or uninterrupted or that defects in the system will be corrected. This includes loss of data resulting from delays, no-deliveries, or service interruptions caused by the Board or by the user's errors or omissions. Use of 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 its services. All users need to consider the source of any information they obtain, and consider how valid that information may be.

6. Security

(a) Security on any computer system is a high priority, especially when the system involves many users. Users shall not allow others to use their password if one is assigned. Users must also protect their password to ensure system security and their own privileges and ability to maintain continued use of the system.

(b) If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users.

(c) Do not use another individual's account.

(d) Attempts to log on to the Internet as a system administrator may result in cancellation of user privileges.

(e) Any user identified as a security risk for having a history of problems with other computer systems may be denied access to the Internet.

7. Vandalism and Harassment

(a) Vandalism and harassment will result in cancellation of user privileges.

(b) Vandalism is defined as any malicious attempt to harm, modify, and destroy data of another user, the Internet, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

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

8. Procedures for Use

(a) Student users must always get permission from their instructors and/or librarian before using the network or accessing any specific file or application. All written and oral instructions must be followed by the user.

(b) All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for other non-academic activities when other users require the system for academic purposes. In addition, users shall not waste nor take supplies, such as paper, printer supplies, and diskettes.

9. Encounter of Controversial Material

Users may encounter material which 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 user's 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 Internet.

SECTION 1: GENERAL COMPUTING POLICY

Computers, the network and the Internet must be used in support of education and research that is consistent with the educational goals and policies of the Leonia Board of Education. Once students receive permission to access the network and computer systems on that network, they are solely responsible for all actions taken while using that computer. It will be the responsibility of the student to pay any fees accrued by use of that system. Therefore, the following actions are prohibited:

1.1 Applying for permission under false pretenses
1.2 Sharing use of a computer with another person. If you do share your session with another person, you will be solely responsible for any abuse by that person.
1.3 Deleting, examining, copying, or modifying of files and/or data belonging to other users without their prior consent.
1.4 Using facilities and/or services for unauthorized commercial purposes or illegal activity, including violation of copyright, trade secret or other agreements.
1.5 Any unauthorized, deliberate action which damages or disrupts a computing system or network, alters its normal performance, or causes a malfunction regardless of system location or time duration.
1.6 Wasteful use of finite resources.

SECTION 2: ELECTRONIC MAIL POLICY

Electronic mail ("E-Mail") is an electronic message sent by or to a user in correspondence with another person having E-Mail access. Messages received by the system are retained on the system until deleted by the recipient. A canceled account will not retain its mail. Users are expected to remove old messages in a timely fashion and the system administrators may remove such messages if not attended to regularly by the user.

When a user sends electronic mail (E-Mail), his name and userID are included in each mail message. The user is responsible for all electronic mail from his userID. Therefore, the following are prohibited:

2.1 Forging or attempting to forge electronic mail messages.
2.2 Attempting to read, delete, copy, modify or view without permission, other users' E-Mail.
2.3 Attempting to send harassing, obscene, racist and/or other threatening E-Mail to another user.
2.4 Attempting to send unsolicited junk mail, "for-profit" messages, chain letters, etc.
2.5 Attempting to solicit votes or other unauthorized political activity.
2.6 Revealing your address, phone number, credit card number or the address, phone number or credit card number of someone else.

SECTION 3: NETWORK AND COMPUTING SYSTEM SECURITY

A user of the network may be allowed to access only authorized networks or the computer systems attached to those networks. If a security problem is identified, a system administrator or supervising teacher must be notified. Therefore, the following are prohibited:

3.1 Using systems and/or networks in an attempt to gain unauthorized access to remote systems.
3.2 Using systems or networks to connect to other systems evading the physical limitations of the local or remote system.
3.3 Decrypting or collecting system or user passwords.
3.4 Copying system files.
3.5 Duplicating copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license.
3.6 Attempting to "crash" network systems or programs.
3.7 Attempting to secure a higher level of privilege on network systems.
3.8 Willfully introducing computer "viruses", disruptive, or destructive programs into the organization network or into external networks.
3.9 Placing unlawful information on a computer or server.

Privacy Issue

The Leonia Public School educational network and computing systems are expected to be used exclusively for education-related functions and applications. As the systems administrators have access to all files, including E-Mail files, **users should have no expectation of privacy** with respect to said files or E-Mail. However, the system administrators will not normally inspect the contents of files or E-Mail sent by one user to an identified addressee, or disclose such contents to other than the sender, or an intended recipient, without the consent of the sender, or an intended recipient, unless required to do so by law or policies of the Leonia Public School District, or to investigate complaints regarding files or E-Mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Further, the Leonia Public Schools are obligated to cooperate fully with local, state or federal officials in any investigation concerning or relating to any E-Mail transmitted on or misuses of the network and computing systems.

Terms and Conditions

The Leonia Board of Education makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Board will not be responsible for any damages you suffer, including loss of data. The Board will not be responsible for the accuracy or quality of information obtained through this Internet connection.

All terms and conditions as stated in this document are applicable to all users of the computers, network and Internet. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of New Jersey and the United States of America. These terms and conditions are specifically incorporated by reference in the Acceptable Use Agreement and the execution of the Acceptable Use Agreement will expressly indicate acceptance and agreement with these terms and conditions.

SECTION 4: REFERENCES

N.J.S.A. 18A:11–1 N.J.S.A. 18A: 33–1 N.J.A.C. 6: 8–1.1 et seq.