Technology Plan

FOR
RIDGEWOOD PUBLIC SCHOOLS

July 1, 2013 through June 30, 2016

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Revised: June 11, 2013

TABLE OF CONTENTS **Page**

I. STAKEHOLDERS

Title	Name	Signature
Superintendent	Daniel Fishbein	
Assistant Superintendent for Business and Board Secretary	Angelo DeSimone	
Assistant Superintendent for Curriculum, Instruction and Assessment	Regina Botsford	
Supervisor of Special Programs	Kerry Huntington	
High School Principal	Thomas Gorman	
BF Middle School Principal	Anthony Orsini	
GW Middle School Principal	Katie Kashmanian	
Willard Elementary School Principal	Marianne Williams	
Supervisor – Fine & Applied Arts/Music	Christopher McCullough	
Supervisor – Math, Science & Technology	Greg McDonald	
District Occupational Therapist and Assistive Technology Consultant	Maria Velazquez-Walters	
IT Database Administrator	Georgia Abrunzo	
IT Specialist	Lynn Howells	
IT Network Manager	Alim Pervizi	
Board of Education President	Sheila Brogan	
Board of Education Member	James Morgan	
Ridgewood Village Resident	Laurie Goodman	

II. EXECUTIVE SUMMARY

To develop this technology plan, the Assistant Superintendent for Business, who manages Ridgewood Public Schools' (RPS) Information Technology Department, met with selected Board of Education representatives, administrators, teachers and citizens to identify technology needs and to develop strategies and implementation plans to meet the following district goal:

> To use technology in all areas of the curriculum to create a rigorous and relevant learning environment that:
> - Engages students and enhances learning
> - Builds critical thinking skills
> - Encourages collaboration and creativity
> - Promotes understanding of global interrelationships and multiple cultural perspectives
> - Allows for greater and easier access to information.

The RPS Technology Plan supports this goal and also what the New Jersey Core Curriculum Content Standards (NJCCS) for Technology espouses: "Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy." Furthermore, the NJCCS for Technology advocates for "the systematic integration of technology across the curriculum," so that students may "apply information-literacy skills…, think critically and creatively to solve problems,…gain enhanced understanding of global interdependencies,…understand the design process,…and…model digital citizenship."

In view of these considerations, RPS rejects the notion of teaching by telling, and embraces the notion of learning through research and investigation, and employing technology as a tool to enhance and extend learning in and across all subjects, in an expanded learning environment that reaches beyond the walls of the classroom. Decisions about instructional technology and its use will consider the extent to which the technology adjusts to the input of the learner and provides feedback that confirms, challenges, or extends learning. It is through the RPS continued pursuit of the transformative potential of technology that we will foster student learning to achieve the mission of the NJCCS for Technology: "to solve real world problems, enhance life, and extend human capability."

This 2013-2016 Technology Plan builds on the results of the 2010-2013 Technology Plan. The previous plan called out the need for:

- Significantly increasing the efficacy of earlier purchases by providing:
  - More presentation tools – ACCOMPLISHED.
    - Five of the K-5 schools have Smart Boards in every classroom and the last one has Smart Boards in all except three classrooms.
    - Middle Schools have Smart Boards or document cameras/projectors in every classroom.
  - An enterprise-level wireless infrastructure to manage and accommodate the growing need for access to mobile computer carts at all schools – ACCOMPLISHED.
    - There is 100% access in all schools to a robust wireless system, including secure guest access.
  - Additional technical support – ACCOMPLISHED.
    - All schools have full-time technology support staff.

- Replacing outdated and inoperative technology annually – ONGOING
- Putting into place the resources for a Disaster Recovery plan to protect our users' information and applications – ACCOMPLISHED.
    - The primary datacenter at the Education Center is fully backed up at Ridgewood High School.

In addition, to meet requirements that emerged over the past three years, RPS also:

- Implemented a new and more robust student information system, providing enhanced information and communication to staff, students, and parents
- Began the implementation of Bring Your Own Device (BYOD) in grades 6-12, by configuring Google Apps in the RPS domain and providing initial training and access for teachers and students to enable them to use this tool for communication, collaboration, and productivity
- Ensured excellent response time for students and staff by tripling Internet access capacity
- Replaced aging equipment and provided increased availability and reliability by virtualizing most servers
- Enhanced the video surveillance and door access security system

As a result of the advances in technology and the increased tools available to today's students as "digital learners," the district will build on the previous plan and emphasize:

- Professional development for teachers to expand and support integration of technology into the curriculum
    - Expanding formal technology professional development courses
    - Reopening positions for certificated professional development staff who focus on technology integration and who support 21st century learning communities
- Extended technology access for students in grades 6-12, where every student has a technology device anytime, anywhere
    - Creating a level playing field for students where everyone has the same model of technology
    - Allowing teachers to confidently develop and implement technology-infused lesson plans
- Completion of the move to a single platform at the K-5 schools
- Maintaining and enhancing education technology and student technology readiness in all the schools, with particular attention to meeting the NJDOE requirement for online testing of students in grades 3 to 11 by 2014-2015.
- Ensuring that all device purchases meet the Partnership for Assessment of Readiness for College and Careers (PARCC) requirements

To achieve these goals, Ridgewood Public Schools will investigate:

- Cloud Computing and Virtual Desktop Interface (VDI) in order to allow access from school, home, anywhere, and anytime
- A one-to-one solution to take advantage of Cloud Computing/VDI and to expand student access
- Increased internal network capacity to accommodate the anticipated increase in student access

Implementation of these initiatives will begin at the high school, then extend to the middle schools, and then if/when appropriate to the elementary schools.

This three-year Plan recognizes the rapid acceleration of change in technology and therefore may be revised during this three-year period. Within budget constraints the district will endeavor to achieve its goal to use technology in all areas of the curriculum to create a rigorous and relevant learning environment.

III. THREE-YEAR GOALS

The district's mission statement is:

> The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their potentials to become life-long learners and productive, responsible citizens.

Part of this rich and challenging learning environment is a rigorous, current, and appropriate curriculum and programs that meet the Common Core State Standards. But to achieve the excellence for which Ridgewood Public Schools is known requires exceeding the basics. Among other things it means ensuring that teachers and administrators are well trained and able to grow with the ever-changing field of education, including sharing best practices that contribute to excellence. And it means ensuring that the technology and infrastructure are current and expandable to meet needs not yet invented but on the horizon, so that RPS students are positioned for success in their current and future educational and life endeavors.

This includes a student-centered outcome of extending technology beyond the classroom and to every student, enabling the shift towards collaborative learning styles, anytime, anywhere—which is the 21st century norm. Enhanced technology access is essential to student technology proficiency, ensuring:

- Digital literacy
- Digital citizenship
- Digital fluency

Supporting the mission statement, the following are the goals for Ridgewood Public Schools Technology Plan for 2013-2016:

- Goal 1: Educator Proficiency - Enhance professional development for teachers so they can more fully integrate technology into their lessons and take advantage of extended student access to technology for learning
- Goal 2: Technology Access - Increase access to technology for students via:
    - more devices, all of which must be PARCC compliant;
    - technology anytime, anywhere capability;
    - increased network infrastructure and Internet access capacity, to respond to more student devices, growing web-based computing, and more technology integration into the curriculum.

Details of these Goals, aimed at addressing district needs described on the following pages, are included in Section VII: Implementation Plan and Strategies.

IV. NEEDS ASSESSMENT

Process:

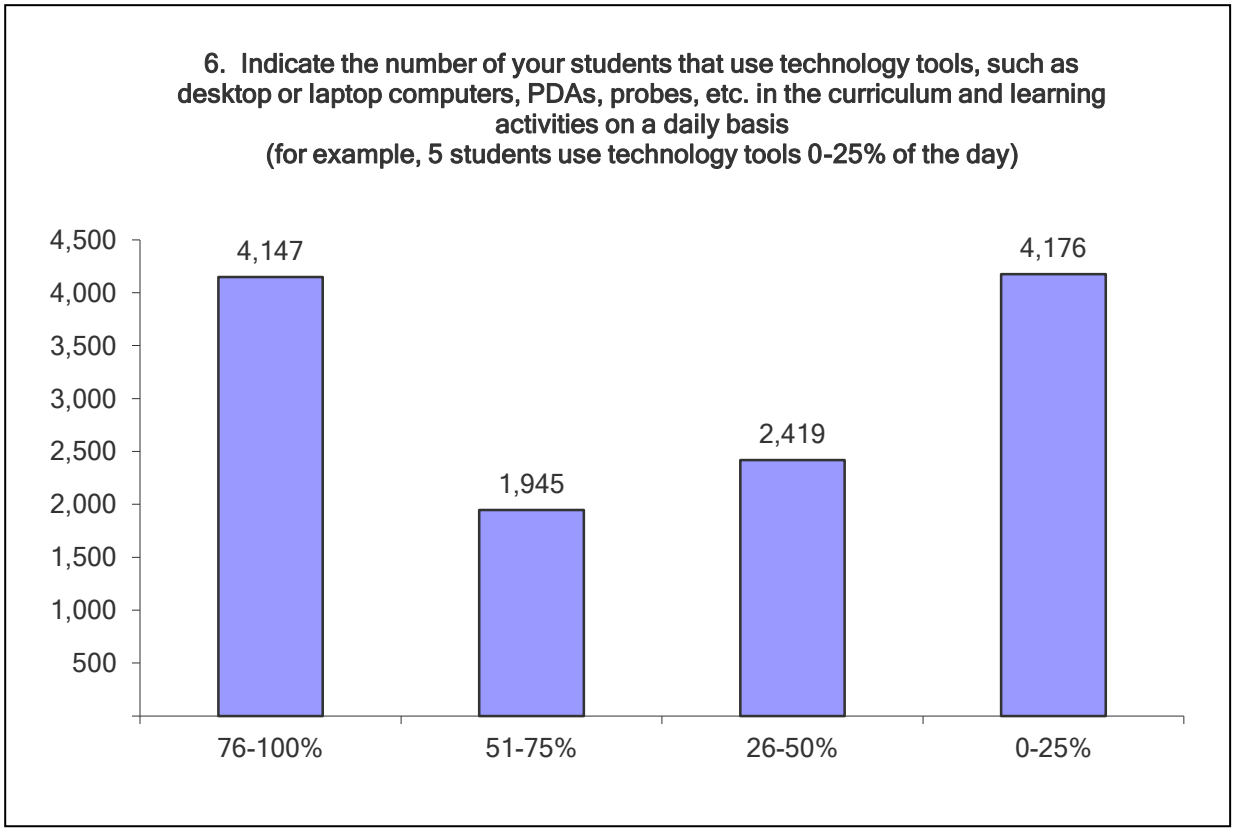
Each year, RPS administers a spring "District Technology Survey" to school staff to help assess the status of integrating technology into the curriculum and to determine what is needed to improve student academic achievement. The 2012 district survey had 262 respondents (50%) out of a total of 528 educators.

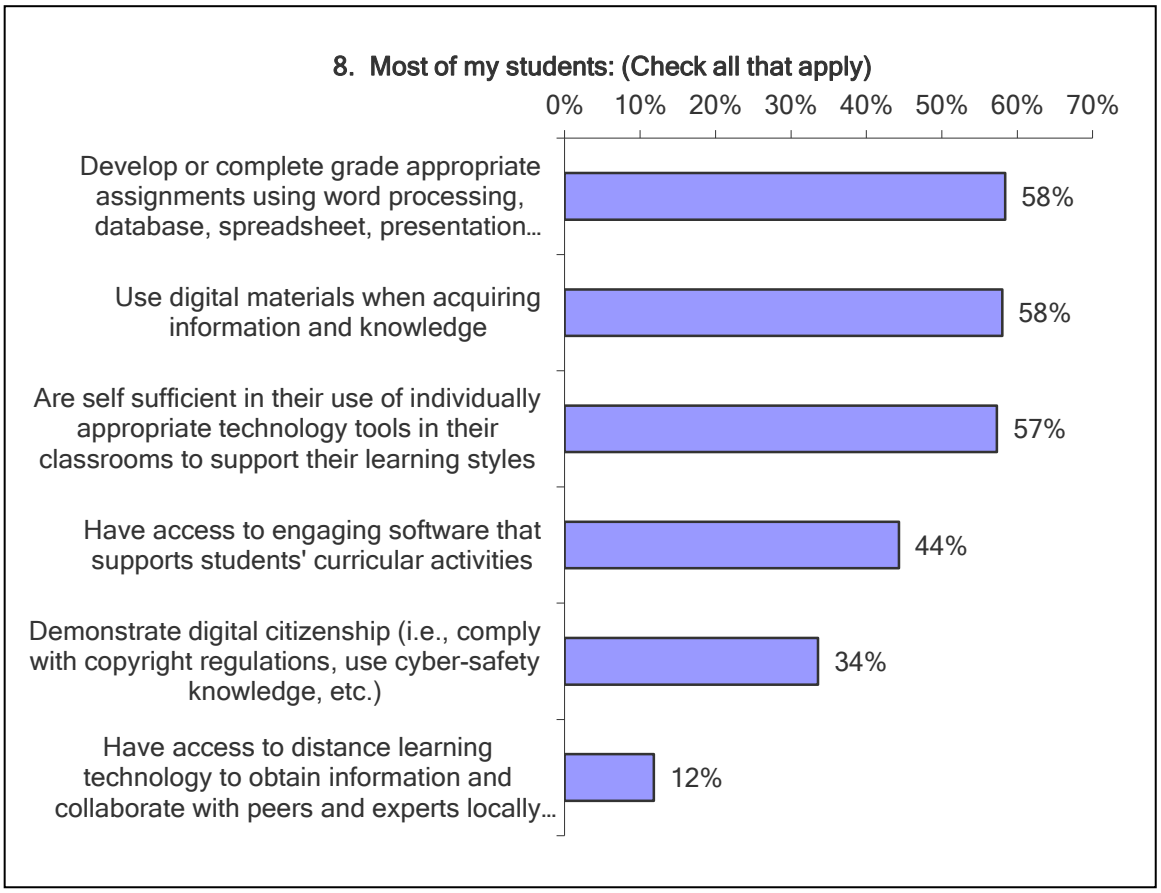
In addition to the survey, school principals and department heads identified and prioritized their technology needs to the Information Technology (IT) department. The Assistant Superintendent for Business, who manages the IT Department and oversees the district budget, coordinated this input to develop and prioritize the proposed allocation of funding for the next three years.

Finally, RPS is using the Partnership for the Assessment of Readiness for College and Careers (PARCC) technical specifications for devices and its capacity planning tool to ensure that the district will be capable of delivering the PARCC assessments in 2014-15.

Findings - Students' Technology Skills/Use (May 2012 Survey)

- Teachers who responded to the District Technology Survey reported that about half of their students use the Internet and technology tools such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis (see chart 6 below).
- The ways that these students use technology for learning varies (see chart 8 below).





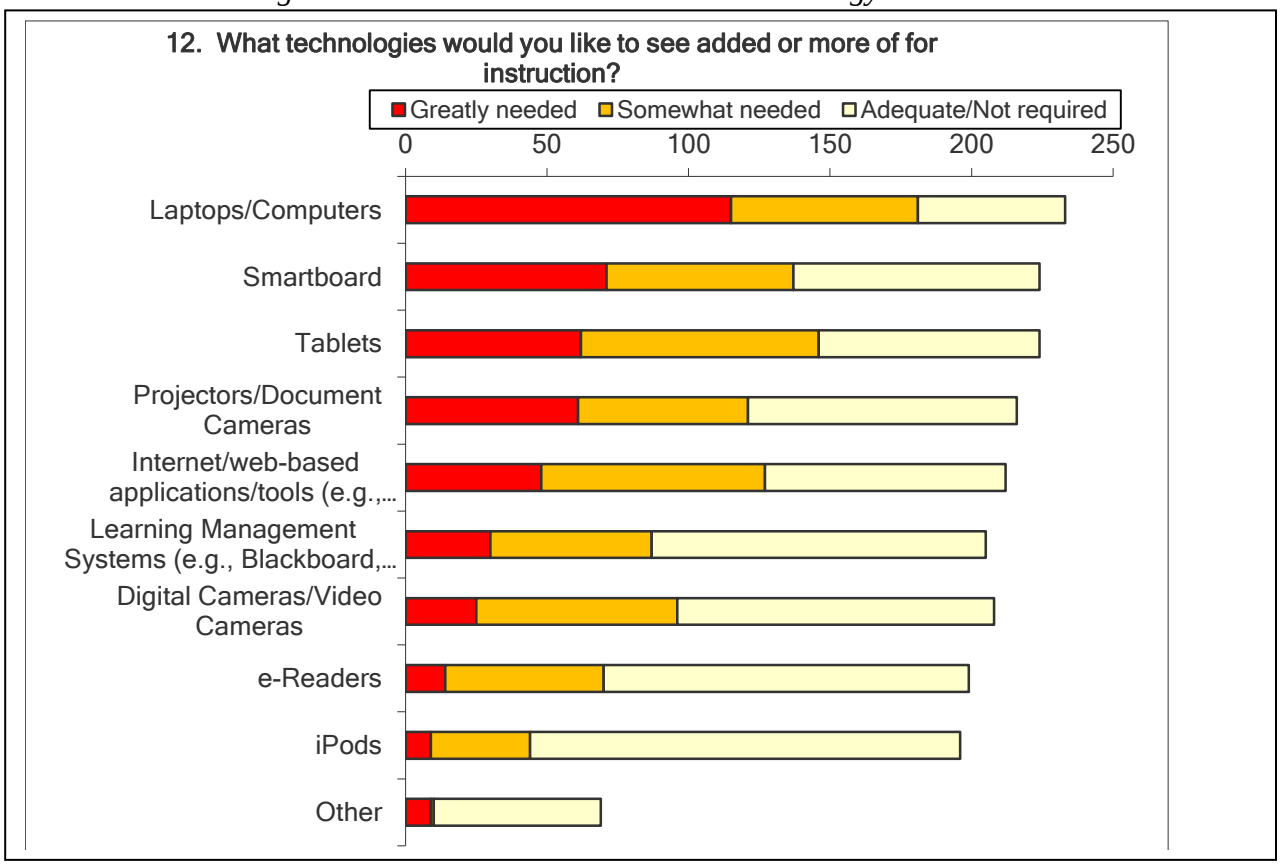
There is a direct relationship between student use of technology in the curriculum and student access to technology in school. Based on the current inventory, the ratio of all RPS students to student computers is presently 3.3:1. Teachers would like to see more computers available to students (see below).

(The current ratio of RPS students (grades 3 through 11) who would take PARCC tests to PARCC-ready devices is 2.5:1. Furthermore, based on the PARCC Technology Readiness Tool recommended requirements, 100% of eligible test-takers can be tested on existing devices and with existing bandwidth.)

Findings – Hardware, Software, Network, and other IT Services (May 2012 Survey):

District Technology Survey - Staff Identified Technology Needs (see chart 12 below):

- 70% of the teachers who responded to the survey felt that additional laptops/computers are needed for instruction. 58% would also like tablets.
- While the survey showed that 65% of teachers who responded would welcome BYOD in their classroom, since its implementation at RHS, students' participation in BYOD has not been strong enough to impact instructional opportunities.
- About half of the teachers wanted additional Smart Boards, particularly for resource rooms and special education classrooms.
- Almost half of the teachers wanted additional document cameras/projectors in classrooms.



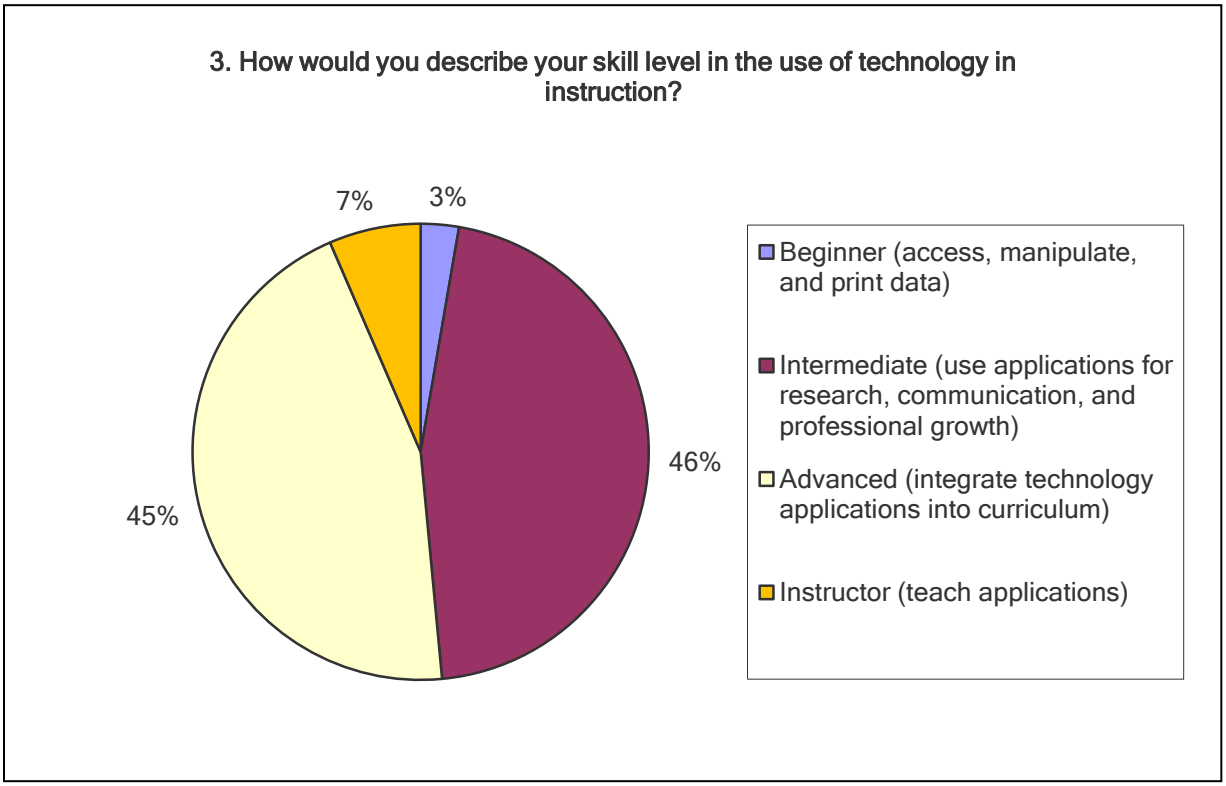
Additional Input from Principals, Department Heads, and Staff:

Need for Maintained/Enhanced Equipment
Elementary Schools: ▪ Replace outdated computers
Middle Schools: ▪ Smart Board and document camera in special education classes ▪ Document cameras and projectors in every classroom ▪ Microscope and probe systems to use with document cameras ▪ Replace old laptops ▪ Additional mobile carts
High School: ▪ Laptop upgrade for all teachers ▪ New laptops for Science department for student use ▪ Upgrade laptop carts ▪ BYOD tech support ▪ BYOD: may need more wireless for adequate signal strength ▪ Computer for every student ▪ New Library: will need adequate technology ▪ Upgrade/maintain projectors: possible short throw projector going forward ▪ Every room should have: projector ideally on a cart, document camera and speakers, white board ▪ All offices should have: two printers (one Savin and one network), two computers ▪ Upgrade all Savin printers ▪ Implement print management system

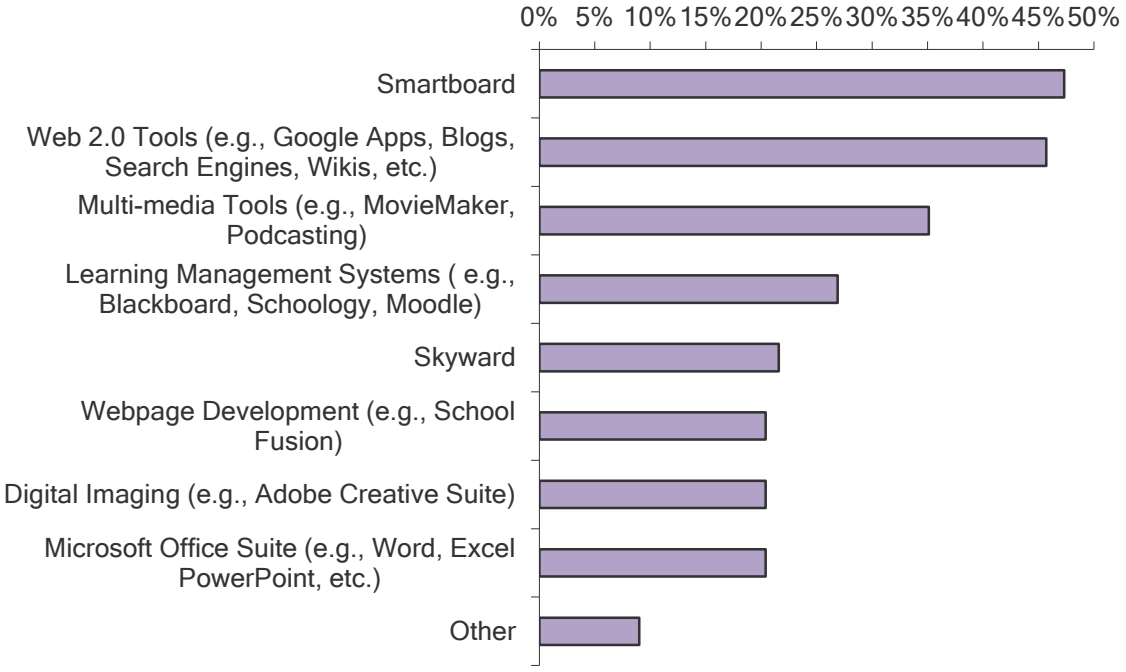
Findings – Professional Development (May 2012 Survey):

Although the need for more equipment is notable, without concomitant professional development to help teachers with more effective integration of technology into the curriculum, the positive effect of current and additional numbers of devices is less than ideal.

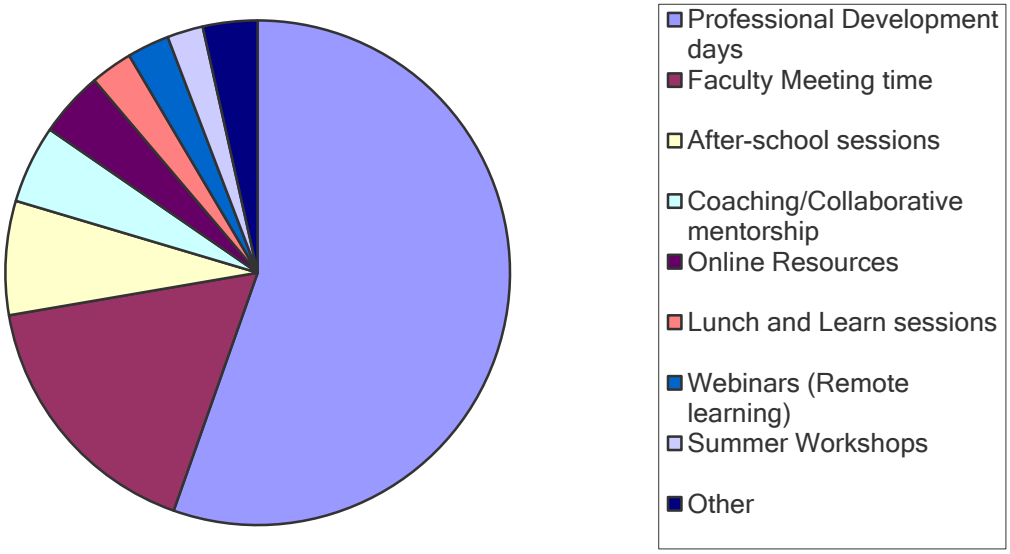
- 45% of teachers who responded to the District Technology Survey reported that they have the skills to integrate technology applications into the curriculum. Another 46% of teachers reported using technology for their own research, communication, and professional growth (see chart 3 below).
- 47% of teachers who responded to the survey would like to receive professional development in using Smart Board, and 46% would like professional development in Web 2.0 tools such as Google Apps, search engines, wikis, etc. (see chart 17 below)
- 55% felt that the best instructional approach to support their professional development needs would be Professional Development days (see chart 18 below).



17. In what technology areas would you like to receive professional development?



18. What instructional approach would best support your needs for professional development in educational technology?



Additional Input from Principals, Department Heads, and Staff:

Relative to PARCC testing, based on experience with NJASK (NJ Assessment of Skills and Knowledge) and MAP (Measures of Academic Progress) testing requirements and current guidelines from PARCC, there are extreme concerns about having a sufficient number of school staff to support online testing and well as test administrators having sufficient technical understanding to support online testing.

In summary:

Strategies must be implemented to provide students with greater access to technology in their classrooms. The district also recognizes that today's students are digital natives who require extended access beyond the classroom, since the shift to anytime, anywhere technology access and collaborative learning is now the norm. To enable this, the district will consider the financial incentives and the geographic and hardware indifference that Cloud Computing and/or VDI provide, as well as a possible one-to-one initiative to expand student access.

In addition, strategies must be in place to support teachers with professional development in the effective use of technology. Given budget and teachers' time constraints, a "teach the trainer" and collaborative model for Professional Development is attractive.

Based on this, the district will focus its Strategies and Implementation Plans not only on Technology Access but also on Professional Development to address the identified needs. The combination of these will enable teachers to more fully incorporate technology into their lessons, thereby better allowing students to acquire the digital fluency and have the technology tools necessary to serve them in today's world.

V. TECHNOLOGY OVERVIEW

1. Current Status:
   - Every teacher has a laptop or iPad or access to a desktop.
   - All schools have computer labs, scheduled access to mobile computer carts, and scheduled access to projection systems or permanently installed projection systems.
   - Five of the six Elementary schools have Smart Boards in every classroom, and the last has a Smart Board in all but three classrooms. Middle Schools have Smart Boards or document cameras/projectors in every classroom. Ridgewood High School (RHS) has 11 Smart Boards.
   - Staff has the ability to create instructional/learning content on web course sites through SchoolFusion, Blackboard, or a private "ning" site.

   Appendix A. displays accomplishments toward meeting the 2010-2013 Technology Plan goals and the inventory of current technology equipment compared with the inventory reported in the 2010-2013 Technology Plan, as well as an inventory of software.

2. Equipment needed through 2016 to improve student academic achievement includes, but is not limited to:

   a. Technology Equipment:
      School equipment needs to be maintained and enhanced to ensure that teacher and student access to technology is available and reliable. Continuing to replace older equipment is required to ensure a positive impact on learning. Equipment updating focuses on four areas:
      - Completing the Mac to PC migration to a single platform at the K-5 schools
      - Ensuring that new equipment purchases meet PARCC requirements
      - Furnishing a state-of-the-art technology environment at the new Ridgewood High School (RHS) Learning Commons library/media center
      - Investigating the best option for achieving one-to-one student-computer access at the high school and middle schools, and a technology–rich learning environment for all students
        - Cloud computing and/or VDI may permit replacing obsolete computers with less expensive alternatives, such as Chromebooks, for many if not all student and teacher applications.
        - VDI can also extend the useful life of older equipment, since all compute power and storage is offloaded to a central facility.

   b. Networking Capacity:
      - As part of the Learning Commons project, RPS will upgrade the fiber in RHS to provide a 10 GB backbone, which will increase the capacity between the primary datacenter at the Education Center and the users at RHS.
      - RPS has minimized the bottlenecks of throughput to the middle schools and K-5 schools by utilizing switches that take advantage of RPS' current 1 GB backbone.
      - In the 2013-2016 timeframe, depending on demand generated by increased student access (one-to-one initiative), RPS may upgrade the fiber at the two Middle Schools to 10 GB.

- The current wireless system provides for faster a/b/g/n protocols. The two wireless controllers have been upgraded to support the future a/c protocols that provide even greater speed.
- RPS will also increase the wireless network capacity at RHS and the two middle schools to accommodate future density of use as more students access the system.

c. Software Needed for Curricular Support and Filtering:
   - As part of the support for BYOD, and to provide 24/7 access for learners, RPS set up Google Apps for the Ridgewood schools domain. Teachers and students (grades 6-12) have accounts in Google Apps and are able to use this tool for communication, collaboration, and productivity.
   - Online textbooks are beginning to be infused into the curriculum at the higher grades; for example, Grade 9 Algebra I, Algebra II, Biology, AP Chemistry, and AP Art History.
   - Other curricular software is and will be provided as needed to support learning in all content areas; for example, Smart Music, West Point Bridge Builder, Adobe Lightroom, etc.
   - The new iBoss web filter provides customizable, granular web content filtering, allowing students and staff to get appropriate access to the Internet.

d. Maintenance Policy and Plan:

   The RPS maintenance policy is to maintain equipment as long as it works in the network environment and is able to use the current software. New equipment is covered with a minimum three-year warranty. In-house certified technicians also maintain and update equipment. Beyond that, service that cannot be done in-house is provided by vendors on a time and materials basis. Typically, technology is replaced every five to six years. If Cloud Computing or VDI is implemented, the useful lifespan of RPS computers could increase.

e. Telecommunications services:

   Because of the explosion in the use of multimedia Internet content for curricular material, RPS upgraded from 50Mb to 150Mb for Internet access and can upgrade farther if necessary. In addition, RPS added separate 50Mb Internet access services at the main datacenter and RHS datacenter as backup to its primary Internet service.

f. Technical Support

   To support the hundreds of computers in each school, each school now has a technology support person to attend to immediate problems so that learning and instruction are not disrupted. Beyond this, to ensure effective use of technology resources in the curriculum, additional professional development for teachers is required.

g. Other Services:

   RPS continues to enhance its video surveillance and door access security system.

3. As a means of addressing federal special education and technology mandates, the Ridgewood Public Schools has an assistive technology teacher who assists in the implementation of the following matters:

- Performing assessments of individual technology-related needs
- Assisting in identifying and selecting a variety of modest to high-end technical solutions
- Collaborating in the accruement of funding opportunities
- Making training available for the end-user and supporting personnel
- Monitoring assistive technology strategies implemented to track effectiveness and/or needs for modifications
- Guiding the network administrator on procedures and instructions as to what assistive devices meet network requirements to accommodate student needs.

Appendix B. includes the inventory of current Assistive Technology equipment and software.

4. Educators have access to educational technology in their instructional areas by using desktops, mobile laptops, or iPads, through the district's 1 GB backbone with 100 Mb connectivity or a/b/g/n wireless access. However, RHS teacher laptops are due for replacement. To maintain and enhance educator access, and to take advantage of Cloud Computing or VDI, teachers will get new devices, first at RHS, then at the other schools depending on their device age.

5. The Stronge-MyLearningPlan teacher evaluation system is currently in use in advance of the NJDOE requirements. Administrators have laptops for doing their observations, evaluations, and other administrative tasks, and smartphones with phone and data access as part of the emergency management system. In addition, principals and other supervisors have access to student demographic data on their smartphones in the event that parents need to be contacted directly. Teachers in K-8 have iPads that can be used to access the Skyward Student Information System (SIS).

6. District Website Accessibility to All Stakeholders
   - The district's website offers those with visual impairments a "printer-friendly" page view option.
   - Language translations of the district website are available in Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.
   - In addition, screen readers translate the information on the screen into automated audible output. (Section 508 standards)

7. To insure that the investments for technology are maximized, they must meet several criteria for maintaining their useful life (typically five to six years).
   - Computers must operate and be secure under the RPS network infrastructure to access, save and share data on the network servers.
   - Computers must be able to access and deliver information from and to the Internet.
   - Computers must be able to operate district-supported office productivity tools (word processing, spreadsheets, presentations, etc.)
   - Computers must be able to access network-ready printers.
   - Computers must be PARCC-compliant if they are to be used for online testing.
   - Interactive whiteboards and projectors should be functional.

   If all of the above are not met, then the technology should be replaced or repaired.

Cyber Safety

1. Filtering Method Used
   - All RPS computers connect to the Internet through the iBoss content filter appliance to provide compliance with CIPA laws.
   - There are separate filtering rules for high school users of the Internet compared to filtering rules for the K-5 and middle school student population.

2. Acceptable Use Policy (AUP)
   - At the BOE public meeting of September 24, 2012, the Board revised the Acceptable Use of Computer Network/Computers/Personal Electronic Devices (PEDS) and Resources (Policy and Regulation No. 2361) that was originally approved on December 9, 2009, for adoption pursuant to CIPA.
   - RPS's AUP can be accessed from the district website. Click on RPS BOE Policies to access the Board of Education (BOE) Policies, and then use the Search function to locate "Acceptable Use."

   See Appendix C. for a copy of the BOE-approved AUP -- Policy 2361: Acceptable Use of Computer Network/Computers/Personal Electronic Devices (PEDS) and Resources.

   - To address the different ages/readability levels of users, there are four shortened versions of the BOE-approved AUP: grades K-2 version, grades 3-5 version, grades 6-8 version, and grades 7-12/adult version of the AUP.

   See Appendix C. for the shortened grade 7-12/adult version of the BOE-approved AUP.

   - All teachers have been informed of the AUP on the RPS website and the policy is posted in all areas where there are multiple computers.
   - Students and parents must annually sign a form indicating acceptance of Acceptable Use Policy in order for students to access the RPS network.

3. Internet Safety Policy
   - The district's iBoss filtering appliance is set up by groups, each with its own specific access rights, to provide protection against access to Internet sites that are obscene, pornographic, or harmful to minors.
   - Schools have assemblies informing students of the importance of Internet safety and appropriate online behavior. Students are informed about online safety, cyberbullying, and appropriate website content in the Library Media Center and as part of computer lab usage. RPS is a charter member of Teenangels (see www.teenangels.org). All teachers who take staff development courses related to technology are educated about Internet safety. In addition, there are parent resource links on Internet safety at individual school websites.

VI. PROFESSIONAL DEVELOPMENT

A summary of professional development in technology over the past few years, indicating accomplishments toward meeting the 2010-2013 Technology Plan goals, is in Appendix D.

The following professional development strategy supports and is aligned with the Ridgewood Public School's technology goals for 2013-2016.

1. **Educators' Access to Educational Technology**
   - All classroom teachers are using the Skyward SIS for attendance, grade reporting, etc. Training continues for all new employees to the district.
   - Wireless access is available at all schools. The wireless capacity at the middle and high schools will continue to be monitored and upgraded, if needed, depending on the needs brought about due to the BYOD initiative.
   - The Special Programs Department provides teachers with access to workshops offered by Bergen County Special Services and by other consultants, as well as to conferences related to assistive technology.
   - Online adaptive (formative) assessments for math and reading are provided so that teachers can make informed instructional decisions.
   - The Stronge-MyLearningPlan teacher and administrative evaluation system is online and utilized by all professional staff.

2. **Infusion of Technology to the Core Curriculum Content Area**
   Professional development continues in multiple forms: professional days, after-school in-service courses, before-school professional hours, webinars, and through a partnership with Montclair State University. The District's vision about professional development is that it is ongoing, collaborative, and job embedded. In addition to formal structures identified below, teachers will work collaboratively to refine the use of technology to enhance their teaching practice. Professional development aims to increase student learning in an increasingly digital world. As such, the mission/vision for technology professional development parallels the District goal for technology as described in the Executive Summary of this Plan.

   - All technology related in-service courses are project-based and require satisfactory completion for receiving in-service credit.
   - Departments and grade level subjects will create one common course technology assessment. Assessments will be based on the core curriculum content and 21st century skills.

3. **Metrics to Assess Student Academic Achievement**
   - Students are assessed by teachers in the context of using technology across the curriculum in all areas.
   - PARCC online assessment will begin in 2014-15. The District will train teachers in the administration of these state mandated tests.
   - Formative assessment tool will continue to be used to inform instruction.

4. **Sustained Professional Development for All Administrators**
   - As we expand modules on Skyward SIS, continued training for administrators will be provided on how to use the features to support their administrative responsibilities.

- Administrators will continue to be provided training on how to use the Stronge-MyLearningPlan system to support their teacher observations.

5. Proficiencies in the Use of Technology for all Educators

- The department of Curriculum Instruction and Assessment oversees the development of school-based and district-based professional development plans.
- Teachers will continue to be provided training on how to use the Stronge-MyLearningPlan system to support their teaching responsibilities.
- Teachers will create at least three lessons per year that incorporate the student use of technology.
- Faculty meetings and professional development days will continue to be used to conduct technology training sessions and share best practices for educators.
- Technology webinars for professional development to educators will continue to be offered during the school day.

6. Potential Professional Development Offerings for 2013-2016

- Continue to provide all educators skills in navigating and using the administrative and instructional tools (e.g., attendance, parent reporting, class rosters, student demographics, grade reporting, query of reports, etc.)
- Provide orientation to RPS technology for new teachers.
- Continue and expand Web resources and video training tutorials.
- Offer Cyber Library: hands-on experience with on-line catalog, subscription databases, and Internet gateways to scholarly sources.
- Provide training in Learning Management Systems, e.g., Blackboard, Skyward).
- Continue efforts in infusion of technology to the core curriculum content area.
- Consider offering the Intel Teach Elements for teachers, including such modules as:
- Blended Learning
- Project Based Learning
- Inquiry in the Science Classroom
- Thinking Critically with Data
- Assessment in the Classroom
- Collaboration in the Classroom
- Offer Google Apps Basic, Intermediate, and Advanced sessions to assist teachers in using Google Apps in their classrooms.
- Allocate collaboration time for skills transfer; e.g., faculty meetings, lunch and learn, technology boot camps, before/after school technology enrichment sessions, etc.
- Encourage inter-school sharing of best practices and successful technology lesson plans, and celebrate achievements.

7. Professional Development for Information Technology Staff

To ensure that technical staff has the skills and resources to support teachers, students, and administrative staff and to enhance performance of job responsibilities:

- Training in current technology as well as participation in user conferences is included in the annual IT budget
- Class and conference attendees are required to share what they learned in IT staff meetings and via skills-transfer mentoring of their colleagues
- On-the-job training of RPS IT staff is required of vendors who are called in to provide extra-ordinary technical support.

VII. IMPLEMENTATION PLAN AND STRATEGIES - JULY 1, 2013 – JUNE 30, 2016

1) **GOAL 1: EDUCATOR PROFICIENCY.** Enhance professional development for teachers so they can more fully take advantage of student access to technology for learning.

Benchmarks	Implementation Strategies	Timeline	Person(s) Responsible	Evaluation Indicators/Examples
1.1 All educators (administrators and staff) will participate in high-quality professional development (PD) activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement.	• Continue in-house instructors for in-service offerings for professional development activities or use approved professional development providers, and inform staff through the RPS website. • Continue a project-based staff development model for all technology related courses. Include rubrics of proficiency levels for each in-service course offering where applicable. • Where appropriate, continue to include in the Professional Improvement Plans for teachers and administrators individualized plans to develop skills necessary to infuse technology into daily practice.	2013-16 and on going	• Assistant Superintendent for Curriculum and Instruction and Assessment • Student Information Systems trainers	• Post PD courses on the RPS website. • Evidence that there are budgetary items set aside for staff development related to technology. • PD Evaluation Forms
1.2 Where applicable, all supervision and evaluation practices will address the effective use of educational technology for student achievement of the CCCS.	• Issue certificates for PD for meeting course expectations and attendance. • Where applicable, observations should include statements of technology being used in the classroom. • Create prescriptive teacher assessments of technology skills. • Utilize online learning and evaluations for acquiring computer literacy skills.	2013-16 and on going	• Administrators	• Maintain a database on educators who have completed satisfactory technology-related course work • Evidence that staff evaluations include a component of effective use of technology when applicable.

1.3	All educators will act responsibly and ethically when obtaining and using onsite and online information resources.	• Annually ensure that all staff review BOE policies that impact their use of technology, including: ▪ Acceptable Use Policy ▪ Internet safety issues ▪ Ethics with online materials ▪ Copyright laws.	2013-16 and on going	• IT • Human Resources Manager	• Approved Acceptable Use Policy (AUP) • Staff sign-off that they have read BOE policies regarding technology use.
1.4	Professional Development: IT skills transfer and skills development	• Sponsor/encourage peer-to-peer PD activities • Offer basic, intermediate and advanced PD for Google Apps for Education to encourage collaboration, communication, and productivity	2013-16 and ongoing	• Teaching Staff • Administrators • IT Leadership	• Share best practices in staff meetings. • IT to sponsor/coordinate Technology Boot Camps by teachers for teachers • Google.com – Google Apps for Education
1.5	Professional Development: Tools	• Make available relevant websites for instructional PD to encourage wider integration of technology into the curriculum; e.g., engage.intel.com, Intel Elements modules. • Provide Intel Teach training to help with shift to tech as the "norm." • Provide training for teachers to prepare for online assessment (PARCC).	2013-16 and ongoing	• Central Administrators • Intel Trainers • District Staff • IT staff	• Evidence of participation via learning communities, professional development • Intel Teach certificate of participation in PD • Faculty meetings for PARCC readiness training • Faculty and students are PARCC ready.
1.6	Professional Development: The "A Team"-- teachers modeling technology	• Develop an "A Team" to provide district training to teachers who, in turn, will train other teachers. • Encourage teaching staff to embrace technology in the classroom. • Prepare teaching staff for increased use of machines due to BYOD and possible one-to-one initiative • 100% participation of Google Apps	2013-16 and ongoing	• School Administrators • Central Office Administrators • IT • Teacher trainers	• Lesson plans meet goals • Use of Google Analytics to measure effectiveness • Summer/Saturday can be used for PD training • A sharing online collaborative tool for resources that can be shared across the district

GOAL 2: TECHNOLOGY ACCESS. Increase access to technology for students: more devices, anytime, anywhere.

Benchmarks	Implementation Strategies	Timeline	Person(s) Responsible	Evaluation Indicators/Examples
2.1 Single platform for more cost effective, consistent, and efficient administration, as well as smooth transition from school-to-school for students.	• Complete Mac-PC transition	2013-2015	• IT	• Macs replaced with PCs in Orchard, Travell, and Ridge Elementary Schools
2.2 Maintain and enhance IT hardware, software, and network, and ensure PARCC readiness.	• Replace obsolete/inoperable equipment. • New equipment will be PARCC compliant	2013-2016	• IT	• Equipment and network are PARCC ready.
2.3 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.	<u>Cloud Computing (CC) or Virtual Desktop (VDI)</u> • Gather information on CC and VDI. • Upgrade network at RHS to provide 10GB backbone • Pilot VDI at Ed Center • Upgrade network at RHS to provide 1GB switches at all IDFs • Determine whether CC or VDI, or CC then VDI, is the best approach toward maximizing student access. • Implement CC/VDI at RHS • Upgrade network at middle schools to accommodate CC/VDI • Consider CC/VDI for K-5 schools	2013-2016	• IT	• Annual Technology Survey
	<u>One-to-One</u> • Purchase PARCC compliant devices for RHS students • Purchase PARCC compliant devices for middle school students • Consider PARCC compliant devices for K-5 students	2014-2016	• IT	• Equipment implementation • Inventory report

VIII. EVALUATION PLAN

Ridgewood Public Schools' Technology Plan provides a meaningful "map" of the activities and initiatives that will be necessary for the school district to both comply with relevant New Jersey Educational Regulations and Guidelines as well as to continue to grow and develop the presence of new and emerging technology in its classrooms. However, we also recognize the fact that the "real," sustainable and reproducible success of this, or any plan, is intimately tied to understanding whether any of the actions that the Plan proposes have any measurable outcomes.

Thus, in order to maximize the likelihood that what the District is doing is having a beneficial outcome, the Plan requires RPS to be evaluated based on the indicators stated in the attainment of the goals' three-year implementation plans (Section VII.) These indicators will both quantify the value of the Plan's activities as well as provide for ongoing feedback to educators and administrators. By performing these activities, a more accurate understanding of what actions best translate to technology-related success in Ridgewood's classrooms can be achieved.

The State's annual technology survey and RPS' annual technology survey are two measurement tools to be used to evaluate the plan. The results will be analyzed to better understand the impacts of the Plan's actions. The evaluations will be shared with the staff, administrators, Board of Education and parent and student constituencies.

The ability to assess these survey results over time (i.e., within a given school year and over several school years) will provide a significant database with rich information to more accurately drive the technology-related initiatives within Ridgewood for several years to come.

The annual survey results of the spring District Technology Survey, identified in section IV: "Needs Assessment" of this document, is one example that will be used as a pre/post annual measurements of progress with technology.

This evaluation process and the accountability measures that monitor progress and enable mid-course corrections will enable Ridgewood Public Schools to regularly evaluate the extent to which the goals, objectives, activities, resources and services are effective in:

- Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach
- Enabling students to meet challenging state academic standards
- Developing life-long learning skills.

IX. FUNDING PLAN (JULY 2013 - JUNE 2016)

(For projected costs by year, see Table 1, "A Three Year Estimated Technology Cost Plan.")

The Ridgewood Public Schools recommended spending plan depends upon the approval by the Board of Education and annual approval of the district budget by the voters. This funding plan includes:

- The projected costs of technologies in Table 1, "A Three Year Estimated Cost Plan by Topic Area," include hardware, software, digital curricula, and other services that will be needed to achieve the goals of this plan. The projects funded will move RPS toward the goal of increased student and teacher access to technology anywhere, anytime. These acquisitions include but are not limited to:
    - hardware, software, and network upgrades
    - web-based curricula content (e.g., eBooks, interactive electronic textbooks),
    - applications that use a web-based browser,
- Supportive resources will include services, and other electronically-delivered learning material, that will be acquired to ensure successful and effective uses of technology
    - Continue to subscribe to web-based design tools developed specifically for Ridgewood Public Schools, for staff to post web information on course material, assignments, school information, etc., in a simple, fill-in-the-template format.
    - Maintain Learning Management Systems for teachers to provide online content and materials for assignments, discussion boards (blogs) and online interactive communication.
    - Subscribe to videostreaming content sources.
- Mac-PC transition will be completed by 2015. This will ensure that all schools have PARCC compliant devices by 2015 and that the district is running on a single platform.
- Sources of federal, state, local and other sources of funds used to help ensure that students have access to technology: Almost all of the funding for technology for student use comes from the local budget, except for federal E-Rate discounts for Internet connectivity and website hosting costs.
- Sources of federal, state, local and other sources of funds used to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction: Almost all of the funding for technology for teacher use comes from the local budget, except for federal E-Rate discounts for Internet connectivity and website hosting costs.

Table 1. A Three-Year Estimated Cost Plan By Topic Area

This recommended projected plan is provided for consideration only. It is not an approved budget.

This estimate assumes that the Lease/Purchase Budget will be the same for the three years of the Plan, and that the IT Operating Budget will increase 2% each year.

	Lease Purchase Estimated Expenditures	Lease Purchase Budget		
		2013-2014	2014-2015	2015-2016
Technology Equipment	Phase 1: Mac to PC initiative at Orchard and Travell Elementary Schools.	$275,000		
	Phase 2: Mac to PC initiative at Ridge School, completing initiative		$205,000	
Annual Refresh K-12	Annual upgrades/replacements/addition of desktops, laptop computer carts, interactive whiteboards, printers, projectors, etc.	$287,000	$287,000	$287,000
Network Upgrade	Phase 1: Switch Upgrade - RHS (IDF) This will upgrade the entire RHS internal network to 10GB backbone (between MDF and IDF switch cabinets), 1GB for node (connecting each switch to devices), in preparation for Cloud Computing and/or Virtual Desktop, and 1:1	$103,000		
	Phase 2: Network upgrade – Middle Schools (similar to Phase 1 above)		$164,000	
	Additional wireless access points to accommodate anticipated increased density of wireless traffic	$10,000	$20,000	$10,000
One-to-One	Purchase devices, expand and support the use of Google Apps – (see Operating Budget for PD) 2013-14 = RHS teacher devices 2014-15 = RHS student devices 2015-16 = Middle School teacher and student devices	$265,000	$264,000	$643,000
Total		**$940,000**	**$940,000**	**$940,000**

	IT Operating Budget		
IT Estimated Operating Expenses	**2013-2014**	**2014-2015**	**2015-2016**
Software licenses – recurring costs	$227,011.00	$231,551.22	$236,182.24
Software licenses – one-time costs	$35,000.00	$35,700.00	$36,414.00
Internet Access Services, VOIP & wireless telephones	$107,007.00	$109,147.14	$111,330.08
Security System – Video Surveillance and Door Access Control	$83,500.00	$85,170.00	$86,873.40
Supplies/Parts for repairs and support	$35,845.00	$36,561.90	$37,293.14
Supplemental Work beyond contract – summers, cabling/wiring, student tech aides	$42,166.00	$43,009.32	$43,869.51
Technical Training for IT staff	$9,345.00	$9,531.90	$9,722.54
Conference attendance for Skyward SIS and Alio Financial Management, Payroll, and Human Resource System	$5,500.00	$5,610.00	$5,722.20
Technical Support	$4,111.00	$4,194.24	$4,278.12
Technology Training for Instructional Staff	$90,000.00	$90,000.00	$90,000.00
Total	**$639,485.00**	**$650,475.72**	**$661,685.23**

Appendix A. TECHNOLOGY

i. ACCOMPLISHMENTS TOWARD MEETING 2010-2013 GOALS

Professional Development

<u>2010-2013 GOAL 1:</u> Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.

<u>2010-2013 GOAL 2</u>: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.

1. **Educators' Access to Educational Technology**
   - All educators currently have access to educational technology in their instructional areas in all of our schools. Educators are able to sign-up for a mobile computer cart for their instructional lessons or schedule to be in a classroom computer lab.
   - Wireless access is available at all schools.
   - MAP online adaptive assessments for math and reading are provided so that teachers can make informed instructional decisions.
   - The Special Programs Department provides teachers with access to workshops offered by Bergen County Special Services and by other consultants, as well as to conferences related to assistive technology.
   - All classroom teachers are using Skyward SIS (Student Information System) for attendance, grade reporting, etc. Training continues for all new employees to the district.
   - The Stronge-MyLearningPlan teacher and administrative evaluation system is online and utilized by all professional staff.
   - All building administrators have mobile devices that allow them to look up student demographic profiles and students' schedules. This function provides the administrators immediate access to information on students and their whereabouts.

2. **Infusion of Technology to the Core Curriculum Content Area**
   - All technology related in-service courses are project-based and require satisfactory completion for receiving in-service credit.
   - Following is a summary of professional development in technology over the past few years:

     <u>In-service Courses:</u>
     2010-11: 2 courses with 21 teacher participants
     2011-12: 12 courses with 94 teacher participants

2012-13 (half year as of this printing): 7 courses with 23+ teacher participants
(some courses still registering; participation data incomplete)

Outside Conferences:
2010-11: 7 conferences with 10 teacher/clerical staff/administrator/IT staff participants
2011-12: 21 conferences with 34 teacher/clerical staff/administrator/IT staff participants
2012-13 (half-year so far): 9 conferences with 14 teacher/clerical staff/administrator/IT staff participants

Professional Days:
2010-11: one day for Skyward for all staff + 5 sessions with 80 (estimated) participants. Recurring work: Skyward
2011-12: 22 sessions with 122 (estimated) participants.
2012-13: 12 sessions with 158 (estimated) participants.

Faculty/Department Meetings:
2011-12: Technology topics included 29 times
2012-13 (Sept, Oct, Nov to date of this printing): Technology topics included 22 times

- Following were recurring topics across venues and years: Ipads, Smart Boards, Blackboard, Clickers, Google Docs, BYOD, websites, Skyward, MAP, Oasys

3. Metrics to Assess Student Academic Achievement

- Students are assessed by teachers in the context in using technology across the curriculum in all areas.
- Formative assessment tools will continue to be used to inform instruction.

4. Sustained Professional Development for All Administrators

- Training for administrators has been provided on how to use the SIS to support their administrative responsibilities.
- Administrators have received initial training on how to use the Stronge- MyLearningPlan system to support their observation responsibilities.

5. Proficiencies in the Use of Technology for all Educators

- An annual web-based survey of educators' proficiencies in the use of technology is administered. In addition, the department of Curriculum Instruction and Assessment oversees the development of school based and district based professional development plans.
- Staff members have been provided initial training on how to use the Stronge-MyLearningPlan system to support their teaching responsibilities.

- Technology best practices are shared with staff members at faculty meetings.
- Faculty meetings and professional development days have been used to conduct technology-training sessions for educators.

6. Other Professional Development Offerings

- All educators continued to be provided basic skills in navigating and using the administrative and instructional tools (e.g., attendance, parent reporting, class rosters, student demographics, grade reporting, query of reports, etc.)
- Technology Orientation continued to be provided for new teachers.
- Web resources and video training tutorials were continued and expanded.
- Continued Investigative Science Workshops in use of probes in science labs at the high school.
- Continued coaching sessions with World Language Lab teachers to maximize the use of existing technology at the high school.
- Continued to offer Cyber Library -- hands on experience with on-line catalog, subscription databases and Internet gateways to scholarly sources.
- Continued Teaching Online with Learning Management Systems such as Blackboard.com and SchoolFusion for including online teaching as part of the teacher's instruction.

ACCOMPLISHMENTS TOWARD MEETING 2010-2013 GOALS, continued

Technology

<u>2010-2013 GOAL 3:</u> Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings such as community centers.

Current Practices
▪ 100% access in all schools and the administration building to a robust wireless system, including secure guest access ▪ Every teacher has a laptop or iPad or access to a desktop. ▪ All schools have computer labs, scheduled access to mobile computer carts, and access to projection systems.
Grades K-2: ▪ Smart Boards used in all but three classrooms ▪ Document Cameras used in many classrooms ▪ Mobile carts used for word processing, Internet safety, Internet navigation ▪ Intro to Internet searching using Destiny ▪ Web-based supplemental math resources
Grades 3-5: ▪ Smart Boards in every classroom ▪ Document Cameras ▪ Mobile carts for word processing, spreadsheet, presentation, mind-mapping, Internet safety, advanced Internet navigation and research ▪ Rosetta Stone for beginning foreign language ▪ Keyboarding ▪ Movie production
Grades 6-8: ▪ Smart Boards or Document Cameras/Projectors in every classroom ▪ Blackboard for class content ▪ Mobile carts for word processing, spreadsheet, presentation, mind-mapping, Internet safety, advanced Internet navigation and research ▪ Keyboarding ▪ Movie production ▪ Video tutorials ▪ Blogs/discussion boards

RHS - Grades 9-12:

- Smart Boards in some classrooms
- Document cameras in some classrooms
- Projectors in most classrooms
- Blackboard for learning management, blogs and discussion boards
- Mobile carts for science labs, word processing, spreadsheet, presentation, mind-mapping, Internet safety, advanced Internet navigation and research
- Labs for Math, Science, World Languages, Fine Arts, Business
- Movie production
- TV production and webcasts
- Video tutorials

2010-2013 GOAL 4: Ridgewood Public Schools will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate responsibly and freely via technology.

- Implemented 100% access in all schools and the administration building to a robust wireless system, including secure guest access.
- All RPS computers are connected to the Internet through the iBoss content filter appliance to provide compliance with CIPA laws.
- Began the implementation of Bring Your Own Device in grades 6-12, by configuring Google Apps in the RPS domain and providing initial training and access for teachers and students to enable them to use this tool for communication and collaboration.
- Ensured excellent response time for students and staff by tripling Internet access capacity
- Replaced aging equipment and provided increased availability and reliability by virtualizing all servers
- Put in place a Disaster Recovery plan with the primary datacenter at the Education Center fully backed up at RHS.
- Implemented a new and more robust student information system, providing enhanced information and communication to staff, students, and parents

Appendix A: Equipment Inventory 2010 vs. 2013 Comparison

	Ed Center		Glen		Hawes		Orchard		Ridge		Somerville		Travell		Willard		BFMS		GWMS		RHS		Total	
	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13	'10	'13
Apple Computers desktop	1	2			63	1	81	61	64	58	82	2	74	56	99	35	132	31	145	31	78	65	819	342
PCs	52	42	5	13	7	89	7	7	5	5	13	43	9	6	5	91	39	58	7	137	405	427	554	918
Laptops: Mac, PC, Netbooks	37	14	1	2	20	48	76	78	87	92	58	96	72	62	89	122	100	144	124	194	128	180	792	1032
Mobile Carts		1			1	2	3	3	3	4	3	4	3	2	3	4	3	3	3.5	4	10	10	32.5	37
Student iPads								10				29				89		71		63				262
Teacher Laptops				4	25	33	11	12	27	35	30	44	20	10	33	41	50	67	34	77	161	163	391	486
Teacher iPads		10				23		26		39		32		27		32		41		54		12		296
Printers	44	33	6	4	12	11	30	34	14	15	21	25	15	13	14	18	32	37	32	40	120	128	340	358
Smart Boards					20	26	5	20	12	34	17	28	10	19	20	30	4	3	8	31	8	11	104	202
Smart Table										1				1		2								4
Document Cameras		1			22	27	7		13	14	22	28	10	19	7	28	39	37	13	41	8	23	141	218
Projectors		4		1	2	4	7		13	7	6	8	10	9	8	7	42	43	22	30	43	69	153	182

Appendix A: RPS Software Inventory

Computer Software Inventory – K-8
1. Microsoft Office
2. Adobe CS3
3. Adobe CS4
4. Inspiration
5. Rosetta Stone English Levels 1,2,3,4,5
6. Rosetta Stone Spanish Levels 1,2,3
7. Ultrakey 5.0
8. Earth Science
9. Google Sketchup
10. Sketchpad
11. Final Cut Express
12. Final Cut Pro
13. Smartboard Notebook
14. iLife Suite (iPhoto, iTunes, iWeb, iMovie)
15. iWork Suite (Keynote, Pages, Numbers)
16. Robolab
17. Music Ace
18. Sibelius
19. Sophos
20. Camtasia
21. WISC-IV/WIAT-III
22. Quickbooks
23. Quicken

iPad Apps Inventory – K-8
1. Confer
2. Frog Dissection (Science)
3. Socrates
4. Tie Dye (Art)
5. Garage Band (Music)
6. Keynote
7. Numbers
8. iMovie
9. Beginning Sounds Interactive Game
10. Cimo Spelling (Sight Words)
11. Cimo Can Spell
12. Handwriting Without Tears
13. Google Earth
14. Toy Story
15. Dictionary
16. 1000 Sight Words
17. Are You Quick Enough? 2 Pro
18. Cursive Practice
19. i-Exploration
20. Math Concentration
21. Rhyming Words
22. SimplePhysics
23. Slice It! Begins
24. Spelling Notebook Free
25. Stack the States
26. Sushi Monster
27. Toontastic: FREE

Software Inventory – Ridgewood High School
1. Adobe CS3
2. Adobe CS4
3. Inspiration
4. Rosetta Stone English Levels 1,2,3,4,5
5. Rosetta Stone Spanish Levels 1,2,3
6. Google Sketchup
7. Sketchpad
8. Final Cut Express
9. Final Cut Pro
10. iLife Suite (iPhoto, iTunes, iWeb, iMovie)
11. iWork Suite (Keynote, Pages, Numbers)
12. Sibelius
13. Exam View
14. Fathom
15. Math Type
16. Eclipse
17. Java SDK
18. Visual Basic
19. Camtasia
20. Chime
21. Motic
22. Pasco
23. Protein Explorer
24. Rasmol
25. Chimera
26. Pymol
27. Virtual Business
28. TI-Inspire
29. Arts n Letters
30. Bridge Builder
31. West Point
32. Career Scope
33. WISC-IV/WIAT-III
34. Woodcock-Johnson
35. Blue Skies
36. SmartMusic
37. Sanako
38. Microsoft Office 2010

Software Inventory – Education Center
1. Quick Books
2. Quicken 2013
3. Microsoft Office 2010
4. Microsoft Exchange 2010
5. Shoretel Communicator
6. Shoretel 911
7. Genetec Security Desk
8. Genetec Config Tool
9. Fitness Gram 8
10. FileMaker Pro
11. Sophos
12. Califon
13. Adobe Acrobat pro 9
14. Edge
15. Kronos connect
16. Business Objects(Alio)
17. Crystal Reports
18. Visual Cut
19. SQL 2008
20. Visio

Appendix B. Assistive Technology - Special Programs Inventory

Inventory ID/ Description	Location
Hearing Assistive (FM) Equipment	
Inspiro Serial # 1015NY4CF iSense Micro Serial #1015NY4UH, 1015NY4UG	Travell
Phonak Inspiro Transmitter Serial #0819N13GJ Edulink S Serial #086C14925, 086C14926	Hawes
Dynamic Serial #922CY1N1 Mlxi Serial# 1138NY7WC, 1138NY7WD	Hawes
iSense Micro Serial# 1015NY4UC,1015NY4UE Phonak Inspiro Serial # 1017NY2LC	Hawes
Inspiro Serial #0811C10F3 iSense Micro NB A4/40 Serial#1011NY5W0	RHS
Inspiro Serial # 1045NY0EF iSense Micro Serial #1022NY0TU 1035NY536	Somerville
Inspiro Serial #111NY3AH Dyanmic Serial #1113CY0P3 MLxi 214.00-220.00 /Mhz Serial #110NY1ER, 1110NY1ET	RHS
Inspiro iLapel Transmitter 1044NY302(11/11/10) iSense Micro Receiver 0934CY08P,0934CY090	Travell
Inspiro Serial #1046NY75D iSense Micro NB B2/60 Serial#1047NY4HU, 1047NY4JW	Hawes
Freedom Test Unit (Phonak) Inspiro 0929NY34J FM Dynamic Universal Receiver #0924CY057 Audio Shoe FM8 MicroLink Freedom MultiChannel FM Receiver #096C11305 Cochlear Freedom Monitoring Headphones Dynamic 1135CY0M4 MLxi 1144NY0GT	GW
Inspiro Premium Serial #1233NY0YA Mlxi NB 1238NY8DW	OOD
Inspiro Serial #1115NY05M iSense Serial #1144NY0EP	Somerville
Inspiro Premium Serial #122NY08F Mlxi NB Serial#1220NY4VD, 1220NY4VE Dynamic Serial #1209NY0NK	Somerville
Lightspeed FM	Willard
Student Computers	
1003769 1st batch Dell Latitude E5410	RHS
1003777 1st batch Dell Latitude E5410	GW
Assigned a Ridge Laptop	Ridge
Laptop	Hawes
Laptop	BF
Laptop	BF
Computers not assigned	
1003768 1st batch Dell Latitude E5410	
1003762 1st batch Dell Latitude E5410	
1003772 1st batch Dell Latitude E5410	
1003774 1st batch Dell Latitude E5410	
1004324 2nd batch Vostro 3450	
1004327 2nd batch Vostro 3450	
1004331 2nd batch Vostro 3450	
1004332 2nd batch Vostro 3450	
iPads	
iPad1003936	OOD
iPad1003937	RHS
iPad1003941	Hawes
iPad1003938	Hawes
iPad1003940	District

iPad1003939	OOD
iPad1003941	BF
iPad1004573	OOD
iPad1004574	Ridge
iPad1004575	Glen
iPad1004576	Ridge
iPad1004571	District
iPad	Travell
ID:602545	OOD
iPad1004579	OOD
iPad1003937	RHS
1003936	OOD
2002047	BF
2000246	BF
2002048	BF
Other Student Equipment	
MP3 Player	OOD
MP3 Player	RHS
Keyboard	Ridge
Livescribe Pulse Smartpen	OOD/RHS
Speedskin (Speedskin) Intellitalk 3 CD1:4268137ME28744 CD2:4268137LE28794 Classroom Suite 4 Activation Serial #3BZ4-P69M-G44B-47DX-MG4W-TG6	
7-Level Black Communication Builder Serial # 7075B/0082124 Grooved Platform Communicator Serial #1910/0082041 Switch Interface Pro 5.0 iMate ABD to USB 823WB	
Proloquo2Go Combo Pack iPod Serial # C3WDFAWDCP7 iMainGo2 Speaker Case	OOD
Saltillo Chat PC-Silk SN:P70SE927N CD Registration Code 3265-DD19-A4E9-EF2C-5000-0000 8F2D-5040-2000-0000-0000-0000 Windows Mobile CD 461303-B34REV A Stylus, Charger and Pin Cable	OOD
Chat PC II iMate ADB to USB Adapter Boardmaker Serial #CDRM-2263820 USB Cable for Chat PC Intellitools Classroom Suite 4 CD1:25108631B10700R0 7A4063 Intellikeys for Home - QWERTY and Alphabet Serial #R4883 Saltillo ALT Chat PC Serial # AC1295	OOD
1003776 1st batch Dell Latitude E5410 Printer Joy Switch	Ridge
Dell Flexible Keyboard Intellitools Classroom Suite 4 CD1:251086321B0600R07A1030 CD2:25108631B06500R07A165 CD3:2518631B06700R07A1043	OOD
Saltillo Novachat7x-Plus Nova - Acapela PCS Carrying case	Glen
7 Level Communicator	OOD
Dynavox Maestro, WIN 7 Home Premium Serial # MA005884 Connect T Standard Chair Frame mount/plate/case	OOD
two Tech Talk(8,12)	OOD
Classroom/School-based Materials	
Intellitools Classroom Suite Serial #106-INTT00049-00 060404- OR TW/CA #33316 EdMark Reading Program 1 Disc 1: 20-14981 Disc 2: 20-14981	Travell

Inspiration	BF
Inspiration Intellitools Classroom Suite CD1:435934RD29557 CD2:435B22RB457	BF
Boardmaker Serial # 7061167 Edmark Reading Program Level I 1/3/11	Ridge
Boardmaker Serial # 7061194	Glen
Kuta Software Lower Algebra Combo Pre-Algebra: 1-PAXG-75G0-6N4K-7XJF Algebra 1: 1-A1XX-7CJV- VGA0-N6PH Infinite Geoometry: 1-GEXA-KT3K-F6NV-NM7T Infinite Algebra 2; 1-A2XQ-C0M9-EUXC-S9M0	RHS
Classroom Suite 7W9M-W4WH-9GGM-GTK4-F9GF-LFR	
Classroom Suite AA6B-PXPC-G44B-47DX-MG4U-HFR	
Classroom Suite WAWS-LATQ-7SSJ-SPC9-Q7SS-QG6	
Classroom Suite JYYT-X7XB-3TTD-TUA7-K3TZ-37G	
Classroom Suite 4PL7-YSYZ-T77Q-7WHS-DT7M-X7G	
Classroom Suite CUFS-L9LR-7SSJ-SPC9-Q7SX-X7G	
Inspiration 9 (2)	
Solo 6 (5 Licenses)	Travell (2), GW, BF, Hawes
Alert Program (4)	Travell, Ridge Hawes, Orchard, Willard
Dragon Speaking (2)	GW, Travell
Mavis Beacon Keyboarding Kidz (6)	Hawes, Somerville, Willard, RHS, Orchard, Ridge
Staff Equipment	
1003764 1st batch Dell Latitude E5410	Hawes, Somerville
1003773 1st batch Dell Latitude E5410	Hawes, Willard
1003775 1st batch Dell Latitude E5410	District
1003770 1st batch Dell Latitude E5410	Ridge
1004323 2nd batch Vostro 3450	District
1st batch Dell Latitude E5410	District
10043212nd batch Vostro 3450	GW, BF
1004318 2nd batch Vostro 3450	Somerville, Orchard
1004322 2nd batch Vostro 3450	Travell, Willard
Given a Laptop byDistrict IT Dept	Ridge, Hawes
1004319 2nd batch Vostro 3450	Somerville, Hawes
2nd batch Vostro 3450	Ridge, Willard
1004328 2nd batch Vostro 3450	GW, BF
1003766 1st batch Dell Latitude E5410	Hawes
1003778 1st batch Dell Latitude E5410	Hawes
1003771 1st batch Dell Latitude E5410	Ridge
1003763 1st batch Dell Latitude E5410	Hawes
10004330 2nd batch Vostro 3450	Orchard
1003765 1st batch Dell Latitude E5410	Travell
1003761 1st batch Dell Latitude E5410	Travell
Dell Desktop 2001997	Glen
Dell Desktop 2001998	Glen
Dell Desktop 2001999 Shared	Glen (Room B)

100330 Vostro 3450 AT apps	Ed Center
1004322 2nd batch Vostro 3450	Glen
Unassigned Equipment/Software	
Front Row to Go 923 Charging Stand Serial #5307997 ATO655 Mic Btn Boom 921TXMTR Body Worn Serial #5106702 Table Stand 920SR Column Speaker, 216 MHz Serial #5006416	Special Programs Office
8 Alpha Smart	
DJ PC Switch Interface	
Intellikeys Serial #R4888 Mac	
Intellikeys Serial #R4887 Mac	
Discover Board Keyboard Mac	
KeyTec Touch Screen Serial #0000224392 PC	
Discover KENX Serial #00180 Mac	
TASH Mini Keyboard Serial #TC0075	
Discover Switch Serial #DS1423 Mac	
Semerc Roller Serial #6450176 PC/Mac	
Semerc Joystick Plus Serial#7180324C PC/Mac	
Speak Easy Serial #TC-0078	
Magic Wand Keyboard Serial #TC-0077	
Phonic Ear Fm System Serial #L003295 Transmitter Serial #030048277 Receiver	
Phonic Ear Fm System Serial #L030787 Transmitter Serial #L023183 Receiver	
Tech/Speak Serial #300828	
Tech/Talk Serial #TT805272	
Tech/Talk Serial #TT804947	
Tech/S[eak Serial #517664	
Geometer's Sketchpad Mac Version	
1.2ghz ibook G4	
FM System Serial #P3H51038	
Kurzweil 3000	
Intellikeys Serial #R4884 Overlay Maker Click it Mac Intellitools Classroom Suite CD1:435922LC21502 CD2:435922MC03899 QWERTY Overlay Alphabet Overlay iMate Adapter	
Dynavox Minimo MN2002760	
Intellitools Classroom Suite CD1:435922LA01707 CD2:435922LA00167 MathPad for Mac Serial #05092002-OR-TW/CA15916 Write Out Load Co:Writer Solo Inspiration Serial #0530T2292P8521	
Dynavox M3 Serial #M3000685	
Dynavox MT4 Serial #4001634	
Dragon Naturally Clear USB System H100 Microphone and Sound Input Card	
Dragon Naturally Speaking Version 3.01 Serial # NFTU300N044794	
Phonak Edulink FM System Serial #066C16956	
Digicom 2000 Serial #106164	
Edmark Reading Program Level 2 Software (1 CD)	
Eclipse Reader - RFBD	
Math Trek Algebra 1	
Dynavox M3003115	

Appendix B. Assistive Technology - Special Programs Software Inventory

1. BASC-2 (Behavior Assessment System for Children) ASSIST
2. CELF-4 Clinical Evaluation of Language Fundamentals (fourth Edition
3. WJIII – Woodcock-Johnson III
4. WPPSI-III Scoring Assistant
5. WISC-IV
6. WIAT–III
7. Dragon Naturally Speaking
8. PCS Animations 1&2
9. Teaching Basic Writing Skills Keyboard Classroom
10. Type to Learn
11. Co: Writer Solo
12. Earobics
13. Boardmaker
14. Boardmaker Plus
15. Classroom Suite 4
16. Inifnite Algebra
17. Infinite Geometry
18. 901 Lower Algebra
19. Big Universe
20. Solo
21. Ed Mark Reading 1&2
22. Mavis Beacon Typing

Special Ed Apps for iPAD

1. TouchChat
2. iWrite words
3. Sentence Maker
4. Motion Math: Hungry Fish
5. ConvesationBuilder
6. LanguageBuilder for iPadQuestion Builder for iPad
7. Story Builder for iPad I Like Books 37
8. iReward
9. Proloque 2 Go iCommunicate
10. Letter Quiz
11. Big Universe
12. Stack the States
13. 1 2 3 Touch!TouchTrainer;Autism/ Special Education Injini Children
14. First / Then
15. KidCalc 7 in 1
16. Match 2 Say
17. Letter Recognition
18. Pocket Phonics
19. Pages
20. Speak It
21. Super Why
22. What Goes Together
23. Verbs with Milo
24. Dexteria
25. Black Beauty
26. iDress for Weather
27. Reading Comprehension K- 1

Appendix C. Acceptable Use Policy

RIDGEWOOD POLICY **BOARD OF EDUCATION**

2361 ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS/PERSONAL ELECTRONIC DEVICES (PEDS) AND RESOURCES

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

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

The Board provides access to computer networks/computers and PEDs for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers and PEDs at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks**,** ensure their proper use**,** and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks/Computers and PEDs

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

A. Using the computer network(s)/computers and PEDs for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

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

POLICY **RIDGEWOOD BOARD OF EDUCATION**

C. Using the computer network(s)/computers and PEDs in a manner that:

1. Intentionally disrupts network traffic or crashes the network;

2. Degrades or disrupts equipment or system performance;

3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;

4. Steals data or other intellectual property;

5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;

6. Gains or seeks unauthorized access to resources or entities;

7. Forges electronic mail messages or uses an account owned by others;

8. Invades privacy of others;

9. Posts anonymous messages;

10. Possesses any data which is a violation of this Policy; and/or

11. Engages in other activities that do not advance the educational purposes for which computer networks/computers and PEDs are provided.

Internet Safety/Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act**,** the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors

including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy – Policy and Regulation 2361. Any changes in Policy and Regulation since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

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

POLICY **RIDGEWOOD BOARD OF EDUCATION**

Consent Requirement
No pupil shall be allowed to use the school districts' computer networks/computers and PEDs and the Internet unless they have filed with the office a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

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

N.J.S.A. 2A:38A-3
Federal Communications Commission: Children's Internet Protection Act
Federal Communications Commission: Neighborhood Children's Internet Protection Act.

Adopted: 7 December 2009
Revised: 18 June 2012
Revised: 24 September 2012

User Agreement and Code of Conduct for Technology Use at Ridgewood Public Schools

Excerpted from Policy 2361, Acceptable Use of Computer Network/Computers/Personal Electronic Devices and Resources

Ridgewood Public Schools (RPS) maintains and makes available technology to students and faculty for a wide range of applications. All users of the RPS's equipment and software are reminded that technology access comes with responsibility. The district's technology resources are expected to be used exclusively for education-related purposes. Users need to know that they have no expectation of privacy with respect to all stored files, including email files.

By logging on to the school's network computer, the user indicates acceptance of the policy set forth below in this document.

Access to Network

- Access to RPS's computers is provided to the school community as a tool to complete school related projects and assignments. Personal computers are not allowed to be connected to our data network.
- Users must keep passwords secure.

Software Installation and Use

- Users may not install software of any type, including games, to computers or to the school's network. Only software licensed to the school and approved by the Director of MIS Department may be used.
- Deletions, additions or any modifications to the Windows or Macintosh computer are not allowed. Users may not modify or damage any hardware, software application or operating system settings that would change the appearance or operation of the computers or network.

Ethical Use of Technology Resources

- Users must respect copyright laws. Plagiarism in any form will not be tolerated. This applies to all forms of print and digital media including but not limited to: electronic encyclopedias, image files, sound and video files. Proper citations and credits must be included where appropriate.
- While using the Internet, users must follow the accepted rules of network etiquette and conduct themselves in a responsible, ethical and polite manner. Users may not transmit, receive, submit, or publish any defamatory, abusive, obscene, threatening, harassing, bullying or potentially dangerous content. Any user encountering such material whether intentionally or not must notify a teacher or supervisor immediately. If no one is available at the time, the user is obligated to log off the network, and then notify a teacher or supervisor as soon as possible.
- Usage may be monitored to insure that users do not engage in inappropriate or illegal activity.
- Staff supervising students must ensure that the district's resources are used ethically and responsibly.
  - Optical scanners, camera, video equipment, external storage devices and other peripherals are provided for school related activities.
  - Users will minimize the use of the printers and print only school-related materials.
- All users must respect the work of other students and faculty by not accessing, copying, modifying or deleting the files of others.
- Any malicious attempt to harm or destroy district equipment, software, materials and/or data is prohibited.

Email

- School staff is provided with unique email accounts and are expected to use this account for their communication. Users need to know that the Ridgewood Public Schools may restrict access to personal email accounts.
- Students are not provided with school email accounts.

Additional Guidelines

- Food or drink should not be brought into computer labs or near computers.
- Users are personally responsible for making backups of any data files stored on their local hard drive or to their designated network personal folder.
- Board policy (8330) and law (18A:36-35) prohibit putting personally identifiable student information on our RPS website or on any unrestricted internet site. "Personally identifiable information means student names, student photos, student addresses, student email addresses, student phone numbers, and location and times of class trips.

Violation of any of the above policy shall result in administrative and/or legal disciplinary actions that include but are not limited to removal of all computer privileges.

Appendix D. BOARD APPROVAL OF THE 2013-2016 TECHNOLOGY PLAN

EXCERPT FROM THE MINUTES OF THE REGULAR PUBLIC MEETING OF THE BOARD OF EDUCATION OF RIDGEWOOD BERGEN COUNTY, N.J. AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of Ridgewood, in the County of Bergen, New Jersey, reconvened in public session on Monday, June 25, 2013 at 7:32 p.m. in the Education Center, 49 Cottage Place, Ridgewood, New Jersey.

The following members of the Ridgewood Board of Education were present:

Ms. Christina Krauss; Ms. Michele Lenhard; Mr. James Morgan; Mr. Vincent Loncto, Vice-President; Ms. Sheila Brogan, Board President (arrived at 7:33 p.m.)

The following members were absent: None

VII. CONSENT ITEMS

A. ADMINISTRATION

iv. **Approval: Adoption of the Revised Three-Year Technology Plan**
Approval of the adoption of the revised Three-Year Technology Plan for the Ridgewood Public Schools, effective July 1, 2013 through June 30, 2016.

The Board had received background information.

Ms. Lenhard moved approval of Consent Item A – Administration.

Mr. Morgan seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Krauss, Ms. Lenhard, Mr. Morgan, Mr. Loncto, Ms. Brogan

NAYS: None

I certify that this is a true and correct excerpt from the Ridgewood Board of Education minutes.

6/28/13
Date

Jennifer Ulman
Assistant Board Secretary

Appendix E. BOARD APPROVAL OF THE 2013-2014 BUDGET

EXCERPT FROM THE MINUTES OF THE REGULAR PUBLIC MEETING OF THE BOARD OF EDUCATION OF RIDGEWOOD BERGEN COUNTY, N.J. AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of Ridgewood, in the County of Bergen, New Jersey, convened in public session on Wednesday, March 27, 2013 at 7:30 p.m. in the Education Center, 49 Cottage Place, Ridgewood, New Jersey.

The following members of the Ridgewood Board of Education were present:

Ms. Christina Krauss; Ms. Michele Lenhard; Mr. James Morgan; Mr. Vincent Loncto, Vice-President; Ms. Sheila Brogan, Board President

The following members were absent: None

V. RESOLUTION FOR THE ADOPTION OF THE 2013-2014 BUDGET

It is recommended that the Board approve the following resolution:

BE IT RESOLVED by the Ridgewood Board of Education to approve the 2013-2014 school district budget as follows:

	Budget	Tax Levy
General Fund	$ 91,301,801	$84,608,635
Special Revenue Fund	1,464,288	0
Debt Service Fund	3,733,973	3,239,342
Total Budget	$96,500,062	$87,847,977

The district has proposed programs and services in addition to the Core Curriculum Content Standards adopted by the State Board of Education. Information on this budget and the programs and services it provides is available from the school district.

BE IT FINALLY RESOLVED that the following question be presented to the voters of Ridgewood Village for their approval:

There should be raised for the General Fund Tax Levy $84,608,635 for the ensuing School Year: (2013-2014).

Ms. Lenhard moved approval of the Resolution for the Adoption of the 2013-2014 Budget.

Mr. Loncto seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Krauss, Ms. Lenhard, Mr. Morgan, Mr. Loncto, Ms. Brogan

NAYS: None

I certify that this is a true and correct excerpt from the Ridgewood Board of Education minutes.

4/5/13
Date

Jennifer Ulman
Assistant Board Secretary