EXTRACT FROM THE MINUTES OF THE APRIL 13, 2010 MEETING OF THE LONG BEACH ISLAND BOARD OF EDUCATION OF SURF CITY, OCEAN COUNTY, NEW JERSEY AS RECORDED IN THE OFFICIAL MINUTE BOOK.
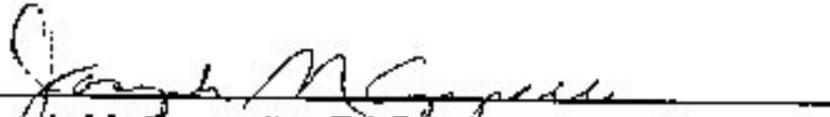
District Technology Plan:

To approve the Long Beach Island School District Technology Plan 2010-2013 as presented.

Moved by: Mrs. Picaro
Seconded by: Mrs. Henry

Roll Call Vote

Ayes: 8
Nays: 0
Abstain: 0

I certify that the foregoing extract is a true and complete copy of the original resolution adopted.

Joseph M. Cappello, Ed.D.
Interim Business Administrator/Board Secretary

ETHEL A. JACOBSEN SCHOOL
200 S. Barnegat Avenue
Surf City, New Jersey 08008
Phone: (609) 494-2341
Fax: (609) 494-2921
Robert A. Garguilo, Superintendent
Email: rgarguilo@lbi.k12.nj.us

LONG BEACH ISLAND GRADE SCHOOL
201 20th Street
Ship Bottom, New Jersey 08008
Phone: (609) 494-8851
Fax: (609) 494-8035
Fran Meyer, Principal
Email: fmeyer@lbi.k12.nj.us

April 15, 2010

Dr. Bruce Greenfield
County Superintendent
212 Washington Street
Toms River, NJ 08753

Dear Dr. Greenfield:

I have reviewed and approved the Long Beach Island School District's Technology Plan 2010-2013 as well as the budget for this plan, which was also approved by the Board of Education at its meeting on April 13, 2010.

If you have any questions, please call.

Respectfully,

Robert A. Garguilo
Superintendent

RAG/ks

Long Beach Island Consolidated School District

Three-Year Local School District
Technology Plan Checklist

July 1, 2010 through June 30, 2013

Page #	
I. Stakeholders	
1-2	**Stakeholder Sample Table** *Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.*
II. EXECUTIVE SUMMARY	
3	*Describe the school district's or charter school's vision or mission statement.*
III. TECHNOLOGY OVERVIEW	
A. Technology	
4-6	1. *Provide an inventory of current technology networking and telecommunications equipment.*
7	**Inventory Sample Table** | **Help** *Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:* • *Technology equipment* • *Networking capacity* • *Software used for curricular support and filtering* • *Technology maintenance policy and plans* • *Telecommunications services* • *Technical support* • *Facilities infrastructure* • *Other services*
4-5, 7	3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*
4-5	4. *How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs. (**NOTE:** For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)*

4-5	5. *How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*
4-5	6. *Describe how the district's web site is* accessible to all *stakeholders (for example using Federal Accessibility Standards)*
5	7. *Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.* Help

B. Cyber Safety

8	*Help* 1. *List the filtering method(s) used.* (**NOTE:** *Be specific as this is a federal mandate.*)
27-35	2. *Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.*
8	3. *Describe the district's Internet safety policy that addresses the* 　　*a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—* 　　　　(**I**) *obscene; or* 　　　　(**II**) *child pornography; or* 　　　　 (**III**) *harmful to minors; and* 　　*b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.*
8-9	4. *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (**Note**: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)* **Resource:** *Information from Universal Service Code:* *http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html*

C. Needs Assessment

10-11	*Help* 1. *Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary*

	changes through goals and objectives.
10	a. *Evaluate educators' current practices in integrating technology across the curriculum.*
10, 36-37	b. *Provide a summary of educators' proficiency in the use of technology within the district.*
10-11	c. *Determine the current educational environment and barriers by describing how:*
10	i *Educators are assured access to technology to facilitate technology integration across the curriculum,*
10	ii. *Often students have access to technology to support the use of 21st century skills in their learning environment,*
10, 36-37	iii. *The needs of educators are evaluated,*
10, 38-41	iv. *The needs of students are evaluated,*
10	v. *Past professional development addressed the educators' and students' needs for technology integration,*
10	vi. *Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*
11	vii. *Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,*
11	viii. *Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,*
11	ix. *Supports were provided for educators other than professional development,*
11	x. *Professional development needs and barriers relating to using educational technology as part of instruction have been identified.*
11	2. *Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.*

	3. *Prioritize the identified needs*
11	

IV. THREE-YEAR GOALS AND OBJECTIVES

A. History

12	*Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.*

B. Goals and Objectives for 2010-2013

13	*Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.*

V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)

14-16	[Implementation Activity Sample Table](#) A. *Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.*
17-18	B. *Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.*
18, 42-45	C. *Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.* [Help](#)
17&18	D. *Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*

VI. FUNDING PLAN (July 2010 – June 2011)

19-22	*[Funding Plan Sample Table](#)	[Help](#)* A. *Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including [NIMAS](#) compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.*
19-22	B. *Indicate the federal, state, local and other sources of funds used to help ensure that* <u>*students*</u> *have access to technology and ensure that* <u>*educators*</u> *are prepared to integrate technology effectively into curricula and instruction.*
	C. <mark>*Attach a copy of the board approval for this technology plan.*</mark> *Be sure it includes the budget for the first year of this plan.*

20-22	D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.
19	E. Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan. Those elements are: • Goals and strategies for using telecommunications and information technology; • A professional development strategy; • An assessment of telecommunications services, hardware, software, and other services needed; • Budget resources; and • An ongoing evaluation process.

VII. PROFESSIONAL DEVELOPMENT

23	A. Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.
24	B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:
23	[Help] 1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.
23	2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.
23	3. The professional development opportunities and resources that exist for technical staff.
23	4. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.

24	[Professional Development Sample Table](#) C. *Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*
24	D. *Project professional development activities that will continue to support identified needs through 2013, including all partners.*

VIII. EVALUATION PLAN

25	[Evaluation Plan Sample Table](#) *Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in* 1. *Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,*
25	2. *Enabling students to meet challenging state academic standards, and*
25	3. *Developing life-long learning skills.*

Long Beach Island Consolidated School District

Three Year Local District Technology Plan
2010-2013

Approved by the Long Beach Island Consolidated School District Board of Education April 13, 2010

Long Beach Island School District Administration

Robert A. Garguilo
Superintendent of Schools

Frances Meyer
Principal L.B.I. Grade School

Dr. Joseph Cappello
Interim Business Administrator

Annabelle Boehm
Supervisor of Special Education

Long Beach Island Board of Education

Ms. Allyn Kain
President

Mrs. Marilyn Wasilewski
Vice President
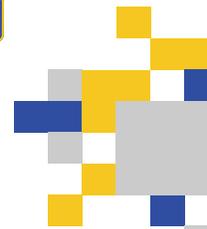
Mr. Lloyd Little

Mr. Terry Deakyne

Mrs. Bonnie Picaro

Mrs. Heather Henry

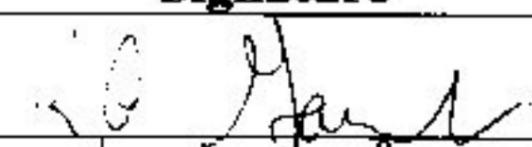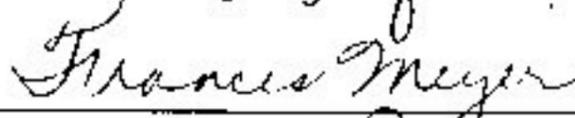**Mrs. Kristy Raber**

Mrs. Jenn Larkin

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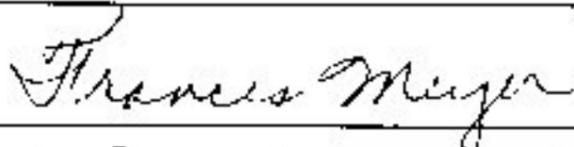# Table of Contents (Continued)

Long Beach Island Consolidated School District
Local Technology Plan Stakeholder Table
2010-2013

Stakeholder Table		
Title	**Name**	**Signature**
Superintendent	Robert A. Garguilo	
Principal	Frances Meyer	
Technology Coordinator	Shelley D. Smith	
Curriculum Director	Frances Meyer	
Classroom Teacher	Wendy Yeager	
Special Education Teacher	Julie Oldham	
Academically Talented Program Teacher	Carol Laird	
Guidance	Julie Oldham	
Board Member	Jenn Larkin	
Parent	Jenn Larkin	
Students	Sam Boardman	
	Chase Bradley	
	Elizabeth O'Hara	
Community Member	Robert Luft	
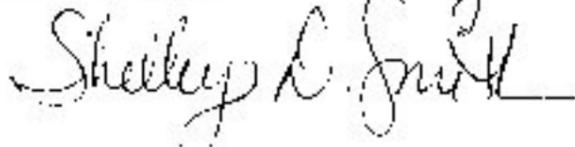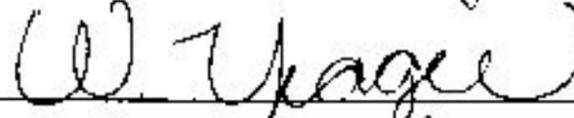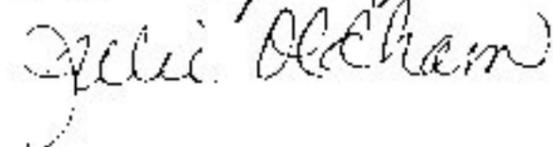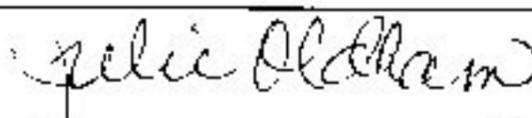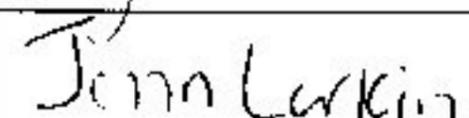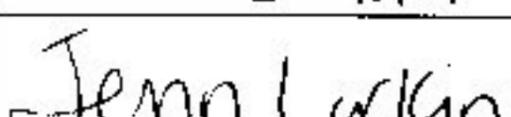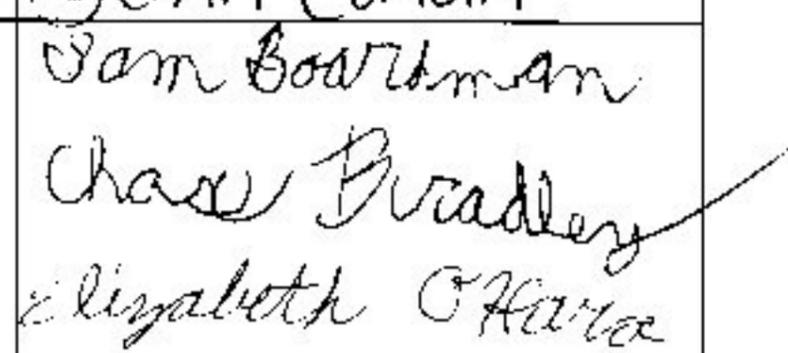
Business Sector Representative*	Michael Morris	*(signature)*
Business Administrator	Joseph Cappello	*(signature)*
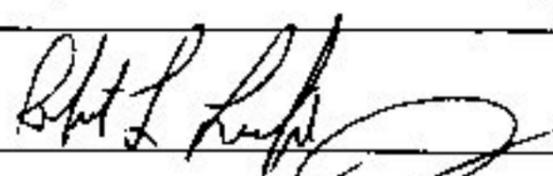
Mission Statement

The Long Beach Island Consolidated School District, in partnership with our unique island community, provides, preserves and develops an exceptional and diverse *educational experience for the students. This creates a foundation that instills a life long love of learning, seeding the future of their community.

*incorporating the expectations of the New Jersey Core Content Standards

Technology Overview & Inventory

For many years now our students and staff in both buildings have experienced the benefits of using multimedia workstations, accessing network resources over the LAN and having high speed Internet access. In order to meet the technology needs of staff and students, the administration recognizes the need for a systematic maintenance plan as well as on-site technical support.

Maintenance contracts for hardware and non-instructional software have been established. These include hardware contracts with Dell Corporation, Keyboard Consultants and KT's Office Services. Software contracts are maintained with BitDefender (anti virus), WebSENSE (Internet filter), hosted MSExchange/Outlook (email) through South Jersey Technology Partnership, Morris Computer Systems (Student Data System) Systems 3000 (Board Office software) and Follett (library circulation & catalog automation). On-site technical support including network administration, system design, and implementation is provided one day per week for four hours through an outside consultant from Morris Computer Systems. Additional non-network related support is provided four hours per week through a inter-local agreement with the Southern Regional School District.

The Long Beach Island Consolidated School District is vigilant in accommodating the needs of all students with regard to technology. In addition to hardware such as touch screens, enabling Windows Accessibility features and software such as Co-Writer, staff is sent out to a yearly assistive technology conference to be trained on the latest assistive technology devices. In addition, the district is purchasing AlphaSmart devices for the special needs students.

All educational staff has daily access to educational technology equipment as needed throughout the district. Online calendars allow staff to reserve wireless notebooks, digital cameras and open lab times. In addition all instructional areas have at least one network PC for staff or student use.

Administrators are provided with district wide technology equipment including individual PCs, wireless notebooks, PDAs, printers and cameras.

In reviewing the district's website, we recognize that not all of the webpages are accessible to all stakeholders using Federal Accessibility Standards. However, our website does provide translation into seven World Languages. Simply by clicking a button at the bottom of each webpage, the viewer can change the language on each page. Stakeholders are presented with an overview of the district website at Back to School Nights at each school, during Strategic Planning sessions as well as Board of Education meetings with the public. As needed, the district will make reasonable accommodations to increase accessibility.

The district is committed to replacing one fourth of the obsolete equipment as well as nonfunctioning equipment yearly with specific attention focused on student PCs and notebooks. The network administrator and the technology staff make determination of obsolescence. Network servers are updated on an as needed basis.

To improve student academic achievement the district is researching the implementation of equipment and programs such as: Alpha Smart, additional SmartBoards, Study Island, Individualized Student Online Assessment, DRA handheld devices, onsite student email software, and network projectors, flip cameras, interactive student response system, additional webcams, instructional software for the primary grades.

For more detailed information on the current technology inventory as well as the Three Year Technology Plan Inventory Table, please refer to the following pages.

Long Beach Island Consolidated School District	
Current Technology Equipment Inventory	
EQUIPMENT	**Currently In Place**
PC Workstations	136
Wireless Notebooks	28
Servers	7
Printers	15
Digital Cameras	8
Document Cameras	2
Scanners	3
Interactive Whiteboards	5
Digital Projectors	6
Assistive Devices	2
NETWORK CAPACITY	
Local Area Network (LAN) in each school	100/1000 Mbps
CONNECTIONS	
Basic Telephone Line	10
Cable Modem	2
Infrastructure Switches	12
Classroom switches	30
Routers	2
Firewall/VPN	2
Wireless Access Points	10
Wireless Connection Between Schools:	1
WiFi Radio	3

Notes, don't print!

<-Infocus etc. 4 BUHL 90 Overhead Projectors not in category or on page

LBI 6   ej 6
netgear switches
Cisco
Sonic Wall
Linksys

Long Beach Island Consolidated School District
Inventory Needed to Improve
Student Academic Achievement

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for 2010-11**	**Describe for 2011-12**	**Describe for 2012-13**
Technology Equipment	Replacement of obsolete PCs & notebooks in cycle, purchase of additional interactive whiteboards for staff who apply, purchase of additional network projectors	Replacement of obsolete PCs & notebooks in cycle, purchase of additional assistive devices after evaluation from 2010-11, purchase of handheld DRA scoring device, purchase of flip cameras	Replacement of obsolete PCs & notebooks in cycle, purchase of additional webcams, purchase of interactive student response system
Software used for curricular support and filtering	Purchase of Study Island & online student assessments,	Purchase of content area software for primary grades & /or upgrade of existing software titles	
Technical Support	Increase hours for network support with subcontractor, maintain current inter-local agreement with SRSD for PC technician		

Cyber Safety

The Long Beach Island Consolidated School District provides computer equipment, network services and Internet access to its students and staff to enhance research and communication skills, to assist in resource sharing, and to facilitate the achievement of educational objectives.

Teacher-supervised access to the Internet allows students to explore thousands of libraries, databases, World Wide Web sites and bulletin boards. To safe guard our students from exposure to material that may contain items that are illegal, defamatory, and inaccurate or potentially offensive while out on the Internet, the district deploys a filtering service called *WebSENSE Enterprise Version 7.1*. Parents and guardians are warned that despite our best efforts in supervision and employing available filtering mechanisms, students may find ways to access objectionable other materials as well.

Students are introduced to Cyber Space safety during the first technology class of each year in both the LBI and EJ schools. Guidelines are reviewed throughout the year, as students complete projects using the Internet. Specific age appropriate lessons are given on Internet safety, and cyber-bullying during each marking period. In addition, students, sign off on an Acceptable Use Policy, which clearly states how and when they may use the district's technology resources. Refer to the appendix for examples of both the student and staff Acceptable Use Policies. Both the Student and Staff policies were approved at the reorganization meeting on April 26, 2005. Adequate public notice of all meetings of the Long Beach Island Board of Education in accordance with the provision of the NJ Open Public Meetings law, the Long Beach Island Board of Education has caused notice of this meeting by having the date, time, and place thereof posted in the *Beach Haven Times* and the *Press of Atlantic City.*

Information is provided to parents in a variety of ways. One is through the Parent Resources page on the district website. These online resources include: Safe Kids.Com, http://www.safekids.com/,a family guide to making the Internet and technology fun, safe and productive**;** FBI Publications:A Parent's Guide to Internet Safety**,** http://www.fbi.gov/publications/pguide/pguidee.htm; and WiredSafety,

http://www.wiredsafety.org/, which has information on cyberbullying & harassment. Stakeholders are advised that the district is not responsible for external content. The district periodically provides parents with a workshop on Cyber Safety during a PTA meeting. Parents must also sign off on the student's Acceptable Use Policy.

Needs Assessment

The Local Professional Development Committee distributed a needs assessment to the professional staff. Fifty percent of the respondents indicated that they would benefit from professional development in the area of technology integration, application and hardware across the curriculum.

In order to determine specific areas of need within technology, a district wide technology self-assessment survey was developed for the instructional staff. This was completed online by 25 staff members. Analysis of this self assessment survey reveals staff needs and competencies. The response data indicates that 28% of the respondents indicated that they have an advanced proficient knowledge of technology; 68% indicated that they have a basic knowledge; and 4% have a limited knowledge of technology. A copy of the online Staff Technology Proficiency Survey is included in the addendum.

The following is an overview of our current educational technology environment and barriers.

- Staff is assured access to technology as equipment and network access are available in every room in the district. This includes a technology lab in each school building, Internet access district-wide as well as web-based access to online lesson planner and grade book, wireless labs in each school, as well as web-based email.
- Students have access to technology during weekly technology classes, open technology lab times, wireless lab activities during subject area classes, and library media centers.
- The needs of the staff are evaluated through online surveys by both the Local Professional Development Committee and the Local Technology Plan Committee.
- The needs of the students are evaluated through an online survey as well as teacher interviews of students.
- Past professional development activities related to technology integration were provided via the SRI & ETTC, NJAET Annual

Conference, vendor provided trainings, district provided in-services, and outside workshops.

- Administrators participated in various outside workshops as well as district-sponsored technology in-services.
- An attempt was made to provide all staff and administrators with ongoing, sustained professional development to further the effective use of technology. Individual requests for instruction were honored as needed by the administration, technology staff or colleagues.
- Supports other than professional development were provided for staff through services rendered by the technology personnel in response to tech support requests.
- Staff reported the following barriers to using educational technology as part of instruction:
    - limited access to the technology lab
    - outdated or insufficient equipment
    - lack of knowledge about productivity software and Web 2.0 technologies
    - constraints created by the master schedule
    - diversity of student abilities in technology

Based on the analysis of our needs assessments, it would be advantageous for our district to consider the following recommendations in order of importance:

- Staff development for hardware and software usage. (Refer to Professional Development Section)
- Replacement of obsolete equipment. (Refer to Technology Overview Section)
- Revisit master schedule to determine if additional technology class time is feasible.

Three-Year Goals and Objectives

Review of 2007-2010 Three-Year Goals and Objectives	
Goal	**Evaluation**
Goal 1. Students will gather, evaluate and share information through distance learning activities.	Students regularly used the Internet to gather, evaluate and share information.
Goal 2. Educators will gain and use the technology skills necessary to assist students to achieve the Core Curriculum Content Standards.	Educators were trained in various software including OnCourse, Discovery Streaming and Folio.
Goal 3. Our district will maintain and improve the technology infrastructure necessary for students and educators to access digital content and use networked applications.	
3.1. Objective- establish a wireless connection between the school buildings to provide faster access, greater bandwidth and facilitate the sharing of data between the sites.	A wireless connection between the two schools was completed to create a faster connection with greater bandwidth for sharing files and accessing student data.
3.2 Objective - update productivity software for staff and students	Microsoft Office 2007 was purchased and installed on all PCs & notebooks across the district.
3.3 Objective- replace current web publishing software with a more user friendly solution.	School Fusion was selected as the website host to replace the older software providing a more current and user-friendly solution.
3.4 Objective- create in-house cable channel for video distribution of student generated content from within the LBI Grade School	Ongoing summer project.
4. Students will have the technology literacy skills to succeed in achieving the NJCCCS and to participate in lifelong learning.	
4.1 Objective: utilize technology based activities in all subject areas addressed by the NJCCCS.	Creation of Student Tech Proficiency Checklist to monitor completion of content standards at each grade level.

A benefit specifically linked to having our educational technology in place is the level of comfort and ability demonstrated by students and staff. As this comfort level increases it becomes easier to integrate new technology.

Goals for 2010-2013

1. Students will be exposed, and thus prepared in technology as they embark upon their future education and ultimate success as members of a global community.

2. All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the New Jersey Core Curriculum Content Standards and experience success in a global society.

3. Our district will maintain and continue to improve the technology infrastructure necessary for all students, administrators and staff to safely access digital content and use network applications on demand.

Three-Year Implementation Activity Table
July 2010– June 2013

Goal 1. Students will be exposed to, and thus prepared in, technology as they embark upon their future education and ultimate success as members of a global community.

District Goal	Objective	Timeline	Persons Responsible	Documentation
1.1	Students will be able to access online resources for information and share the results of the investigation.	July 2010-June 2013	Classroom Teacher Subject Area Teacher Technology Teacher	Final project in digital form Project Rubrics Technology Proficiency Skills Checklist
1.2	All students will demonstrate proficiency with technology literacy.	July 2010-June 2013	Classroom Teacher Subject Area Teacher Technology Teacher	Final project in digital form Project Rubrics Technology Proficiency Skills Checklist
1.3	Technology will be used to pursue academic excellence for every student by supporting instruction.	July 2010-June 2013	Classroom Teacher Subject Area Teacher Technology Teacher	Final project in digital form Project Rubrics Technology Proficiency Skills Checklist

Three-Year Implementation Activity Table
July 2010– June 2013

Goal 2. All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the NJ Core Curriculum Content Standards and experience success in a global society.

District Goal	Objective	Timeline	Persons Responsible
2.1	Continue training for staff and administrators in OnCourse Systems for Education as new modules become available.	September 2010-June 2013	Superintendent Technology Coordinator
2.1	Use faculty meetings to introduce new hardware and software to faculty and administration with follow up training to occur with small group or individual instruction in the classroom or tech lab.	September 2010-June 2013	Technology Teacher Technician Vendor Representatives
2.1	PGPs can be used to help ensure technology integration occurs in the content areas as well as support areas.	June 2010-June 2013	Superintendent Principal/ Supervisor of Curriculum and Instruction Supervisor/Learning Consultant
2.1	Software training: Online prescriptive technology training and other software applications as needed.	September 2010-June 2013	Superintendent Principal/ Supervisor of Curriculum and Instruction Supervisor/Learning Consultant Technology Teacher

Three-Year Implementation Activity Table
July 2010– June 2013

Goal 3. Our district will maintain and continue to improve the technology infrastructure necessary for all students, administrators and staff to safely access digital content and use networked applications on demand.

District Goal	Objective	Timeline	Persons Responsible
3.1	Replace network file & application servers to increase performance of network capabilities.	2010-2013	Network Administrator Technology Coordinator Technician
3.2	Increase utilization of current web publishing tools to enhance current curriculum.	2010-2013	Superintendent Network Administrator Technology Coordinator
3.3	Create an in-house cable channel for video distribution of student generated content from within the LBI Grade School	2010-2013	LBI Principal Network Administrator Technology Coordinator

Three-Year Implementation Strategies
July 2010– June 2013
Strategies to ensure the use of technology including assistive technology.

Core Standards	Strategy/Activity	Timeline	Persons Responsible	Documentation
Language Arts Literacy	Use the internet to provide real life examples of a concept or theme	2010-2013	Classroom Teacher Subject Area Teacher Technology Teacher	Research projects Technology Skills Proficiency Checklist
Language Arts Literacy	Utilize interactive online/district owned software to improve individualized reading comprehension with text to speech capabilities	2010-2013	Classroom Teacher Technology Teacher	Assessments via program Technology Skills Proficiency Checklist
Language Arts Literacy	Use software to compose, edit, revise, illustrate stories, and reports including assistive technologies such as CoWriter and Clicker 5 assistive technology: AlphaSmart Neo2	2010-2013	Classroom Teacher Technology Teacher	Portfolio Presentations Technology Skills Proficiency Checklist
Visual and Performing Arts	Create computer-aided designs, graphics and digital photography	2010-2013	Classroom Teacher Technology Teacher	Projects Technology Skills Proficiency Checklist
Visual and Performing Arts	Instructional Software, Music Theory, Basic Ear/Sight Training, Sequencing and Composing Techniques	2010-2013	Music Teacher	Audio files and printed music Technology Skills Proficiency Checklist
Mathematics	Create spreadsheets and graphs to analyze report data	2010-2013	Classroom Teacher Technology Teacher	Projects Technology Skills Proficiency Checklist

Three-Year Implementation Strategies
July 2010– June 2013
Strategies to ensure the use of technology including assistive technology.

Core Standards	Strategy/Activity	Timeline	Persons Responsible	Documentation
Mathematics	Utilize interactive online/software to improve individualized mathematics skills within the district curriculum: assistive technology: AlphaSmart Neo2	2010-2013	Classroom Teacher Math Teacher	Assessment via program
Science	Use Real-Time data to create spread-sheets to categorize and organize data	2010-2013	Classroom Teacher Science Teacher	Completed project Technology Skills Proficiency Checklist
Social Studies	Complete teacher created Webquest and Electronic Field Trip	2010-2013	Classroom Teacher Technology Teacher	Project rubric Technology Skills Proficiency Checklist
World Languages	Utilize student driven software to enhance World Language curriculum	2010-2013	World Language Teacher Technology Teacher	Assessment via program
Comprehensive Health and Physical Education	Utilize the Internet to enhance Health concepts	2010-2013	Health Teacher Technology Teacher	Completed project or activity Technology Skills Proficiency Checklist
Career Educa-tion and Con-sumer, Family, and Life Skills	Introduce children to careers and research the individual choices available to them	2010-2013	Classroom Teacher Technology Teacher School Counselor Media Specialist	Report Technology Skills Proficiency Checklist
Additional Assistive Technology Strategy	Voice Amplification System is used by primary classroom teachers daily	2010-2013	Classroom Teacher	

Funding Plan

Sources of funding used to help ensure that students have access to technology include: NCLB entitlement grant funds, IDEA grants, reimbursements through the E-rate program, and the local tax levy.

Funding to prepare staff to effectively integrate technology into curricula and instruction comes from a variety of sources. Local sources include general funds. Federal funding is provided by NCLB Title II and the local tax levy.

Priorities for technology purchases for the 2010-2011 school year will be based on goals requiring hardware purchases and staff development.

Refer to the Long Beach Island School District Funding Table on the following pages for detailed information about the funding plan.

This plan was created on March 25, 2010.

Long Beach Island Consolidated School District
Funding Plan (2010-2011)

Three-Year Technology Plan Anticipated Funding Table (2010-2011)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Digital curricula (see NIMAS in the HELP section)			**$2000.00**	
Print media needed to achieve goals				
Technology Equipment			**$40,000.00**	
Network			**$6000.00**	
Capacity	**Erate Reimbursement: $11,000.00**			
Filtering			**$2500.00**	
Software	**NCLB grant $2000.00**		**$26,000.00**	
Maintenance			**$16,000.00**	
Upgrades				
Policy and Plans			**$2500.00**	
Other services				

Long Beach Island Consolidated School District
Funding Plan (2011-2012)

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Three-Year Technology Plan Projected Funding Table (2011-2012)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS in the HELP section)			$1000.00	
Print media needed to achieve goals				
Technology Equipment			$32,000.00	
Network			$10,000.00	
Capacity	Erate Reimbursement: $11,000.00			
Filtering			$2500.00	
Software	NCLB $2000.00		$26,000.00	
Maintenance			$16,000.00	
Upgrades				
Policy and Plans			$2500.00	
Other services				

Long Beach Island Consolidated School District
Funding Plan (2012-2013)

Three-Year Technology Plan Projected Funding Table (2012-2013)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Digital curricula (see NIMAS in the HELP section)			**$1000.00**	
Print media needed to achieve goals				
Technology Equipment			**$40,000.00**	
Network			**$6000.00**	
Capacity	**Erate Reimbursement: $11,000.00**			
Filtering				
Software			**$26,000.00**	
Maintenance			**$20,000.00**	
Upgrades				
Policy and Plans			**$2500.00**	

Professional Development

Under the guidance of our Supervisor of Curriculum and Instruction, Frances Meyer, the Long Beach Island Consolidated School District has made a firm commitment to the effective use of technology by the staff. Fifty percent of our administration has successfully completed the NJ Elite training for leadership in technology. Our technology staff is active in NJAET (New Jersey Association for Educational Technology), the Monmouth/Ocean County Technology Coordinator's Roundtable meetings, and the Southern Regional ETTC. The staff regularly attends out-of-district tech training and works closely with administration by keeping them informed of current technology practices. Teachers have received professional development, in district as well as out of district workshops, so that they may make use of a vast array of educational technology resources available for them. Every classroom, office, and each media center has at least one workstation with high speed Internet access and network software available. In addition, staff has access to a mobile lab of wireless Dell notebooks. Each classroom in the district has a large screen T.V. connected to the teacher's PC so that digital content can be viewed by the class. Each administrator has access to a wireless laptop as well as his/her own PC. Staff that require training on assistive technology applications are sent to the Ocean County ETTC's annual conference in addition to the turnkey training that occurs within district. Professional Growth Plans may be used to help ensure technology integration occurs in the content areas as well as support areas.

Our ongoing professional development opportunities reflect the selected priority problems identified using the Staff Technology Self-Assessment and our Local Professional Development Committee survey. The results of these assessments indicate the technology training needs listed below and will occur over the three year time span of 2010-2013.

Professional Development Table
2010-2011

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2010-2011	Support
Improve user proficiency in application software and Web 2.0 technologies	Individualized professional development training via online subscription service	Online prescriptive technology training. Initial training provided on navigation of web-based software. Additional support by administration and/or tech staff as needed.
Use of Library Automation System to access district owned resources	Demonstration of software provided by media specialist	Release time for media specialist for instruction during grade level meetings
Increase use of hardware for instructional purposes	Training on current and new hardware on an as needed basis	Co-teaching done among grade level teachers

During the 2011- 2013 school years, a brief portion of faculty meetings may be used to introduce new hardware and software to faculty and administration with follow up training to occur with small group or individual instruction in the classroom or tech lab. Faculty members needing further expertise in using new technologies will attend workshops and meetings sponsored by the Southern Regional Institute and Educational Technology Training Center, through which our district has purchased staff development credits, and through other approved continuing education providers. Representatives from vendors will be utilized to provide on-site training on any new technology acquisitions. The district has committed time and resources to keep staff current in technology integration practices as described in the Funding Plan section.

Evaluation Plan

Evaluation of the technology plan centers on the achievement of the stated goals and objectives in the plan, as well as an ongoing review of the direction of the district. This will be accomplished by an annual year-end review by the district's Technology Committee to determine the status of goals and objectives. This review will be presented to the Board of Education's Technology Committee for its recommendations. As a result of this detailed analysis, a report will be submitted to the Board of Education.

Three-Year Technology Plan Evaluation Narrative	
Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in:	
a. integrating technology	Professional Growth Plans and teacher observations may be used to help ensure technology integration occurs in the content areas as well as support areas.
b. enabling students to meet challenging state academic standards	By the end of sixth grade all students in the Long Beach Island Consolidated School District will have a digital portfolio of cross-curricular projects demonstrating technology literacy.
c. developing life-long learning skills	By the end of sixth grade all students will be technologically literate life-long learners. Students will be able to successfully use technology to achieve their personal, educational, and workplace goals. The students will skillfully use technology to access, analyze and utilize various types of information school wide, community wide, and worldwide. Evaluation of this process will be done by teacher evaluation and digital portfolio.

Appendix

Appendix A
Acceptable Use Policies

Appendix B
Staff Self Assessment

Appendix C
Student Technology Survey

Appendix D
Technology Proficiency Skills Checklist

Appendix E
Keyboarding Skills

Long Beach Island School District
Policy on District-Provided
Access to the Computer Network, Services, and Internet for Students

The Long Beach Island School District Board of Education is pleased to offer computer equipment, computer services and Internet access to its students and staff to enhance research and communication skills, to assist in resource sharing, and to facilitate the achievement of educational objectives.

Teacher-supervised access to e-mail and the Internet allows students to explore thousands of libraries, databases, World Wide Web sites and bulletin boards while exchanging messages with Internet users throughout the world. Parents and guardians should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, and inaccurate or potentially offensive to people. Despite our best efforts in supervision and employing available filtering mechanisms, students may find ways to access other materials as well.

In making decisions regarding student access to the Internet, the District considers its own stated education mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. With this in mind, the following rules governing use of the computer network, Internet and e-mail have been established.

The following are not permitted.
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords
- Giving others access to your password
- Trespassing in others' folders (directories), work (files) or messages (e-mail)
- Intentionally wasting limited resources
- Employing the network for commercial or political purposes

Please complete and sign the attached permission form.

**Permission Form for Student Access
to the Computer Network, Services, and Internet**

Student Name:_____Grade:_____Teacher:_____

As the parent or legal guardian of the minor student, I grant permission for my child to have supervised access to networked computer resources such as electronic mail and the Internet.

☐ Please allow my child to have supervised access to the Internet during school.

☐ I do not permit my child to have access to the Internet during school hours.

Parent/Guardian Signature:_____

Date:_____

Student Agreement

The rules regarding my use of the computer network, Internet and e-mail have been explained to me. I understand these rules and agree to follow them. I understand that if I break any of these rules I may not be permitted access to these computer services.

Print your name:_____

Signature:_____

Date:_____

Long Beach Island School District
Staff Policy on District -Provided
Access to the Computer Network, Services, and Internet

The use of network resources is a privilege extended to the staff by the District and may be revoked at any time. Any intentional behavior with respect to the network environment that interferes with the missions or activities of the Long Beach Island School District will be regarded as unethical. Specifically, the following guidelines apply to the use of any computer systems, accounts, or network access provided by the District for your use:

- You are responsible for what is done using your account. If there is evidence of unauthorized or improper use of your account, it will be temporarily disabled pending investigation by the District System Administrator.
- Do not let other people use your account. Keep your password a secret. Your password belongs to you alone. Don't even give your password to a computer system administrator.
- You should never keep a session open when you leave your computer. This ties up a line that can be used by someone else, and allows someone to use your account.
- For teachers: Should you wish to permit students to use the Internet, you must carry out the log-on procedure before any student gains access, and students must be supervised at all times.
- Students may not have an account on the District's Internet server.
- Only read other people's files if you have permission from the owner to read them.
- Only attempt to connect to other computer if you have reason to believe that the owner wants you to connect.
- Forged e-mail, meaning any message without an accurate "From" line, attempts to use other people's accounts, attempts to find other people's passwords, attempts to alter system files and violations of any policies in this document are considered inappropriate behavior and are subject to immediate suspension of system access pending investigation by the District System Administrator.
- The District does not condone or tolerate the unauthorized copying or use of licensed computer software. Compliance must be maintained with the District's contractual responsibilities and with all copyright laws. Anyone who violates this policy may be subject to immediate suspension of system access pending investigation by the District System Administrator. An individual engaged in the unauthorized copying or use of software may also face civil suit, criminal charges, which could entail penalties and fines.
- Use for commercial or for profit activities is prohibited. Use for product advertisement or political lobbying is also prohibited.
- Certain aspects of your use of the electronic environment are being recorded in logs either for the purpose of performance monitoring or for assistance in duly authorized legal investigations of alleged misbehavior under the policy. The actual contents of these logs will only be reviewed by authorized district or external law enforcement officials.

User: I understand and will abide by the above Conditions, Rules, and Acceptable Use Agreement. I further understand that any violation of the above is unethical and may constitute a criminal offense. Should I commit any violation, my access may be revoked, and appropriate legal action may be taken.

Date:_____

Printed Name:_____

SS#_____-_____-_____

Signature:_____

Long Beach Island School District
Access to Telecommunications and Networked Information Resources
Acceptable Use Policy for Students

The Long Beach Island Board of Education realizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred, those changes may also alter instruction and student learning. The board supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources.

Electronic information sources and networked services significantly alter the information landscape for schools by providing access to a broader array of resources. These sources and services, because they may lead to any publicly available file server in the world, will open access to electronic information resources which may not have been subject to screening prior to use as has been the process with informational resources previously made available to students in schools.

Students are expected to demonstrate responsible behavior on school computer networks just as they are in any instructional or noninstructional setting within the District. General school rules for behavior and communications apply. The network is provided for students to complete their school assignments, conduct research, and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner and withheld from those who do not agree to do so or who demonstrate by their actions that they have chosen not to behave in a manner that reflects positively on the district.

The Board reserves the right to log use of telecommunications and network use and to monitor file server space utilization by users. Network storage areas remain the sole property of the District and are subject to administrative search, by school officials, at any time, in the interests of school safety, discipline, enforcement of school rules and regulations and enforcement of the law. Any search of the aforesaid items by law enforcement officials shall only be permitted upon the presentation of a proper search warrant.

Staff members shall explain the District's network use policy to students who will be required to obtain a parent's signature on a form indicating that both the parent and student have been made aware of the guidelines and the student agrees to follow them.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards and to exchange messages with people throughout the world. The Board believes the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end the Long Beach Island Board of Education supports and respects each family's right to decide whether or not to apply for independent access. Parents may preclude

independent student use of telecommunications and electronic information resources by indicating this option on the previously mentioned form.

The Long Beach Island Board of Education authorizes the superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

3321 ACCEPTABLE USE OF COMPUTER NETWORK(S)/COMPUTERS AND
RESOURCES BY TEACHING STAFF MEMBERS

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

The Board also recognizes that telecommunications will allow teaching staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. The Board retains the right to restrict or terminate teaching staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent or designee, monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)

Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

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

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

3. Using the computer network(s) in a manner that:

   a. Intentionally disrupts network traffic or crashes the network;

   b. Degrades or disrupts equipment or system performance;

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

   d. Steals data or other intellectual property;

   e. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;

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

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

   h. Invades privacy of others;

   i. Posts anonymous messages;

   j. Possesses any data which is a violation of this policy; and/or

k. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations

Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 3150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers 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;

7. Dismissal;

8. Legal action and prosecution by the authorities; and/or

9. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

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

Adopted: 26 April 2005

LBI Consolidated School District
Technology Self Assessment Survey 2010
This survey is designed to help identify the professional development needs of the staff as they relate to technology. This is an anonymous survey.

	Self-Assessment Scale
1	I have limited knowledge of this technology.
2	I have to make an effort to use this technology as part of a teaching and/or learning tool.
3	I naturally use this technology as a part of a teaching and/or learning tool.
4	I feel qualified to help my colleagues with this technology

Part 1 Curriculum & Instruction: Please assess your ability to use technology as a teaching and/or learning tool.

	1	2	3	4
1. Use presentation software such as PowerPoint to create and deliver lessons or student projects				
2. Use a word processors such as MS Word to create written documents				
3. Use desktop publishing software such as MSPublisher to produce newsletters, flyers, signs or banners.				
4. Use database software such as MS Access to organize & analyze data.				
5. Use spreadsheet software such as MS Excel to organize, display and analyze data.				
6. Use a Smartboard with a lesson.				
7. Use a digital camera to acquire, edit & incorporate images into documents.				
8. Use a digital camcorder to acquire, edit & incorporate images into a presentation.				
9. Use a scanner to acquire, edit & incorporate images into documents.				
10. Use the document camera (Elmo) to project from printed materials.				
11. Use the Dell Wireless Notebooks in the classroom.				
12. Use the technology lab without a tech teacher present.				
13. Access online instructional tools and software to provide curriculum related learning experiences				
14. Access URLs and navigate through pre-organized links.				
15. Create favorite list or bookmarks in your Internet browser.				
16. Use search engines to locate instructional resources on the Internet.				
17. Use the LBI School District's library automation system to				

access district owned resources.				
Part 2 Parental Communication – Please assess your use of the following:	**1**	**2**	**3**	**4**
18. Use of district email to maintain contact with parents.				
19. Ability to update your teacher webpage.				
20. Use of software for parent memos, newsletters & notices.				
21. Use of presentation software such as PowerPoint for events such as Back to School Night.				
22. Ability to use homework section of OnCourse Lesson Planner				
Part 3 Supervision, Maintenance and Acceptable Use- Do you have knowledge of district policies, copyright laws, and ethical standards with respect to technology use?	**Yes**	**NO**		
23. Proper care of computer equipment, peripherals & other tech equipment in your room/office.				
24. District Acceptable Use Policy for network resources.				
25. Copyright laws and Fair Use guidelines.				
26. Plagiarism and providing appropriate citation for the work and ideas of others.				
27. Issues regarding student safety and sharing of personal information in the media or on the Internet.				
28. Monitoring students' computer use in classroom.				

Part 4 Open-Ended Responses-Please briefly respond to the questions in the space below.

29. The skills I would like to develop to help me effectively integrate technology in instruction are:

30. How would you rate your overall technology expertise?
      Advanced (Proficient knowledge of technology)
      Intermediate (Basic knowledge of technology)
      Beginner (Limited knowledge of technology)

31. Please add any additional comments or concerns about technology use in the district/your school or classroom.

Long Beach Island Consolidated School District
Student Technology Survey

1. Select your gender.

Boy

Girl

2. Select your grade level:

4th
5th
6th

3. Which of the following does your family have at **home**?

☐ Desktop computer

☐ Laptop computer

Printer

Fax machine

☐ Cell Phone

☐ Hand-held device (PDA) such as a Palm Pilot

☐ Digital camera or digital camcorder

☐ Scanner

☐ DVD or CD burner

☐ MP3 player like an iPod, or Cool MP3 player

☐ Video game system, like PlayStation or Xbox or Nintendo, Wii, DS, DSi

☐ None of the above

4. In the last week, at home, which of the following did you use?

☐ Desktop computer

☐ Laptop computer

Printer

Fax machine

☐ Cell Phone

☐ Hand-held device (PDA) such as a Palm Pilot

☐ Digital camera or digital camcorder

☐ Scanner

☐ DVD or CD burner

☐ MP3 player such as or like iPod, Cool MP3,

☐ Video game system, like PlayStation or Xbox or Nintendo, Wii, DS,DSi

☐ None of the above

5.
   At home, how do you use **<u>computers</u>? (**Choose any that apply)

☐ Email

☐ Social Networking such as Twitter, Facebook, My Space

☐ Watch videos

☐ Play games

☐ Listen to or download music

☐ Learn about hobbies and things to do

☐ Surf web sites

☐ Edit photos or movies

☐ Complete homework or school projects

☐ I don't use computers at home.

Which of these communication tools do you use **weekly at home? (**Choose any that apply)

☐ Email

☐ Cell Phone

 Text messaging with a cell phone

☐ None of the above

6. Which of these sentences are true for you **in school**?

Computers help me get better grades.

☐ Computers make schoolwork easier to do.

I prefer to use computers to do schoolwork instead of using pencil and paper.

Computers make schoolwork more fun or interesting to do.

Computers are not always available or easy to get to.

☐

☐   Software is old or not good enough.

☐

☐   Not enough computer time.

☐   We only use computers in computer lab.

7. Compared to your classmates, which statement that is true for you?

   Many of my classmates know more about computers than I do.

   I know more about computers than many of my classmates.

   I know as much about computers as most of my classmates.

8. In which of the following subject areas have you used computers this year not including your regularly scheduled homeroom technology class times.

   Four Block

   Math

   Social Studies

   Science

   Music

   Art

   P.E.

   Health

   Library

   Spanish

   Basic Skills

   Resource Room

ATP

9. Do you know if your school has an Acceptable Use Policy?

Yes

No

10. If you responded yes to the above question, please answer the following:

I have signed an Acceptable Use Policy

My parent(s) have sign an Acceptable Use Policy

Student Name: SID:

Long Beach Island Consolidated School District   Technology Skills Proficiency Checklist
*Proficiency indicates that student can demonstrate skill 95% of the time without prompting or re-instructing

*Check, date, class & teacher's signature	**Grade Level**	**ContentArea/Strand: Computer Operations** **Skill:**	**NJ CCCS Supported**

	K	• Identify basic parts of a computer (monitor, CPU, keyboard, printer, mouse)
		• Identify letters and numbers on a keyboard
		• Open and exit primary software programs
		• Use the mouse to click and drag
			By the End of Gr. 4:
			    8.1.A1
			    8.1.A2

	Gr. 1	• Identify and use the desktop to open and exit programs	
	Gr. 2	• Save and print a document • Identify and use basic features of a program window (scroll bars, menu bars, tool bars) • Identify and use digital microscope	
	Gr. 3	• Identify and use start button/start menu to locate software • Use login name to gain network access • Understand the difference between "Save as" and "Save" • Save files to a home directory	8.1.A3 8.1.A9
	Gr. 4	• Use files from a digital camera • Create folders for file storage • Troubleshoot common technology problems (i.e., Is the computer plugged in? Is it turned on? Is the computer frozen?) • Select the correct printer	By the End of Gr. 8:
	Gr. 5	• Demonstrate the correct use of a scanner and digital microscope	
	Gr. 6	• Troubleshoot common technology hardware problems (i.e., reboot computer, bring up task window, check for loose/unplugged cables, check ink level and paper supply in printer, check for disk in • drive A: if computer fails to reboot)	8.1.B10

	Grade Level	Content Area/Strand: Keyboarding Skill:	NJ CCCS Supported
	K	• Identify letters and numbers on a keyboard	By the End of Gr. 4
	Gr. 1	• Know how to use two hand on the keyboard • Identify and use special keys on the keyboard (enter, space bar, shift, backspace, period, question mark)	8.1.A3
	Gr. 2	• Introduce proper keyboarding techniques (finger on home row, posture, eyes on screen) • Introduce special keys on the keyboard (comma, exclamation point, numerals, arrows) for editing and number operations.	
	Gr. 3	• Learn proper two-handed keyboarding position and familiarity with the home row • Introduce special keys on the keyboard, (cap lock, esc, and number lock)	
	Gr. 4	• Use standard fingering for alphabetic keys and learn numeric/special keys to develop keyboarding skill to a rate of 10-12 words per minute with 90-100% accuracy	By the End of Gr. 8:
	Gr. 5	• Review all alphabetic keys and learn numeric/special keys to increase rate to12-15 words per minute with 90-100% accuracy	8.1.A3
	Gr. 6	• Increase speed to 20 words per minute with 90-100% accuracy using proper keyboarding skills	
		Content Area/Strand: Word Processing Skill:	
	K	• Input letters and numbers on a keyboard	
	Gr. 1	• Write one or more sentences using a primary word processing program	8.1.A4
	Gr. 2	• Use basic editing skills (text formatting, highlighting) to write sentences using a word processor • Create a simple title page using word processing and graphic skills, move a graphic to different position on a page and change its size	
	Gr. 3	• Introduce basic editing skills such as cut, copy, paste, and line spacing • Save and retrieve files • Compose and edit one or more paragraphs • Demonstrate how to use spell checkers	
	Gr. 4	• Create, edit, save, and retrieve at least a one page document with graphics • Demonstrate how to use the thesaurus of a word processing program	
	Gr. 5	• Create a word processing document that includes a title page and a works cited page	
	Gr. 6	• Create a desktop publishing document	

		Content Area/Strand: Charts/Graphs Skill:	
	K	• None	
	Gr. 1	• Create a simple graph using an appropriate graphing program	8.1.A5
	Gr. 2	• Create a chart or graph using an appropriate graphing program	
	Gr. 3	• Create a variety of computer generated charts and graphs to show how data can be represented in different forms	
	Gr. 4	• Create a chart or graph using an appropriate graphing program	
	Gr. 5	• Use real world data to create a chart or graph using an appropriate graphing program	By the End of Gr. 8 - 8.1.A7
	Gr. 6	• Create a spreadsheet and chart to organize, calculate, and analyze data • Format charts • Uses appropriate techniques to edit data (i.e., insert/delete column or row)	
		Content Area/Strand: Graphic Organizers Skill:	
	K	• Sort and classify objects with the aid of a computer	8.1.A8
	Gr. 1	• Complete simple graphic organizer activities	
	Gr. 2	• Complete simple graphic organizer	
	Gr. 3	• Create more complex, detailed programs using a graphic organizer	
	Gr. 4	• Create graphic organizers with more details	By the End of Gr. 8:
	Gr. 5	• Create a graphic organizer with at least two sublevels and/or an outline	8.1.A11
	Gr. 6	• Use graphic organizers to plan research and multimedia projects	8.1.A8
		Content Area/Strand: Multimedia Skill:	
	K	• None	
	Gr. 1	• Write one or more sentences using a primary word processing program; insert a graphic	8.1.A6
	Gr. 2	• Create one card or slide that includes text, a picture, and sound	
	Gr. 3	• Create a simple multimedia project with one or more cards/slides connected with buttons/transitions	
	Gr. 4	• Create a simple multimedia project with more than one slide with digital photos and sound files	
	Gr. 5	• Create a slide presentation with multiple slides with external links	8.1.A8
	Gr. 6	• Create a non-linear presentation	

		Content Area/Strand: Internet Skill:	
	K	• None	
	Gr. 1	• Explore teacher-selected developmentally appropriate sites on the Internet	
	Gr.2	• Understand basic Internet terms (worldwide web, link, web address) and introduce basic Internet safety • Use the Internet to complete at least one activity under the direction of the teacher	8.1.B6 8.1.B7
	Gr. 3	• Introduce basic research skills and a kid-friendly search engine to locate information on the Internet • Use the Internet to complete an activity under the direction of the teacher	
	Gr. 4	• Use the Internet to complete one or more activities under the direction of the teacher	
	Gr. 5	• Distinguish between keyword searches and directory searches using kid-friendly search engines	8.1.B6
	Gr. 6	• Use the Internet to locate and access information using appropriate search engines and online resources	
		Content Area/Strand: Technology Skill:	By the End of Gr. 2:
	K	• Identify that technology helps people work and play	5.4.B1
	Gr. 1	• Identify the uses of technology at home and at school	
	Gr.2	• Understand the basic Internet terms (worldwide web, link, web address) • Introduce basic Internet safety • Understands the district's Acceptable Use Policy	8.1.B2
	Gr. 3	• Demonstrate safe and responsible use of technology (e.g. proper care of computers, such as no drinks or food near components) • Understand the concept of copying material and programs as illegal • Explain ways that technology influences our lives at home, school, and work	8.1.B4
	Gr. 4	• Understand and respect "intellectual property rights" as they apply to electronic information	By the End of Gr. 8:
	Gr. 5	• Begin to evaluate the advantages of and disadvantages of using the computer and the Internet for data retrieval and information access	8.1.B6
	Gr. 6	• Begin to evaluate validity, points of view, and bias when using information from electronic sources	8.1.B7

Long Beach Island Consolidated School District Elementary Keyboarding Skills

The goal of teaching keyboarding is to help the student become more efficient in using the computer. Students are taught proper keyboarding techniques and become familiar with the location of alphabetical characters, numbers and some computer function keys. Knowledgeable keyboarding is necessary for using desktop publishing, database, telecommunications, word processing, multimedia and other applications. It is valuable that children learn proper manipulation of the keyboard to increase their proficiency and motivation in daily computer applications. Keyboarding is a crucial component of using the computer as an integrated learning tool.

The Long Beach Island Technology Instructors recommendations regarding keyboarding instruction for each student are as follows:

A: Observing Teacher Modeling of Skills
B: Practicing Skills with Teacher Guidance
C: Utilizing Skills with Minimal Teacher Support
D: Applying Skills Independently
X: Not Covered

Objectives:	K	1st	2nd	3rd	4th	5th	6th
Understand that the keyboard is a data input device	A/B	B	B	C	D	D	D
Identify and properly use the mouse.	A/B	B/C	C/D	D	D	D	D
Use "single-click", "double click"	A/B	A/B	B/C	C/D	C/D	D	D
Recognize letters on the keyboard as capital letters.	A/B	B	C	C	D	D	D
Identify keys on the right and left side of the keyboard	A	A/B	B/C	C	D	D	D
Learn the location and function of these keys: Enter, Esc, Spacebar, Shift, Arrows, Return, and Backspace.	A/B	B	B	B	C	D	D
Learn the location and function of the Tab Key.	X	X	X	A/B	B/C	D	D
Locate, identify and use letter, number, and punctuation keys.	A/B	A/B	C	C	C/D	D	D
Use correct posture.	A/B	B/C	B/C	C	C	D	D