

DISTRICT TECHNOLOGY PLAN

July 1, 2013 – June 30, 2016

Ho-Ho-Kus School District
70 Lloyd Road
Ho-Ho-Kus, New Jersey 07423

Three-Year Local School District/Charter School
Technology Plan

July 1, 2013 through June 30, 2016

County: Bergen County Code: 03

District/Charter School or Affiliation: Ho-Ho-Kus Public School

District Code: 2200

Grade Levels: PreK-8

Web Site: www.hohokus.org

Date Technology Plan approved by school board or governing body: 3/26/13

Is the district compliant with the Children's Internet Protection Act (CIPA)?

Yes


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

Name: (print) Karen Schoenfelder

Title: Technology Coordinator

E-mail: kschoenfelder@hohokus.org

Phone: 201-652-0702

Signature:  Date: 3/20/13

Superintendent/Lead Person Approval:

District Superintendent/Lead Person: (print) Mrs. Deborah Ferrara

E-mail: dferrara@hohokus.org

Phone: 201-652-4555

Signature: _____ Date: _____

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone: _____

**HO-HO-KUS SCHOOL DISTRICT
TECHNOLOGY PLAN
JULY 1, 2013 THROUGH JUNE 30, 2016**

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required.

Submission procedures found here:

[Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

TASK	Completed	
	Req'd by E- Rate	Not req'd E- Rate
<p>DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). http://www.usac.org/sl/applicants/step01/default.aspx</p> <p>Tech Plan creation date: <u>March 26, 2013</u></p>		

DIRECTIONS:


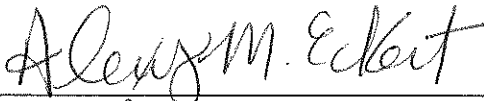

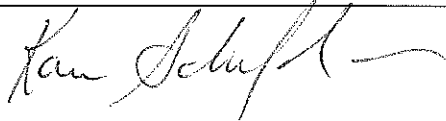
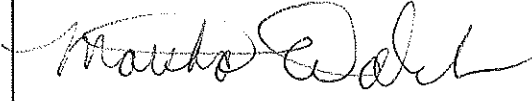

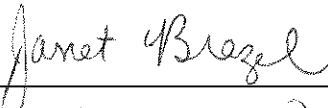


- Answers to questions regarding e-rate compliance:
http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionstoConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

	Indicate in the unshaded spaces the page number where the corresponding information is found	
Inventory Sample Table	Req'd by E-Rate	Not req'd by E-Rate
<p>TECHNOLOGY INVENTORY:</p> <p>1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <i>for 12 months of the e-rate funded year</i>, such as the following areas:</p> <ul style="list-style-type: none"> a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services <p>NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx</p>	10	
<p>NEEDS ASSESSMENT:</p> <p>2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.</p>	17	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
<p>THREE-YEAR GOALS:</p> <p>3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.</p> <p>E-Rate requirements: www.ecfr.gov</p>	19	
<p>THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:</p> <p>Implementation Activity Sample Table</p> <p>4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</p> <p>a. telecommunications, b. information technology, c. educational technology (including assistive technologies), and d. student technology readiness in preparation for online testing in 2014-2015.</p>	21	
	21	
		21
		21
<p>PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table</p> <p>5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i></p> <p>Describe the planned professional development strategies by addressing each of the following questions:</p> <p>a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century</p>	32	

skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?		
b) What professional development opportunities, resources and support (online or in person) exist for technical staff?		32
c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?		32
EVALUATION PLAN: Evaluation Plan Sample Table 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	35	
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	35	
FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table 8. Provide the anticipated costs for 2013-2014 by source of funds (federal, state, local and other) and 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. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		36

**Ho-Ho-Kus Public School District
Stakeholder Table**

Stakeholder Table		
Title	Name	Signature
Superintendent	Deborah Ferrara	
Principal	Alexis Eckert	
Director of Technology	Daniel Cazes	
Technology Coordinator/Educator	Karen Schoenfelder	
Supervisor of Elementary Education	Martha Walsh	
Chairperson of Professional Development Plan/Coordinator of Student Services	Alison Auteri	
Educator	Janet Brazel	
Educator	Margaret Jusinski	
Special Education Educator	Cindy Day	

EXECUTIVE SUMMARY

Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. (Transforming American Education: Learning Powered by Technology- *Executive Summary*)

Ho-Ho-Kus Public School is committed to preparing our students for the future. The district recognizes that the demands on students today are not only radically different than those faced at the beginning of the 20th century, but they are also different than those faced as recently as ten or fifteen years ago. Our society has changed, and we must keep up with that change. Our children have grown up with cell phones, iPads, and video games. They have spent more time watching television than reading. Children are being raised in a world of instant access to knowledge, where vivid graphics supplement information and a click of the finger controls the flow of information. Public education must embrace the future and "to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy." Our task is to revise our practices and provide the tools to meet the needs of our students.

Students must be prepared to face the challenges of the 21st century with knowledge, skills, and self-confidence. Technology is uniquely positioned to help meet this task. "The richness of educational technology is grounded by professional development, administrative support and vision, high speed and well-maintained infrastructure, school wide access for administrators, students and staff all leading to increased academic achievement and global skills." (Preparing Today for Tomorrow- The Educational Technology Plan for New Jersey) The Ho-Ho-Kus School District includes technology as an educational requirement for students as well as administration and staff. Students continue to learn not only how to use technology, but to understand its power and limitations. The challenge of educators is to create a rich technological teaching/learning environment which will prepare students for a constantly changing world which the most important resource is accurate, timely information. Schools must provide staff and students the technological tools, resources, and training to meet this challenge.

The Ho-Ho-Kus Technology Plan fosters technological advancement which will take place within the framework of sound instructional practices. It creates a rich technological teaching/learning environment which prepares its administration and staff to meet the technological challenges of education today, and prepares students to meet the technological challenges of the 21st century.

The Ho-Ho-Kus School District

District Profile

Ho-Ho-Kus, New Jersey is a small residential community located in northern Bergen County. Waldwick and Saddle River border its north while Ridgewood borders its south and west. Washington Township is adjacent to Ho-Ho-Kus on the east. The Borough of Ho-Ho-Kus is 1.8 square miles in area consisting largely of one-family homes, 60 acres of open air space and recreation conservation. Light industry occupies approximately 1% of the land area. The district is approximately 15 miles from the George Washington Bridge.

According to the 2010 census data, Ho-Ho-Kus has 1,401 households of approximately 4,078 residents. Student enrollment is relatively steady. Current 2013 enrollment is 648. Graduating students may attend Northern Highlands Regional High School, which is located in the nearby town of Allendale and has a send-receive relationship with Ho-Ho-Kus.

The Ho-Ho-Kus Public School building was originally constructed in 1936. It has undergone several major additions. The latest referendum project, in 2005, expanded the size of the building to accommodate increased student enrollment and make necessary improvements including a sprinkler system and new boilers in the existing building.

The District is governed by a Board of Education and administered by a Superintendent and a School Business Administrator/Board Secretary. The Principal, Supervisor of Special Services, and the Supervisor of Elementary Education oversee daily operations. The staff consists of approximately 100 teachers, child study team specialists, nurses, secretaries, aides, and custodians.

TECHNOLOGY INVENTORY:

1. *Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that informs the basis for the Form 470.*
 - a) *Technology equipment including assistive technologies*
 - Continue to maintain and upgrade the laptop carts
 - Purchase and maintain iPad carts
 - All instructional staff continue to be issued a computer for instructional purposes
 - Initiate BYOD grades 6 - 7 during the 2013-2014 school year
 - Continue to maintain and upgrade the District's desktop computer inventory
 - Upgrade Smart Boards and projectors as needed
 - The District will continue to build out its virtualized server environment to allow for greater efficiency and flexibility
 - b) *Networking capacity*
 - Upgrade the fiber optical cable between the MDF and IDF closets to support 10Gbps
 - Upgrade the fiber optic modules in all switches to support 10Gbps
 - Upgrade wireless network to 802.11n protocol
 - c) *Filtering method*
 - Maintain the WatchGuard content filter for on campus Internet filtering
 - Maintain an endpoint security solution to protect computers from viruses, spyware, malware, etc.
 - d) *Software used for curricular support and filtering*
 - The District will maintain and upgrade all relevant subject area software applications to meet the Common Core Curriculum Standards
 - The District will continue to review and purchase subject area software for use on teacher and student iPads
 - e) *Technology maintenance and support*
 - Technology still under the manufacturer's warranty will be serviced, when necessary, by an authorized off-site dealer
 - Technology not covered by the manufacturer's warranty will be serviced in-house by the Ho-Ho-Kus IT department
 - The District's technology plan will be reviewed on an annual basis by the Ho-Ho-Kus technology department
 - Continue to maintain software licenses as required
 - Software will be updated as new updates and patches are released

- Preventive maintenance will be performed on hardware components such as projectors and servers
- The District will continue to employ all necessary staff to support the District's hardware and personnel
- Staff will continue to use common email account to report all IT issues
- The Ho-Ho-Kus technical department will continue to monitor all network hardware and servers on a continuous basis

f) *Telecommunications equipment and services*

- In 2013, the District increased its data connection rate to 20Mbps. The current bandwidth is sufficient for current needs, however the District will purchase additional bandwidth as they larger data rate become economically feasible
- The emergency notification system service will be maintained
- Staff will continue to be provided with access to school based email
- Social collaboration tools will be researched and integrated into the curriculum where deemed appropriate

g) *Other services*

- The District will investigate improving security through the implementation of various technologies

NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table.

Definitions of items eligible for e-rate discounts:

<http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx>

**Ho-Ho-Kus Public School District
Inventory Table**

Three-Year Technology Plan Inventory Table			
Area of Need	Describe for E-Rate funded year 1 2013-2014	Describe for E-Rate funded year 2 2014-15	Describe for E-Rate funded year 3 2015-16
Technology equipment including assistive technologies	<ul style="list-style-type: none"> • Review current services • On-going replacement of obsolete hardware in order to maintain and expand levels of service throughout the district. This will include servers, switches, and wireless access points. • Extend technology resources accessible to students by increasing the number of available iPads and hand-held technologies. • Pilot program that will provide middle school students an opportunity to bring their own device (BYOD). • The district maintains two 20 seat instructional labs and two 12 seat instructional mini labs designed to aid in technology curriculum integration. One of the mini labs is a specialized lab for STEM. 	<ul style="list-style-type: none"> • Annual review of current services and available technologies and how they can best be implemented to support the business and curriculum needs of the district • On-going replacement of obsolete hardware in order to maintain and expand levels of service throughout the district. • Continue to extend technology resources accessible to students by increasing the number of available iPads and hand held technologies. • Continue program that will provide middle school students an opportunity to bring their own device (BYOD). • Increase storage capacity 	<ul style="list-style-type: none"> • Annual review of current services and available technologies and how they can best be implemented to support the business and curriculum needs of the district • On-going replacement of obsolete hardware in order to maintain and expand levels of service throughout the district. • Continue to extend technology resources accessible to students by increasing the number of available iPads and hand held technologies. • Continue program that will provide middle school students an opportunity to bring their own device (BYOD). • Increase storage capacity

Networking Capacity	<ul style="list-style-type: none"> • Upgrade Cisco switches to Cisco Catalyst 3560-E Series • Increase network storage to meet increased demand • Increase backup capacity • Purchase higher speed Internet Access • Maintain/upgrade wireless network to accommodate BYOD • Replace switches as needed 	<ul style="list-style-type: none"> • Continue to maintain switches and replace as necessary • Increase network storage as needed • Increase backup capacity as needed • Maintain higher speed internet access • Maintain/upgrade wireless network for BYOD • Replace switches as needed 	<ul style="list-style-type: none"> • Continue to maintain switches and replace as necessary • Increase network storage as needed • Increase backup capacity as needed • Maintain higher speed internet access • Maintain/upgrade wireless network for BYOD • Replace switches as needed
Filtering Method	<ul style="list-style-type: none"> • Continue subscription to WatchGuard • Continue subscription to Sophos Endpoint Security • Continue to upgrade and patch workstations to current versions of Microsoft and Apple operating systems 	<ul style="list-style-type: none"> • Continue subscription to WatchGuard • Continue subscription to Sophos Endpoint Security • Continue to upgrade and patch workstations to current versions of Microsoft and Apple operating systems 	<ul style="list-style-type: none"> • Continue subscription to WatchGuard • Continue subscription to Sophos Endpoint Security • Continue to upgrade and patch workstations to current versions of Microsoft and Apple operating systems

<p>Software used for curricular support and filtering</p>	<ul style="list-style-type: none"> • Software solutions are regularly evaluated and maintained for legislative compliance and suitability • Continue to maintain and upgrade all relevant subject area software applications to meet NJ CCCS and CCSS • Review subject area software on an annual basis with administrators and teachers • The district will expand the pilot program of free downloadable software including Google and iTunes Apps • Introduce T-Eval for staff evaluations • Continue to upgrade and patch servers to current versions of Microsoft and Apple operating systems • Pilot Google Docs to middle school 7th grade 	<ul style="list-style-type: none"> • Software solutions are regularly evaluated and maintained for legislative compliance and suitability • Continue to maintain and upgrade all relevant subject area software applications to meet NJ CCCS and CCSS • Review subject area software on an annual basis with administrators and teachers • Continue to expand the use of free downloadable software • Introduce T-Eval for staff evaluations • Continue to upgrade and patch servers to current versions of Microsoft and Apple operating systems • Expand Google Docs to middle school students 	<ul style="list-style-type: none"> • Software solutions are regularly evaluated and maintained for legislative compliance and suitability • Continue to maintain and upgrade all relevant subject area software applications to meet NJ CCCS and CCSS • Review subject area software on an annual basis with administrators and teachers • Continue to expand the use of free downloadable software • Introduce T-Eval for staff evaluations • Continue to upgrade and patch servers to current versions of Microsoft and Apple operating systems • Introduce Google Docs applications to 5th grade
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<p>Technology maintenance and support</p>	<p>The following will take place annually:</p> <ul style="list-style-type: none"> • The district has increased personnel resources to maintain hardware and software. A part-time technology director, and part-time technology staff, a technology coordinator/teacher and an assistant support hardware and software issues, update and maintain the school student information system, update the website, and maintain the security system. Questions and problems are addressed as they arise. • Technology under the manufacturer’s warranty is serviced, when necessary, by an authorized off-site dealer. Technology not covered by the manufacturer’s warranty is serviced in-house. • The district will contract with outside vendors to provide additional network support. These vendors are contracted on an as-needed basis. • The Genesis student information system is updated as needed. This vendor supplies resources to address New Jersey reporting requirements. • To keep up with advances in operating systems, multimedia content, and desktop applications which require increased demand on computing power, the district has begun a program to prolong the life of aging equipment by increasing memory on laptops, upgrading all PCs to Windows 7, and piloting N-Computing. This virtualization program will increase the number of units available to students. The district has adopted a procedure to rotate and/or replace obsolete equipment within the constraints of a well-considered school budget. The guideline for replacing technology is based on a five - six year cycle. However, equipment is kept until it is no longer economically prudent to maintain and service. Currently 20% of district desktops are five years and older and 57% of laptops are five years and older. Maintenance is performed on servers, workstations and switches as needed. • Critical software applications including the student information system, accounting and personnel systems are maintained under contract with the software vendors. • The district technology plan is reviewed annually by the Director of Technology and the Technology Coordinator.
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<p>Telecommunications equipment and services</p>	<p>The District outsources its web hosting services. The district website www.hohokus.org contains useful and detailed information organized in an easy-to-use format. The site is maintained and updated as needed. Teachers maintain their own websites.</p> <p>The district has recently converted to Google web-based email for staff. Daily announcements and attendance are emailed directly to the staff. Parents are notified via email of significant events and announcements. The District maintains an emergency reverse 911 phone system to communicate school closings, delayed openings and other informational messages.</p> <p>The school is registered with Cable News 12 and Channels 5 and 2 to announce school closings, delays, early dismissals and program cancellations. Ho-Ho-Kus School uses this resource for weather-related notifications.</p> <p>Yearly evaluation of network capacity is conducted in order to provide the best possible experience for expanding technology and curricular needs as well as security, telephony and other district needs. Optimum Lightpath provides a T-4 line.</p>
<p>Other Services:</p>	<p>Telephone- The Ho-Ho-Kus School District uses Cablevision Lightpath to provide voice and data communication. Gnomecom maintains telephones and the bell system. Each classroom and office is equipped with phones that can retrieve and store messages, receive calls and generate outgoing local calls.</p> <p>Security- The Ho-Ho-Kus School District is reviewing its security procedures. Currently the district maintains a computer based security system. Photo ID badges with defined access are assigned to staff and authorized personnel. Individual access times are restricted and monitored. Doors can be programmed to electronically lock and unlock based on the day. Five doors, equipped with a card reader system, are unlocked via permissions through the authorized card. The main entrance is equipped with an audio/video surveillance system that is monitored by the Main Office. Visitors are allowed into the building by means of a buzzer and an intercom. Visitors are issued a pass to access the building. Cameras are located outside the building and in a school hallway. The district is looking for additional ways to update and improve security.</p> <p>HVAC- The HVAC system will be monitored and maintained. Outside vendors will be contracted for specialized services.</p>

NEEDS ASSESSMENT:

2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.

The Ho-Ho-Kus Public School District is committed to a high standard of academic excellence in compliance with the Core Curriculum Content Standards and the Common Core State Standards in a safe and nurturing environment that will allow students to maximize their potential and prepare them to be responsible, contributing members of a diverse society. All staff members must have the technology tools available to gather and analyze student performance and utilize this data to inform student instruction. Likewise, all students must have access to the technology tools required to support 21st century learning skills on a daily basis.

The district process to identify the necessary telecommunication services, hardware, software, and other services to improve education includes ongoing review and evaluation of technology equipment, networking capacity, software, and other services.

Formal and informal information is gathered regularly from numerous sources. Staff members work in various committees to identify specific resources to improve teaching and learning. Committees within the district, such as the professional development committee and the iPad committee, provide valuable input. The professional development committee has been tasked to assess current educational practices and needs to improve student performance. This committee has identified a need to improve technology access, increased applications targeting student needs, and professional development to support this initiative. The iPad committee is tasked to identify programs to enhance special needs and basic skills students. In doing this, the needs of the general population will also be addressed. Surveys and questionnaires conducted by the school district provide feedback from staff, students, and the community. In addition, regional staff, administrative and grade level meetings critique practices and set educational goals and standards. Informal teacher comments and requests at in-district grade level meetings are also deliberated. Formal and informal classroom observations assess use of SmartBoards, computers, laptops, Senteos, and other technologies. Student assessment data, gathered through on-line testing, provides assessments to direct resources. Staff members attend conferences and meetings that focus on educational technology. Recommendations and feedback from those groups and individuals are well considered. Trial subscriptions and samples are used to evaluate if a product is effective in increasing student productivity. District administration reviews and assesses these observations and requests.

Requests for telecommunication services, hardware, software, and other services are discussed at technology team meetings to determine feasibility within the confines of the current infrastructure, inventory and available resources. The technology department researches budget

conscious ways to meet these needs. The business office is also advised to ensure that there is adequate available funding.

The special services department requests for specialized hardware and software are also considered in order to meet the needs of students. Special education staff members request trial subscriptions and samples of various types of equipment. The feedback from special education staff and students is essential in determining if additional software or hardware should be considered for purchase for the general population. Individual Evaluation Plans may also dictate specific hardware and software requirements.

The superintendent, principal, business administrator, and child study team members attend state, county and regional meetings, conventions, and seminars to keep well-informed of new technologies and state initiatives. In addition, they subscribe to professional journals. The needs of staff members are evaluated on a continuing basis by the professional development committee and surveys conducted by the school district, as well as informal teacher comments and requests. The needs of students are evaluated throughout the school year on technology-related projects they submit to their classroom and subject area teachers. All 8th grade students are required to complete a technology related project to gauge their abilities based on NJCCS 8.1 and 8.2 which measures how well the students have met these standards.

THREE-YEAR GOALS:

- 3 List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.

The 2013-2016 plan goals reflect continuous evolution and improvements in technology. Each goal is dependent upon creating and maintaining a strong physical infrastructure to support learning. A technical staff is also necessary to support and maintain current systems and provide assistance as needed.

The goals of the Ho-Ho-Kus School District outlined in the 2010- 2013 plan are continued through 2016.

The goals of the Ho-Ho-Kus School district are:

1. The Ho-Ho-Kus School District will continue to provide appropriate opportunities for students to attain 21st century skills in educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and the Common Core State Standards.

Students will demonstrate and apply technology skills that are incorporated within the district's curriculum. The district curriculum will be reviewed to incorporate new technologies.

2. All educators and administrators will continue to attain skills and knowledge to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards and the Common Core State Standards through innovative and differentiated instruction.

Educators will receive rich and diverse platforms of staff development to ensure they attain 21st century skills necessary to ensure continued incorporation of new technologies in their instruction.

3. Students, educators and administrators will continue to have access to educational technology in all learning environments, including classrooms, Media Center, Career Tech Lab, the Tech Lab and TV studio.

Educational technology will be accessible to students, educators and administrators for instructional and administrative purposes in all learning environments including classrooms, labs, library media center, and offices.

4. Ho-Ho-Kus Public School will continue to maintain and upgrade the infrastructure necessary for students, educators, administrators, and parents to safely access electronic information and to communicate freely via technology.

The Ho-Ho-Kus Public School infrastructure will continue to be maintained and upgraded to accommodate and support 21st century learning communities.

THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:

4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only ‘a’ and ‘b’ below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.
 - a) telecommunications,
 - b) information technology,
 - c) educational technology (including assistive technologies), and
 - d) student technology readiness in preparation for online testing in 2014-2015.

Goal 1: The Ho-Ho-Kus School District will continue to provide appropriate opportunities for students to attain 21st century skills in educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and the Common Core State Standards.

Students will demonstrate and apply technology skills that are incorporated within the district’s curriculum. The district curriculum will be reviewed to incorporate new technologies.

Three-Year Technology Implementation Activity Table				
District Goal	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Students will demonstrate and apply appropriate information literacy skills embedded within the curriculum	Ongoing	Administrators, Director of Curriculum, Educators	Curriculum, Lesson plans

1	<p>Project-based activities will continue to be developed by the classroom teacher and shared with staff</p> <p>Examples: Immigration project – Gr 4 TV Studio production – Gr 7 & 8 Solar System – Gr 5 Iditarod Race – Gr 2</p>	Ongoing	Teacher, Principal	<p>Lesson plans indicating revised CCCS and CCSS</p> <p>Educator generated assessment rubrics</p> <p>Student writing portfolios</p> <p>Teacher evaluation</p> <p>Curriculum which includes Technology integration and 21st Century skills</p> <p>Daily TV production</p> <p>Parent Information Nights/Displays</p>
1	Technology skills will be embedded into the learning experience in all curricular areas	Ongoing	Educator	<p>Curriculum</p> <p>Lesson plans</p> <p>Rubrics</p>
1	Upper grade students will create and produce scheduled TV programs for the school community	Ongoing	Educator	<p>Lesson plans</p> <p>TV production shows</p>
1	Internet project links will be posted to the educator's website	Ongoing	Educator	www.hohokus.org
1	Student progress will be assessed with the NJCCCS and CCSS through activities including interviews, observations, and standards-based scoring guides	Ongoing	Educator	<p>Lesson plans</p> <p>Rubrics</p>
1	District will continue to provide online services for software and media	Ongoing	Director of Technology, Coordinator, Business Administrator	<p>Renew</p> <p>www.brainpop.com</p> <p>www.worldbookonline.com</p> <p>Destiny</p> <p>Everyday Math</p> <p>Pebblego.com</p>

1	Classes will have access to the Tech Lab, CT Lab, STEM Room Lab, 5 th grade lab or laptop carts for projects to integrate use of 21 st century skills to enhance student learning	Ongoing	Educators	Tech Lab sign-up sheet
1	Daily lessons will integrate the use of 21st century skills to enhance higher order thinking	Ongoing	Educator, Principal	Lesson plans PDPs Observations
1	District will continue to renew and purchase software and other educational technologies to enhance student learning	Ongoing	Educator, Director of Technology, Technology Coordinator, Business Administrator	Budget Purchase order Grants

Goal 2. All educators and administrators will continue to attain skills and knowledge to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards and the Common Core State Standards. All educators and administrators will continue to attain skills and knowledge to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards and the Common Core State Standards through innovative and differentiated instruction.

Educators will receive rich and diverse platforms of staff development to ensure they attain 21st century skills necessary to ensure continued incorporation of new technologies in their instruction.

District Goal	Strategy/Activity	Timeline	Person Responsible	Documentation
2	District representatives will participate in planning the quad district technology curriculum to ensure it is in line with the CCCS and the CCSS	Ongoing	Director of Curriculum, Instruction, and Assessment, Educators	Meeting notes Updated Curriculum
2	Educators will have one-to one computer access with internet connectivity - Homeroom teachers will be issued a laptop	Ongoing	Director of Technology Technology Coordinator	Computer inventory list
2	Continue to offer a wide variety of courses to educators and staff	Ongoing	Principal, Director of Technology Coordinator	Sign in log Evaluation comments
2	Enroll in graduate studies in Educational Technology	Ongoing	Staff	College transcript

2	Continue to offer a wide variety of professional development opportunities to educators and staff using in-house and out of district resources, and turnkey operations	Ongoing	Director of Curriculum, Instruction, and Assessment, Principal, Technology Coordinator	Sign in log After school and lunch time programs Faculty meetings Peer-to-Peer mentoring and workshops Evaluation comments
2	Incorporate technology training at new teacher orientation and conduct additional training as needed	September and as needed	Principal, Supervisor of Elementary Education, Technology Coordinator	Agenda and sign in sheets Evaluation comments Technology Guidelines Manual Video conferencing
2	Staff will act responsibly and ethically when using online resources	September	Principal	Policy approved by Board of Education
2	Educators will continue to electronically post homework, projects and events on web	Ongoing	Educators, Technology Coordinator	Website www.hohokus.org
2	Observations and critiques will include technology infusion	Ongoing	Principal	Observations Evaluations
2	Continue a technology related PDP for each staff member	Ongoing	Principal	Professional Improvement Plan
2	Administrators will communicate with staff and community utilizing technology	Ongoing	Administrators	Telecommunications include-Email Wednesday Notes Swift Reach District website www.hohokus.org
2	Provide on-line resources for staff	Ongoing	Technology Coordinator	www.hohokus.org

2	Attend professional workshops and webinars, and join professional organizations to form strategic partnerships with other schools and agencies to develop projects and enhance student achievement within budgetary constraints	Ongoing	Superintendent Principal, Educators, Technology/ Enrichment Teachers	Attend Bergen County Association of School Administrators, American Association of School Administrators, New Jersey School Boards Association, Bergen County Elementary and Middle School Principal Association, National Organization for Elementary School Principals, National Middle School Association, and NJ Middle School Association NJECC Genesis user group
2	Continue to attend meetings with other districts to discuss methods to infuse educational technology and information literacy activities based on the CCCS and CCSS.	Ongoing	Principal, Educators, Technology/ Enrichment Teachers	Agenda Genesis user groups

Goal 3. Students, educators and administrators will continue to have access to educational technology in all learning environments, including classrooms, Media Center, Career Tech Lab, the Tech Lab and TV studio.

Educational technology will be accessible to students, educators and administrators for instructional and administrative purposes in all learning environments including classrooms, labs, library media center, and offices.

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
3	Internet access will be upgraded to support 21 st century learning, website access and the BYOD initiative	Ongoing	Business Administrator Director of Technology	Purchase order TechSupport log
3	Multimedia content will be provided to enhance student learning	Ongoing	Director of Technology	Purchase orders for subscriptions and applications
3	Access to laptops, desktops, and other devices to enhance student learning	Ongoing	Director of Technology	Inventory list Laptop and Tech Lab sign out sheets
3	Continue to evaluate and support Career Tech modules, Lego Robotics, and TV Studio	Ongoing	Educators, Principal, Business Administrator	Purchase order TV Productions
3	Continue to support the maintenance and annual renewal of Destiny, the library software	Annual	Media Specialist, Business Administrator	Purchase order
3	Continue to support the maintenance and annual renewal of Genesis, the student information system	Annual	Director of Technology, Business Administrator	Purchase order
3	Continue to evaluate new software with special consideration of the budget	Ongoing	Educators, Technology Coordinator, Business Administrator	Purchase order

3	Continue to evaluate renewal annual of subscriptions with special consideration of the budget	Annual	Technology Coordinator, Business Administrator	Purchase order
3	Continue to maintain and update LAN, email, software and hardware	Ongoing	Technology Coordinator	Tech support log Purchase order
3	Continue subscription to spam and virus protection and filtering software	Ongoing	Director of Technology	Purchase order
3	Continue to attend meetings and conferences with other districts to identify technology and information literacy activities based on the NJCCS, CCSS, and PARCC guidelines	Ongoing	Principal, Educator, Technology/ Enrichment Teacher	Agenda

Goal 4. Ho-Ho-Kus Public School will continue to maintain and upgrade the infrastructure necessary for students, educators, administrators, and parents to safely access electronic information and to communicate freely via technology.

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
4	Internet filtering and virus protection updates	Ongoing	Director of Technology	Purchase orders
4	Maintain contracts on servers, firewall, web filtering and blocking software	Ongoing	Director of Technology	Purchase orders
4	Maintain computers, servers, and peripherals Install updates to Microsoft and other software	Ongoing	Director of Technology	Purchase orders
4	District will purchase or lease laptop and desktop computers, printers, and other necessary equipment	Ongoing	Business Administrator, Technology Coordinator	Budget Purchase orders
4	Replace obsolete equipment	Ongoing	Director of Technology, Business Administrator	Inventory
4	Evaluate school technology and infrastructure readiness using PARCC/Smarter Balanced Assessment Consortium Technology Readiness Tool (including bandwidth, hardware and software licenses)	Fall 2013	Director of Technology Coordinator	PARCC readiness assessment
4	Maintain and support software applications to enhance student creativity and the construction of knowledge	Ongoing	Director of Technology, Technology Coordinator	Activity log

4	District will update and maintain the SwiftReach reverse emergency 911 telephone communication system	Ongoing	Superintendent, Principal, Technology staff	SwiftReach log
4	Offer community presentations Individual requests	Ongoing	Principal, Technology staff	Board of Education agenda
4	Maintain and update the school website and individual teacher websites	Ongoing	Superintendent, Principal, Educators, Tech staff	www.hohokus.org
4	Maintain community involvement – HSA newsletters, HSA pages on school website, Education Foundation page on school website, email events and photos to local newspapers	Ongoing	Principal, Technology staff	www.hohokus.org Town Journal Villadom Times Genesis Parent Portal
4	Maintain the student information system parent module for parents access	Ongoing	Principal, Technology staff	Genesis website
4	Maintain sufficient staffing to support the infrastructure	Ongoing	Administration Director of Technology	Tech support help desk
4	District will allocate sufficient budget to support and maintain the technology program	Ongoing	Principal, Director of Technology, Business Administrator	Inventory list Purchase order
4	Maintain high speed Internet connections	Ongoing	Director of Technology	Purchase order
4	District will maintain and upgrade network and Internet connectivity	Ongoing	Director of Technology	Network problems/ downtime

4	Maintain and update the school website and individual teacher websites	Ongoing	Superintendent, Principal, Educators, Tech staff	www.hohokus.org
4	Budget will be constructed to include hardware and software support, and professional development	Ongoing	Business Administrator	Budget
4	Implement Acceptable Use Policy for BYOD initiative	Ongoing	Principal	Board policy
4	Approve and implement Public Use of Privately Owned Technology Policy	Fall 2013	Board of Education, Administration	Board policy

PROFESSIONAL DEVELOPMENT STRATEGIES: [Professional Development Sample Table](#)

5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016.

Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.

Describe the planned professional development strategies by addressing each of the following questions:

- a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?

The Ho-Ho-Kus School District provides teachers and administrators opportunities to achieve competency in the effective use of technology in all learning environments, models 21st century skills, and demonstrates learning experiences through global outreach and collaboration in the classroom and library media center. Staff development is ongoing and provides opportunities during staff meetings, in-house workshops, turn-key trainings, out-of-district workshops, Quad district regional meetings, graduate school courses, conferences, new staff orientation workshops, and affiliate organizations such as NJECC. One-on-one training is also provided on an as needed basis. The district will provide training in the implementation and administration of PARCC (Partnership for Assessment of Readiness for College and Careers). Staff will have access to digital libraries of research-based formative assessment practices. Staff will also attend webinars for updates to Genesis modules. In addition, the district provides the staff with subscriptions and literature to stay current on educational technology.

- b) What professional development opportunities, resources and support (online or in person) exist for technical staff?

The technical staff is encouraged to attend out-of-district training on various topics. They receive various subscriptions and literature to keep them abreast of new technologies. In addition, technical staff will participate in PARCC training to ensure the district meets on-line testing requirements.

- c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?

Professional development will be provided to educators on the application of assistive technologies to support educating all students through faculty meetings, in-house workshops, out-of district workshops, conferences, and affiliate organizations. IEP Direct will provide in-house training for staff on an as needed basis. The iPad committee is investigating ways to best introduce and incorporate new software to address the needs of our special education students as well as the entire student population. Bergen County Special Services School District consults with and provides training for staff, students, and families in the use of assistive technology.

Educators' Proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned	Support
Common Core State Math Standards, middle school implementation of new math program	Conquer Math program trainer will model implementation of new program with emphasis on technology integration in the lessons.	Middle school and special education math teachers will attend workshops throughout the school year. Progress discussed at grade level and staff meetings. Co-teaching with special education teachers done among grade level. In-house support as needed.
Genesis Gradebook training to create an electronic grading system.	Consultants from Genesis will train middle school educators to develop a grade book for each of their classes	In house support by the technology team will be available at faculty meetings, grade level meetings, and as needed by technology staff. On-line workshops and documentation. Mentorship to assist in departmentalized approach to grading
Gradebook module of Genesis Parent Portal will be introduced to staff and community	Educators will receive demonstrations on sample parent grade books.	Faculty will view Gradebook at staff and middle school grade level meetings. Gradebook training will be presented to the community at a scheduled Board of Education meeting. Additional in-house support as needed.
iPads will be introduced to the district.	Educators will attend training by district teacher/trainers who present content while modeling the use of technology in the classroom.	Educators will attend grade level meetings to develop next steps: On-line training and in-house support is available. Co-teaching and mentorship among grade level teachers when concepts are first introduced.
An electronic teacher evaluation system will be introduced to the district	T-Eval will train administrators in on-line evaluation system.	Administrators will access and enter evaluations. Individual staff members will be able to view their evaluation. T-Eval will be available to answer questions and address concerns.
Curriculum development and articulation amongst Quad District Regional staff	Director of Curriculum and Instruction will train staff to develop detailed curriculum including integration of technology.	Continue collaboration and partnerships with Allendale, Upper Saddle River, and Northern Highlands

EVALUATION PLAN:

6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.

The Ho-Ho-Kus School District uses various means to evaluate the progress and effectiveness of the goals stated in the District's technology plan. The assessment methods are ongoing and are regularly used to evaluate the goals, objectives, activities, resources and services described in this plan. The evaluation methods include:

- Lesson plan review noting technology integration
- Classroom observations
- Curriculum mapping
- Staff surveys
- Self-assessments
- Staff participation in technology workshops
- Technology team meetings

7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.

The Ho-Ho-Kus School District is continually staying abreast of new technologies. As new software, hardware, peripherals and Internet resources become available conversations ensue amongst administrators, teachers, and the technology staff. Decisions are weighed and are then made by administration and the Director of Technology to make any changes within a well-considered budget.

FUNDING PLAN

Three-Year Educational Technology Plan Anticipated Funding Table (First Year)					
ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (see NIMAS)	Digital curricula are provided through online subscription services, various instructional software, online coursework, posting to Google Docs. Special needs students are offered assistive technologies when stated in their IEP's: \$10,000			Digital curricula are provided through online subscription services, various instructional software, online coursework, posting to Google Docs. Special needs students are offered assistive technologies when stated in their IEP's: \$10,000	
Print media needed to achieve goals	\$12,500 for various print media sources			\$12,500 for various print media sources	
Technology Equipment	Teaching station supplies, electrical fees and printers, toner and paper; Smartboards, iPads, laptops: \$80,000			Teaching station supplies, electrical fees and printers, toner and paper costs: \$20,000	Local education foundation purchase of SmartBoards, iPads and laptop computers: \$60,000
Network	Switches, routers, wireless access points, fiber optic wiring: \$25,000			Switches, routers, wireless access points, fiber optic wiring: \$25,000	
Capacity	Internet access from Optimum Lightpath: \$9,000	Erate Funding: \$9,000			
Filtering	Spam, Firewall, Webblocker, Antivirus software: \$12,000			Spam, Firewall, Webblocker, Antivirus software: \$12,000	
Software	nComputing, Genesis, IEPDirect, Microsoft Window & Office, Strauss Esmay, CDK Personnel & Accounting, Automated Logic: \$35,000			nComputing, Genesis, IEPDirect, Microsoft Window & Office, Strauss Esmay, CDK Personnel & Accounting, Automated Logic: \$35,000	
Maintenance				See other services	

ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Upgrades	RAM to upgrade laptops and desktop PCs: \$5,000			RAM to upgrade laptops and desktop PCs: \$5,000	
Policy and Plans					
Other services	Technology support services contracted through Upper Saddle River Board of Education: \$75,000 Telephone services: \$30,000 Professional Development: \$1,000 Inventory management services: \$500 Shredding services: \$200			Technology support services contracted through Upper Saddle River Board of Education: \$75,000 Telephone services: \$30,000 Professional Development: \$1,000 Inventory management: \$500 Shredding services: \$200	
Further Explanation					