NJ Department of Education
Gloucester City Public Schools
Three-Year Educational Technology Plan Checklist

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DIRECTIONS: Place a check ☑ in the **COMPLETED** column when the **TASK** has been completed.

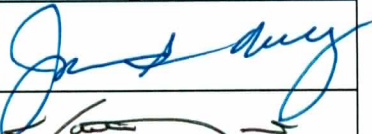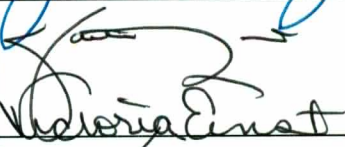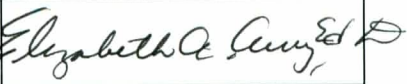| TASK	Completed
ATTACHMENTS: Attach the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.	√
DATE: Provide your 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). Tech Plan creation date: April 15th , 2013	√
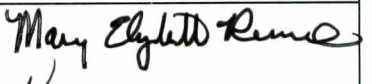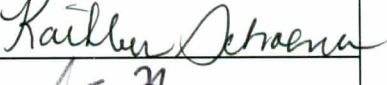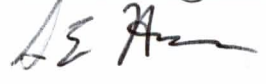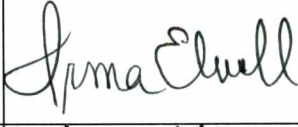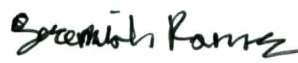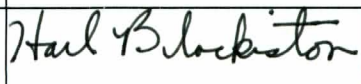
DIRECTIONS:
- Address the numbered items below in a separate District/Nonpublic School/Charter School technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff members 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.

	Page #

TECHNOLOGY INVENTORY:
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 for 12 months of the e-rate funded year, such as the following areas:
    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
Definitions of items eligible for e-rate discounts:
	5

THREE-YEAR GOALS: **2.** 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.	14

THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE:
 	
3. 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 each of the following areas:
      a. telecommunications,
      b. educational technology (including assistive technologies),
      c. information technology, and
      d. student technology readiness in preparation for online testing in 2014-2015.
	20

PROFESSIONAL DEVELOPMENT STRATEGIES: 4. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.	27
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. 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?	27
b) What professional development opportunities, resources and support (online or in person) exist for technical staff?	28
c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?	28
	28
NEEDS ASSESSMENT: 6. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	30
EVALUATION PLAN*:* 7. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	32
8. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	32
FUNDING PLAN (July 2013 – June 2016): 9. 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.	33

I. Stakeholders – Technology Planning Committee

Stakeholder Table		
Title	**Name**	**Signature**
Superintendent	Joseph Rafferty	
Principal	Jack Don Victoria Ernst	
Technology Director	Janet Kauffmann	
Curriculum Director	Elizabeth Curry	
Teacher	Mary Beth Reiners Kathleen Schoener	
Special Education Teacher	Sandra Hughes	
Library Media Specialist	Irma Elwell	
Guidance	Sean Gorman	
Technology Coordinators	Bernie Collins Thomas Cunningham	
Parent		
Student	Jeremiah Ramos	
Community Member	Harlan Blackiston	

II. Executive Summary

District Profile

The Gloucester City Public School System is designated as a School Development Authority (SDA) District. All districts receiving funding for the construction of new school buildings fit under the SDA model. Our funding has remained constant, with no increases. That funding has been instrumental in providing math and language arts coaches, helping to keep productive class sizes and providing an early childhood program that has given the children of Gloucester City an opportunity to succeed in the educational process.

Gloucester City Public Schools is a Pre-K3 through Grade 12 District that also runs a successful adult education program. Situated in Camden County, the district is home to four schools with an enrollment of approximately 2200 students. The district maintains a state of the art web presence at http://www.gcsd.k12.nj.us that provides the community with up-to-date information about school programs and events.

The district is well known for its' exemplary curricular offerings. We have a strong commitment to structured Academies serving diverse needs and interests, including a Technology Academy. The District is committed to providing student centered technology access most notably through a successful 1:1 laptop initiative at our high school. Our students' academic lives are further enriched by well rounded and successful programs in the Arts and Athletics.

Our district technology planning process is a collaborative effort facilitated by School Leadership Committees consisting of administrators, teachers, coaches, parents and community members. This diverse group provides curriculum and pedagogical expertise, technology leadership, administrative support and input from parents and the community.

District Mission Statement

The educational process of the Gloucester City Public School District is the embodiment of visionary leadership, involved community, and individual needs. It is characterized by a holistic approach, by technological innovation, and by the development of socially responsible citizens. All students in the Gloucester City School District will be able to demonstrate the skills as outlined in the New Jersey Core Curriculum Content Standards. The students of the Gloucester City Schools will become contributing members of a changing economy and be prepared and committed to life long learning.

District Technology Vision Statement

Our district believes that the school of tomorrow will not be bound by walls or limited to a standard school day. In a society that is dependent on information and knowledge, equitable and universal access is essential to the learning process. With the guidance of skilled educators and community members, all students will have the opportunity to become actively engaged in the learning process as they think, create, inquire, solve problems and communicate in collaborative and interdisciplinary environments. Students will emerge as lifelong learners, productive members of the workforce and citizens that can contribute to society. The Technology Department is committed to providing the necessary resources and support to allow all students to practice the essential skills of communication and collaboration while learning what it means to be a citizen in the digital era.

III. Technology Overview
    A. Technology

Our district's 2010-2013 technology plan was centered around professional development and strategies for curriculum integration with a focus on cross curricular strategies to bring technology into every content area. The plan also included details about our continuing commitment to maintaining a technology infrastructure capable of meeting both current and emerging needs. This new plan continues that commitment to meeting the needs of the district by providing appropriate infrastructure support. The 2013-2016 plan includes strategies to move toward more student centered technology activities that will help our students achieve the goals of the 8.1 and 8.2 standards and 21st Century Skills with an emphasis on communication, collaboration and citizenship in the digital era. The plan also concentrates heavily on building both the instructional and infrastructure base necessary to prepare our students, staff and schools to successfully participate in the PARCC Consortium. The plan supports our commitment to fiscal responsibility and to building strong student and professional learning communities.

    1. Technology Inventory (Current)

The district maintains a wide variety of equipment including the hardware, software, networking equipment and supplies necessary to ensure that students and staff have access to the technology they need for successful integration in all content areas. To achieve this goal, standards for equipment and software have been established that include but are not limited to the following-

All student and staff workstations will have a **minimum** of:
    Network Interface Card
    Pentium III Processor
    Ram equal to or greater than 1G
    Hard Drives of 40 GB or larger
    SVGA Video Cards
    Sound Cards with Audio Output devices
    17 inch or larger monitor
    Access to a network printer
    Windows 7
    Microsoft Office 2010
All teacher workstations will have access to presentation media in the form of:
    A TvAtor unit connected to a classroom television
    A ceiling mounted LCD projector
    A Smart Board unit with a ceiling mounted projector

The district's network is currently a client-server based environment running on Novell Netware 6.5 or Windows Server 2003 or above. All client workstations are running on Windows 7 with the exception of some equipment running Windows XP to accommodate legacy programming still in place in the district. Dell is the current standard for district servers and workstations. Cisco is the current standard for all core and edge switches with Cat 5 or Cat 6 between the MDF-IDF's and client locations. The High School currently has a CISCO wireless network consisting of 55 remote access

points providing intuitive wireless network access for the entire campus. Internet service is currently being handled by FastPath GIGe 150M service at the high school which also serves Cold Springs School and a FastPath GIGe 75M at Mary Ethel Costello School. Starting July 1, 2013 service will be reconfigured and upgraded to FastPath GIGe 500M and a private fiber line connection between Mary Ethel Costello and The high school to allow for load balancing and to accommodate the increased bandwidth requirements for PARCC testing. Internet service is currently handled by Line Systems, Inc.

The district telecommunication services include a CISCO Phone System that services the entire district providing telephone and voicemail services. Local phone service is provided by Verizon and Xtel, Long Distance is also covered by Xtel. Verizon Wireless covers cell phone service for employees whose status requires them to have availability beyond the walls and time of the school day.

The current inventory summary sheet shows location and details of the equipment in the Technology Overview

	CSS	GHS	MEC	AEP	Totals
Desktop Computers - Student	111	82	52	0	245
Desktop Computers - Teacher	82	114	38	0	234
Desktop Computers - Staff	25	45	34	0	104
Desktop Computers - Labs	25	125	55	18	223
Desktop Computers - Media Center	5	39	5	0	49
Laptop Computers - Dedicated	15	25	25	0	65
Laptop Computers -Wireless Labs	54	24	48	0	126
Laptop Computers - Student	0	640	0	0	640
Laser Printers	10	26	24	2	62
Inkjet Printers	2	2	1	0	5
Scanners	12	10	7	1	29
Smart Boards - Stationary	32	30	28	0	90
Smart Boards - Portable	8	0	0	0	8
Mimio Portable Interactive Boards	0	2	1	0	3
Ceiling Mounted LCD Projectors	3	10	3	0	16
Projectors	3	2	0	4	9
Portable A/V Carts	1	4	1	1	6
iPod Cart	0	1	0	0	1
iPads	10	20	10	0	40
Senteo Units (24 remote sets)	0	2	1	0	3
Digital Cameras	9	3	2	1	15
Video Cameras	15	25	15	3	58
Document Cameras	1	1	1	0	3
Portable Sound Systems	1	1	1	0	3
eBook Readers	0	3	0	0	3
Alpha Smarts Units	5	4	5	0	14
Adaptive Touch Screen Monitors	8	0	0	0	8
Polycom Units	1	1	1	0	3
Wii Units	1	7	7	0	15

2. Technology Inventory (Needed to Improve Student Academic Achievement)

Technology Department staff have reviewed district goals and completed network surveys to create a three-year plan that covers all inventory and services necessary to help the district meet or exceed those goals and improve student academic achievement. The inventory and services are broken down as follows -

Technology supplies and equipment
> Student workstations and laptops to support the move to student-centered technology use and PARCC testing
> Digital Still and Video cameras for classroom use
> iPads and other assistive devices
> Dell Servers to replace EOL equipment
> LCD projector units to replace failed equipment at teacher workstations
> Supplies and replacement parts for equipment
> Supplies and replacement parts for ID Card system

Networking capacity
> The District will continue to use **Revinex** for network back-up
> The District will continue to use **Novell** for both the network operating system and for **GroupWise** email.
> The district will continue to use a **Compellent** SAN solution environment

Software used for curricular support and filtering
> **Filtering Software** –
> The District will continue to use **K12USA Schools Secure School** product to provide CIPA compliant internet filtering services
> The District will continue to **Symantec Security Services**
> The District will continue to use **Barracuda** appliances to filter email to control for SPAM and to archive email in compliance with federal law

> **Online Curriculum Services**
> **Moodlerooms –** The district will continue to use Moodlerooms to provide network capacity and support services
> **Follett Destiny** software for Media Center resource management
> **Classroll –** Online teacher grade book and parent portal
> **Virtual High School –** Online course options to expand curricular offerings
> **Discovery Education/United Streaming –** online provider of digital content
> **Brain Pop –** online provider of digital content for elementary and middle school age students
> **Study Island –** online provider of digital curriculum for language arts, math, science and technology
> **Journeys –** provider of K-6 Reading program
> **Lexia –** provider of K-6 Reading enrichment

Open Source Products
  GIMP – Digital imaging software
  Audacity – Audio editing software
  iTalc – Computer lab management software
  Moodle – Online learning environment software
  TimeTrex – Maintenance management software
  OpenOffice – An alternative to Microsoft Office
  PDFCreator – Software to convert office documents to pdf format
  GLPI – Inventory Control management package

Technology maintenance policies and agreements
  Equipment Warranties –
    CISCO for switch warranties
    Canon for copier/printer services
    Dell – Server warranties and support
    Citrix for remote access
    Novell – for network services including GroupWise

Telecommunications services
  Internet Services – Internet services are currently being provided by Line Systems Inc
  Phone Services – The district is currently using a CISCO VOIP phone system for equipment and routing
  Verizon – local and long distance phone service
  X-Tel – phone services
  GroupWise continues to be our e-mail provider – the district is investigating migration to a cloud based hosted solution

Technical support
  The District will use **Novacoast** for Network Services and Repairs
  The District will use **Intellicom** for Paging System support
  The District will use **Motorola Systems** for Portable communications
  The District will use other services as necessary

Facilities infrastructure
  Controlled Access – Security System at CSS and GHS support
  Switch and workstation support for **Trane** HVAC system

Other services
  Student Information System – The district intends to continue it's relationship with **MMS (Modular Management for Schools)** to provide Student Information Services including Attendance, Scheduling, Grading, Discipline, Health and State Reporting functions.
  Student Notification System – The district will continue to use **Global Connect** services to provide phone notification service for the community.
  Food Services – The district will continue to use **LunchTime** cafeteria management software for monitoring the Free and Reduced lunch stats and for Point of Sale operations in the cafeteria including an online parent portal feature.

Inventory Table

The three year inventory table contains projections of the technology necessary to meet the goals of this technology plan. Detailed descriptions of services and programs can be found on the inventory narrative.

Three-Year Technology Plan Inventory Table			
Area of Need	**Describe for 2013-2014**	**Describe for 2014-2015**	**Describe for 2015-2016**
Technology Equipment	Student workstations and netbooks, ipods& ipads Digital still and video cameras Dell Servers LCD Projectors Printers Supplies Upgrade EOL Equipment	Student workstations and netbooks, ipods& ipads Digital still and video cameras Dell Servers LCD Projectors Printers Supplies Upgrade EOL Equipment	Student workstations and netbooks, ipods& ipads Digital still and video cameras Dell Servers LCD Projectors Printers Supplies Upgrade EOL Equipment
Network Capacity	Revinex Compellent Novell Upgrades GroupWise Upgrade EOL Equipment	Revinex Compellent Novell Upgrades GroupWise Upgrade EOL Equipment	Revinex Compellent Novell Upgrades GroupWise Upgrade EOL Equipment
Software used for curricular support and filtering	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms Oncourse Follett Destiny Classroll Virtual High School Discovery Education Brain Pop Study Island Journeys Reading GIMP Audacity iTalc Moodle EdSolutions	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms OnCourse Follett Destiny Classroll Virtual High School Discovery Education Brain Pop Study Island Journeys Reading GIMP Audacity iTalc Moodle EdSolutions	Secure School Symantec Security Barracuda Spam App Barracuda Archiver Moodlerooms OnCourse Follett Destiny Classroll Virtual High School Discovery Education Brain Pop Study Island Journeys Reading GIMP Audacity iTalc Moodle EdSolutions

	ClassLink TimeTrex OpenOffice PDF Creator Virtual Personal Finance Upgrade EOL Equipment and software	ClassLink TimeTrex OpenOffice PDF Creator Virtual Personal Finance Upgrade EOL Equipment and software	ClassLink TimeTrex OpenOffice PDF Creator Virtual Personal Finance Upgrade EOL Equipment and software
Technology maintenance policy and plans	Cisco - switches Canon –Copier/Printer Dell – Servers Citrix Novell Revise licensing and agreements for market conditions	Cisco - switches Canon –Copier/Printer Dell – Servers Citrix Novell Revise licensing and agreements for market conditions	Cisco - switches Canon–Copier/Printer Dell – Servers Citrix Novell Revise licensing and agreements for market conditions
Telecommunications Services	Line Systems RFP Services Verizon X-Tel GroupWise Review for EOL	Line Systems RFP Services Verizon X-Tel GroupWise Review for EOL	Line Systems RFP Services Verizon X-Tel GroupWise Review for EOL
Technical Support	Novacoast Intellicom Motorola Systems Dell Revise licensing and agreements for market conditions	Novacoast Intellicom Motorola Systems Dell Revise licensing and agreements for market conditions	Novacoast Intellicom Motorola Systems Dell Revise licensing and agreements for market conditions
Facilities – infrastructure including central telephone & security systems	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions	Controlled Access Trane – HVAC K12USA Worktrakker Revise licensing and agreements for market conditions
Other Services:	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions	MMS Global Connect Lunchtime Revise licensing and agreements for market conditions

3. Assistive Technology

The district is committed to providing appropriate assistive technology support as outlined in student IEP's. The Child Study Team and the Technology Department work very closely to adopt and monitor equipment and software to meet the needs of all children. The district currently has the following assistive technology devices in place-

Alpha Smart Units for students with writing and organizational difficulties

Intellikeys keyboard for visually impaired students and for students with gross motor skill needs

An iPod Cart for the delivery of instruction using audio and video equivalents for content including literature, textbooks, podcasts and recorded instructions created by instructional staff

iPads are in place in several self-contained special education classrooms district wide equipped with a variety of specific applications geared toward the population being served

eBook readers for students with reading deficits

DynaVox handheld communication devices for speech support

LeapFrog Pads are in place as support for preschool and preschool handicapped programs

The district also maintains relationships with several agencies to borrow assistive technology tools on an as needed basis. When appropriate, the district has incorporated digital curricula materials using the NIMAS system for struggling readers who qualify for the program.

4. Technology Access for Educators

Educators at Gloucester City Public Schools have access to a wide array of educational technology tools and programs. All teaching staff members have access to a full workstation in every instructional area. Every workstation has network and internet access. In addition to the teacher workstation, all Math, Science and Special Education classrooms have Smart Boards. At a minimum, all teacher workstations include Microsoft Office 2010, Microsoft Movie Maker, Microsoft Photostory, Inspiration or Kidspiration, Audacity, GIMP and Read Please. Additional software titles are installed on an as-needed basis.

In addition to fixed hardware and software in instructional areas, educators in all district schools have access to portable projection equipment, portable sound equipment, senteo responder units, mimeo portable interactive units, digital still and video cameras and classroom size laptop carts using an online equipment reservation process. At the high school, educators also have access to technology in dedicated computer labs during

scheduled content time in both Language Arts and Math for all junior high students or through a reservations system for computer labs housed in the media center. Special Education teachers throughout the district have access to appropriate assistive technology devices to meet specific needs as indicated in student IEP's.

Teachers in each school have access to Classroll, an online grade book and teacher web page service. This instructional tool is widely used for student and parent communication and for instructional support for classroom activities including online homework and assignment postings. Access to this program is available off-campus. Teachers also have access to a robust online lesson plan suite provided by Oncourse Systems for Education that includes both lesson plan posting and teacher webpages.

All teachers have access to ongoing, sustained professional development programs designed to assist them in the planning and implementation of classroom technology including support from curriculum coaches and an online professional development community facilitated using the Moodle platform.

5. Technology Access for Administrators

Administrators in the Gloucester City Public Schools have access to a variety of technology products including workstations and dedicated wireless laptops and ipads. Some administrators also have access to email using Blackberry devices. All administrators have full access to school information from any remote site with internet availability – this access allows them to provide rapid response in any situation. Administrators also have access to Global Connect, a telephone calling system to enable them to communicate quickly with parents and the community.

The primary method of communication used by school administrators is through email. A system of shared folders on the network is employed by administrators to share documents in an effort to promote and model the use of technology and to contain costs related to printing. A virtual environment also exists on the district's moodle site for administrative access to shared documents off campus and for participation in study groups and forums.

Administrators also complete and manage staff observations and evaluations using an online system that is cloud based and available off campus.

6. Website Accessibility

The Gloucester City Publics Schools website underwent a complete revamping in the summer of 2009. In addition to the redesigned visual and organizational elements, the page was re-configured with the Electronic and Information Technology Accessibility Standards in mind. An effort was made to ensure that all stakeholders including students, parents, teachers, administrators, school board members and the community have equitable access to the information contained on the site. Some of the standards addressed in the redesign of the current website include –

Text equivalents for every non-text item
Equivalent alternatives are provided for multi-media presentations
Documents are organized to be read without requiring associated style sheets
Redundant text links are provided for all active regions
Pages are designed to avoid page flicker
Pages are designed to be accessible to older equipment with minimal or no scrolling

A district web master manages and updates the page content on a daily basis. The website is used as a means of communication for emergencies, for upcoming events and school closing information and for community notices. The website is also used as a repository of information making the district more transparent and allowing the community to view meeting minutes from both the Board of Education and the School Leadership Committee meetings and items including school handbooks and policies. The district web presence is also used to provide access links for a variety of programs in place for the district. One very popular section of the website is the food services section which contains school menus and nutritional information. In addition to community outreach, the website is used as an employee resource giving staff access to Technology help desk services, Classroll to maintain grades, equipment reservation requests, access to curriculum including the district Moodle online learning community and remote access to district email.

Plans are in place to expand our efforts to provide greater accessibility by adding additional alternatives including sound. The addition of RSS feeds in the future will allow community members to stay connected with important news and exciting information regarding our schools.

The district recently expanded it's web presence by creating and maintaining a robust Facebook page and Twitter feed to continue to expand our commitment to parent and community outreach using web tools.

7. Technology Obsolescence Plan

Our district obsolescence plan focuses on two critical areas, hardware (including desktop computers, servers and peripherals) and software. Using Moore's Law as the foundation, the district will support instruction and services by balancing the desire of keeping technology current and functioning with the need to practice sound fiscal management by using technological components until they are no longer viable.

All equipment will be inventoried and reviewed on a regular basis. Equipment will be considered obsolete after at least 5 years of use or when the cost of repair exceeds 40% of the cost of a comparable replacement. Equipment may also be considered obsolete when it can no longer run up-to-date programs to support instruction. Equipment that has reached EOL status according to the manufacturer may be considered obsolete if parts and/or service become unavailable and/or after warranty repair and replacement is no longer available. Equipment includes, but is not limited to, all servers, switches, routers, desktops, laptops, and peripherals including printers, tv-ators, Smart Boards and projectors.

All operating system and application software will be inventoried and reviewed on a regular basis. Software will be considered obsolete when it is no longer compatible with the current desktop configurations and operating systems in use in the district.

Once equipment has been declared obsolete, suitable replacements will be found and equipment will be retired according to district guidelines. These guidelines include the removal of the item from inventory and written notice to the board office for approval. Once the salvage/trash lists have been approved, the district will offer equipment at public auction.

B. Cyber Safety

Gloucester City Public Schools view the safety of students and staff as a paramount priority. Several mechanisms are in place to ensure that the district is in compliance with both CIPA (Child Internet Protection Act) and the Protecting Students in the 21st Century Act. While compliance is a concern, our focus has been and will continue to be the safety of our students and staff and providing instructional programming to educate students, staff and the community on technology related safety and security issues. The following programs and procedures are in place and will continue to expand during the time frame covered in this three-year technology plan.

All internet access from within the district is filtered for appropriate content using K12USA Secure School filtering appliances. These appliances act as the district proxy servers and are fully CIPA compliant. Internet activity is monitored according to user groups and fully searchable logs are available to review activity.

Cisco Pix Firewall appliances are in place district wide to ensure that inappropriate content and malicious programs do not compromise district workstations. These appliances are monitored and adjusted on a regular maintenance schedule.

All workstations and servers employ Symantec End Point Protection to further guard from malicious programs that may be introduced by users within the network or through email.

Barracuda Spam filtering appliances are in place to ensure that malicious content is removed from email prior to reaching end users.

The district has several Acceptable Use Policies in place including a policy for students, staff, participants in the 1:1 laptop initiative and cell phone users. Copies of those agreements are attached in the Appendices

Parents are required to sign an Internet User Agreement at the beginning of each school year acknowledging that they have read and agreed to the appropriate Acceptable Use Policy for their student.

All staff members are required to sign an Internet User Agreement at the beginning of each school year acknowledging that they have read and agreed to the staff Acceptable Use Policy as outlined in staff handbooks.

Staff who carry district issued cell phones are required to sign the District Cell Phone Use Policy.

All students receive instruction on cyber-safety including appropriate use of email, social networking sites, chat rooms and other online activities. The school system utilizes several curriculum devices in addition to programming delivered by the Technology Department in cooperation with local law enforcement.

High School students also receive information regarding the appropriate use of cell phones and smart phones including information about sexting and cell phone camera usage. Staff members are presented with information regarding both CIPA and the Protecting Children in the 21st Century Act at staff in-service events.

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IV. Three-Year Goals and Objectives

A. History (2010-2013)

Goal One Students will use digital tools and media-rich resources to enhance creativity and the construction of knowledge. (From the 8.1 and 8.2 standard)

This goal is being met through the utilization of technology programs and activities designed to allow students to demonstrate mastery using a variety of digital media tools including video cameras, web pages and audio recordings. Students at the high school are using multiple levels of digital tools within our moodle presence for the 21st Century Skills of research, communication and collaboration that are necessary for the successful transition to college and the workplace. We will continue with this goal as we prepare students in grades 3-11 for PARCC testing.

Goal Two - Students will use digital tools to access information in order to solve problems individually and collaboratively and to create and communicate knowledge

This goal is being met with our successful Moodle Online Learning Environment where students have the opportunity to participate in most Web 2.0 arenas in a safe and secure structure that encourages critical and creative thinking while meeting the districts rigorous commitment to keep children safe and teach appropriate 21st Century skills. Students in grade levels below grade 7 are preparing for this opportunity with online programming and teacher directed instruction in computer labs and learning centers. Students participating in these programs gain both basic computer literacy skills and also learn how to research, prepare and present information.

Goal Three - Students will practice safe, legal and ethical behaviors as they relate to societal concerns regarding the impact technology has on society.

This goal is being met with our successful Moodle Online Learning Environment where students have the opportunity to participate in most Web 2.0 arenas in a safe and secure structure that encourages critical and creative thinking while meeting the districts rigorous commitment to keep children safe and teach appropriate 21st Century skills. A concentrated effort within the Social Studies curriculum, especially at the junior high level, address these needs as specific content in addition to the embedded use of these skills across all curricular areas and in all grade levels beginning in Kindergarten.

B. Three-Year Goals and Objectives (2013-2016)

Goal One - Instruction
Students will use digital tools and media-rich resources to enhance creativity and the construction of knowledge. (From the 8.1 and 8.2 standard)

Objective
Students will be able to utilize a variety of digital tools to create products that demonstrate mastery of subject matter in all content areas with a focus on the digital tools necessary for successfully navigating through the PARCC testing environment

Activity Table – Goal One
Students will use digital still cameras to document research and create a publishable project

Students will use digital video cameras to present information in the form of podcasts for publication on the web and the local television station

Students will use digital tools to conduct research and present the findings of that research

Students will use digital tools to practice communication skills in collaborative communities and to successfully navigate through the PARCC testing environment

Goal Two - Instruction
Students will use digital tools to access information in order to solve problems individually and collaboratively and to create and communicate knowledge including the communication skills necessary to successfully navigate the PARCC testing environment

Objective
Students will be able to utilize digital communication tools to produce products that demonstrate mastery in all content areas and translate that mastery within the PARCC testing environment

Activity Table - Goal Two
Students will participate in online communication delivery systems including appropriate use of chat rooms and social networking using the Moodle Online Learning Environment

Students will use digital tools to conduct research, answer hypothesis statements, and present the results of their work using online publishing tools.

Students will have the opportunity to participate in online learning programs covering a variety of subject areas where they will engage in collaborative

processes with students both locally and globally such as online courses through Virtual High School and other content providers.

Students will use Virtual Worlds to simulate real life situations to solve problems, create knowledge, and communicate with their peers.

Students will use a variety of simulation tools to help them prepare to successfully navigate PARCC testing including online tutorials on common technology tasks and practice with online testing formats.

Goal Three - Instruction
Students will practice safe, legal and ethical behaviors as they relate to societal concerns regarding the impact technology has on society.

Objective
Students will be able to analyze and evaluate digital content and make appropriate choices that demonstrate their ability to discriminate between behaviors that are safe, legal and ethical and those that are not.

Activity Table – Goal Three
Students will be able to model legal and ethical behaviors when using both print and non-print information by citing resources.

Students will be able to utilize alternative resources to acquire and use content including the application of fair use and Creative Commons licensing and guidelines.

Students will be able analyze acceptable use agreements and online policies and demonstrate their understanding of the underlying principles of safety, security and ethical behavior.

Students will be able to participate freely and safely in online social networking activities while maintaining acceptable levels of personal security and socially acceptable behavior.

Goal Four – Professional Development
All staff will use digital tools to enhance instruction and provide a vehicle for students to construct knowledge and promote creativity.

Objective
Staff will be able to guide students to create products using a variety of digital tools to help students construct knowledge and promote creativity in all content areas.

Activity Table – Goal Four
Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to use digital imaging tools to help students create authentic projects that will allow them to demonstrate mastery of content area material by producing publishable projects

Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to help students conduct research and produce products to present the results of that research.

Staff will have the opportunity to participate in and create online learning communities to help students learn the skills of communication, collaboration and citizenship while producing products to demonstrate mastery of content area material.

Goal Five – Professional Development
All staff will use technology to help all students access information and learn the critical skills of problem solving, collaboration and communication.

Objective
Staff will be able to create and manage online student learning communities to provide students with the opportunity to practice the critical skills of problem solving, collaboration and communication in a global environment.

Activity Table – Goal Five
Staff will have the opportunity to participate in an online Professional Learning Community using the Moodle platform to acquire the skills necessary to help students master Web 2.0 tools including the use of collaborative and communication technologies.

Goal Six – Professional Development
All staff will use technology to help students understand and practice digital citizenship skills including safe, ethical and legal behaviors when functioning in a global society.

Objective
Staff will promote and model digital citizenship skills including responsible social interactions related to the use of technology and information

Activity Table – Goal Six
Staff will have the opportunity to engage in professional development activities that will give them the skills and knowledge to teach students how to practice safe, legal and ethical behaviors when using technology and digital communication products.

Goal Seven – Technology and Infrastructure Support
The Technology Department will maintain adequate network and instructional technology resources to ensure that the district is able to meet instructional goals and provide and safe and secure environment for students and staff.

Objective

The Technology Department will support instructional staff by ensuring that network resources are available and in optimal working order for seamless integration of technology in all content areas.

Activity Table – Goal Seven

Technology Department staff will manage and maintain the network using GLPI Technology Management Software to monitor hardware and software inventory and track the availability of mobile equipment, and TroubleTrakker will be used to provide timely help desk support for hardware and software questions and concerns.

Technology Department staff will manage and monitor staff and student access to network resources to ensure that a viable working environment is in place and provide a safe and secure online experience for students and staff.

Technology Department staff will work closely with instructional staff to provide training for all available network resources including hardware, software, internet services and network shared services.

Goal Eight - Technology and Infrastructure Support

The Technology Department will provide access to current and emerging technologies that will allow our students to be connected to people and places and facilitate the acquisition of communication, collaboration and citizenship skills

Objective

The Technology Department will continually monitor and manage network resources to provide optimum access to Web 2.0 tools while maintaining a safe and secure environment for all students and staff and ensure compliance with both CIPA and the Protecting Children in the 21st Century Act.

Activity Table – Goal Eight

The Technology Department will work closely with instructional staff to provide access to a variety of Web 2.0 tools using the Moodle platform as a safe, secure environment.

The Technology Department will advise staff on the options available to them while maintaining compliance with regulations.

Goal Nine - Technology and Infrastructure Support

The Technology Department will continually review resources and programs, review literature and collect information that will allow the district to provide high quality instructional technology services while aggressively practicing fiscal responsibility.

Objective

The Technology Department will participate in professional development activities to learn about and implement new and emerging technology programs that will allow the district to meet its' goals of fully integrating technology with a commitment to investigating fiscally responsible solutions including the use of shared services agreements and Open Source initiatives.

Activity Table – Goal Nine

The Technology Department will research, test and pilot a variety of Open Source products that will provide access to new and emerging technologies thus saving the district money by providing alternative programs at little or no cost when available.

The Technology Department will maintain an inventory of resources to share with instructional staff to provide access to programs to avoid redundant purchasing between departments

The Technology Department will continually seek new and emerging programs and projects to help move instructional technology use from a teacher centered approach to a more student centered approach as indicated in district curriculum guidelines that have been revised to include exemplary technology integration in all content areas with grade level articulation.

Goal Ten - Achieving the Goals of NCLB

The District will ensure that all students be technologically literate by the end of grade eight.

Objective

The District will continue its' programs designed to ensure that all students are technologically literate by the end of grade eight.

Activity Table – Goal Ten

The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction through Kindergarten through Grade 6 for direct instruction of the technology skills outlined in Standards 8.1 and 8.2

The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction for Grades 7 & 8 to achieve skills outlined in Standards 8.1 and 8.2

Placeholder for Board Approval Documentation to be inserted after May meeting

V. Three-Year Implementation and Strategies Table - July 2013 – June 2016

Three-Year Technology Implementation and Strategies Table				
Goal One - Instruction Students will use digital tools and media-rich resources to enhance creativity and the construction of knowledge. (From the 8.1 and 8.2 standard)				
Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
Objective Students will be able to utilize a variety of digital tools to create products that demonstrate mastery of subject matter in all content areas with a focus on the digital tools necessary for successfully navigating through the PARCC testing environment	Students will use digital still cameras to document research and create a publishable projects	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital video cameras to present information in multiple formats for publication on the web and Channel 19	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital tools to conduct research and present the findings of that research	ongoing	Coaches Teachers	Student Artifacts
	Students will use digital tools to practice communication skills in collaborative communities and to successfully navigate through the PARCC testing environment	ongoing	Coaches Teachers	Student Artifacts
Goal Two - Instruction Students will use digital tools to access information in order to solve problems individually and collaboratively and to create and communicate knowledge including the communication skills necessary to successfully navigate the PARCC testing environment				
Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
Objective Students will be able to utilize digital communication tools to produce products	Students will participate in online communication delivery systems including appropriate use of chat rooms and social networking using the Moodle Online Learning Environment	ongoing	Coaches Teachers Director of Technology	Student Artifacts
	Students will use digital tools to conduct research, answer	ongoing	Coaches	Student Artifacts

	hypothesis statements, and present the results of their work using online publishing tools.		Teachers Director of Technology	
that demonstrate mastery in all content areas and translate that mastery within the PARCC testing environment	Students will have the opportunity to participate in online learning programs covering a variety of subject areas where they will engage in collaborative processes with students both locally and globally such as online courses through Virtual High School and other content providers.	ongoing	Coaches Teachers Director of Technology	Student Artifacts
	Students will use Virtual Worlds to simulate real life situations to solve problems, create knowledge, and communicate with their peers.	ongoing	Coaches Teachers	Student Artifacts
	Students will use a variety of simulation tools to help them prepare to successfully navigate PARCC testing including online tutorials on common technology tasks and practice with online testing formats.	Ongoing	Coaches Teachers	Student Artifacts

Goal Three - Instruction
Students will practice safe, legal and ethical behaviors as they relate to societal concerns regarding the impact technology has on society.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Students will be able to analyze and evaluate digital content and make appropriate choices that demonstrate their ability to discriminate between behaviors that are safe, legal and ethical and those that are not.	Students will be able to model legal and ethical behaviors when using both print and non-print information by citing resources.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able to utilize alternative resources to acquire and use content including the application of fair use and Creative Commons licensing and guidelines.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able analyze acceptable use agreements and online policies and demonstrate their understanding of the underlying principles of safety, security and ethical behavior.	ongoing	Coaches Teachers	Student Artifacts
	Students will be able to participate freely and safely in online social networking activities while maintaining acceptable levels of personal security and socially acceptable behavior.	ongoing	Coaches Teachers	Student Artifacts

Goal Four – Professional Development
All staff will use digital tools to enhance instruction and provide a vehicle for students to construct knowledge and promote creativity

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will be able to guide students to create products using a variety of digital tools to help students construct knowledge and promote creativity in all content areas.	Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to use digital imaging tools to help students create authentic projects that will allow them to demonstrate mastery of content area material by producing publishable projects	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts
	Staff will have the opportunity to participate in ongoing, sustained professional development sessions to enable them to help students conduct research and produce products to present the results of that research	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts
	Staff will have the opportunity to participate in and create online learning communities to help students learn the skills of communication, collaboration and citizenship while producing products to demonstrate mastery of content area material	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts

Goal Five – Professional Development

All staff will use technology to help all students access information and learn the critical skills of problem solving, collaboration and communication.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will be able to create and manage online student learning communities to provide students with the opportunity to practice the critical skills of problem solving, collaboration and communication in a global environment	Staff will have the opportunity to participate in an online Professional Learning Community using the Moodle platform to acquire the skills necessary to help students master Web 2.0 tools including the use of collaborative and communication technologies.	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts

Goal Six – Professional Development

All staff will use technology to help students understand and practice digital citizenship skills including safe, ethical and legal behaviors when functioning in a global society

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective Staff will promote and model digital citizenship skills including responsible social interactions related to the use of technology and information	Staff will have the opportunity to engage in professional development activities that will give them the skills and knowledge to teach students how to practice safe, legal and ethical behaviors when using technology and digital communication products.	ongoing	Coaches Curriculum Director Technology Director	Sign-In Sheets Lesson Plans Student Artifacts

Goal Seven – Technology and Infrastructure Support
The Technology Department will maintain adequate network and instructional technology resources to ensure that the district is able to meet instructional goals and provide and safe and secure environment for students and staff.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will support instructional staff by ensuring that network resources are available and in optimal working order for seamless integration of technology in all content areas.	Technology Department staff will manage and maintain the network using GLPI Technology Management Software to monitor hardware and software inventory, track the availability of mobile equipment and TroubleTrakker to provide timely help desk support for hardware and software questions and concerns.	ongoing	Director of Technology Technology Coordinators	GLPI Reporting Monthly Tech Reports
	Technology Department staff will manage and monitor staff and student access to network resources to ensure that a viable working environment is in place and provide a safe and secure online experience for students and staff. Included in this goal is the construction of an intuitive wireless network at Cold Springs School.	ongoing	Director of Technology Technology Coordinators	Secure School Reporting Monthly Tech Reports
	Technology Department staff will work closely with instructional staff to provide training for all available network resources including hardware, software, internet services and network shared services.	ongoing	Director of Technology Technology Coordinators Coaches	Secure School Reporting Monthly Tech Reports

Goal Eight - Technology and Infrastructure Support
The Technology Department will provide access to current and emerging technologies that will allow our students to be connected to people and places and facilitate the acquisition of communication, collaboration and citizenship skills

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will continually monitor and manage network resources to provide optimum access to Web 2.0 tools while	The Technology Department will work closely with instructional staff to provide access to a variety of Web 2.0 tools using the Moodle platform as a safe, secure environment.	ongoing	Director of Technology Technology Coordinators Coaches	GLPI Reporting Monthly Tech Reports Sign-In Sheets
	The Technology Department will advise staff on the options	ongoing	Director of	GLPI Reporting

maintaining a safe and secure environment for all students and staff and ensure compliance with both CIPA and the Protecting Children in the 21st Century Act.	available to them while maintaining compliance with regulations.		Technology Technology Coordinators Coaches	Monthly Tech Reports Sign-In Sheets

Goal Nine - Technology and Infrastructure Support
The Technology Department will continually review resources and programs, read literature and collect information that will allow the district to provide high quality instructional technology services while aggressively practicing fiscal responsibility

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The Technology Department will participate in professional development activities to learn about and implement new and emerging technology programs that will allow the district to meet its' goals of fully integrating technology with a commitment to investigating fiscally responsible solutions including the use of shared services agreements and Open Source initiatives	The Technology Department will research, test and pilot a variety of Open Source products that will provide access to new and emerging technologies thus saving the district money by providing alternative programs at little or no cost when available.	ongoing	Director of Technology Technology Coordinators Coaches	GLPI Reporting Monthly Tech Reports
	The Technology Department will maintain an inventory of resources to share with instructional staff to provide access to programs to avoid redundant purchasing between departments	ongoing	Director of Technology Technology Coordinators Coaches	GLPI Reporting Monthly Tech Reports
	The Technology Department will continually seek new and emerging programs and projects to help move instructional technology use from a teacher centered approach to a more student centered approach as indicated in district curriculum guidelines that have been revised to include exemplary technology integration in all content areas with grade level articulation.	ongoing	Director of Technology Technology Coordinators Coaches	GLPI Reporting Monthly Tech Reports

Goal Ten – Achieving the Goals of NCLB
The District will ensure that all students be technologically literate by the end of grade eight.

Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Objective The District will continue its' programs designed to	The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction through Kindergarten through Grade 6 for direct	June 2014 June 2015 June 2016	Director of Curriculum Director of	Checklist for Grade 2 Rubric for Grade 6 Student Artifacts

ensure that all students are technologically literate by the end of grade eight.	instruction of the technology skills outlined in Standards 8.1 and 8.2		Technology Teachers	
	The Curriculum Department will continue to modify and monitor current programs that articulate technology instruction for Grades 7 & 8 to achieve skills outlined in Standards 8.1 and 8.2	June 2014 June 2015 June 2016	Director of Curriculum Teachers Director of Technology	Student Artifacts Study Island Metrics

VII. Professional Development

    A. The person responsible for coordinating the professional development activities as stated in the district's professional development plan is
        Elizabeth Curry, Director of Curriculum and Instruction

    B. Describe the planned professional development activities for teachers, administrators, and school library media personnel to meet the goals of the district.

      1. Describe how ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning areas.

      The Gloucester City Public School system is committed to providing high quality, ongoing and sustained professional development in a variety of forms to meet the needs of all administrative, instructional, support and technical staff. The district recognizes and respects the diverse culture of these groups and offers professional development in a variety of formats including –

        Attendance at organized district-wide professional development day workshops

        On-Site availability of programs from a variety of outside sources including High
      Schools That Work and Penn Literacy Network

        Mini-PD sessions held after school on a wide range of topics

        Online courses using our Moodle Online Learning Environment

        Online courses using an outside vendor

        On-site special interest group professional learning communities

    The district is also committed to sustaining professional development activities. A team of curriculum coaches, including technology specialists, are available to teachers to model lessons, assist in lesson planning and provide insight into new and emerging technologies. Teachers are encouraged to share their success and to model best practices for their peers.

    2. Describe 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.

    The district is committed to providing access to Web 2.0 tools to teach our children 21st Century skills. The Technology Department is in the process of expanding two distinct learning communities to help achieve this goal. Our Professional Learning Community offers courses on using online learning in the classroom and on the use of technology based projects that are language based

and content rich. Staff spend three weeks as part of the online community and then have access to the course for the remainder of the year. Taking the skills learned in these programs, teachers are building online Student Learning Communities within our Moodle site to deliver content using a variety of methods including chat, forums, blogs, wiki's, online and offline activities, collaborative processes both here and with students outside of the district and to produce work that is publishable in a variety of forms. In addition to our Moodle presence, the district utilizes a number of resources including videoconferencing and web conferencing to reaffirm our commitment to a school without borders.

3. Describe the professional development opportunities and resources that exist for technical staff.

Our technical staff also engages in ongoing, sustained professional development activities. We consciously strive to create partnerships with our vendors that include ongoing professional development on the products we use in district. Our technical staff participate in the professional development offerings for instructional staff to help them understand the programs and provide technical support. They also participate in a variety of webinars during the course of the year to investigate emerging technologies, hone skills on current technologies and understand the relationship between technology and education. Technical staff also have the opportunity to participate in the Moodle Community. They also have the opportunity to participate in a variety of workshop and conferences including NECC and TechSpo.

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

Professional development for staff on the use of assistive technologies is offered on an as needed basis. Training on specific devices is provided by the vendors who are most able to demonstrate the device and provide training. Instructional support for assistive devices is provided to teachers by coaches and child study team members. In addition to dedicated assistive devices, the district has a strong commitment to providing opportunities for disabled students to use a variety of technology tools, including iPods, iPads and eBook readers, as part of the instructional process. Staff are trained to use these devices in creative ways to help students with diverse learning needs meet their educational goals.

C. Describe ongoing sustained high-quality professional development activities planned for the 2013-2014 school year as they relate to the infusion of technology into technology into the curricular process.

The district needs assessment indicated a clear need to provide professional development activities to help teachers move toward more student centered technology activities. The Technology Department goal for professional development in the 2013-2014 school year will be to provide ongoing and sustained professional development that focuses on using technology to produce student products and experience online learning environments. The following programs are planned –

1. Podcasting in the classroom – a three week series designed to help teachers plan lessons that give students the opportunity to produce a publishable podcast to demonstrate mastery of content in all subject areas. This workshop will emphasis the critical language skills of reading, writing, listening and speaking.
2. Public Service Announcements in the classroom - a three week series designed to help teachers plan lessons that give students the opportunity to produce a publishable Public Service Announcement to demonstrate mastery of content in all subject areas. This workshop will emphasis the critical language skills of reading, writing, listening and speaking.
3. Digital Media Training – a three week series that will focus on the use of digital media tools available in the district including digital still cameras, flip video cameras, GIMP software, Audacity, Movie Maker and PhotoStory. The series will provide teachers with lesson plan support to use digital media to produce John Collins Type 5 writing projects.
4. Ready, Set, Moodle – a three week series designed to introduce teachers to the use of the Moodle Online Learning Environment that focuses on using moodle rooms to as part of the instructional process
5. Twitter in the Classroom – a mini-pd that focuses on using the social media Twitter process to communicate with students and parents and to encourage the critical thinking and organizational skills.
6. Web 2.0 Tools for Teachers – this three week series will introduce teachers to the wide range of web 2.0 tools that keep our kids connected outside of school and presents ideas and lessons to keep them connected in school.

In addition to providing the initial professional development programs, we understand that additional, ongoing support is an essential element to the success of any program. Instructional staff will be able to continue to communicate with peers using online forums. Coaches will support teachers in the classroom by modeling lessons. The technology staff will provide support by ensuring that all necessary elements are in place and working. Administrative staff will provide leadership and feedback using our informal walk-through process and formal observations for technology best practices.

D. Project professional development activities that will continue to support identified needs through 2016.

Our student centered focus will continue throughout the term of this Technology Plan. As we continue to build both our Student and Professional Learning Communities, we will continue to offer sustained support for the programs begun in year one. Those programs will be expanded to include more advanced skills and will become an integral part of our educational process. In years two and three we plan to move teachers who have become comfortable with the use of collaborative Web 2.0 tools in their classroom to reaching beyond our borders and participating in educational experiences with students in the US and abroad.

C. Needs Assessment

       The district completed a needs assessment for both instructional and administrative staff using the online Survey Monkey service. The goals of the survey were to determine staff comfort level with instructional technology, their current practices and proficiencies and to identify barriers to successful use of technology in the classroom.

       The survey results indicate that 48% of our instructional staff consider themselves to be intermediate users of technology who are able to apply tools for instruction, professional growth and research. The survey results also show that 57% of staff use technology tools primarily to enhance productivity in the form of email communication and online grade books. 55% state that they regularly use the internet to provide student activities to support curriculum. 9% report that they regularly use technology to provide curricular activities that include global outreach and collaboration and 13.5% make regular use of video streaming, podcasting and other web 2.0 tools for the delivery of instruction.

       The survey also shows that administrative staff have a strong three prong approach to ensuring that teachers are using educational technology tools appropriately in the classroom including monitoring the inclusion of technology in weekly lesson plans, the inclusion of technology in formal classroom observations and the use of technology goals in creating professional development plans.

       The results of the survey show that our current educational technology environment is mostly teacher centered and that a major barrier to becoming a more student centered environment is the availability of equipment for student use on a daily basis, this barrier has been identified consistently in the last three years during staff needs assessments. In the 2009-2010 school-year, a 1:1 laptop initiative that provided laptops to each senior was started to remedy this barrier. The district has expanded this program to additional grade levels during the time frame covered by the 2010-2013 Technology Plan. At the current time, staff report that 78% of our students have access to technology on a daily basis. Our goal with the laptop initiative is to significantly increase the percentage of students who have daily access to the technology necessary to support student use of 21st century skills and to prepare students to successfully navigate the PARCC testing environment. We will continue to assess the needs of both students and teachers using a variety of means including needs assessment surveys, our informal classroom walk-through program and formal observations of technology use in the classroom.

       The district is very committed to providing sustained, ongoing professional development on a wide range of topics including technology. Technology training sessions are offered on-campus, off-campus and online for both instructional staff and administrators. Training has been driven by staff requests and has included sessions on technology productivity tools for both school and classroom management and technology integration tools for teachers in the classroom and for administrators as an evaluation tool. For the 2012-2013 school-year, technology training was offered at full-day, half-day and mini-pd sessions held after school hours. These trainings covered a wide range of topics including the use of laptops in the classroom, creating publishable student work using Web 2.0 tools, using interactive whiteboards with responder units, using digital video in the classroom to create student products and on using classroom management tools to communicate with parents. We are responding to the need to introduce Web 2.0 communication and collaboration tools without compromising student safety and remain in compliance with both CIPA and the Protecting Children in the 21st Century Act. We are currently running 3 week sessions on Creating an online student learning community, Public Service Announcements in the Classroom, Podcasting in the Classroom, Web 2.0 tools for Teachers and a Classroll Teachers Lounge. Administrators have been provided with professional development to evaluate the use of Moodle Environments during observations.

Gloucester City Public Schools District Technology Plan (2013-2016)

In addition to professional development programs, instructional staff can seek support for the use educational technology from curriculum coaches who help develop lesson plans and model the appropriate use of technology. The Technology Department Help Desk program provides instructional support from highly qualified, trained technology professionals and, at the high school, from students who have been trained to provide support for the hardware and software made available by the district. The online Moodle community also contains a Teachers Lounge area where teachers can communicate and collaborate with staff district wide to share ideas and provide collegial support.

Our needs assessment shows a clear need to provide students with greater access to technology equipment. The results of our successful 1:1 laptop initiative for the senior high have resulted in a strong commitment on the part of the district to provide a laptop to all students so they can communicate, collaborate and learn content in all curriculum areas using the same tools they find outside of school while acquiring the skills necessary to truly become productive citizens in the digital era. In the 2012-2013 school year, a program was instituted in the middle grades 4-6 building to provide daily technology experience using learning labs that include student netbooks and e-reader programs. In addition to providing access to equipment, the technology department is committed to providing and maintaining the infrastructure necessary to support the use of laptops in an online environment. The curriculum department is equally committed to providing high quality professional development to staff so they can learn to use these new tools effectively and efficiently.

The district has already installed a wireless network at the high school to support the use of laptops in instructional areas without the need to run sufficient data drops to every classroom. The technology department will continue to monitor and maintain the system to accommodate the load required for additional equipment. This infrastructure set-up and maintenance is critical to the success of the program. The Technology Department must also build appropriate infrastructure at the Elementary and Middle School to support additional student workstations and equipment to provide access to student centered instructional tools. The technology department will also aggressively pursue options to reduce the cost of all projects by piloting and implementing Open Source alternatives that will allow the district to reapportion resources to support student centered projects and staff professional development. The final element of the program will be developing and delivering professional development to support teachers as they shift to new ways of delivering content in all curricular areas and for administrators to encourage the use of new technology methods and provide appropriate feedback to teachers as part of both informal and formal observations.

VIII. Evaluation Plan

The Technology Plan is a "living" document and it is continually reviewed in the light of such things as: future projects that are envisioned, developed, and incorporated, required modifications due to ever-changing and emerging technologies and milestones being reached and surpassed

The integration of technology into curricula and instruction, enabling students to meet challenging state academic standards, and developing life long skills are all considered as the Technology Plan is developed, evaluated, and executed. The results of assessments are evaluated on a regular basis. Every year the Superintendent, Director of Technology, Technology Coaches and Technology Coordinators meet to review the technology plan for accomplishments and future projects. As goals are met, the activities and achievements are documented to reflect the results.

Progress in all curricular areas will continue to be measured and monitored. The nine Activity Plans have timelines, documentation/evidence, and accountability notations for each strategic item associated with the overall Implementation Activity Table. This data is gathered throughout the year and then the Steering Committee evaluates and incorporates the information into the Technology Plan as appropriate.

The Technology Department meets on a monthly basis and gives feedback on technology services provided in the district. Feedback is evaluated and incorporated into the ultimate strategy of the Technology Department as appropriate. This department then recommends areas which require more technology professional development or assistance. These areas are reviewed and incorporated in the overall district Professional Development strategy as future workshops and in-services are developed.

VI. Funding Plan

Funding Plan (July 2014- June 2016)

Complete this table to indicate the funding source of anticipated costs of technologies to ensure that students have access to technology. The use of this table is optional and is provided as a convenience.

Three-Year Technology Plan Anticipated Funding Table (2013-2014)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Internet Access		**100,000***		
Software Licensing, Maintenance and Warranty Renewals		**175,000**		
Filtering Software and Services		**31,000**		
Instructional Technology Equipment and Supplies (under $2,000)		**213,000**		
Instructional Licensing and Renewals		**50,000***		
Infrastructure Upgrades and Repairs		**42,000**		
Professional Development for Technology Staff		**8,000**		
Communication Services, Repairs and Upgrades		**75,000**		

* Prior to erate re-imbursement ** Projects
Funding Date for erate purposes will be provided after final BOE budget approval

Funding Plan (June 2013-July 2016)

Three-Year Technology Plan Anticipated Funding Table (2014-2015)				
ITEM	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Internet Access		**100,000***		
Software Licensing, Maintenance and Warranty Renewals		**175,000**		
Filtering Software and Services		**31,000**		
Instructional Technology Equipment and Supplies (under $2,000)		**213,000**		
Instructional Licensing and Renewals		**50,000***		
Infrastructure Upgrades and Repairs		**42,000 160,000*(**)**		
Professional Development for Technology Staff		**8100**		
Communication Services, Repairs and Upgrades		**75,000**		

* Prior to erate re-imbursement
** Projects

Funding Plan (June 2013- July 2016)

Three-Year Technology Plan Anticipated Funding Table (2015-2016)				
ITEM	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Internet Access		**100,000***		
Software Licensing, Maintenance and Warranty Renewals		**175,000**		
Filtering Software and Services		**31,000**		
Instructional Technology Equipment and Supplies (under $2,000)		**213,000**		
Instructional Licensing and Renewals		**50,000***		
Infrastructure Upgrades and Repairs		**42,000**		
Professional Development for Technology Staff		**8,000**		
Communication Services, Repairs and Upgrades		**75,000**		

* Prior to erate re-imbursement
** Projects

Appendix A : Student Acceptable Use Policy

BOARD OF EDUCATION POLICY #6141.4
Adopted March 11, 1997
INTERNET

Internet access is available to students and teachers in the Gloucester City School District. We believe it offers valuable and unique resources to both students and teachers. Our goal in providing this service is to promote education excellence in the district.

The purpose of this policy is to ensure that use of Internet resources is consistent with the district's mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must follow strict guidelines. If a Gloucester City School District user violates any of these terms, the user account will be closed and future access could be denied.

To gain access to the Internet, all students under the age of 18 must obtain parental permission which would be legally binding.

Terms and Conditions

1.   Users are responsible for good behavior on the school computer networks, just as they are in the classroom or a school hallway. General school rules for behavior apply.

Internet access is provided for students to conduct research and to communicate with others. Access is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Inappropriate use will result in a suspension or cancellation of Internet privileges.

3.   Users are expected to conduct themselves in a responsible, ethical, and polite manner while online.

4.   Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying, or political campaigning.

5.   Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material.

6.   Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems or computer networks intentionally will result in cancellation of privileges.

7.   Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism will not be tolerated.

8.   Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the school's computers, network, or Internet connections, you must notify the system administrator. Do not demonstrate the problem to others. Using someone else's password or trespassing in another person's files without written permission is prohibited. Attempts to log on to Internet as anyone but you may result in a cancellation of user privileges.

9.   Gloucester City School District makes no guarantees of any kind, whether expressed or implied, for the service it is providing. The district assumes no responsibility or liability for any damage a user may suffer. This includes the loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

10.   All communication and information via the computer resources shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities.

11.   Absolutely no food, drink, chewing gum, or candy is permitted in any of the classrooms where computers are utilized.

Any violations may result in a loss of computer access, as well as other disciplinary or legal action. Users are considered subject to all local, state, and federal laws. A student may be removed from the class, therefore resulting in loss of credit(s).

Appendix B : Staff Acceptable Use Policy

Gloucester City School District
INFORMATION TECHNOLOGY ACCESS AGREEMENT

I, _____, a staff member in the Gloucester City School District, am aware of the significant responsibilities associated with the use of information technology and the Internet. My signature below indicates that I have read the following policies, that I understand them and that I agree to be bound by them. Specifically, I agree to:

Section One:

1. Use the district Information Technology Resources for educational purposes only. District technology resources may not be used for personal business.
2. Treat with respect and exercise reasonable care in the use of all district computer hardware, software and communications resources.
3. Keep all passwords and access information issued private and secure. I will not share passwords with anyone or trespass in another's folders, files or network assets.
4. Staff members will not allow students to use staff computers for any reason.
5. Make responsible, cost effective use of district consumable supplies such as paper, electronic media and printer ink and toner.
6. Not develop, acquire, display or transmit any material be electronic means or hardcopy that could be considered by a reasonable person in our community as obscene, scatological, racist, abusive, degrading to men or women by gender or demonstrating intolerance or prejudice toward any ethnic or religious group.
7. Not use district technology resources to support political or religious causes or support candidates for public, elected office, or to promote personal agendas.
8. Not violate copyright laws, licensing agreements or terms of use agreements.

Section Two: Unless authorized by the Technology Department

1. Make no attempt to in any way, alter, modify, upgrade, or repair any district hardware including, but not limited to, computers, interface cards, monitors, printers, scanners, wiring, cabling or online resources.
2. Make no attempt to damage, modify or upgrade any district software.
3. Make no attempt to install software of any kind on any district computer or network resource or download and install programs of any kind to any district computers.

Section Three: Cell Phone Usage

1. Staff are prohibited from using a cell phone for phone calls and/or texting while performing school responsibilities except in emergency situations.
2. Staff are permitted to use their cell phones to make personal calls/texting during their (prep) periods or lunch periods as long as it is outside the presence of students.

THIS IS A TWO-SIDED FORM

Section Four

Technology is a powerful tool that can enhance instruction. Every staff member maintains the responsibility to closely monitor student use of the Internet when that student is assigned to him/her. If a staff member suspects any misuse of technology by a student, the staff member will report that suspicion to the building principal or designee.

Each Staff Member Will:

1. Receive an email account that is assigned by the district. Email IS NOT private and   may be monitored by the school district. All email is archived by the district in a searchable database according to state regulations.
2. Be given a password to access the network. In accepting this password, the staff member agrees to keep the password confidential and report any breaches of security to building principal or designee.
3. Contact appropriate supervisors or school administrators if special provisions are needed such as the establishment of individual or group student accounts that would enhance instruction.
4. Report any malfunction or hardware problem to the Technology Department using the online help desk system.
5. The use of the computer, including Internet/Email connections is closely monitored and IS NOT PRIVATE. Network storage space, called home drives or H:Drives, is provided for every staff member and is treated as a locker. The home directories are closely monitored and may be inspected at any time if there is reason to believe that there is a difficulty. This means that the Network Administrator reviews files and communications contained in home directories to maintain system integrity and insure that users are using the system consistent with district policy. Users should not expect that files stored on district servers will always be private.
6. If a staff member inadvertently accesses an inappropriate site, it must be reported immediately to the Technology Department.
7. In general, equipment is not permitted to leave district facilities. Exceptions may be made for instructional purposes. ALL requests to borrow equipment must go through the technology department and will require that the borrower sign a checkout form indicating that they have received the listed equipment and are aware of the policies regarding borrowed equipment. NOTE: Borrowed equipment is the sole responsibility of the person signing the check-out form. Repair or replacement costs for missing or damaged equipment may be assessed to the borrower of record.

Staff Member Name Printed   _____

Building Location   CSS   GHS   HPS   MEC (Circle all that apply)

Staff Member Signature _____ Date _____

Appendix C : District Cell Phone Usage Policy

Gloucester City School District
DISTRICT CELL PHONE USAGE POLICY

I, _____, a staff member in the Gloucester City School District, am aware of the responsibilities associated with the use of a District issued cell phone. My signature below indicates that I have read the following policies, that I understand them, and that I agree to be bound by them.

Guidelines:

1. Cell phone users are responsible for following board policies and carrying out administrative procedures regarding technology use.
2. All district cell phones users are required to sign the District Cell Phone Usage Policy when cell phones are issued on either a temporary or ongoing basis.
3. Use of District cell phones is for School District business only.
4. The District will not reimburse personal cell phone bills for District-related business calls, except for extraordinary or emergency circumstances. All reimbursements under this rule must be approved by the Superintendent.
5. District cell phones shall not be used for personal calls, except in the event of personal emergency. Cell phone users may be required to reimburse the district for personal call charges over and above plan limits.
6. Only cell phones and services outlined in the District phone contract will be permitted. Users may not upgrade phones or add applications without approval from the Superintendent.
7. Cell phone users may not "loan" their cell phone to non-approved District personnel.
8. Cell phone users are responsible for all calls made from their assigned devices.
9. Improper use of cell phones can be considered misappropriation of District funds and may result in disciplinary action, up to and including termination.
10. Cell phone users must surrender devices on request, at termination of employment or upon re-assignment of duties that do not require the use of a District issued cell phone.
11. Cell phone users should be aware that the District will periodically review cell phone usage to ensure that District guidelines are being followed.
12. Cell phone users should be aware that the District maintains a file with cell phone bills, including call summaries, for audit purposes.

Cell Phone User Name _____

Cell Phone Number Assigned to User _____

Cell Phone User Signature _____ Date _____

Administrator Signature _____ Date _____

GLOUCESTER CITY BOARD OF EDUCATION FILE CODE: 6142.10
Gloucester City, New Jersey   _____ **Monitored**
                                         X **Mandated**
Policy   **X** **Other Reasons**

INTERNET SAFETY AND TECHNOLOGY

The board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

B. Prevent unauthorized access and other unlawful online activity;

C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

D. Comply with the Children's Internet Protection Act (CIPA).

COMPLIANCE WITH CIPA

Filters Blocking Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school district online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

A. Unauthorized access, including so-called "hacking," and other unlawful activities; and

B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the school district staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the chief school administrator or his or her designee.

GLOUCESTER CITY BOARD OF EDUCATION   **FILE CODE: 6142.10**
Gloucester City, New Jersey

Regulation

<u>EQUIPMENT</u>

Equipment is primarily intended for use by staff members for instructional purposes. As resources permit, equipment may also be used by staff for other district related functions or by non-staff meeting in school facilities.

In general, equipment is not permitted to leave district facilities. Exceptions can be made, depending upon the event, the equipment requested and the length of time equipment will be unavailable to other users. Examples of possible exemptions are the use of equipment for homebound students or the recording of school activities occurring in other locations. Equipment may not be borrowed for personal use.

Borrowed equipment is the sole responsibility of the person indicated on the checkout form. This individual is responsible for any equipment checked-out under their name, regardless of who may subsequently use the equipment during that particular checkout period. Repair or replacement costs of missing or damaged equipment will be assesses to the borrower of record.

All equipment requests must go through the technology department and will require that the borrower sign the checkout form indicating that they have received the listed equipment and that they are aware of the above policies.

Adopted: August 2007

GLOUCESTER CITY BOARD OF EDUCATION   **FILE CODE: 6142.10**
Gloucester City, New Jersey

Regulation

WEBSITE PROCEDURES

The Gloucester City Public School District web pages are public documents welcoming the outside world to the school and linking students and staff to outside sources of information. Guidelines are required in the construction of school web pages to ensure that information on the pages is appropriate for any Internet user from around the world to access. Web pages should support the educational goals of Gloucester City schools.

Production of Web Pages

In producing the web pages the following goals should be considered:

A. Introducing outside visitors to the school and its programs;

B. Sharing the school's successes with the world; and

C. Linking internal users to good outside information resources.

Publishing Safeguards

A. Decisions on publishing student names, pictures and audio clips are based on the principal's or web designer's judgment. Written permission by a parent/guardian must be obtained before publishing;

B. Permission must be obtained from any staff member prior to displaying his/her photograph;

C. Web page documents may not include any information that indicates the physical locations of a student at a given time other than attendance at a particular school or participating in activities;

D. Web page documents may include only the first name and the initial of the student's last name unless parental/guardian permission has been granted;

E. Documents may not include a student's phone number, address, names of their family members, or names of friends;

F. Copyright must be respected. The author of the web page must not use copyrighted materials without permission.

All Web pages are required to meet the Guidelines/Procedures established by the school district.

Adopted: August 2007

GLOUCESTER CITY BOARD OF EDUCATION **FILE CODE: 6142.10**
Gloucester City, New Jersey

Form

STAFF INFORMATION TECHNOLOGY ACCESS AGREEMENT

I, _____ , a staff member in the Gloucester City School District, am aware of the significant responsibilities associated with the use of information technology and the Internet. By my signature below, I certify that I have read the following policies, that I understand them and that I agree to be bound by them.

Specifically I agree to:

A.   Use district Information Technology Resources for educational purposed only;

B.   Treat with respect and exercise reasonable care in the use of all district computer hardware, software and communications resources;

C.   Not reveal to anyone else passwords or other access codes assigned to me so that I may use the Information Technology Resources of the district, not to trespass in another's folders, work or files for any reason;

D.   Make responsible, cost effective use of district consumable supplies such as paper, electronic media and printer ink and toner;

E.   Not develop, acquire, display or transmit any material by electronic means or hardcopy that could be considered by a reasonable person in our community as obscene, scatological, racist, abusive, degrading to men or women by gender or demonstrating intolerance or prejudice toward any ethnic or religious group;

F.   Not use district technology resources to support political or religious causes or support candidates for public elected office, or promote personal agendas.

G.   Not violate copyright laws.

H.   Unless authorized by the Technology Department:

1.   Make no attempt to in any way, alter, modify, upgrade, or repair any district software, including, but not limited to, computers, interface cards, monitors, printers, scanners, modems, wiring, or cabling;
2.   Make no attempt to damage, modify or upgrade any district software;
3.   Make no attempt to install software of any kind on any district computer or network or download and install programs of any kind to any district computers

I.   Technology is a powerful tool that can enhance instruction. Every staff member maintains the responsibility to closely monitor student use of the Internet when that student is assigned to him/her.

J.   If a staff member suspects any misuse of technology by a student, the staff member will report that suspicion to the building principal or designee.

K.   Each Staff member will:

1.   Receive an e-mail account that assigned by the district. E-mail IS NOT PRIVATE and may be monitored by the school district;
2.   Be given a password to access the computer system. In accepting this password, the staff member agrees to keep it confidential and report any breaches of security to building principal or designee;
3.   Contact appropriate supervisors or school administrators if special provisions are needed such as the establishment of individual or group student e-mail accounts that would enhance instruction;

GLOUCESTER CITY BOARD OF EDUCATION　　　　**FILE CODE: 6142.10**
Gloucester City, New Jersey

Form

<u>STUDENT USER AGREEMENT - INTERNET/ELECTRONIC DEVICES</u>

Internet access is available to students and staff of the Gloucester City School District. We believe it offers valuable and unique resources to both students and staff. Our goal in providing this service is to promote educational excellence in the district.

The purpose of this agreement is to ensure that use of the Internet resources is consistent with the district's mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the users who must follow strict guidelines. If a Gloucester City School District user violates any of these terms the user account will be closed and future access denied.

To gain access to the Internet, all students under the age of 18 must obtain parental permission, which would be legally binding.

<u>Terms</u> <u>and</u> <u>Conditions</u>

<u>Internet</u> <u>Use</u>

A.　Users are responsible for good behavior on the school computer networks, just as they are in the classroom, or a school hallway. General rules of behavior apply;

B.　Internet access is provided for users to conduct research and to communicate with others. Access is given to students who agree to act in a considerate and responsible manner. Access is a privilege - not a right;

C.　Users are expected to conduct themselves in a responsible, ethical and polite manner while online;

D.　Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material;

E.　Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems, or computer networks intentionally will result in cancellations of privileges;

F.　Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism will not be tolerated;

G.　Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem in the school's computers, network, or Internet connection, you must notify the system administrator. Do not demonstrate the problem to others;

H.　Using someone else's password or trespassing in another person's file without written permission is prohibited. Attempts to log on to the Internet as anyone but yourself may result in a cancellation of user privileges;

I.　Gloucester City School District makes no guarantee of any kind, whether expressed or implied, for the service it is providing. The district assumes no responsibility or liability for any damage a user may suffer. This includes the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services;

J.　All communication and information via the computer resources shall be regarded as private property. However, people who operate the system may review files and message to maintain system integrity and