

*Highlands
Elementary School*

**Technology Plan
2010 – 2013**

**Approved by the Board of Education on
June 21, 2010**

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10	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
10	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i> <i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i>
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11	1. <i>List the filtering method(s) used.</i>

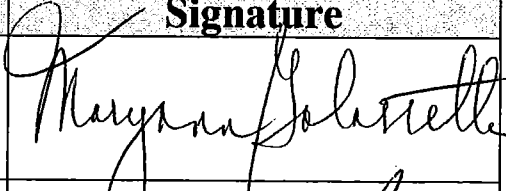
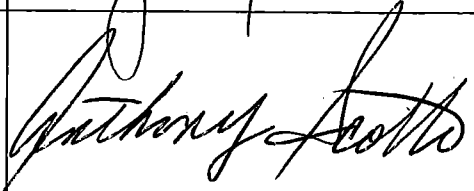

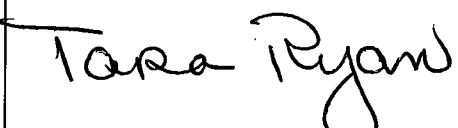

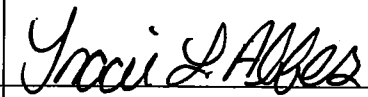
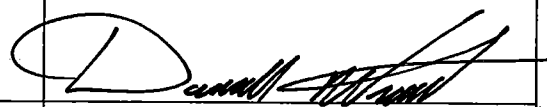

	(NOTE: Be specific as this is a federal mandate.)
11-14	2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.
15	3. Describe the district's Internet safety policy that addresses the a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are - (i) obscene; or (ii) child pornography; or (iii) harmful to minors; and b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.
15	4. Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)
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19	A. <i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
19	B. <i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21st century learning communities.</i>
19	C. <i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>

19	D. <i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
VI. FUNDING PLAN (July 2010 – June 2011)	
20	A. <i>Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
20	B. <i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.</i>
20	C. <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>
20	D. <i>A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i>
20	<p>E. <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i></p> <p><i>Those elements are:</i></p> <ul style="list-style-type: none"> ▪ <i>Goals and strategies for using telecommunications and information technology;</i> ▪ <i>A professional development strategy;</i> ▪ <i>An assessment of telecommunications services, hardware, software, and other services needed;</i> ▪ <i>Budget resources; and</i> ▪ <i>An ongoing evaluation process.</i>
VII. PROFESSIONAL DEVELOPMENT	
20	A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
20	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
20	1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i>
20	2. <i>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</i>

	<i>or library media center.</i>
20	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
20	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
21	C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i>
21	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
VIII. EVALUATION PLAN	
21	<i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in</i> 1. <i>Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach,</i>
21	2. <i>Enabling students to meet challenging state academic standards, and</i>
21	3. <i>Developing life-long learning skills</i>

**Highlands Elementary School Technology Plan
(2010-2013)**

Stakeholder Table		
Title	Name	Signature
Superintendent/Principal	Miss Maryann Galassetti	
Tri-District Supervisor of Curriculum & Instruction	Mr. Anthony Scotto	
Supervisor of Elementary Education	Mrs. Kim Muir	
Board of Education Member	Mrs. Tara Ryan	
Classroom Teacher	Mrs. Colleen Acerra	
Technology Teacher	Mrs. Tracie Abbes	
Technical Support Specialist	Mr. Darrell Winter	
Business Administrator	Mrs. Kathleen Jannarone	

II.) Executive Summary:

The technology planning team recognizes that technology extends far beyond the actual hardware that is used in the school district. In order for technology to be implemented correctly, the following visionary components are necessary:

- *Collaborative:* All members of the HES community must embrace technology as a necessary means to move forward with 21st Century teaching and learning.
- *Integrated:* Technology must involve more than the instruction that takes place in the computer lab. All disciplines need to integrate technology to enhance student learning throughout the school year;
- *Web-based:* Less emphasis on software and more emphasis on using the World Wide Web as a tool;

III.) Technology Overview:

A.) Technology

1.) The following is an inventory of current technology networking and telecommunications equipment:

- Working Desktop PC's in classrooms (50)
- Working Desktop PC's in computer lab (25)
- Laptop cart computers (25)
- Student data server for student files (1)
- Wireless connection throughout building
- LCD Projectors (8)
- Smartboards (3)
- Phone System (1)
- Photo Scanner (1)
- In-house email server (1)

2.) The following technology inventory is needed to improve student academic achievement through 2013, but not limited to:

- The aforementioned inventory (provided no obsolescence);
- Additional PC's for instructional staff;
- Purchase additional curricular/filtering software for new (and additional) PC's;

- Continue with one year company maintenance policy on all newly purchased PC's;
 - Use of technical support for trouble-shooting/repair;
 - Improvement of Phone System for telecommunications services;
 - Technical Support (outside consultant);
 - Facilities infrastructure;
 - Additional LCD Projectors (mounted) in classrooms.
- 3.) The school district integrates assistive technology devices (as needed) to accommodate students' needs. A *Magnifying Reading Device* and use of *headphones* is used on a regular basis. In addition, the HES community continues to meet students' needs with state testing modifications (ie: laptop, computer, AlphaSmart) as per Individualized Education Plans (IEP). It is also noted that with an increase in technology literacy that is integrated into the curriculum (ie: NJ-TAPIN) all special needs students are also receiving necessary modifications. In fact, the use of technology has minimized frustration levels and increase interest level. The district's recent implementation of *Smart boards, Re-designed Media Center, and LCD Projectors* is another assistive technology initiative that addresses the needs of all learners.
- 4.) All educators have access to educational technology in their instructional areas. All classrooms have a designated desktop PC for teacher and/or student use. In addition, all teachers have access to the Internet during instructional and preparation periods. Teachers have access to two (2) mounted SmartBoards (on non-lab and non-media days). All teachers of science, language arts literacy, and mathematics have access to the various technological components that accompany the newly-adopted curricular materials.
- 5.) All administrators have access to technology in their workplace. For example, each administrative office has a designated desktop PC, printer, access to the Internet, and email. In addition, the administration has access to any of the portable (or mounted) presentation systems (for meetings, trainings, etc.)

6.) The district's website (www.highlandselementary.org) is accessible to all stakeholders in (and out of) the HES community. Members of the school community that do not have access to the Internet are allowed to use HES's computers (with permission) to visit our website. Our website is often visited by other parents in the Tri-District to educate themselves of other happenings within the school community. People with disabilities have access to the school's website as well.

7.) Over the next three years, HES will be replacing existing PC's. The district works within a five-year cycle for computers. HES replaces old computers by either sending them to a recycling outfit (or the district will get credit toward new equipment from the current hardware vendor). It is noted that when the cost of parts exceeds \$150 (in one year), the district will replace the PC the following July.

B.) Cyber Safety

- 1.) HES currently uses "*Smartfilter*" as the filtering method to maintain cyber safety. As per federal mandate, this filtering system is used on computers that all staff, students, and parents have access to. The software is loaded on the school's proxy server.
- 2.) All staff and students are required to sign an Acceptable Use Policy (AUP). This file is kept in a secure location within the school and is updated as new staff and students join the HES community (see below for sample copy of the AUP for students).

2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board

directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

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

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

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

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 - 1. Intentionally disrupts network traffic or crashes the network;
 - 2. Degrades or disrupts equipment or system performance;
 - 3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
 - 4. Steals data or other intellectual property;
 - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;

6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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

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

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

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

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

Federal Communications Commission: Children's Internet
Protection Act.

- 3.) In addition to signing an AUP, all students are educated about the importance of online safety through formal and informal classroom instruction. Teacher created lessons and reference websites (on Internet safety) are used at all grades and are aligned to the New Jersey Core Curriculum standards. It is also noted that all grade four students participating in "NJ-TAPIN" are assessed on demonstrating proficiency (or higher) in the area of on-line safety.
- 4.) Parents are provided with information (formally and informally) regarding on-line safety. The district continues to adhere to the policy that was adopted on August 18, 2003 at the Public Board of Education Meeting. It is also noted that parents have a necessary role in the signing and implementation of the AUP listed above.

C.) Needs Assessment:

1. The current status of educational technology is described below, followed by a needs assessment.

a. Staff's current practice of integrating technology includes (but is not limited to) collaborative projects with technology teacher and classroom teacher. Reinforcement of curricular skills takes place (as needed) using educational resources/websites during regularly scheduled computer lab time. An increased number of instructional staff demonstrate proficient use of technology during formal and informal classroom observations/visitations. This is particularly evident with staff that are using Smartboards, Mounted LCD Projectors, and PC's (as a learning center) in the classroom.

b. An informal survey indicated that most teachers/library media personnel feel that their level of technological proficiency has increased; however, all stakeholders admit they would like to continue to grow professionally.

c.) Barriers:

- Not all teachers currently have a dedicated LCD projector in their classroom.

- **Teachers were asked if past professional development addressed their needs for technology integration. Many teachers felt they would like to continue to explore specific examples of *how* to integrate technology with their curriculum and tiered training in the area of technology application.**

Environment:

- **All students have formal access to computers and Internet a minimum of once a week in technology class. Teachers meet informally with the technology teacher to integrate within curriculum.**
- **There are two or more computers available for students' daily use in the classroom.**
- **Daily Internet access (to support the use of 21st Century Skills) is available in all classrooms.**
- **In addition to using technology in the classroom to take attendance and to access report cards, several staff members have integrated technology using the Smart Boards, LCD Projectors, Study Island, and educational websites that accompany the newly-adopted curricular resources.**
- **Educational websites are often shared by sending a link to the Tri-District Supervisor of Curriculum and Instruction. This administrator then forwards the websites/links to teachers that will benefit from them. It is not unusual for the instructional staff to add these "new links" to their webpages as well.**
- **Past Professional development (for instructional staff and administration) has taken place within the building, through Tri-District in-services, and attendance at out-of-district workshops. The newly-adopted observation tool requires the administrator to provide the classroom teacher with feedback as to "how" technology was used (in the lesson) to enhance student learning.**
- **During the 2009-2010 school year, the instructional staff and administration were provided with professional development related technology integration, online resources for math and science, and district participation in**

the Brookdale PD Network for Math/Science/Technology (IKE).

- **In addition to the aforementioned professional development opportunities, the technology teacher and administration provide ongoing support to the staff (as needed). It is also noted that all staff are afforded the opportunity to conduct a “site visit” within the Tri –District.**

Evaluation of Needs:

Students’ needs are evaluated through ongoing dialogue with the middle/high school to which they will be sent in seventh grade. Their needs are also considered (through assessment) based on the New Jersey Core Curriculum Content Standards (NJCCCS). It is also noted that all fourth grade students are formally assessed for proficiency using the “NJ-TAPIN” Philosophy.

Teachers’ needs are evaluated through a needs assessment that is developed by the Local Professional Development Committee (LPDC). Technology needs are also discussed at curricular and administrative meetings.

2.) Identified needs to improve academic achievement

Professional development needs include:

- **Lesson Plan Development (particularly with newly-adopted math and science programs)**
- **Student Use of Technology (outside of the lab);**
- **Application of Technology;**
- **Additional Smartboard Board training (tiered);**
- **Strategies for use of LCD Projectors (for whole class instruction).**

3.) Prioritized Needs:

- **Same as above.**

IV.) Three-Year Goals and Objectives:

A.) History:

The approved goals for the HES 2007 - 2010 Technology Plan were as follows:

- **Goal 1: Additional PC's in lab/classrooms;**
- **Goal 2: Increased use of Technology to enhance student learning;**
- **Goal 3: An increase in the number of students scoring proficient (or higher) on the NJ-TAP Assessment.**

The HES Technology Planning Committee has evaluated the aforementioned goals as follows:

- **Goal 1: The committee has determined that this goal has been met with success. The HES computer lab has new PC's (with existing working PC's that were placed in classrooms);**
- **Goal 2: The committee has determined that this goal will continue into the next three year technology plan. Success has been met; however, HES would like to sustain the implementation of collaborative projects and the use of (technological) curricular resources to enhance student learning.**
- **Goal 3: The committee has determined that this goal has been met as well. The number of 4th grade students scoring proficient (or higher) on the NJ-TAP Assessment has increased. This goal will continue as HES moves into the next three years.**

B.) Goals and Objectives for 2010 – 2013:

1. As stated above, goals one - three will be ongoing.
2. Additional goals (which shall be called *Goals 1-4* for the remaining portion of this document) are as follows:
 - **Goal 1: Maintain Five Year Cycle for PC's;**
 - **Goal 2: Complete the Installation of Mounted LCD Projectors (in all instructional areas);**
 - **Goal 3: Upgrade existing phone system and server;**
 - **Goal 4: Provide high-quality professional development to enhance technology integration opportunities.**

V.) Three-Year Implementation and Strategies Table (A & B):

Three-Year Technology Implementation Activity Table				
District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
Goal 1 (PC's)	Maintain 5 Year Cycle for New PC's	2010-2013	Administration Business Office Technical Support	Purchase Orders Work Order Inventory
Goal 2 (LCD Projectors)	Complete LCD projector installations in all instructional areas	2010-2013	Administration Business Office Technical Support	Purchase Orders Work Order Inventory
Goal 3 (Phone System and Server)	Purchase/Install additional upgrade phone system and server	2010-2013	Technical Support Administration Business Office	Sign-off sheet (work order) Purchase Orders Floor Plan
	Training for office staff and administration to implement newly-upgraded phone system	2010-2013	Technical Support Administration Business Office	Purchase Orders Work Order Training
Goal 4 (Professional Development)	Participate in quality staff development to increase the use of technology (to enhance student learning)	2010-2013	Presenters Teachers Administration Business Office	PD Certificate BOE Agendas
	Apply newly-acquired skills (into classroom instruction)	2010-2013	Administration Teachers	Lesson plans Formal and informal observations

V. (continued – sections C & D)

As stated earlier in this plan, HES continues to implement NJ-TAPIN in order to work towards the NCLB requirement that all students be technologically literate by the end of grade eight. All fourth grade students are assessed; the information collected drives the curricular decisions for the two remaining years that the students are in the district. The date is also used to articulate with the sending 7-12 district (Henry Hudson Regional).

All current telecommunication and information technologies (as stated earlier in this plan) will be useful in reach the aforementioned goals noted in the “Implementation and Strategies” table.

VI.) Funding Plan: (A & B)

<i>School Year</i>	<i>Anticipated Costs</i>	<i>Sources of Funds</i>
2010-2011	\$46,021*	Local budget, E-Rate (USF), NCLB, IDEA

2011-2012	\$48,322*	Local budget, E-Rate (USF), NCLB, IDEA
2012-2013	\$50,738*	Local budget, E-Rate (USF), NCLB, IDEA

*Costs include hardware, software, wiring for networking, upgrades, license fees, additional technical support (beyond regular weekly support), and staff development opportunities.

C – E.) See attached approval of this plan and approved budget of \$46,021 for the 2010-2011 school year. It is also noted that this plan/budget (for each successive year of this plan) will be included in the local, board approved, annual budget. The final creation date of this plan will be July 1, 2010 (as approved at the June 21, 2010 Local Board of Education Meeting).

VII.) Professional Development:

A.) The person responsible for the coordinating the professional development activities in this plan is:

Mr. Anthony Scotto, Tri-District Supervisor of Curr/Instr.
(Input also from other administration and LPDC)

B.) Planned Professional Development Activities:

1. All teachers/media personnel/administration will have ongoing, sustained (tiered) professional development to assist with use of Smart boards, LCD Projectors, and Technology Integration;
2. All teachers/media personnel/administration will have ongoing, sustained professional development (that models 21st Century learning) to assist with lesson design, student use of technology, and application of technology;
3. On-going, sustained professional development is provided for all administration, instructional, technical, and support staff via tri-district in-service days, individual out-of-district workshops, and/or trainings for innovative programs to promote office efficiency;
4. Further development of the application/implementation of assistive technologies will be addressed through B-1 (as stated above).

C.) Opportunities Planned for the 2010-2011 School Year:

- **Tri-District In-Service Days (using approved providers);**
- **Mini In-Services (1/2 days);**
- **Faculty Meetings;**
- **Voluntary After-School Professional Development Sessions;**
- **Turnkey/Coaching Opportunities provided by trained staff;**
- **Approved out-of-district workshops for individual staff members.**

Note: Topics noted in section V of this plan.

D.) Projected Professional Development Opportunities through 2010:

- **Inclusion of the aforementioned information listed in section C (above);**
- **Additional professional development needs identified in yearly LPDC Needs Assessment;**
- **Changes in technology that require additional training;**
- **Additional State Mandate Programs/Initiatives.**

VIII.) Evaluation Plan:

- 1. NJ-TAPIN data, lesson plans, formal and informal classroom observations/visitations, and feedback from instructional staff are all used to regularly evaluate the extent to which technology is integrated into curricula to promote 21st Century skills, global collaboration, and outreach.**
- 2. District/teacher-created tests and results of high-stakes assessments (NJ-ASK) indicate how technology-rich lessons enhance student performance. Data from NJ-TAPIN Project also provides information regarding technological literacy;**
- 3. Feedback from sending regional middle/high school enables the HES community to determine if our students are prepared for future academic demands and real-life situations.**

Three-Year Local School District/ Charter School
Technology Plan
July 1, 2010 through June 30, 2013

County: Monmouth

County Code: 25

District/Charter School or Affiliation: Highlands Elementary

District Code: 2160

Grade Levels: PreK-6

Web Site: www.highlandselementary.org

Date Technology Plan approved by school board or governing body - June 21, 2010

Is the district compliant with the Children's Internet Protection Act (CIPA)? (Y/N) Yes

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

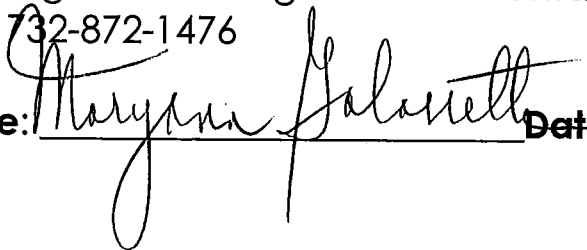
Name: Maryann Galassetti

Title: Superintendent/Principal

E-mail: mgalassetti@highlandselementary.org

Phone: 732-872-1476

Signature:



Date:

6/21/2010

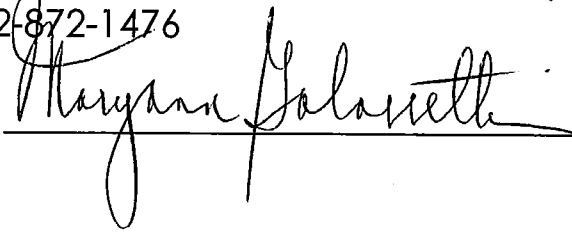
Superintendent/Lead Person Approval: Maryann Galassetti

District Superintendent/Lead Person: Maryann Galassetti

E-mail: mgalassetti@highlandselementary.org

Phone: 732-872-1476

Signature:



Date:

6/21/2010

County Coordinating Council Approval:

Lead Agent: (print) _____

Title: _____

E-mail: _____

Phone: _____

Signature: _____

Date: _____

HIGHLANDS BOARD OF EDUCATION

HIGHLANDS ELEMENTARY SCHOOL

360 NAVESINK AVENUE
HIGHLANDS, NEW JERSEY
07732-1323

KATHLEEN JANNARONE
INTERIM SCHOOL BUSINESS ADMINISTRATOR
BOARD SECRETARY

732-872-9228
FAX 732-872-0432

The following is an excerpt from the minutes of the June 21, 2010 Highlands Board of Education Regular Meeting held at 7:00PM:

Motion by Ms. Ryan and second by Ms. Jarmusz to approve the **2010-2013 TECHNOLOGY PLAN** for the Highlands School District submitted to the Department of Education, Monmouth County Office.

Carried by a unanimous roll call vote. (6-0)

CERTIFICATION:

I, Kathleen Jannarone, Secretary of the Highlands Board of Education certify that this is a true copy of an excerpt from the minutes of the Regular Meeting of the Highlands Board of Education held June 21, 2010 at 7:00PM.



Kathleen Jannarone,
Interim School Business Administrator/
Board Secretary

6/24/10
Date