Assignment 1: Strategic Technology Plan

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1. **MISSION AND VISION**

   District Mission

   The South Brunswick School District, together with our community, will prepare students to be lifelong learners, will engage every student in a quality learning experience, and empower each student to become critical thinkers while reaching his or her highest potential. Through the use of the New Jersey Student Learning Standards (NJSLS) and/or the Common Core State Standards (CCSS) at all grade levels, the schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student (South Brunswick School District, 2013).

   Vision Statement

   All students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information, and ideas (United States Department of Education, 2016). The School District of South Brunswick envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. **GENERAL INTRODUCTION/BACKGROUND**

   District Profile

   South Brunswick School District currently consists of 10 schools educating 8,804 students. Due to a 2,100 student increase in enrollment with the addition of the Deans Hall Road apartment complex and the Ridges housing development, we have a need for two additional elementary schools and a new middle school. Our total operating budget for the 2016-2017 school year is $132,690,395.

   The South Brunswick school district is 48.4% male and 51.6% female. Ethnographically, the township is 52.08% White, 7.71% Black or African-American, 0.17% Native American, 35.91% Asian, 0.02% Pacific Islander, 1.52% (658) from other races (U.S. Census, 2010).

Planning Process

Technology planning should begin with a needs analysis. To bring about change and improve performance, skills, and attitudes, analyzing current needs and determining what is needed to bring forth change is required (Brown & Green, 2016). Taking into consideration the current infrastructure of the ten existing schools in the South Brunswick school district, members of the Technology Planning Committee, which is comprised of Board members, faculty and staff, community members, parents, and teachers, met to discuss current practices and new initiatives beginning September 2017.

3. NEEDS ASSESSMENT/GOALS

Assessing the needs of the three additional schools was based on the current technology practices of the existing seven elementary and two middle schools. Through interviews, documents studies, software tools and physical inventory analysis, areas of strengths and weakness were determined. The plan will have an emphasis on technology-infused projects and the NJSLS for Technology.

Currently, the South Brunswick School Districts utilize classroom Chromebooks and Chromebook carts. In an effort to move from teacher-directed learning to student directed learning through the use of tech-aided tools, methods, and approaches, the three new schools will pilot a one-to-one Chromebook initiative which will be implemented into the existing schools after evaluating success.

When considering the inclusion of students with disabilities, the following assistive technologies will be implemented into each school:

- VGo (robotic telepresence solution) in the classroom used by an elementary student with a laptop from home when he cannot attend school due to medical limitations.
- iPads and Touch Screen Chromebooks support individual programs for students with special needs across the district.
- Tablets, Laptops and 4G/LTE Chromebooks provide students offsite Internet access when mandated by law and/or school-sponsored programs.

GOALS:

GOAL	OBJECTIVES
Students will attain technology-related and media literacy skills that will assist them in achieving the New Jersey Core Curriculum Content Standards (NJCCCS) and the New Jersey Student Learning Standards for English Language Arts/Math (NJSLS).	● Students will use digital tools to gather data, formulate responses and present information. ● Students will gain the skill and ability to read, write, problem solve, and interact across a wide range of platforms, tools, and media by exploring digital literacies. ● Students will have opportunities to experience and explore coding as part of the problem-solving process. ● Students will engage in virtual reality experiences that enhance instruction in existing curriculum areas.
Students will have engaging and empowering learning experiences both in and out of school by seeking the involvement and participation of the entire community in the learning process.	● Ensure that all schools are the center of community learning. ● Continually reach out to community organizations (social, civic, business, faith-based, and others) to inform and recruit assistance for students and school personnel. ● Utilize school buildings as a place for community gatherings and members to acquire new knowledge and skills.
Through professional development, educators will attain the skills and knowledge necessary to support students in applying digital literacies to solve 21st-century problems.	● Educators will use the Technology Reflection Tool to self-assess their current levels of understanding/ ability according to each ISTE standard. They will use this formative data to develop a technology-focused goal in their PDP. ● Technology Educators, Supervisors, and Principals will collect and analyze this data to create professional development opportunities based on teachers' needs.
Ensure all schools will have adequate and equitable technology resources.	● The District will provide the required support technology infrastructure and instructional technologies. ● Continuously monitor the skill levels of school-based technology staff and expand opportunities for training.

4. FUNDING

The following sources have been identified for the proposed funding of this technology acquisition plan:

- Local district funding (Three-year technology fund; recurring) --USD 300,000
- State PARCC technology support fund (non-recurring) -- USD 50,000
- Federal Perkins support (recurring, but needs renewal approval) -- USD 100,000
- Federal E-rate funds (recurring, pending approval) -- USD 100,000

This leaves a shortfall of 154,866 dollars, which must be secured through private sources or public-private partnerships. Such possible sources could be:

- Donorschoose.org
- Bill and Melinda Gates Foundation
- HP Foundation

The existing seven elementary schools in South Brunswick School District have 4-5 Chromebooks per classroom, while the two middle schools have 30 Chromebooks per grade level, with an additional rolling cart of 30 Chromebooks available on demand. Since the twice-annual PARCC assessment for grades 3-11 is already past its pilot phase, it will be prudent to invest in one-to-one Chromebooks for the two new elementary and one new middle school for the district's 2016-2019 technology plan. The following table shows a breakdown of funds required to accomplish this one-to-one Chromebook target for the projected enrollment numbers for the three new schools.

Grade Levels	Total Projected Enrollment	Total Classrooms	Total Chromebooks Reqd.
3-5 (Two Elementary Schools)	1000 students	35	1000
6-8 (One Middle School)	1100 students	38	1100
Total	2100 students	73	2100

Below is a breakdown of the projected cost for the initial acquisition of the hardware and the software bundle needed to distribute 3400 Chromebooks to 3400 students in the three new

schools. The added software is required to align school's distribution of accessible software to meet Federal Children's Internet Protection Act (CIPA) guidelines.

Item	Price/Unit	Total Quantity	Total Cost
Samsung Chromebook 3 - 11.6" - Celeron N3050 - 2 GB RAM - 16 GB SSD--CDW-G	205.99	2100	432,579
CDW Laser Etching-Tier 1 Static Small	11.00	2100	23,100
Datamation Systems DS-GR-CB-M32-C - Laptop cart	1424.27	70	99,698.90
Computrace Tracking Software 3-year Subscription	115.70	21	2,429.70
Cisco 819 Secure Hardened Router and Dual WiFi Radio - wireless router - 80 (CDW-G)	1142.13	85	97,070
Wifi Installation (Three Schools)-Approximate	1.00	50,000	50,000
Total Cost			$ 704,877.60

5. TECHNOLOGY ACQUISITION PLAN

As per this expansion one-to-one Chromebook plan, the technology purchase is distinctly divided into three categories:

1. **Hardware:**

    Samsung Chromebook 3 - 11.6" - Celeron N3050 - 2 GB RAM - 16 GB SSD--CDW-G

    Charging and storage cart

2. **Software:**

    In this category, the required software includes tracking and filtering software, in order to meet CIPA and HIB (Harassment, Intimidation, and Bullying) laws requirements. In addition, tracking software is needed to monitor device movement for school use only.

3. **Internet access:**

    In this category, a district regulated and monitored, yet fast and efficient student access to Internet will be provided in the three new buildings. Wi-Fi access routers will be installed to ensure full bandwidth for 80% of the devices to be connected at all times during the day. This would require additional bandwidth to the existing network. This additional bandwidth will be purchased through priority funding through E-rate. In case, the district does not qualify for E-rate, the funds will be allocated from the local technology budget.

This plan involves buying of Chromebooks for all students in the three new schools. Chromebooks, along with Google Apps for Education (GAFE) is a Google-supported, low-cost, open-source operating system, which can be used by students who have little or no access to hard-drive-based computer applications. Google Drive allows for student work access from home as well as from school. Chromebooks are easy to use hardware that requires a small learning curve, which makes them suitable for students with the widest range of abilities.

A tentative timetable for the execution of this plan is hereunder.

Action Steps	Timeline
Presentation of plan/budget for board approval	October 2016
Securing federal and state funds	February 2017
RFQs, Quotations and Orders placed	March 2017
Wi-Fi Installation/Access verification	April 2017
Chromebooks are delivered	May 2017

The open-source OTA (Over-the-Air) updates of the operating system in Chromebooks allow for always up-to-date software for student use. Google Apps for Education suite (GAFE) is cloud-based and does not require user-end updating. Since all documents are stored in the cloud, there is no need to upgrade hardware memory, as it used to be the case with Windows-based PC computers.

New Jersey DOE's Educational Technology division (http://www.state.nj.us/education/techno/) offers extensive support for all stakeholders in the decision-making process of educational technology. Also, the district technology director is proposed to lead this initiative. The Director of Technology's professional credentials would provide invaluable guidance in many steps towards final decision-making process.

6. ACCESS

Universal in-school access to instructional resources provided through one-to-one Chromebook technology plan will ensure that all students, regardless of their at-home access to a computer, will be able to receive equal and equitable instruction. A safe and filtered access to the internet will ensure that students would be able to access all educational resources that are

needed to support their grade-level curriculums. School-wide Wi-Fi installation would provide uninterrupted access to information at all times.

Added funding to install CIPA and HIB-recommended software at the outset will provide maximum security from the unwanted access to potentially harmful websites. Filtered and monitored Wi-Fi access would ensure that students are protected from intentional or unintentional malicious incoming traffic. A secured log-in mechanism would ensure only authorized school community members are allowed access to the district internet.

Filtering software, like Umbrella and Surfwatch, ensure that all hardware that we purchase are CIPA-compliant for E-rate funding purposes. This software will come pre-installed on the Chromebooks. In combination with Deep Freeze software, this software cannot be blocked or uninstalled by the students.

7. USER SUPPORT PLAN

As part of the user support plan, there are four dimensions to consider. Although there will be overlap regarding the content and topics across each dimension, it is important to differentiate the levels of support needed for each dimension. The four user support dimensions are:

1. **Wi-Fi - User Support:** Bandwidth and overall Wi-Fi capacity need to be optimized for Wi-Fi usage across the three new schools. Moreover, monitoring of usage reports and peak usage will be needed to recommend future enhancements and identify problem areas that may emerge. Moreover, monitoring of Wi-Fi resources will be crucial to supporting optimal Wi-Fi usage in the classroom. The South Brunswick school system has already made major enhancements to Telecommunication (i.e., VOIP) and Wi-Fi services based on their audit and upgrades conducted during the 2013-2016 school years. The contract will need to be amended to include the three new buildings and the appropriate level of bandwidth and resources needed to compensate for the increase in students and staff.

2. **Chromebook User Support**: Chromebooks will be the main devices used in the classroom to support in class activities and testing requirements (i.e. PARCC). Chromebooks must operate at optimal performance throughout the school year to enable ideal usage in the classroom. An ongoing hardware support plan will be

implemented to maintain the life of each Chromebook. In addition, "loaner

Chromebooks" will be available to minimize downtime from any hardware issues that

may arise.

3. **Instructor User Support**: Instructors need to have access to tools and resources if

   technical issues that may arise. Moreover, the technical skill and experience of each

   teacher will vary. Therefore, instructor support in the form of ongoing professional

   development and available tech support will be needed.

4. **Student User Support**: Student usage of Chromebooks will vary based on prior

   knowledge and experiences. Moreover, student support will be needed when students are

   using the Chromebooks outside of school hours. A method to help drive knowledge of

   the Chromebook and connectivity issues that may arise will be needed.

In order to support the four user support dimensions, five user support methods will be

created to enable tracking and management of all issues and questions that arise.

1. **Case/Ticket System**: we will implement a "case/ticket" system using Google Docs. The

   goal of this case/ticket system is to allow teachers and students to open cases in the event

   of any technical issues or questions that may arise. This will enable the technology

   specialist to track the issues that come in and help uncover any trends or issues that are

   being experienced by the staff or students.

2. **On Demand Google Hangout/Chat**: We will use Google hangout/chat to create an

   online support chat capability for reporting issues. This could be used in cases where

   there is an urgent need and need immediate tech support.

3. **Knowledge Center**: This page will provide a wiki/searchable Google Doc that will have

   frequently asked questions and solutions for all issues that arise. This allows staff and

   students to quickly search for an issue and potential resolutions that may exist. It also

   serves as an ongoing database that will be immediately updated with the latest issues and

   questions. The Knowledge Center will be set up like a wiki, where staff and students can

   contribute to solutions that will be reviewed and approved on a weekly basis by the

   technology specialist. Eventually, the database will grow and allow staff to self-service

and find solutions to common questions and issues across each of the four user support dimensions.

4. **Tech Club**: The tech club will be made up of students who can serve as the tech experts in the classroom. The tech students will meet on a bi-weekly basis to learn of ways to better use the Chromebooks and related apps for school. As part of this club, they will get tips and best practices when it comes to troubleshooting issues that they may encounter in the classroom. Moreover, they will also learn how to search for solutions using various methods, including the knowledge center. These students will use these skills to help their fellow students or teacher in the classroom, while also helping them to develop twenty-first-century skills in the form of information and technical literacy.

5. **Hardware Support**: An asset management process will need to be created to track all Chromebooks and supporting devices (including servers, routers, and Wi-Fi extenders). Moreover, the hardware support plan will also need to include "loaner Chromebooks" that can be used to replace defective or damaged Chromebooks. Budget considerations will need to be considered beyond the normal as hardware issues are tracked. The creation of a "Tech Depot" will be created in the school that will store all of the assets and will serve as the hub for all tech support and related assets. From a long-term perspective, additional security costs may need to be considered for storage of the loaner assets, climate control, a tracking database for loaner Chromebooks.

In addition to these support methods, South Brunswick school will also have an enterprise agreement with Google to provide extended support of the Chromebooks and technology. Extended support will entail issues that are outside of the scope of the school (i.e., firmware updates, broken screens, and faulty Chromebook keypads).

In short, the five user support dimensions are supported via these four user support methods listed above. They provide options that are at no additional cost to the South Brunswick school district. Moreover, the five user support methods offer the means to further continue reinforcing the use and support of Chromebooks and associated apps, while furthering the knowledge and skill of students and staff alike.

8. PROFESSIONAL DEVELOPMENT PLAN

Professional development will be a key factor in driving success for the South Brunswick School District. Using the Farmington Tech integration plan as a model, which also includes recommendations from the International Society Technology and Education (ISTE), we will implement an ongoing professional development plan for all staff. The professional development plan will be made a top priority for all staff in the three new schools. This includes principals, teachers, paraprofessionals, and all staff that may use Chromebooks in any way that enables learning. This includes library staff and all instructors across all subject areas.

The Professional Development Curriculum

The professional development sessions will be geared towards the learning of how to use technology, the integration of technology in instruction, and the continual emergence of new and improved technologies and practices via a parallel path. The professional development opportunities will be offered via a variety of modes to address the needs, aptitudes, and styles of adult learners. This includes, in person hands on sessions, e-learning, and webinars.

The professional development curriculum will be segmented into five major areas:

1. **Technology Usage**: Focus of this area is to have the instructors comfortably use the technology at the school. This includes using the technology in the same way that their students will be using it in the classroom.

2. **Pedagogy & Technology Integration**: Focus of this area is to include the latest learning theories that are used in the classroom and how it informs the integration of technology tools that enable learning. A particular focus will be on the ways that technology can be included in assignments that are pedagogically sound and viable.

3. **Emerging Trends**: As applicable, new apps and tools that can be integrated into the classroom. This includes emerging apps that are introduced by teachers in the district. This will be integrated into the school's learning management a content that will be available to teachers and administrators via e-learning, podcasts, video tutorials, and whitepapers.

4. **Learning Community of Practice**: The sharing of best practices will be created via in person and discussion board activities via the school's Blackboard tool. A private

discussion board for staff and teachers will be created where they can share best practices and ideas on technology integration. In addition, co-teaching with technology and knowledge sharing sessions will be offered to support collaboration and foster the learning community of practice among the teachers and staff.

5. **Troubleshooting 101**: The basic foundations that a teacher needs to troubleshoot problems in the classroom will be provided (i.e., what if you lose connectivity of Wi-Fi in the classroom).

All activities that are covered in the curriculum will address these five major areas. The topics noted above will be managed by the TC for each building. However, they will have the support of the Technology department to address the variety of topics and dimensions covered in the professional development curriculum. Moreover, the Staff of the Technology Department will continue to keep abreast of current and emerging technologies. They will be able to participate in regularly scheduled department meetings, in-house staff development experiences, demonstrations of student projects using technology (e.g. podcasting, blogs), vendor-sponsored training, in and out-of-district visits, selected readings and independent studies, online webinars, training on the online component of the teacher evaluation system, and the student evaluation systems, hardware and software tutorials and online resources for technicians.

Ultimately, it will be the responsibility of all staff and instructors to take the assigned courses and learning opportunities offered via the professional development plan. District supervisors will review the technology skill assessment conducted as part of the South Brunswick 2013-2016 technology plan. This will inform the curricular paths that each staff and instructor will take based on their assessed strengths and weaknesses when it comes to technology, use, technology integration in the classroom, and in understanding the integration of pedagogy and technology use in the classroom.   Moreover, all staff members of the three new schools will be held accountable completing all activities and related sessions as part of their ongoing development plans.

Technology Integration Taskforce

The PD curriculum will be designed by the Technology Integration task force. The Technology Integration taskforce will be made up of principals, teachers, and instructional technologists. This includes members of the South Brunswick Department of Education

Technology department that oversee the technology infrastructure. They will be responsible for the conducting the needs assessment, design, planning, implementation, delivery, and evaluation of the professional development programs. Moreover, this task force will report their progress on a bi-weekly basis to the superintendent and the South Brunswick Board of Education. The task force will also be responsible for implementing the sessions, tracking attendance, and reporting progress on professional development success and completion. The task force will also review the case/ticket system used or support to also inform professional development topics and areas of opportunity.

The Technology Coordinator/Technologist

Each of the new school buildings will also have a School-based Technology Coordinator/Technologist (TC) who will provide support for staff in integrating technology. Technologist is the title used in South Brunswick for full-time educational coordinators in the middle schools. This is inline with South Brunswick's structure that has one TC in each building. A TC demonstrates knowledge of and experience in teaching, the integration of technology in teaching and learning, and adult learning (i.e. PD). The TC will be responsible for leading many of the professional development sessions that support the integration of technology into the classroom.

The TC will perform the following functions:

1. Inspires and participates in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the District.

2. Assists teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

3. Creates and support effective digital-age learning environments to maximize the learning of all students based on the principles of Universal Design for Learning (UDL) Technological Pedagogical Content Knowledge (TPACK), and the ISTE NETS for Administrators, teachers, coaches, and students.

4. Conducts needs assessments, develops technology-related professional learning programs and evaluates the impact on instructional practice and student learning. Models and promotes digital citizenship.

5. Demonstrates professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

6. Direct Responsibilities include:

   ● Coaching teachers on how to integrate standards-based technology curriculum.

   ● Co-teaches with teachers in modeling appropriate use of technology.

   ● Scaffolds the modeling and coaching processes to contribute to individual teacher growth.

   ● Meets the PD needs of staff at times atypical of contractual time.

   ● Supports school leaders in awareness and advocacy of technology vision, goals, and initiatives.

   ● Models appropriate use of technology that can be used to enhance learning environments.

   ● Supports schools in developing and maintaining technology teams to support the execution of the District's Technology Plan.

   ● Collaborates with other technology-related support personnel within the District for research and development, curriculum development, PD, and other District initiatives.

   ● Collaborates on a frequent basis with the District Instructional Technology Coordinator to plan services, assess effectiveness, and adjust practices as needed.

The TC professional will also be required to report current issues and success to the Technology Integration task force on a monthly basis. The TC works under the direction of the building Principal who works with the Technology Staff Developer and is a direct liaison to the assigned building technicians.

The Technology & Pedagogical Integration Special Interest Group

In addition to the available resources, the Technology and Pedagogical Integration Special Interest Group (PTI-SIG) will be created to further support professional development

efforts of the South Brunswick school district. The PTI-SIG will be part of a joint partnership with the New Jersey City University (NJCU) Educational Technology Department. The goal is to use the PTI-SIG to further support teachers who are interested in further expanding their understanding on how to further integrate technology into the classroom to achieve pedagogical and curricular objectives.

Furthermore, members of this special interest group will be able to further collaborate with educators, doctoral and master's students and other educational technology professionals from across New Jersey. This in turn will enable free academic resource and researchers to share emerging trends and best practices with South Brunswick educators. Moreover, it will then enable PTI-SIG members to share these best practices with the rest of the district. This will further enable to the community of practice to share important pedagogical and curricular strategies across the district.

9. PROGRAM EVALUATION

The TC professional will need to evaluate the technology integration program via four dimensions. The first dimension is in terms of the success of the professional development curriculum. The second dimension will be in the terms of the efficiency and pedagogical usage of the technology that is being used. The third dimension will focus on student's perceptions of the Chromebooks usefulness in the classroom. The fourth dimension is to evaluate and monitor the technology itself (i.e. hardware and assistive technologies).

In terms of the first dimension, a mixed methods approach will be taken to understand the use and effectiveness of the professional development sessions in supporting teacher needs. The first approach is to create and send a survey to teachers on what was worked, what tactics have they utilized in the classroom and what has not worked. This will be correlated with class grades that will be collected to see if there is any change in terms of grades across each subject area. We will also overlay the data in terms of Wi-Fi usage to see where the Chromebooks have and have not been used in the classroom to understand any other variances that may emerge.

In terms of the second dimension, the use of a case/ticket system will track and provide quantitative and qualitative data around the technology user experience. The case/ticketing system will also provide the means for the technology specialist to quantify time spent on tech

related tasks and can be used to justify potential expansions in staff/support roles. To make this experience comprehensive, the technology specialist will also create tickets for all issues received via google hangout. Again, the goal is to use the ticket system to get a realistic understanding of the issues, their frequency, and impact on learning. Moreover, the ticketing system can be used to uncover potential professional development topics and or student workshops to that may be needed to further increase use and proficiency of the Chromebooks and their associated apps. Moreover, focus groups of teacher and student perception of the technology use in the schools will also be conducted to get a complete picture of the technology use and experiences that are happening in the schools.

The third dimension is to understand student's perceptions on the usefulness of the Chromebook. This will be conducted via a survey and a series of focus groups to gain a better sense of what is really happening. Moreover, it will help in further understanding how where potential issues are happening in terms of the technologies use, integration, and overall value to the students.

The fourth dimension is to evaluate and monitor the technology itself (i.e. hardware and assistive technologies). In order to evaluate the hardware that is in use within the district, the following monitoring process will be implemented across a variety of channels. This includes:

1. Annual Meetings of K-12
2. Curriculum and technology integration Monthly meetings of the District Technology Department
3. Bi-monthly meetings of the South Brunswick High School Technology Team
4. Bi-annual meetings of the 21st Century Committee
5. Quarterly Supervisor Roundtable Meetings
6. Seasonal Administrative Retreats

In addition to the technology monitoring, these meeting will also be used to ensure that technology has been integrated into the curriculum (units of study and lessons) in authentic, meaningful ways and that it is being implemented as designed and planned. The Assistant Superintendent and Directors are responsible for ensuring that the goals of this plan are met or

that they are adapted and revised along the way to meet the emerging needs or requirements that arise during the life of the plan. Results will be published via the annual reports to the Board of Education and the public on progress toward meeting the goals of the plan.

As part of the evaluation process, a process has been designed should there be a need to make a "course correction" to any element of the plan. As part of our annual budget process, South Brunswick Board of Education reviews the following:

1. All of the technology projects that are in place in the District and ascertain the status of each.

2. New and emerging technologies that may hold promise for the future (e.g. as of the writing of this plan, we have a set of Chromebooks in pilot and are watching to determine impact and effectiveness).

3. Mandates that come from the federal and state governments (e.g. the PARCC system) that may impact currently established plans.

4. The unpacking and study of new standards.

5. Cost effective solutions (e.g. sales, group purchasing plans, etc.).

6. Assessment results (students) and assessment results (staff).

10. E-RATE PLANNING CRITERIA

The E-Rate plan was reviewed as a potential addition finding source for the South Brunswick school district. After reviewing the necessary qualifying criteria, it was determined that South Brunswick school district would not qualify for funding. The program will be further reviewed on an annual basis to determine if changes in qualifying criteria have occurred. If changes to the qualifying structure enable South Brunswick school district to take advantage of the e-Rate program, an e-Rate task force will be formed to drive the application and program implementation on the district.

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