

## Technology Plan Submission Form School Years 2009-2012

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(REVIEW TEAM WILL COMPLETE THE FOLLOWING INFORMATION)

DATE RECEIVED:		
REVIEWER:	Approval Status:	DATE:
DISTRICT APPROVAL LETTER SENT:		DATE:
DISTRICT REVISED LETTER SENT:		DATE:

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### Current District Demographics

District Profile	
DISTRICT NAME:	Van Buren School District #42
District Local Education Agency (LEA) Number:	1705000
Number of Schools in the LEA :	11
Total Number of Teachers for the District:	475
Total Number of Students Enrolled in the District:	5901
District Billed Entity Number:	139728
District Federal Registration Number (FRN):	0011702743
District National Center for Education Statistics (NCES) Number:	05 12410
Percentage of Students Eligible for Free/Reduced Lunch:	49.6
E-Rate District Discount Level:	67
Internet Connected Student/Computer Ratio for District:	3.7:1
Based on Census Tract information is your district considered Rural or Urban:	Urban

	(Year 1) 2009-2010	(Year 2) 2010-2011	(Year 3) 2011-2012
Number of computers & other devices with Internet access <u>before</u> application.	1800	1850	1900
Number of computers & other devices with Internet access <u>after</u> application.	1800	1850	1900
Direct connections to the Internet number of drops.	2100	2150	2200
Number of classrooms with Internet access.	460	460	460
Direct broadband services between 10 Mbps and 200 Mbps.	2	3	3

School(s) Profile

To be consistent, please use the same school name submitted to Child Nutrition for the Cycle 2 APSCN Report. To insure accuracy, refer to the database in the Technology Resources site:

[http://arkansased.org/tech\\_resources/excel/school\\_lunch\\_07-08\\_121907.xls](http://arkansased.org/tech_resources/excel/school_lunch_07-08_121907.xls)

Please list the name of every school building for which you file E-Rate.

School Name	LEA#	E-Rate Entity #	NCES#
City Heights Elementary School	1705020	83365	0513410 01096
King Elementary School	1705022	83372	0513410 01099
J. J. Iazard Elementary School	1705025	83373	0513410 01097
Butterfield Junior High School	1705026	83371	0513410 01102
Van Buren High School	1705027	83367	0513410 01103
Central Middle School	1705028	83369	0513410 01225
James R. Tate Elementary School	1705029	83375	0513410 01369
Parkview Elementary School	1705030	83368	0513410 01371
Coleman Junior High School	1705031	83366	0513410 00012
Rena Elementary School	1705032	83374	0513410 00061
Northridge Middle School	1705033	202407	0513410 00393

## Technology Committee

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology. All should have representation on the committee.

District Technology Committee		
Member	Title	Constituency Represented
<b>Patrick Mays</b>	Directory of Technology	Administration
<b>Brian Johnson</b>	Network Administrator	Technology Dept
<b>Wes Yandell</b>	Software Specialist	Parent
<b>William H. Tommey</b>	Director of Assessment	Administration
<b>Renee Baldwin</b>	Media Specialist, VBHS	Staff
<b>Britt Bauer</b>	Principal, Butterfield JH	Administration
<b>Diana Peer</b>	Principal, Parkview ES	Administration
<b>Robert Edwards</b>		Student
<b>Kevin Bell</b>	Board Member	Community Member
<b>Linda Riggins</b>		Teacher

To accomplish the goals, strategies and vision for increased student achievement and learning, the technology committee will:

- Serve as an impartial committee dedicated to meeting and surpassing standards of equitable use of the technology available to all students and staff members.
- Serve the district by providing budget planning recommendations, software evaluations, skills assessment data, effective training practices and standards for all staff members, cost-effective upgrades for software and hardware based upon equitable use of such equipment, guidelines for system use and policies to insure the proper use by students and staff members.
- Continuously seek opportunities to improve and provide new technology resources to all schools based upon improvement needs and budgets.
- Serve the district to ensure the advancement of student achievement. Students will learn based upon the Arkansas Department of Education's Frameworks Standards for Literacy, Math, Reading, etc. enhanced by the curriculum

integration of technology in planned assignments, out of classroom work, collaborative team projects, and other educational related work as it relates to classroom activities.

- Review the technology plan annually to ensure the implementation of the goals and strategies within the plan. The committee will update the plan as needed to meet all state and federal educational standards.

## **Vision and Mission Statements**

### **Vision Statement**

In Van Buren School District, everyone will strive to become technologically literate individuals pursuing the ability to be life-long learners. All individuals will become successful in achieving their goals in education, their personal lives, and their workplace by utilizing and interacting with the technology environment. Users will master the skills necessary to access, retrieve, store, and use information / data throughout the district, community, nationally and internationally.

### **Beliefs**

- The role of technology shall continue to be a key resource in the on-going education of students and staff, providing the ability to share resources and reduce costs, decrease redundant tasks, increase performance efficiency, and provide ongoing instruction to faculty members and students.
- Technology is a key element to increasing student interest and motivation. The classroom environment will provide technology based equipment to enhance and enrich the education of students.
- All curriculums will incorporate both traditional and innovative learning strategies.
- Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving, and collaboration, which are essential to success in our rapidly changing information age.
- VBSD must prepare students for today's workplace and the workplace of the future.
- VBSD must prepare students to be life-long learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and internationally.
- A closer relationship with parents and community will improve through technology resources/methodologies including but not limited to:
  - District web resources
  - APSCN (student information system)
  - The Adult Education Center
  - The Parent-Learning Center
  - PTA (Parent Teacher Association) Council
  - Teacher Grade Book and Parent Internet Viewer

- The technological future of VBSD will include:
  - Technologies allowing district wide shared resources and networks.
  - Standardization of technology applications used in daily information processing to improve file sharing capabilities.
  - Align Curriculum Integration and professional development training district wide supported by yearly assessment of skills.
  - Offer courses in advanced technologies.
  - Improve Technology Budget Planning.
  - Improve staff and student performance.
  - Provide distance-learning opportunities.

## Mission Statement

The mission of the Van Buren School District is to provide a learning environment that enables students to attain their full potential. To this end, the district will establish a well-developed educational program with emphasis in literacy and math that will network teachers, students, parents, and community with the technology and resources necessary to compete in the 21<sup>st</sup> Century.

## Current Technology Assessment

### Technology Integration with Curriculum and Instruction

As VBSD creates its technology vision and plans for instructional technology, it considers the ways instructional technology supports school improvement goals.

#### Goals

The Arkansas Department of Education Curriculum Frameworks Standards for grades K-12 and the Arkansas Consolidated School Improvement Plan (ASCIP) goals that were consistent throughout the district included:

1. Increasing student achievement in mathematics.
2. Increasing student achievement in literacy.
3. Implementing methods of alternative assessments, which encourage reasoning, problem solving, communicating, connecting, internalizing.
4. Increasing the use of technology in all areas of study.

#### Strategies

Instructional technology supports instructional goals by allowing learners to:

1. Use powerful tools such as word processors (*e.g.*, “*Microsoft Office*”), music synthesizers, digital cameras, scanners, and other multimedia to produce professional-quality products.
2. Use computer simulations when doing the real activity is not feasible.
3. Use computer-based tools to demonstrate problem-solving and higher-order thinking skills interactively.
4. Collaborate in researching and analyzing complex issues (*e.g.*, “*Internet Research Projects*”, “*Library Research Indexes*”).
5. Collaborate in writing projects.
6. Create documents to share and display data (*e.g.* “*Multimedia, Business, and Learning Labs*”).
7. Pool strengths and skills in making video clips, scanning images, digitizing sounds, creating animations and writing text as they produce multimedia presentations (*e.g.*, “*Microsoft PowerPoint, Adobe Photoshop, Movie Maker, Scanning Equipment, Word, etc.*”).
8. Improve reading and writing skills in all curriculum areas (*e.g.* “*Accelerated Reader*”, “*Plato Learning System*”, “*Accelerated Math*” – other software applications).
9. Connect what students learn in different content areas by working on thematic projects.
10. Use tools such as spreadsheets to examine data and pose hypothesis in a variety of disciplines (*e.g.*, “*Microsoft Excel and Access*”).

11. Be assessed with alternative forms of assessment such as multimedia presentations, creating written reports, senior projects, etc.
12. Access information and other learning opportunities through education community partners such as the Adult Education Center, Parent Resource Center, local libraries, and university campuses.

### **Student Needs Assessment**

Since the outset of the technology implementation in Van Buren School District, students have participated in courses and projects offering instruction in various technology skills at all grade levels. In the past, VBSD's Technology Education Frameworks outlined the basic skills necessary to accomplish technology related tasks. These indicators present a realistic expectation of student skills given the technology available in the district. In the future students will participate in surveys to assess current technology skills based upon Arkansas Department of Education Curriculum Frameworks and ISTE National Technology Standards for Students. The district technology committee will combine the results and use them to create new guidelines and benchmarks for curriculum integration in the future.

ISTE Web Site: <http://www.iste.org>

See Attachments:

- A** - Example Student Skills Assessment Survey
- B** - NETS National Technology Standards for Students
- C** - VBSD Technology Education Framework

### **The Teacher's Role**

Teachers' professionalism is the sum of what teachers do to orchestrate student learning and to contribute to the art and craft of teaching. Teachers guide and facilitate learning based on their knowledge of both the content area and the craft of teaching. They create meaningful learning experiences and encourage students to take responsibility for their own learning. Classroom teachers take on the roles of coach, problem poser, expert, facilitator, manager, and clinician. Beyond the classroom, teachers share their knowledge and expertise with colleagues. Teachers exemplify learning by keeping abreast of school-based research, new methods of diagnosing student needs, and emerging knowledge in their subject areas.

Teachers will utilize technology to:

- Overcome barriers of time and distance to collaborate on professional issues.
- To retrieve information from local, commercial, and online databases to plan lessons.
- To use computer-based tools to collect, store, and exchange information for efficient decision making.
- To create instructional materials.

- To make more effective classroom presentations using multimedia.
- To individualize learning and empower students to become lifelong learners.

## Professional Development

A thriving learning community focuses on improving learning for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. The Arkansas Department of Education's recommendations for 6 hours of technology professional development ensure that teachers are proficient in basic technology application promotes continuous inquiry and improvement embedded in the daily life of schools and which focuses on individual, collegial, and organizational improvement. The professional development strategies for improving learning and teaching with technology are a part of numerous and school-based strategic plans and curriculum initiatives.

### Targeted areas for implementing technology goals

1. Productivity:
  - Increase teaching time by using management programs to streamline grades, attendance, lunch count, etc.
  - Use report card programs, databases, and spreadsheets to manage student data.
  - Prepare high quality teaching materials at the desktop.
2. Communication:
  - Use electronic mail systems to communicate within the building, and throughout the district.
  - Use network access to link up with other educators on specific topics through online discussion groups and professional list-serves.
  - Increase communication with parents by phone and email exchanges, and by posting information on classroom and school websites.
  - Collaborate with distant learning partners via online global projects and distance learning opportunities.
3. Information:
  - Access current information to supplement teaching resources with electronic sources and online services.
  - Access professional journals and information online.
4. Assessment:
  - Evaluate individual work and class progress with reporting options available on software programs.
  - Report student achievement to parents.
  - Review portfolios of student work and writing saved on digital media.
  - Prepare written assessments of student progress with report card programs.
5. Instructional Resources:
  - Use a variety of multi-media materials to more effectively differentiate instruction to reach students with diverse learning styles and needs.
  - Plan individualized learning programs based on assessment data.
  - Increase student motivation with expanded multi-media resources for class work and assignments.

- Provide opportunities for students to work collaboratively and actively.
- Guide student use of the Internet by creating and using curriculum pages on school and district websites. Teachers or teacher teams search through numerous sites to find a few select sources, which support the district curriculum and are appropriate for students. Continue to create resources for each other.
- Guide students to deeper investigations by collaborating with other teachers to create online student research projects.
- Curriculum Coaching Specialists, teams of teachers will in the future create modules, which guide students through investigations using the resources on the World Wide Web, purchased online services, and productivity software such as Word, PowerPoint, and Excel. Working in collaborative groups will challenge students, which prods them to seek information, display it, process it, and produce a presentation of their solution. Teacher teams write the research modules to support the district-adopted curriculum. The creation of the modules is difficult, time-consuming, and challenging. Van Buren's teachers look forward to collaboration, and supporting teacher teams in other settings to create an online bank of research projects.

### **Staff Needs Assessment**

Since the outset of the technology implementation in Van Buren School District, teachers and administrators have participated in an active professional development program. In the future all staff members will participate in surveys to assess current skills based upon ISTE National Technology Standards for Teachers and Administrators. Post course evaluations will provide feedback on training effectiveness. The district technology committee will combine the results and use them to create professional development strategies for the next couple of years.

ISTE Web Site: <http://www.iste.org>

See Attachments:

- E** - Example Teacher Skills Assessment Survey
- F** - ISTE National Technology Standards for Teachers
- G** - ISTE National Technology Standards for Administrators

### **Building a culture of continuous staff learning:**

#### **School-based Support Strategies**

##### ***School Technology Teams***

- School Teacher Teams work throughout the year to coordinate activities and staff development in their schools. Schools follow the required professional development guidelines enforced by the Arkansas Department of Education (6 hours of technology based professional development). They will use yearly

assessments to plan for the next school year's scheduling of professional development opportunities.

### ***Peer Experts***

- Teams identify in-school "experts" or "lead-learners" that assist colleagues with new programs or ongoing learning.
- Several teachers have received grants through the VBSD Education Foundation, and outside resources to create multiple computer classrooms and tie student learning to the state curriculum frameworks requirements. These teachers are leaders in designing in-classroom learning activities who then share their learning with their colleagues in school and across the district.

### ***Curriculum Coaching***

- As a part of a district-wide plan to increase literacy and improve student achievement, teachers are creating coaching teams to study student learning and their own teaching.

### ***Training***

- Staff members may attend other technology courses provided by Educational Cooperatives, Technology Organizations, and other educational institutions. Staff members attending out-of-district courses must provide proof of registration and attendance to the administrative office.

### ***Technology Professional Development Effectiveness Assessment***

- We currently use our Educational Cooperative provided survey site for assessing the effectiveness of our technology professional development. Based on these results we put emphases on the areas of weakness in our course offerings.

### **District-wide Support Strategies**

#### ***Information Technology Support***

- The Information Technology Department supports staff learners with phone, Internet Help Desk and email help lines.
- The Software Support Specialist answers specific questions and designs and offers workshops on applications such as desktop managements, using email, and using Microsoft Office applications.
- The Information Technology Department staff helps to coordinate professional development courses and workshops. Courses contain a variety of formats and times, including during and outside of the school day and the school year.
- Staff coordinated in-service and learning activities conducted via ADE distance learning/video conferencing.
- ITD builds a professional library of books, videos, and resources to support staff learning.
- The Information Technology Department will provide hardware repair services, network support services, and end-user support as needed.

### **Intervention Opportunities**

#### ***Curriculum Committees***

- Serve on curriculum committees to write curriculum and select materials.

#### ***Create Resources***

- Join writing teams to create online lessons, curriculum pages online, and modules for lessons supporting the Technology Learning Standards.

#### ***Learning and Presenting***

- Teachers regularly attend and present at conferences within and out of the district.

### **Expectations Tied to Professional Practice**

The ISTE has established National Technology Standards for pre-service and in-service teachers. The standards fall in six areas:

1. Technology operations and concepts.
2. Planning and designing learning environments and experiences.
3. Teaching, learning, and curriculum
4. Assessment and evaluation
5. Productivity and professional practice
6. Social, ethical, legal, and human issues.

### **Funding for Professional Development**

Funding for staff development is critical to the successful implementation of technology throughout the District. The District has primarily funded professional development through district operating funds, state, and federally funded programs. VBSD offers training opportunities during District provided in-service days, early release time and summer development classes.

VBSD utilizes District funds for staff development to cover substitute expenses and to pay teacher trainers.

VBSD utilizes Federal Funds to fund curriculum development, training of trainers, technology assessments, and design staff development courses.

## Equitable Use of Technology

Many students require individualized learning strategies to meet their diverse needs and learning styles. It has long been recognized that students learn in different ways, at different speeds, and at different times. Some learn by listening and watching, while others need hands-on experiences. Students and staff have access to networked computers in every classroom, media center, and computer lab environment, which enables them to enhance the learning experience and pursue their educational goals.

Students from non-English language backgrounds acquire greater competence in many modalities. Examples of these types of technologies include:

1. ESL Literacy/Reading supported by the Accelerated Reader Program
2. Calaphone card master (digital card translator)
3. Reading Recovery Program
4. Compass Learning Lab ESL Modules
5. Computer generated visual aides
6. Parent Center Resources (Parenting Tools, Portable Laptops, Student Achievement Tools).

Students with physical or learning challenges may require alternative learning methods in order to have the same learning experiences as their classmates.

Instructional technology will help met the individual needs of learners by allowing for:

- Learning activities in several modalities through which students can access and interact with information by reading, watching, listening, manipulating, writing, discussing, and experimenting.
- Multimedia research projects in which students collect and analyze data from photos, text, video, and sound.
- Using computers to transform data from numbers to graphs or to translate words from one language to another.
- Using computer-based tools to develop visual, kinesthetic, aural, and oral skills.
- Learning engagement at their own pace, and recursively, to ensure understanding or check memory.
- The use of computers with adaptive devices so that physically challenged students can participate fully with their classmates. Examples of these types of technologies include:
  1. Kurzweil program - computer/scanner program that reads
  2. Large screen monitor, Braille writer and CCTV for visually impaired students
  3. Communication devices such as word boards for our low functioning students
  4. Computer station for student with no use of his arms
  5. Laptop computers
  6. Surround sound systems located in various classrooms
  7. Auditory trainers for specific students

## Current Technology Inventory

### **Inventory Accounting, Electrical Requirements**

The District Technology Department consists of a director, one hardware technician, one network technician, and one software specialist. The director coordinates hardware and software purchases, installation and maintenance, infrastructure issues, implementation, and training. Additional support is available from Western Coop Service Center, the Arkansas Public School Computer Network, and the Arkansas Department of Information Services. Various patrons and community members also provide voluntary services to the schools' technology efforts.

The accounting department, with the assistance of school administrators, maintains a physical inventory count tracked via the fixed assets module in the APSCN software. The Information Technology Department maintains hardware and software audits using the network auditing software.

Sufficient electrical power is available for all technology equipment in use in the district. Each building meets required electrical code standards. The electrical requirements, building code issues, and best practices are carefully considered when planning and implementing technology.

### **Inventory Summary**

See attachment: D

## Needs Assessment

### Assessing Technology Needs

The primary entity in the district that is responsible for assessing technology needs is the Technology Committee. The most recent meeting convened on March 14, 2008. The committee consists of seven members; four administrators, one parent, one staff member, and one district technician. Needs are discussed in an open discussion between all members with the chairperson taking notes. A copy of the previous plan is passed out to each member.

We have placed on the district website a copy of our Tech Plan and request comments from parents, teachers and students. We will also have in place a web-based survey on technology use in the district for input from students, parents and teachers. The Technology Committee also uses input from school principals, administrators and Board members in assessing our technology needs for the district. This input is used by the Technology Committee to help decide the technological needs and directions needed to attain progress in the use and availability of technology for students and teachers.

Critical questions asked at our March 14<sup>th</sup> 2008 Technology Committee meeting with the committee's responses beneath each were:

1. Is the current level of technology satisfying the needs of students and faculty?
  - We need to address new ways of utilizing the technology. More vision is necessary to increase the level of technology.
2. Are we anticipating the future needs of technology (hardware and software) in the district accurately?
  - The future technology needs are changing at ever increasing rates. The current network infrastructure is aging at each school.
3. Are we budgeting funds sufficient to maintain and improve technology in the district?
  - The budgets are extremely constricted. A pooled budget funded by a possible millage increase would ensure technology growth.
4. Are we ensuring the advancement of student achievement based on the ADE Frameworks Standards?
  - We feel that the district is doing well to insure the advancing student achievements based on the ADE Frameworks.
5. Are we ensuring that past goals and objectives are being implemented in a timely fashion?
  - See Attachment H
6. Do we need to change or replace past strategies because of changes that might have happened since plan implementation?
  - The current strategies appear to be performing to expectations.

We are always looking for ways to increase expenditure on technology in the district. Considering the budget issues that school districts in Arkansas are dealing with the

Technology Committee is currently satisfied with the progress being made in the implementation of past technology plans and directions and feel we are adequately addressing current key issues.

## **Goals, Objectives and Strategies for Technology**

### **Establishing Objectives and Strategies for Technology**

Based on needs assessments, the Technology Committee is responsible for establishing the different goals, objectives and strategies that are used to improve education for all students in the district. It is also our goal to maximize the involvement of parents in the educational process of their children through the use of technology. We also try to increase use and awareness of our libraries and media centers to students and parents.

### **Goals and Objectives for Technology**

- Increasing the quantity of computers available for student use by using all available funds.
- Replacing aging computers with new units with the goal of having 5-year old computers or less for student and teacher use.
- Ensuring we budget funds sufficient to maintain and improve technology in the district.
- Ensuring the advancement of student achievement based on the Arkansas Curriculum Frameworks.
- The use of technology to meet the goals listed in our Arkansas Consolidated School Improvement Plans (ACSIP).
- The adoption of technology literacy standards based on the International Society of Technology in Education (ISTE).
- To provide students and staff access to courses through Distance Learning via video conference equipment.
- To provide curricular instruction through the use of technology for students in various groups.
- Implement the use of tools for data-driven decision making for teachers and administrators.
- The use of computerized assessment programs by students.
- The use of technology to increase parental involvement in student education.

### **Strategies for Obtaining Technology Goals and Objectives**

- Implementing goals and objectives as quickly as possible through the use of careful planning and aggressive technology budgeting.
- By having administration and school board members well informed on the importance of technology in education, we ensure that adequate funding is made available to replace older technology (both hardware and software) and to have the funds needed to purchase additional technology to maintain the increasing use of technology in the district.
- Students will learn based upon the Arkansas Department of Education's Frameworks Standards for Literacy, Math, Reading, etc. enhanced by the

- Van Buren School District staff uses our computer labs at the various schools to aid in the delivery of Staff Development requirements.
- Through the use of tools such as Microsoft's Office, Accelerated Math, Accelerated Reader, Plato Learning and Compass Odyssey curriculum programs, and by increasing the use of technology in all areas of study, we ensure that we meet the goals listed in our Arkansas Consolidated School Improvement Plan (ACSIP) and our standards based on the International Society of Technology in Education (ISTE). We also use the Learning Institute's Module Tests to assess student achievement.
- We current have no Distance Learning program but are planning on implementing this technology as soon as possible so students and staff will have access to the various courses available.
- We have a database tool to be used by teachers and administration for tracking long-term progress of students to assist them in making data-driven decisions about students needs. This tool uses all available databases we have access to in order to produce query results on individual students or groups of students at any computer on the district's network.
- We have a district-wide implementation of Excelsior's Pinnacle Gradebook. One part of this powerful software tool is the Parent Internet Viewer. This allows parents to check their student's grades on a daily basis if desired. This combined with our extensive website and email system promotes an increased involvement by parents in the students' education.

## Policies and Procedures

The Van Buren School District has developed technology policies that protect the district's data network from viruses, spyware and email SPAM. Also in accordance with the Children's Internet Protection Act (CIPA) we prevent exposure to pornography or activities that could harm minors that use our network. VBSD also works with our students of exceptional needs to provide as much technology available to them as possible.

- We use Sophos Antivirus/Spyware protection on all our servers and every desktop computer on our network. Virus/spyware definition files are updated daily when available.
- VBSD uses an off-site SPAM filtering service to protect our email system from this threat. SPAM definition files are updated continuously by this service.
- To protect our data network from attack we perform routine security audits and use only complex passwords on all user accounts. Student logins have very limited rights to our servers to protect the security of our data. Nightly backups are performed on all servers to protect against loss of data.
- VBSD uses the state operated 8e6 Internet Filter System to protect children from inappropriate or harmful Internet content. We have opted for local control. This allows us to keep heavy bandwidth sites restricted while still being compliant with CIPA. No other source of Internet access is available in our district.
- Whenever possible we provide the use of technology to special needs students by means of ESL Literacy/Reading support by the Accelerated Reader and other programs; Calaphone digital card readers; speech recognition and speech to text software as well as special monitors or projectors for the visually impaired.
- We have the district's Acceptable Use Policy posted on the district's website at: <http://www.vbsd.us/adobepdf/acceptpolicy.pdf> To insure that our Internet and technology policies are made know to all students, parents and staff we require a form that the student and parents (see AUP for copy of form) must sign before the use of network or the Internet is allowed by students in the district. We also require every employee to have on record a signed AUP acknowledgement form (also in the AUP).
- Our AUP contains extensive safety and responsible use policies for students and guidelines for parents to use to help teach their children in the safe use of the Internet at home and school.

## Technology Infrastructure, Management, and Support

### The current technology infrastructure of Van Buren School District

**WAN**—VBSD networking systems are:

1. A fiber-optic VLAN from each site to a central location (WAN) providing network connectivity for all Van Buren School District's facilities.
2. All facilities receive bandwidth through four T1 circuits with connectivity to the Department of Information Systems in Little Rock, Arkansas.
3. 100% of Van Buren School District classrooms, offices, computer labs, and media centers are wired with CAT5 or 5E cable.
4. We currently have 1595 student computers with 5901 students for a ratio of 3.7:1.
5. Most of our computers are Windows Vista, Windows XP or Windows 98 with the vast majority being XP. A few systems are Macs.
6. We attempt to keep all equipment less than 5 years before replacement. The majority of equipment is less than 4 years old.
7. All email is filtered for viruses and SPAM.
8. Media centers are currently wired for 12 to 30 network devices in addition to wiring at circulation desks.
9. All other areas are wired for a minimum of one network device.
10. All instructional areas and administrative areas utilize coax cable for video.
11. Twenty five percent of the classrooms have the capability of connecting the computer to the TV for projection.
12. All schools have LCD Projectors and VCR/DVD capabilities for presentations.
13. Smart Board Technology is available in all schools.

**Router**— The router is provided by the Department of Information Systems through the State's Department of Education. DIS will update the router as needed.

**Fileservers**— All servers run Microsoft Windows Server 2003 operating system. Each fileserver runs redundant file systems to enhance backup and system data recovery. Nightly magnetic tape backups also ensure system backup and disaster recovery. User group policies and file rights protect administrative files on each server.

**E-mail**— VBSD uses Microsoft Outlook as our email client to view and send E-mail. A clustered Microsoft Exchange mail server handles all email traffic into and out of the district. All teachers, administrators, and support staff have an E-mail address and are aware of E-mail policies within the district's Acceptable Use Policy (AUP).

**Web server**— The VBSD web site runs on a secure server running Windows Server 2003. The Web Administrator manages user accounts to ensure security of data/information.

**Virus Protection**– Each desktop and laptop computer runs the latest version of Sophos anti-virus software and each client's updates are managed by a network server.

**Security** – The VBSD Technology Infrastructure has firewall security for the entire network

**Internet Access and Filtering** — All Internet Access lines and Internet Filtering Systems are supplied by the Department of Information Systems through the Arkansas Department of Education in Little Rock, Arkansas. DIS mandates the software used for filtering Internet content. DIS ensures that the Internet Filtering Software meets or exceeds the required standards set forth in the Child Internet Protection Act (CIPA). All classrooms, offices areas, computer labs, and libraries have Internet access except those labs who have requested no internet access.

**Closed Circuit Television**--Each location has coax to every classroom. The coax MDF consists of a modulator which allows us to provide an "in-house" channel for broadcasting. Boosters are used to increase signals when necessary. All schools receive cable television connectivity through our local cable provider.

**Telecommunication Systems** – All schools have multiple phone lines and access to phone services throughout the building. Each school has at least one fax line to ensure the ability to share data through telecommunication lines. A shared system allows extension dialing, which allows every school office direct contact with other VBSD offices. VBSD provides key staff members with wireless devices to improve communication capabilities when regular phone services are unavailable.

**Video Conferencing**— VBSD has one dedicated T1 line and Tandberg equipment to allow the reception and broadcast of video conferencing. This equipment will allow district staff, and community members to remotely access information offered by other educational and administrative entities with broadcasting capabilities.

**Satellite Systems** – VBSD houses one two-way satellite linking system within Coleman Junior High School. The system is currently unusable due to a problem in the dish mechanisms. Demand has not been high enough to justify the cost of repairing this system. Northridge Middle School houses a downlink satellite system supporting the reception, viewing, and recording of broadcasted content beneficial to various entities within the district and community.

**Software** – Software needs are evaluated annually to meet curriculum integration needs, functionality standards, and district wide standardization requirements.

**Printing Services** – Each classroom has at least one printer providing print services locally. Each school has at least one network printer located within a public area providing access to print services to all network users. To reduce the cost of ink, staff are encouraged to print to the network printers.

### **Future Plans for Network Infrastructure**

**High Bandwidth Voice/Data/Video Capabilities** – The VBSD Technology Infrastructure has 100MB WAN fiber connectivity. We plan on increasing this WAN bandwidth to 1GB capabilities to meet new standards. Future plans include the installation of necessary equipment that will allow video streaming, file sharing capabilities district wide, improve technology support response time, and improve voice communication services.

### **Infrastructure Effectiveness**

The VBSD Technology infrastructure effectively serves its teachers, staff, and students by providing equipment that improves the functionality of daily data processes and provides each user with reliable systems to improve workflow, time management, and assist in curriculum integration in the classroom technological environment. Systems are scalable and managed to provide users with the latest improvements available. Computer Systems and Telecommunication services provide effective alternative means of communication and data access within the district, local community, nationally, and internationally.

### **On-Going Maintenance and Support**

In order to help school administrators provide the financial resources required to maintain our technology base, the Information Technology Department has recommended a continuous five (5) year technology replacement schedule. The replacement of hardware and software components ensures the district will maintain an effective network environment. The Information Department will develop a comprehensive written plan for hardware replacement and purchasing, network support guidelines, and department protocols for supporting the district end-users.

The district support staff consists of four people, providing a range of services including equipment repair, equipment purchasing support, software consultation/evaluation/training, network support, application help-desk support, video editing, and application development.

The district Technology Director will out-source network services to professional service providers on an “as needed” basis.

### **E-RATE Funding**

VBSD files annual reports to SLD under Priority 1, (Telecommunications). All reimbursed funds are utilized to acquire system upgrades, both hardware and software related, and new technology equipment throughout the district.

## Technology Budget

See Attachment I

### Budget Summary

#### Technology Infrastructure

- Low-end fiber switches and fiber for integrating external buildings into existing network
- Wireless access point replacement costs for action timeline activity
- Network laser copier lease costs to centralize printing
- New servers to replace older less efficient servers
- DNS Domain name renewal
- New high-end core switches
- Addition of UPS backup system for ever increasing critical components
- Possible internet filter costs for on site system to increase bandwidth capacity
- Anti-Virus licenses

#### Computer Hardware/Software

We will need to replace obsolete equipment based on 5 year replacement standards. The budgeted amount is based on using school funding. In the event of a pooled budget being obtained these budgets will be increased to cover 20% replacement each year. If a pooled budget cannot be obtained, schools will have to rely on their individual budgets to replace the hardware as needed. Possible software costs have also been estimated for possible paperless systems.

#### Telecommunications Services

Continue current services to provide district wide and community communications. Our district qualifies for Priority 1 funding from E-Rate.. Estimates includes non-erate-able internal drops.

Based on Year 2008-2009 Costs

E-Rate Percentage: 67%

#### Professional Development

Professional Development is provided at no cost to the staff. The District will provide in-service days and after school hours throughout the regular school year. Estimated costs also include Professional Development Director's Salary and video T1 connection.

District Funds \$356,000

#### Services

- Estimated electrical expansion
- ISP services based on existing cable modems at two locations
- Software vendor support based on previous year's costs

**Technical Support**

- Maintain Technology Department Staff
- Maintain Out-Sourced Support and Contracts

**Basic Maintenance**

- Estimated costs for electricity used for various system
- Reprogramming and upgrade costs from existing PBX systems already in place based on previous year's costs

## **Technology Plan Implementation**

The Technology Committee will follow the action timeline for the scheduling and funding of the activities to achieve each goal. When the Technology Committee convened for this 3 year plan, goals were decided upon and activities were discussed that would be necessary steps to implement or achieve the specified goal for the school district. Those necessary steps were then placed into the action timeline as the activities with responsible groups, the timeframe the steps would be accomplished in, the required material, the professional development required, the budgeted cost and the funding source.

The activities will be budgeted for based on the Estimated Technology Budget in this Plan as much as the district's overall budget and other funds will allow. The Technology Committee will be in contact with the responsible persons for each activity in order to coordinate and progress towards the technology goal. Evaluation of the current plan will be taken yearly. As the timeframe for each activity is approaching or ending, assessment of progress for the activity and the overall goal will be taken. During the timeframe of each activity, the Technology Committee will monitor progress of the specific activity.

Action Timeline

**Technology Goal: Implement technology in phases governed by both instructional need and available financial resources.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Upgrade fiber WAN connection from 100Mb to 1Gb at secondary schools	VBSD Board of Directors Superintendent	2009-2010	Owned by Service Provider	N/A	\$40,000	District funds E-Rate funds
Replace existing wireless access points with Cisco Airopoints for greater security and control	Technology Department Staff	2009-2010	Cisco LWAPP Access Points	N/A	\$400 each	District funds Technology funds
Setup Distance Learning Program in District	Technology Director and District Administration	2009-2012	Purchase needed hardware	Training for equipment operators and teachers	\$25,000	Technology Funds E-Rate Funds Grants

Evaluation:

Technology infrastructure and equipment must keep up with increasing needs demands.  
 Obsolete equipment must be replaced continually.

**Technology Goal: Provide sufficient resources that will adequately support the technology needs of the district.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Create a pooled budget for all schools to obtain technology funds from for hardware, software,	VBSD Board of Directors	2009-2010	N/A	N/A	\$200,000 per year	District Funds
Increased E-Rate Funds obtained by using a consulting company	E-Rate Coordinator	2009-2010-2011	N/A	N/A	N/A	District Funds
Encourage Grants to obtain funds and equipment.	VBSD Administrators	2009-2010-2011	N/A	Grant writers may attend workshops	Travel Costs	Various Funds
Individual School Budgets	Site Principals	2009-2010-2011	N/A	N/A	Yearly Projections	District Funds
Determine possibility of going to paperless textbooks	School Board Superintendent Site Principals	2010-2011	Not Determined	N/A	N/A	District Funds

**Evaluation:**

Ongoing events and improvements are important to supporting the district’s technology needs.  
 Hardware stats of current equipment, number of working units, based upon needs of the classroom.

**Technology Goal: Provide a technology support team sufficient in size and scope to meet the needs of the district.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Develop Teacher Technology Support Team in each school	Site Principals Technology Dept. Staff	2009-2010-2011	N/A	Training for team members	Stipend for added job duties	District Funds

**Evaluation:**

The need and use of technology grows yearly.

The District must maintain adequate staff to fully support and implement technology.

**Technology Goal: Provide sufficient professional development training to enable teachers to implement technologies with confidence.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Implement PD program for tracking and monitoring	Director of Professional Development	2009-2010-2011	N/A	Training for team members	Stipend for added job duties	N/A
State Technology Conference	Site Principals	2009-2010-2011	N/A	N/A	\$700 per person	School Funds
National School Board Association Technology & Learning Conference	Site Principals	2009-2010-2011	N/A	N/A	\$1,500 per person	School Funds
Out-of-District Training	Site Principals	2009-2010-2011	N/A	N/A	Registration and Travel Cost	School Funds

**Evaluation:**

Training is essential to the technology knowledge base. Adequate training and coursework will improve performance levels of staff members who will in response to this training, utilize technology inclusion into their curriculum and daily classroom activities.

Training needs will be based upon results of staff technology skills assessment surveys and requested training needs.

**Technology Goal: Implement an effective system for assessing need and determining action for technology maintenance and upgrades.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Determine and Purchase Hardware and Software Maintenance Needs	Technology Dept Site Principals	2009-2010-2011	As Needed	As Needed	Upgrade and Maintenance	District Funds Individual School Funds
Maintain written inventory system/policy for hardware 5 year life cycle and replacement schedule	Site Principals Technology Director	2009-2010-2011	N/A	N/A	N/A	N/A
Maintain an evaluation system for current software usefulness to determine if software serves the district needs.	Technology Department Staff	2009-2010-2011	N/A	N/A	N/A	N/A

**Evaluation:**

Assessment of current inventories will provide information to help administrators determine replacement needs of hardware and software. Evaluation of supplier maintenance costs and service will help determine cost effectiveness of maintaining software license contracts. Assessment of student and staff skills helps in determining upgrade/replacement needs to meet standard technology requirements.

**Technology Goal: Expand current district web sites to improve communication with staff, parents, and community.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Place District Assessment Data (State Assessment Data, Classroom Assessment Data) on website	Technology Department Staff	2009-2010-2011	No new required.	As needed	N/A	N/A
Develop and maintain staff resource pages	School Tech Teams Tech Dept. Staff	2009-2010-2011	N/A	N/A	N/A	N/A
Translate Web Information and District Information to meet the needs of the non-English speaking	District Translator ESL coordinator	2009-2010-2011	No new required	As needed	N/A	N/A

**Evaluation:**

The web site should be utilized to provide information to staff, students, parents, and the global community. Additional resources will provide human resources information and documents, online forms, teacher resources, parent resources, and other district information. By providing this information through our web site, the district will realize the reduced costs of document production, recovery of wages lost due to redundant tasks of producing this information as requested, more effective time management of those responsible for this information being distributed, and experience a closer relationship with its staff, students, parents, and the community by servicing their needs more effectively.

**Technology Goal: Improve technology efficiency in district.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Replace inkjet printers with centralized network laser printers to reduce expenditure on printing costs.	Site Principals Superintendent	2009-2010	Networked laser printers	As needed	\$10,000	District Funds
Replace older less efficient computers with newer efficient computers.	Site Principals	2009-2010	Computers	N/A	\$1,000 per computer	District Funds
Reduce excess paper usage by replacing paper forms with computerized forms.	Technology Department and Administration	2009-2011	Software programming	Training	N/A	N/A
Identify and reduce other high power consuming devices	Technology Department Maintenance Department	2010-2012	Power monitoring equipment	Training	N/A	District Funds

**Evaluation:**

The district power and energy usage must be evaluated in the district. Energy costs for the district could be reduced which in turn would free up more funds. Paper costs for multipart forms can be reduced by making the process computerized which in turn also increase would ease of tracking and speed of tedious processes.

**Technology Goal: Update communication infrastructure for reduced recurring costs and enhanced capabilities.**

Activities to Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of Funds
Disconnect excess phone lines that are not needed in the district	Technology Department Staff	2009-2010	None	None	N/A	District Funds
Determine capacity necessary for each site	Technology Staff Site Principals	2009-2010	None	None	N/A	N/A
Obtain VoIP gateways for each site with analog ports for connecting into existing PBX systems	Technology Staff Site Principals Superintendent	2010-2011	VoIP Gateway Device	None	\$3500 each	District Funds Technology Funds
Obtain one or two T1s for PRI phone interface at one site	Technology Staff Board of Directors	2010-2011	2-port MFT card	None	\$2000	Technology Funds
Obtain updated network switches with PoE and manageability.	Technology Department	2011-2012	PoE Switches	None	\$5000 per 48 ports	District Funds
Obtain VoIP phones for enhanced features	Site Principals	2011-2012	VoIP phones	Phone Training	\$200 per phone	District Funds

## Van Buren School District Technology Plan 2009-2012 Action Timeline

### Evaluation:

Communication is essential to all. Increased capabilities are possible with newer equipment. Recurring phone service costs can be reduced by implementing newer technologies.

## **Technology Plan Evaluation**

The Van Buren School District implements programs to improve to improve services, teaching, and learning. Evaluation of the Technology Plan falls into three main areas: Technology Implementation and Support, the use of technology to achieve learning goals, and staff competency and professional development.

### **Technology Implementation and Support**

Elements of this evaluation are included in this technology plan regarding Infrastructure/Connectivity, Telecommunications, and Budget Planning. A current inventory exists within the Infrastructure Narrative Section and maintained within the accounting system of the APSCN Network as well. VBSD's Technology Committee supplements this process by implementing assessment programs where surveys and evaluations collect vital information on Equipment Standards, Staffing and Processing, Professional Development, and Intelligent Systems. Survey rubrics are based upon the International Society for Technology in Education Standards and the skills survey developed by the Gates Foundation. Categorized results assist in determining current levels and areas of needed improvement or supplementation.

### **Use of Technology to Achieve Learning Goals**

The goal of the technology plan is to improve learning and teaching. The plan identifies methods and resources to support the kinds of learning outlined in the VBSD Technology Education Frameworks included in the Attachments Section of this plan.

VBSD will design an assessment program to measure student skill development. Performance task assessment of randomly selected groups will solve problems in using technologies. The district will collect information on an annual basis in order to continually improve student-learning opportunities. Each year, students from selected grades will complete a self-assessment survey regarding their skills in technology. The information from these assessments, combined with other standardized tests results (benchmark exams, ACTAAP, SAT9), will allow the district to examine the school programs and determine areas of improvement.

### **Staff Competency and Professional Development**

From the onset of the installation of networked systems within the district, all staff members have participated in many hours of staff development designed to emphasize the main goals of the plan: Communicating, effective teaching processes, and solving problems. There were also many professional technology based courses offered regarding the use of the Internet and software applications to support the curriculum.

The district will conduct an annual online survey to assess current technology skills of staff members. Results will provide insight to areas of needed professional development and current skill levels. Program benefits should include; improved staff

performance levels, improved technology curriculum integration, improved communications, and positively affect student achievement levels.

### **Previous Technology Plan Evaluation**

The VBSD Technology Committee convened on March 14, 2008 for the purpose of evaluating of the previous ('06-'09) Technology Plan. The process used for this evaluation was:

- The committee chairperson distributed copies of the previous plan's Action Plan that listed the District's desired plans and goals for 2006-2009.
- The questions asked of each item listed were: "Did we accomplish this in the time frame desired?" and "Has this been effective in achieving our goals in the District?"
- Notes were added by the Chairperson to the Evaluation Summary as the status of each item was determined.
- Discussion based on evaluation of the current Plan was used to help determine goals for the next Tech Plan.
- See attachment: H "Summary of '06-'09 Tech Plan Evaluation"

### **Evaluation Plan for 2009-2012 Technology Plan**

The VBSD Technology Committee will meet at least once per year for the sole purpose of reviewing, evaluating and updating the current Technology Plan. Any changes or additions made will be submitted to the ADE for record.

## Technology Plan Statement of Assurances

### School District Van Buren School District

The LEA, in accordance with the Arkansas Department of Education policies and procedures, by submitting this local technology plan, hereby assures that:

The LEA is an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, the applicant does not discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.

The LEA agrees that the Arkansas Department of Education, or any of its duly authorized representatives, at any time during the terms of this technology plan, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to this plan.

The LEA certifies that they have not been barred from contracting or otherwise doing business with the State or Federal Governments.

This plan, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Arkansas.

This plan has been reviewed and approved by the District Technology Committee, the District Superintendent, and the approved by the School Board.

Signature of School Board President	Date
Signature of Superintendent	Date
Chairperson, District Technology Committee	Date

-----  
District Technology Coordinator/Contact:

Name:	Telephone #:
Title:	
Email:	FAX:

## **School District Acceptable Use Policy**

### **GENERAL Philosophy**

The Van Buren School District (VBSD) is committed to using the latest technology available to promote educational excellence by facilitating resource sharing, innovation, and communication. Technology should be readily available in the classroom and should be used as a tool to make opportunities available for all students and staff to maximize their potential.

### **Internet**

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. VBSD is connected to the Internet through the Arkansas Public School Computer Network (APSCN). APSCN was formed in 1993 in order to link every public school educational cooperative, and the Arkansas Department of Education.

The on-line world, like the rest of society, is made up of a wide variety of people. Most are decent and respectful, but some may be rude, obnoxious, insulting, or mean and exploitive. Access to the Internet is free of charge and available to all students with valid accounts regardless of gender, age, ethnic background, or religious beliefs.

Congress passed the Children's Internet Protection Act (CIPA) which requires schools and public libraries that access certain federal funds to equip all computers that might be used by students with a system to block sites that are obscene or show material harmful to minors. The state of Arkansas has also passed legislation requiring school districts to provide Acceptable Use Policies which are signed by students and to provide Internet filtering. The Van Buren School District receives Internet access from the Arkansas Public School Computer Network (APSCN), which also provides filtering. Arkansas legislation pertaining to computer crime may be found at [http://www.cio.state.ar.us/Legislation/Legis\\_Home.htm](http://www.cio.state.ar.us/Legislation/Legis_Home.htm).

### **Acceptable Use**

Each user is expected to use accounts responsibly, with purposes for which such accounts are granted. Activities beyond these stated purposes are strictly prohibited and may result in restricted or revoked access to computing resources.

Users of computer software owned by VBSD must agree to abide by the limitations included in the copyright and license agreements entered into with vendors. Furthermore, it is the user's responsibility to become familiar with the specific copyright and licensing agreements for each product before using it. It is unlawful to copy most

software products. If other arrangements are made with a vendor, users must abide by the stated provisions. VBSD has many resources of an instructional entertainment nature, which are available to students. Users working on educational projects, however, always have priority when it comes to using the computers.

### **Unacceptable Use (Including but Not Limited to the Following)**

Users shall not attempt to access, copy, or destroy programs or files that belong to other users or to VBSD without prior authorization. Programs, subroutines, and data provided by VBSD may not be taken to other computer sites without authorization. Also, programs acquired at other computer sites must not be used at VBSD unless permission to use them at VBSD is granted.

No user is permitted to install software or change the configuration on computers without written consent from the District Technology Staff (DTS).

- Purchase of computers should be reviewed and approved by the DTS.
- Teachers and Administrators: Please do not install software unless it has been approved by the DTS.
- Administrators: the best practice for purchasing school site software is to have a member of the DTS review and approve the software before purchase. If you need software placed on your computer, please complete a request for service form.

Users should minimize the impact of their work upon the work of others. One should not encroach on others' use of the facilities or deprive them of system resources. **Users shall not attempt to modify system facilities in any way** Intentional compromise of system integrity by virus or other means is a serious offense. Staff should always login to the network with their correct login and store their files inside their My Documents location on the server to ensure backup. Machines should be turned off after proper log off each day. The district technology staff will not attempt to recover files which are not backed up.

Users shall not subvert restrictions associated with their accounts. The list below does not cover every situation that pertains to proper or improper use of the computing resources on VBSD, but it does suggest some of the responsibilities that you accept if you choose to use a VBSD computer. Disciplinary action will be taken whenever any user is found to be in violation of the responsible use of the computers or network.

- Revealing personal address or phone numbers or those of other students or colleagues
- Violating the rights of privacy of students and employees
- Using profanity, obscenity or other language which may be offensive to another user
- Using the network illegally in ways that violate federal, state, or local laws or statutes
- Reporting personal communications without the author's prior consent
- Using the network for financial gain or for any commercial or illegal activity

- Using the network to send or retrieve pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Spreading computer viruses, or in any way causing disruption of the network, such as sending large e-mail files, etc.
- Downloading, storing or printing files or messages that are profane, obscene, or that use language that offends or tends to degrade others
- Product advertisement or political lobbying
- Subscribing to list servers or news groups is prohibited unless prior permission has been obtained from DTS.
- Circumventing security measures on school or remote computers or networks
- Attempting to gain access to another's resources, programs, or data
- Falsifying one's identity
- Changing any computer files that do not belong to the user
- Failure to use disk storage space wisely and efficiently - (delete unnecessary e-mails and documents)
- Copying files without permission to local hard drives or network drives especially MP3 files and movie files
- Purchasing goods and services (shopping)
- Misuse or vandalism of equipment
- Communicating credit card numbers, or any other financial information - (personal online banking on school computers is highly discouraged for your own security)
- Wastefully using finite resources
- Gaining unauthorized access to resources or entities
- Posting anonymous messages
- Violating copyright restrictions (which are the same as for printed materials)
- Using personal property to access school computers, networks, or on-line resources

## **STUDENTS**

### **E-mail**

As a general rule, VBSD does not provide e-mail accounts to students. Personal e-mail should be accessed at home not school. If need can be shown that a student account is necessary they should present that need to the principal for written approval. E-mail should then only be accessed under supervision. At that point the student should understand that anything written on e-mail is public information.

### **Penalties for Improper Network Use**

Use of public property for personal gain is a felony and is subject to prosecution.

Classroom: Classroom violations of this policy may result in loss of privileges and/or disciplinary action.

District: Suspension or cancellation of VBSD network privileges and/or disciplinary action.  
State: Applicable state laws apply.  
Federal: Applicable federal laws apply.

## **PARENTS**

### **Guidelines for Parents**

- Never give out identifying information such as home address, school name, or telephone number in a public message such as chat or bulletin boards, and be sure you are dealing with someone that both you and your children know and trust before giving out any information through electronic messages.
- Get to know the services your child uses.
- Never allow a child to arrange a face-to-face meeting with another computer user without parental permission.
- Never respond to messages or items that are suggestive or make you uncomfortable in any way.
- Report suspicion of child pornography to National Center for Missing Exploited Children at 1-800-843-5678.
- Remember that people on-line may not be who they seem.
- Remember that everything you read on-line may not be true.
- Establish and enforce reasonable rules and guidelines for computer and/or "on-line" use by your children.
- Make it a family activity. Get to know their on-line friends just as you know their other friends.

### **Letter To Parents**

Your child has requested access to the VBSD Network. The school district is now able to offer network access to all students who agree to abide by the acceptable use policies, sign a contract, and have parent permission.

Access to the network will provide your child with access to the Internet. It is possible that your child may run across areas of adult content and some material that you might find objectionable. While we do not encourage access to such material, it is not possible to block access to all such sites, even though every effort to filter such content has been provided through our state system.

In some classes, students will also have the opportunity to design their own web page which could include information about themselves (including pictures) and links to other sites. Students are cautioned about displaying personal information. Open communication with your children, utilization of such computer resources, and getting on-line yourself will help you obtain the full benefits of these systems and alert you to any potential problem that may occur with their use.

Part of the school district's responsibility in preparing our students for the 21st century is to provide them access to the tools they will be using in postsecondary education and in the work place. We believe that the use of this global information network is one of those tools. The school district will provide training in using the network and endeavor to teach students their responsibility as network citizens and guidelines for ethical conduct in this new global community.

## **FACULTY/STAFF**

### **E-mail**

Personal use of electronic mail is permitted within reason. Sending unprofessional or unethical messages or messages deemed to be disruptive to the education process is in violation of Acceptable Use Guidelines. Personal use should be kept to a minimum. Users are not permitted to conduct a business using any school technology resources. Note: e-mail is not private. The DTS have access to all mail and may read mail if justifiable reasons exist to do so. Users should also be aware that e-mail can be traced to the sender and can be monitored for unacceptable language or inappropriate use. E-mail is backed up. The only copies which exist are the original message on our local servers and whatever is on your local machine. Individuals are responsible for e-mail left on their computers. Do not use distribution lists to send messages to staff unless there is an educational reason to do so. You should consider e-mail received or sent at school as a matter of public record. Although it is extremely expensive, in compliance with federal regulations, e-mail can be recovered for legal purposes even though you have deleted it from your system. Remember, if you would not write it in a letter or postcard, do not write it in e-mail or e-mail attachments.

### **Internet**

Internet service is provided by Arkansas Public School Computer Network (APSCN). It is to be used for educational purposes. Using the Internet for personal use must be kept to a minimum in order to provide the bandwidth needed for everyone to use the Internet. This includes peer-to-peer file sharing programs, chat programs, internet radio, internet video clips, and public bulletin boards. Accessing these things is a security risk and denies bandwidth for legitimate use.

### **Security**

Do not allow students to use your account. Do not store your passwords in your desk or where they are easily available. Your billfold or purse, wherever you keep your driver's license or credit cards, is the best place to keep passwords.

Backup your important files to a network location where they are secure and backed up with the servers in case of disaster recovery. If something happens to your computer, it will be much easier to repair if you have saved all your files to the designated location. The DTS is not responsible for backing up individual data not stored on servers.

## **Computers**

Computers belong to the school district and must be treated accordingly. They are to be used for educational purposes. Software should not be installed or changes made unless you inform the DTS. Do not set system passwords DTS. User passwords may be changed as desired. Screen savers, Web Shots, Comet Cursor, and other freeware or shareware should not be installed. Numerous problems have resulted from the use of such software. DTS will not be responsible for problems which occur as a result of installing such software.

## **Penalties for Improper Use**

Problems will be reported to the building principal and/or the appropriate local, state and federal authorities.

## **Reporting Problems**

DTS is trying to cut response time for problems. Please use the system DTS has in place for requesting service. Service request forms are submitted through the online helpdesk on the district website. Priority is given to network problems, computer labs, food services, and administration/faculty/staff. If you have an emergency, please call or leave a message at 471-3113.

## **Virus Protection**

Virus protection has been added to all network computers in an effort to cut down on problems. Please do not open attachments unless you know what they are. Some of the new viruses are very destructive. It is much easier to check with the sender to verify the e-mail than to redo your computer. Do not attempt to alter or remove the Symantec Anti-Virus program. If you are notified of a potential virus threat please forward it immediately to [technology@vbsd.us](mailto:technology@vbsd.us) - DO NOT DISTRIBUTE THE VIRUS WARNING ON A DISTRICT LEVEL.

## **Purchasing**

The purchase of computers or software should be cleared through DTS. Call or e-mail Patrick Mays at the technology department. It is very important that we coordinate our efforts in order to provide the best service to staff, students, and parents. We can also assist in obtaining the best prices for goods and services.

## **APPLICABLE LAWS**

Family Educational Rights and Privacy Act (FERPA)

Public information, such as student photos cannot be published on the Internet, unless:  
the school is otherwise notified in writing from a parent

Children's Internet Protection Act (CIPA)

House Bill 2503-Act 1747

Requires districts to publish certain items on district web pages, and provide policy  
regarding the Internet with penalties for violations.

Responsibilities of Employees on Internet Act 1287 of 2001 AUP

American Disabilities Act

Approved by Board: March 14, 2006

## E-Rate Letter of Agency

The Participant, (*Cooperative/District/School/Library Name*) Van Buren School District, authorizes the Department of Information Systems (DIS), State of Arkansas, to act as a consortium lead on its behalf in matters related specifically to any State and Federal discount programs for the purpose of securing E-rate discounts.

The Participant authorizes DIS to engage on its behalf in the procurement process, in the submission of FCC Form 470, FCC Form 471, and other E-rate forms, and in the overall administration of these programs solely for the purpose of facilitating application for those discounts on E-rate eligible services, which shall include, but not be limited to, Telecommunications Services, Internet Access, Internal Connections, and Internal Connections Basic Maintenance.

**I, the authorized signer, understand that DIS will be making certifications on behalf of the Participant. By signing this letter of agency, I make the following certifications:**

**I certify that the schools or educational service cooperatives in the Participant's district are all schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801(18) and (38), do not operate as for-profit businesses, and do not have endowments exceeding \$50 million.**

**I certify that the libraries or library consortia in the Participant's system are eligible for assistance from a State Library Administrative Agency under the Library Services and Technology Act of 1996, Pub. L. No. 104-208, § 211 et seq., 110 Stat. 3009 (1996), do not operate as for-profit businesses, and have budgets that are completely separate from any school (including, but not limited to, elementary schools, secondary schools, colleges, or universities).**

**I certify that the schools, educational service cooperatives, libraries, or library consortia in the Participant's district have secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that the entities I represent or the entities listed in this application have secured access to all of the resources to pay the discounted charges for eligible services from funds to which access has been secured in the current funding year. I certify that the Billed Entity will pay the non-discount portion of the cost of the goods and services to the service provider(s).**

**I certify that all of the schools, educational service cooperatives, libraries, or library consortia in the Participant's district are all covered by technology plans that are written, that cover all 12 months of the funding year, and that have been or will be approved by a state or other authorized body, and an SLD-certified technology plan approver, prior to the commencement of service.**

**I certify that the schools, educational service cooperatives, libraries, or library consortia in the Participant's district are compliant, or will be compliant at the time funded services are provided, with the Children's Internet Protection Act, Pub. L. 106-554 (2000).**

**I certify that the services the school, educational service cooperative, library, library consortia or district purchases at discounts provided by 47 U.S.C. Sec. 254 will be used solely for educational purposes and will not be sold, resold, or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. Sec. 54.500(k). Additionally, I certify that the Billed Entity has not received anything of value or a promise of anything of value, other than services and equipment requested under this form, from the service provider(s) or any representative or agent thereof or any consultant in connection with this request for services.**

**I certify that the entities eligible for support that I am representing will retain copies of all documents related to E-Rate applications and funding use for a period of five years from the last date of service covered by this letter of agency. Documents to be retained include,**

but are not limited to: E-rate forms, technology plans, discount rate support, competitive bids received, bid selection results, inventory records, invoices, and payments.

I certify that the entities eligible for support that I am representing have complied with all applicable state and local laws regarding procurement of services for which support is being sought.

I certify that the Participant's district, educational service cooperative, library, or library consortia has complied with all E-rate program rules, and I acknowledge that failure to do so may result in denial of discount funding and cancellation of funding commitments.

I understand that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service receive an appropriate share of the benefits from those services.

I certify that no kickbacks were paid to anyone and understand that false statements on this form may be punished by fine or forfeiture under the Communications Act, 47 U.S.C. §§ 502, 503(b), may subject me to a fine and imprisonment pursuant to 18 U.S.C. 1001, and may subject me to the civil remedies available under the False Claims Act, 31 U.S.C. §§ 3729 et seq.

I certify that I am authorized to sign this Letter of Agency on behalf of the Participant, that I have examined this letter, and that, to the best of my knowledge, information, and belief, all information provided to DIS for E-rate submission or contained in this Letter is true and correct.

This certification for the E-Rate Program is effective for:

Program Year 2009 (July 1, 2009 – June 30, 2010);  
Program Year 2010 (July 1, 2010 – June 30, 2011); and  
Program Year 2011 (July 1, 2011 – June 30, 2012).

This certification in no way limits the abilities of entities of the Participant to file for a discount or refund pursuant to the E-rate program, or any other grants and programs on their own, nor does it abrogate any other rights and responsibilities of the Participant with the E-Rate Program.

Entity Name: Van Buren School District #42

\*Authorized  
Signature: \_\_\_\_\_

Printed Name: Patrick Mays

Title: Director of Technology

Date: 03-08-08

\*\*Entity Number: 139728

\*Signature shall be that of Superintendent or designee; or Educational Service Cooperative Director or designee; or Librarian or designee.

\*\*Entity number is the number assigned to each district by the Schools & Libraries Division. One may determine a district's entity number at: [www.sl.universalservice.org/Utilities/BilledEntitySearch\\_Public.asp](http://www.sl.universalservice.org/Utilities/BilledEntitySearch_Public.asp).



## Van Buren School District Student Use of Technology 2007-2008 Self-Evaluation

***Students: Please check the level which best describes what you can do at the present time.***

### **1. Basic Computer Use**

- Level 1 – I do not use a computer.
- Level 2 – I can log-on, log-off, use and close a program on my own.
- Level 3 – I open and use more than one program at the same time.
- Level 4 – I learn new programs on my own.

### **2. File Management**

- Level 1 – I do not save any documents I create using the computer.
- Level 2 – I select, open and save documents on different drives.
- Level 3 – I create my own folders to keep files organized.
- Level 4 – I move files between folders and drives.

### **3. Word Processing**

- Level 1 – I do not use a word processor.
- Level 2 – I use a word processor for basic writing skills.
- Level 3 – I use the tools of the word processor, such as spell check and grammar check to edit my work.
- Level 4 – I use the word processor to improve my previous drafts and publish a final document.

### **4. Spreadsheet**

- Level 1 – I do not use a spreadsheet.
- Level 2 – I enter data in a spreadsheet and create charts.
- Level 3 – I choose a chart which best reflects my data and apply titles and labels.
- Level 4 – I use formulas to help analyze data in a spreadsheet.

### **5. Database**

- Level 1 – I do not use a database.
- Level 2 – I locate information from a pre-made database such as Library Search and electronic magazine sources.
- Level 3 – I create my own database and add or delete information.

\_\_\_ Level 4 – I generate reports from a database in order to answer questions.

## **6. Graphics**

\_\_\_ Level 1 – I do not use graphics with my word processing pieces.

\_\_\_ Level 2 – I create pictures with painting and drawing programs and use clip art.

\_\_\_ Level 3 – I edit clip art, scan and import graphics from a variety of sources and modify them using a graphics editor.

\_\_\_ Level 4 – I invent, select and use graphics in order to make a point or illustrate what I've learned.

## **7. E-mail**

\_\_\_ Level 1 – I do not use e-mail.

\_\_\_ Level 2 – I compose and send e-mail messages.

\_\_\_ Level 3 – I organize my mail folders to save messages and delete those I no longer need.

\_\_\_ Level 4 – I use e-mail to request and send information for research.

## **8. Research / Information Searching**

\_\_\_ Level 1 – I do not use electronic sources to find information.

\_\_\_ Level 2 – I find information from electronic sources (World Book Internet, CDs).

\_\_\_ Level 3 – I select, gather, and save information from multiple electronic sources to answer a question.

\_\_\_ Level 4 – I analyze and evaluate the information I've gathered.

## **9. Desktop Publishing**

\_\_\_ Level 1 – I do not use a publishing program.

\_\_\_ Level 2 – I use templates or wizards to create a published document.

\_\_\_ Level 3 – I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions.

\_\_\_ Level 4 – I design original publications that communicate to others what I've learned.

## **10. Technology Presentation**

\_\_\_ Level 1 – I do not use technology for presentations.

\_\_\_ Level 2 – I use templates or wizards to create multimedia presentations.

\_\_\_ Level 3 – I combine text with pictures imported from different sources, to create original multimedia presentations.

\_\_\_ Level 4 – I design multimedia presentations employing audio, video and still graphics to share ideas.

## **11. Internet**

\_\_\_ Level 1 – I do not use the Internet

\_\_\_ Level 2 – I visit the Internet sites selected by my teacher and use navigation buttons to move between pages.

\_\_\_ Level 3 – I use search tools efficiently to locate information.

\_\_\_ Level 4 – I create web pages for classroom projects.

## **12. Responsible / Ethical Use**

\_\_\_ Level 1 – I understand what responsible/ethical use means.

\_\_\_ Level 2 – I take care of the equipment and leave it ready for the next user.

\_\_\_ Level 3 – I understand and follow District rules concerning harassment, language, passwords, copyright issues, and appropriate use of resources, etc.

\_\_\_ Level 4 – I model responsible use and teach others.

**INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION  
STANDARDS: STUDENTS**

**INTRODUCTION**

State and local educational technology planning should be driven by what students should know and be able to do. Student competencies such as those established by the International Society for Technology in Education (ISTE) have become a model accepted by practitioners across the country. Standards developed by ISTE are known as the National Educational Technology Standards (NETS). These standards delineate specific and meaningful benchmarks for quality educational experiences for all strategies through the use of many types of resources. They will remain valuable over time despite the accelerating pace of technological innovations and the challenges of educational reform.

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provided a framework for linking performance indicators found with the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

**Technology Foundations Standards for Students**

**1. Basic Operations and Concepts**

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

**2. Social, Ethical, and Human Issues**

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

### **3. Technology Productivity Tools**

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

### **4. Technology Communications Tools**

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

### **5. Technology Research Tools**

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

### **6. Technology Problem-Solving and Decision-Making Tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

## **Profiles for Technology Literate Students**

### **Introduction**

The following student competencies are identified by grade-level groupings to outline expectations for what students at each level should know and be able to do. Users of these lists should be aware that emphasis should be given to integration of these skills into the total instructional program rather than attempt to teach these as isolated, discrete skills.

## **Student Technology Standards**

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

- Basic operations and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communications tools
- Technology research tools
- Technology problem-solving and decision making tools

### **Grades K – 2**

**Prior to completion of Grade 2 students will:**

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1,3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving communications, and illustration of thoughts, ideas, and stories. (3,4,5,6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or students partners. (4)

### **Grade 3 – 5**

**Prior to completion of Grade 5 students will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1,2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3,4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interest. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4,5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5,6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5,6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

### **Grades 6 – 8**

#### **Prior to completion of Grade 8 students will:**

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (5,6)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collation and learning throughout the curriculum. (3,6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and

- communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information and to develop solutions or products for audiences inside and outside the classroom. (4,5)
  8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5,6)
  9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problems solving. (1,6)
  10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2,5,6)

### **Grades 9 – 12**

#### **Prior to completion of Grade 12 students will:**

1. Identify capabilities and limitations of contemporary and emerging technology resources and access the potential of these systems and services to address personal, lifelong learning and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1,2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3,4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4,5,6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4,5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3,5,6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4,5,6)

For more information, visit <http://cnets.iste.org>

## **Attachment C**

### **The VBSD Technology Education Framework**

It is the goal of the VBSD that all students will develop skills and attitudes for technology use, which promise life-long learning, collaboration, personal pursuits, and productivity. This framework of minimal technology expectations provides an equitable method of achieving this goal. This framework should serve as a guide for educators to implement technology at the point of instruction. The performance indicators listed in this framework are to be used in support of curriculum objectives rather than taught as isolated skills. The implementation of these frameworks must be shared responsibility of everyone involved in the education of VBSD students.

These indicators are realistic expectations given current technology availability in the district. Evidence of technology integration is now a standard element of teacher evaluation and accountability.

Technology does not replace other types of learning. However, technology can add to and enrich the learning process in a unique way. Technology presents universal tools that will enable VBSD students to develop skills and attitudes their futures will demand.

### **Kindergarten Performance Indicators**

Technology performance indicators listed for kindergarten students are very basic and self-explanatory. It is important even at this age for students to realize the value of the computer and other technologies as tools for learning, working, and planning. The draw program, for instance, is an excellent tool for activities such as practicing colors and shapes, following directions, illustrating stories, and teaching and practicing spatial concepts. Living Book Software can be used to teach basic computer skills, increase attention span and literacy skills.

1. Students will identify the computer as a tool where people work and plan.
2. Students will demonstrate appropriate care of computer hardware.
3. Students will demonstrate appropriate care of computer software.
4. Students will use appropriate computer skills by the appropriate use of the: mouse, icons, arrow keys, space bar, enter key, and the Y and N keys.
5. Students will use the above skills to navigate age appropriate software.
6. Students will demonstrate use of drawing programs.
7. Students will take turns and work cooperatively in their use of technology.
8. Students will recognize the privacy of other technology users.
9. Students will respect the computer work of others.

## **First Grade Performance Indicators**

First graders should be able to independently select a font, size and color to create simple documents such as spelling list using Word Pad. An example of a first grade classroom project might be illustrating stories with the draw program, creating classroom books of story inventions and language experience activities, or illustrating science observations.

10. Students will review, practice, and expand on performance indicators from the kindergarten level.
11. Students will identify uses of technology at home and school.
12. Students will find and identify letters on the keyboard.
13. Students will use keyboard to enter his/her name and simple words in both age appropriate software and word processors.
14. Students will use desktop icon menu to open programs.
15. Students will use the start button and scan program menu to open software.
16. Students will exit programs appropriately by using the X in window.
17. Students will exit by using the file menu EXIT command.
18. Students will use tool bar and file menu print commands.
19. Students will understand the concept of "saving".
20. Students will illustrate stories and ideas by use of classroom or media center technology as a class project.
21. Students will use the tool bar in age appropriate software.
22. Students will respond appropriately to basic dialogue boxes such as "do you really want to exit, do you really want to save changes, etc.".

## **Second Grade Performance Indicators**

Second graders should use the World Wide Web or Encarta to research thematic units. Cut, copy, and paste could be used to sequence, revise, and edit a story to demonstrate and enhance writing process skills. At this grade level, the class should be communicating via e-mail to other groups within the school and beyond. Email can be used to communicate with parents, experts in their field such as Scientist, class discussion of book or current events, and to contact people from countries being studied.

At this level, students are being introduced to broader technology concepts or communication and information sources.

23. Students will review, practice, and expand on performance indicators from previous grade levels.
24. Students will start-up and shut-down a computer system using correct procedures.
25. Students will utilize e-mail as a group activity to communicate with other groups.

26. Students will identify input hardware components: keyboard, mouse, scanner, CD Rom, disk drive, microphone.
27. Students will identify output hardware components: printer, disk drive, monitor, speaker and headphones.
28. Students will expand use of technology to illustrate stories, ideas, and problem solving in a group activity.
29. Students will do a Key Word search as a group activity..
30. Students will access information from a variety of software and online services as a group activity.
31. Students will copy, cut, and paste within an application as a group activity.

### **Third Grade Performance Indicators**

Students at the third grade level should be able to add a graphic to a word processing document. This could be accomplished with paint or clip art and copy and paste commands. This could be done from document to document by combining story or report pieces into one document.

File management skills introduced at this level as a group activity should include: saving, retrieving, naming, moving, and deleting files on both the hard drive and floppy disk. The importance of this is to encourage good choices about what to save and what to delete and to be able to download data. Students must also understand the scarcity of hard drive space. Students at this level should be experiencing more opportunities to use technology as a communication and information tool. Students should be working in small groups with less guidance.

Teachers at this level are strongly urged to have students and parents sign a contract agreeing to acceptable use policies. Students should understand to never enter personal information or visit inappropriate sites.

32. Students will review, practice, and expand on performance indicators for previous grades.
33. Students will understand that computer usage varies according to software.
34. Students will understand that keyboard and mouse functions vary with software.
35. Students will identify ways that computers change the lives of people in communities.
36. Students will use the SAVE command on both the tool bar and the menu.
37. Students will save work to a floppy disk.
38. Students will name a file using an appropriate name.
39. Students will retrieve a file.
40. Students will access a bookmarked web site independently.
41. Students will key in a "URL" to find a specific site independently.
42. Students will do an independent Key Word search.

43. Students will independently cut, copy, and past within a Window application.
44. Students will cut, copy, and paste between Window applications as a group activity.
45. Students will gain group exposure in file management skills.
46. Students will practice safe and appropriate online activities.
47. Students will gain exposure to the digital camera scanner and sound files as a group activity.

## **Fourth Grade Performance Indicators**

Critical consumer information should emphasize that students must analyze information based on purpose, source, and point-of-view. For instance, students should recognize that **.gov** indicates government sources, **.com** indicates commercial sources, **.org** indicates non-profit organizations, **.edu** indicates higher education, **.mil** indicates military, and **.k12** indicates public schools. NOTE: **.edu** addresses may include student personal homepages and may not always be appropriate. Educators should stress that online information should be treated the same as information from newspapers, magazines, or television.

Multi-media presentations could be completed on Web Pages, PowerPoint, or Hyper Studio. Book reports, unit activities, science reports, and oral presentations lend themselves to the multi-media format.

48. Students will review, practice, and expand on previous grade level performance indicators.
49. Students will complete a group multi-media presentation appropriate to their software and hardware capabilities.
50. Students will incorporate scanned images, digital pictures, and sound files in their group multi-media presentation.
51. Students will download graphics and files from the Internet as a group activity.
52. Students will understand and observe copyright regulations and respect the work of others as intellectual property (plagiarism).
53. Students will be critical consumers of information.
54. Students will independently bookmark sites.
55. Students will identify ways that telecommuting promotes the global community.
56. Students will produce a basic video production as a group activity.

## **Fifth Grade Performance Indicators**

Fifth grade students should expand the skills addressed in grades K-4. Students should be working toward independent or smaller group projects. Projects should be increasing in both sophistication and frequency.

Students will participate in an online collaborative activity. Examples of classroom online activities might include Cyber Safari, JASON, MARSBASE, GLOBE, Presence of the Past and Key Pals. Teachers' manuals, educational publications and The Weekly Reader provide good sources for online activities.

57. Students will review, practice, and expand on previous grade level performance indicators.
58. Students will complete a group multi-media presentation appropriate to their software and hardware capabilities.
59. Students will incorporate scanned images, digital pictures, and sound files in their group multi-media presentation.
60. Students will download graphics and files from the Internet as a group activity.
61. Students will understand and observe copyright regulations and respect the work of others as intellectual property (plagiarism).
62. Students will be critical consumers of information.
63. Students will independently bookmark sites.
64. Students will identify ways that telecommuting promotes the global community.
65. Students will produce a basic video production as a group activity.
66. Students will participate in an online collaborative project.

## **Sixth Grade Performance Indicators**

Sixth grade students will gain keyboarding and computer management skills as the basic curriculum of the Intro to Technology course. Students should be encouraged to apply these skills to expand K-5 performance indicators in classroom and media center activities.

67. Students will review, practice, and expand on previous grade performance indicators.
68. Students will know home keys and basic keyboarding finger techniques.
69. Students will practice proficient file management skills to include: saving, moving, opening, copying, and deleting files.
70. Students will refine skills by preparing small groups multi-media presentations.
71. Students will continue to use age appropriate software.
72. Students will continue to participate in an online collaborative project.

### **It is recommended that 7 – 12 grade students:**

1. Utilize and site online Internet and database resources for research projects.
2. Complete project reports using a word processor.

3. Use subject appropriate technologies such as calculators, GPS, microscopes, videos, and video-flexes.
4. Complete a multi-media presentation individually or in small groups.
5. Communicate individually using e-mail.
6. Be proficient in correct keyboarding techniques by the end of ninth grade.
7. Incorporate computer generated charts and graphs where appropriate in various curriculum areas.
8. E-mail an assignment to teacher's address.
9. Add and retrieve file attachments to e-mail.
10. Complete a desktop publishing project.
11. Troubleshoot basic computer problems such as loose connections, Control + Alt + Delete, monitor adjustments, etc.
12. Practice appropriate safe and ethical procedures regarding copyright, privacy, and personal information.
13. Demonstrate appropriate respect and care of hardware, software, and data files by refraining from changing settings, moving programs or files, changing or adding passwords.
14. Identify ways that telecommuting promotes the global community.
15. Identify examples and analyze the societal impact of advanced and emerging technologies.
16. Participate in a distance collaboration project or learning activity.

## **7 – 12 Instruction Indicators**

As students are now moving from class to class and are no longer under the supervision of one teacher, it is impossible to stipulate specific technology performance indicators for secondary grade levels. Instead, technology recommendations are listed. These recommendations will be the shared responsibility of all teachers. The listed recommendations are the minimum expected of all students. Students seeking more- advanced skills may enroll in technology electives offered on campus or at the Western Arkansas Area Technical Center.

Teachers of all disciplines should search for ways to integrate these technology recommendations into their curriculum. English teachers could ask for a multi-media book report, which could include a PowerPoint or Hyper Studio presentation or a video production. Teacher in all disciplines should require papers and reports be done on word processors utilizing and sighting online resources. Teachers in all disciplines could accept assignments e-mailed to their address.

NOTE: Students at the secondary level may not have experience in all skills and concepts from previous grade levels. A certain amount of remediation will be necessary. Please review the K-5 indicators and provide opportunities for your students to achieve these skills.

## Attachment D

### Van Buren Technology Inventory Summary

**School: Tate Elementary**

Number and Type of Computers: 87 Win XP – 7 Win Vista

Number of Printers: 20

Number of Projectors: 3

Number of Classrooms with Internet: 29

Number of Phone Lines: 6

Number of Phones: 10

Number of Fax Machines: 1

Network Equipment: 6 Ethernet switches

Curriculum Software: Accelerated Reader; Compass Odyssey

Distance Learning Equipment: 0

**School: King Elementary**

Number and Type of Computers: 85 Win XP

Number of Printers: 32

Number of Projectors: 2

Number of Classrooms with Internet: 21

Number of Phone Lines: 6

Number of Phones: 7

Number of Fax Machines: 1

Network Equipment: 2 Ethernet switches

Curriculum Software: Accelerated Reader

Distance Learning Equipment: 0

**School: Parkview Elementary**

Number and Type of Computers: 86 Win XP

Number of Printers: 30

Number of Projectors: 4

Number of Classrooms with Internet: 26

Number of Phone Lines: 4

Number of Phones: 9

Number of Fax Machines: 1

Network Equipment: 3 Ethernet switches

Curriculum Software: Accelerated Reader

Distance Learning Equipment: 0

**School: Rena Elementary**

Number and Type of Computers: 80 Win XP – 5 Win Vista

Number of Printers: 38

Number of Projectors: 3

Number of Classrooms with Internet: 28

Number of Phone Lines: 4

Number of Phones: 8

Number of Fax Machines: 1  
Network Equipment: 6 Ethernet switches  
Curriculum Software: Accelerated Reader, Riverdeep Destination Success  
Distance Learning Equipment: 0

**School: City Heights Elementary**

Number and Type of Computers: 95 Win XP – 1 Win Vista  
Number of Printers: 38  
Number of Projectors: 17  
Number of Classrooms with Internet: 38  
Number of Phone Lines: 8  
Number of Phones: 12  
Number of Fax Machines: 1  
Network Equipment: 8 Ethernet switches  
Curriculum Software: Accelerated Reader, Compass Odyssey  
Distance Learning Equipment: 0

**School: Izard Elementary**

Number and Type of Computers: 117 Win XP  
Number of Printers: 49  
Number of Projectors: 1  
Number of Classrooms with Internet: 31  
Number of Phone Lines: 6  
Number of Phones: 8  
Number of Fax Machines: 2  
Network Equipment: 5 Ethernet switches  
Curriculum Software: Accelerated Reader; Compass Odyssey; Accelerated Math  
Distance Learning Equipment: 0

**School: Northridge Middle School**

Number and Type of Computers: 150 Win XP – 1 Win Vista - 1 Win 98  
Number of Printers: 58  
Number of Projectors: 12  
Number of Classrooms with Internet: 48  
Number of Phone Lines: 3  
Number of Phones: 14  
Number of Fax Machines: 1  
Network Equipment: 10 Ethernet switches  
Curriculum Software: Accelerated Reader; Accelerated Math; MS Office  
Distance Learning Equipment: 0  
Satellite systems: 1 (downlink)

**School: Central Middle School**

Number and Type of Computers: 130 Win XP  
Number of Printers: 68  
Number of Projectors: 16  
Number of Classrooms with Internet: 62  
Number of Phone Lines: 9  
Number of Phones: 29  
Number of Fax Machines: 3  
Network Equipment: 5 Ethernet switches

Curriculum Software: Accelerated Reader; MS Office  
Distance Learning Equipment: 0

**School: Coleman Jr. High School**

Number and Type of Computers: 161 Win XP – 36 Win Vista  
Number of Printers: 63  
Number of Projectors: 11  
Number of Classrooms with Internet: 80  
Number of Phone Lines: 6  
Number of Phones: 19  
Number of Fax Machines: 2  
Network Equipment: 9 Ethernet switches  
Curriculum Software: Accelerated Reader; Accelerated Math; MS Office  
Distance Learning Equipment: 0

**School: Butterfield Jr. High School**

Number and Type of Computers: 163 Win XP – 13 Win Vista  
Number of Printers: 59  
Number of Projectors: 10  
Number of Classrooms with Internet: 53  
Number of Phone Lines: 6  
Number of Phones: 22  
Number of Fax Machines: 2  
Network Equipment: 7 Ethernet switches  
Curriculum Software: Accelerated Reader; Plato Learning System; MS Office  
Distance Learning Equipment: 0

**School: Van Buren High School**

Number and Type of Computers: 364 Win XP – 10 Win Vista  
Number of Printers: 69  
Number of Projectors: 4  
Number of Classrooms with Internet: 91  
Number of Phone Lines: 9  
Number of Phones: 97  
Number of Fax Machines: 5  
Network Equipment: 17 Ethernet switches  
Curriculum Software: Plato Learning System; MS Office; Adobe Photoshop  
Distance Learning Equipment: 0

**School: Central Administration Offices**

Number and Type of Computers: 24 Win XP – 2 Win Vista  
Number of Printers: 17  
Number of Projectors: 1  
Number of Classrooms with Internet: 0  
Number of Phone Lines: 5  
Number of Phones: 25  
Number of Fax Machines: 4  
Network Equipment: 2 Ethernet switches  
Tandberg Videoconference system (not used for Distance Learning)

**School: District Service Center**

Number and Type of Computers: 20 Win XP – 6 Win Vista  
Number of Printers: 20  
Number of Projectors: 4  
Number of Classrooms with Internet: 1  
Number of Phone Lines: 10  
Number of Phones: 14  
Number of Fax Machines: 4  
Network Equipment: 4 Ethernet switches



## Van Buren School District Staff Use of Technology 2007-2008 Self-Evaluation

***Staff: Please judge your level of achievement in each of the following competencies. Check the number which best reflects your current level of skill attainment. (Be honest as VBSD will use the survey results for professional development planning.)***

### **1. Basic Computer Use**

- Level 1 – I do not use a computer.
- Level 2 – I use the computer to run a few specific, pre-loaded programs.
- Level 3 – I open and use more than one program at the same time.
- Level 4 – I trouble-shoot problems successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach basic operations to my students and peers.

### **2. File Management**

- Level 1 – I do not save any documents I create using the computer.
- Level 2 – I select, open and save documents on different drives.
- Level 3 – I create my own folders to keep files organized and understand the importance of a back-up system.
- Level 4 – I move files between folders and drives, and I maintain my network storage size within acceptable limits. I teach students/peers how to save and organize their files.

### **3. Word Processing**

- Level 1 – I do not use a word processor.
- Level 2 – I use a word processor for simple documents. I generally find it easier to hand write most written work I do.
- Level 3 – I use a word processing program for nearly all my written professional work: memos, tests, worksheets, and home communication. I edit, spell-check, and change the format of a document.
- Level 4 – I teach students to use word processing programs for their written communication.

#### **4. Spreadsheet**

\_\_\_ Level 1 – I do not use a spreadsheet.

\_\_\_ Level 2 – I understand the use of a spreadsheet and can navigate within one. I create simple spreadsheets and charts.

\_\_\_ Level 3 – I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references and formatting tools in my spreadsheets. I choose charts that best represent my data.

\_\_\_ Level 4 – I teach students to use spreadsheets to improve their own data keeping and analysis skills.

#### **5. Database**

\_\_\_ Level 1 – I do not use a database.

\_\_\_ Level 2 – I understand the use of a database and locate information from a pre-made database such as a library-search.

\_\_\_ Level 3 – I create my own databases. I define the fields and choose a layout to organize information I have gathered. I use my data to answer questions about my information.

\_\_\_ Level 4 – I teach students to create and use databases to organize and analyze data.

#### **6. Graphics**

\_\_\_ Level 1 – I do not use graphics with my word processing or presentations.

\_\_\_ Level 2 – I open, create, and place simple pictures into documents using drawing programs or clipart.

\_\_\_ Level 3 – I edit and create graphics, placing them in documents in order to help clarify or amplify my message.

\_\_\_ Level 4 – I promote student interpretation and display of visual data using a variety of tools and programs.

#### **7. E-mail**

\_\_\_ Level 1 – I have an e-mail account, but rarely use it.

\_\_\_ Level 2 – I send messages using e-mail – mostly to district colleagues, friends, and family. I check my e-mail account on a regular basis and maintain my mail folders in an organized manner.

\_\_\_ Level 3 – I incorporate e-mail use into classroom activities. I use e-mail to access information from outside sources.

\_\_\_ Level 4 – I use e-mail to request and send information for research.

#### **8. Research / Information Searching**

\_\_\_ Level 1 – I am unlikely to seek information when it is in electronic formats.

\_\_\_ Level 2 – I conduct simple searches with the electronic encyclopedia and library software for major topics.

\_\_\_ Level 3 – I have learned how to use a variety of search strategies on several information programs, including the use of Boolean (and, or, not) searches to help target the search.

\_\_\_ Level 4 – I have incorporated logical search strategies into my work with students, showing them the power of such searches with various electronic sources to locate information that relates to their questions.

### **9. Desktop Publishing**

\_\_\_ Level 1 – I do not use a publishing program.

\_\_\_ Level 2 – I use templates or wizards to create a published document.

\_\_\_ Level 3 – I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions.

\_\_\_ Level 4 – I design original publications that communicate to others what I've learned.

### **10. Video Production or Digital Cameras**

\_\_\_ Level 1 – I do not use a video or digital still camera.

\_\_\_ Level 2 – I create original videos/digital pictures for home or school projects.

\_\_\_ Level 3 – I create original videos/digital pictures using editing equipment.

\_\_\_ Level 4 – I use computer programs to edit video presentations and/or digital pictures and I teach my students to create and edit videos and digital pictures.

### **11. Technology Presentation**

\_\_\_ Level 1 – I do not use computer presentation programs.

\_\_\_ Level 2 – I present my information to classes or groups in a single application program such as a word processor, a spreadsheet, or a publishing program.

\_\_\_ Level 3 – I present my information and teach my class using presentation programs such as PowerPoint, incorporating various multimedia elements such as sound, video clips, and graphics.

\_\_\_ Level 4 – I teach my students how to use presentation software. I facilitate my students' use of a variety of application to persuasively present their research concerning a problem or area of focus in their learning.

### **12. Internet**

\_\_\_ Level 1 – I do not use the Internet

\_\_\_ Level 2 – I access school and district websites to find information. I follow links from these sites to various Internet resources.

\_\_\_ Level 3 – I use lists of Internet resources and make profitable use of Web search engines to explore educational resources.

\_\_\_ Level 4 – I contribute to my school or district websites. I teach students how to effectively use the resources available on the Internet.

### **13. Responsible / Ethical Use**

\_\_\_ Level 1 – I am not aware of any ethical issues surrounding computer use.

\_\_\_ Level 2 – I know that some copyright restrictions apply to computer software.

\_\_\_ Level 3 – I have read and understand and follow District rules concerning student and adult use of e-mail and Internet. I know the programs for which the

district or my building holds a site license. I understand the school board policy on the use of copyrighted materials.

\_\_\_ Level 4 – I model ethical use of all software and let my students know my personal stand on this issue.

#### **14. Technology Integration**

\_\_\_ Level 1 – I do not blend the use of computer-based technologies into my classroom learning activities.

\_\_\_ Level 2 – I understand the district technology plan supports integration of technology into classroom activities, but I am still learning about what strategies will work and how to do it. I accept student work produced electronically, but do not require it.

\_\_\_ Level 3 – From time to time, I encourage my students to employ computer-based technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.

\_\_\_ Level 4 – I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem-solving as outlined in the district technology plan.

**INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION  
STANDARDS: TEACHERS**

**INTRODUCTION**

In order for students to achieve high standards, teachers must have a clear understanding of what is appropriate to expect of students in their classes. Teachers must also have the knowledge and skills necessary to provide the learning experiences their students need. The ISTE standards for teachers and the linking performance indicators provide nationally recognized guidelines.

**I. Educational Operations and Concepts:**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate knowledge, skills, and understanding of concepts related to introductory technology (as described in ISTE's Technology Standards for Students).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

**II. Planning and Designing Learning Environments and Experiences:**

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instruction strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

**III. Teaching, Learning, and the Curriculum:**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.

- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology.

**IV. Assessment and Evaluation:**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

**V. Productivity and Professional Practice:**

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the large community in order to nurture student learning.

**VI. Social, Ethical, Legal, and Human Issues:**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools and apply that understanding in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

[Performance indicators for teachers](#)

For more information visit <http://cnets.iste.org>

## **Attachment G**

### **INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS: ADMINISTRATORS**

The Technology Standards for School Administrators "define neither the minimum nor maximum level of knowledge and skills required of a leader, and are neither a comprehensive laundry list nor a guaranteed recipe for effective technology leadership," according to ISTE.

#### **Leadership and vision**

- Facilitate the development of a shared vision for technology use and communicate this vision widely among stakeholders.
- Develop, implement, and monitor a dynamic, long-range, and systemic technology plan that supports the vision.
- Maintain cohesion and momentum within the school community to reach the vision.
- Foster and nurture a culture of responsible risk-taking that promotes continuous innovation in technology.
- Use data to drive leadership decisions.
- Advocate for research-based best practices in all uses of technology.

#### **Learning and teaching**

- Identify, use, and evaluate appropriate technologies to enhance and support curriculum and instruction.
- Facilitate and support collaborative, technology-enriched learning environments that encourage innovation.
- Provide for the use of technology to meet the individual needs of learners in a student-centered environment.
- Facilitate the use of technologies to guide and support instructional methods that promote higher-level thinking, decision-making, and problem-solving skills.
- Assure that quality professional development opportunities exist for learning and teaching with technology.

#### **Productivity and professional practice**

- Use technology to facilitate change for organizational improvement.
- Model the routine, intentional, and effective use of technology.
- Use technology resources to engage in sustained, job-related professional development.
- Employ technology for communication and collaboration among peers, staff, parents, and the larger community.

## **Support, management, and operations**

- Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- Allocate financial and human resources to ensure full implementation of the technology plan.
- Integrate strategic plans, technology plans, other improvement plans, and policies to align efforts and leverage resources.
- Design policies and procedures to drive continuous system improvements and to support technology replacement cycles.

## **Assessment and evaluation**

- Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- Assess staff knowledge, skills, and performance in using technology, and use results to facilitate quality professional development and informed personnel decisions.
- Use technology to assess and evaluate managerial and operational systems.
- Using multiple methods, assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

## **Social, legal, and ethical issues**

- Ensure equity of access to technology resources that empower all learners.
- Identify, communicate, model, and enforce social, legal, and ethical practices related to technology use.
- Promote and enforce security and online safety related to the use of technology.
- Promote and enforce environmentally safe and health practices in the use of technology.

For more information, visit <http://cnets.iste.org>

## Summary of '06-09 Tech Plan Evaluation

### Activities and Committee Summaries from '06-'09 Plan:

- Purchase additional computers for computerized testing- Labs were purchased for IZard and Parkview. Computerized tests MAPS and Learning Institute assessment are not longer performed in the district.
- Replace old computers in all classrooms- Replacement of old Windows 9x machines were completed on schedule.
- Upgrade fiber WAN from 100Mb to 1Gb- Obtained bandwidth usage from service provider which showed amount of data used during a time. Decided not to implement at the time. It is still under consideration for speed improvement purposed at the secondary schools.
- Purchase off site backup server- Completed on schedule. Backup server located at Tate Elementary School in the tornado shelter with 1TB of drive space.
- Secure Wireless Access Points- Access points were secured, but then was determined that it caused disruption for students who were attempting to connect. Future replacement of independent wireless access points will give centralized control and monitoring.
- Setup Distance Learning Program- We did not achieve this goal. We still plan to possibly implement this in the district.
- Increase line item in district budget and school budgets- We did not achieve this activity. Insufficient funds throughout the district have made it difficult to maintain growth in this line item. We discussed the possibility of creating a pooled budget for use across the district.
- E-Rate Funds- We have continued to file for these funds and have found that by using a consulting company we are able to obtain even more funds than we have been able to in the past. They have been very helpful in achieving our goals in the district.
- Grants- The use of grants in the district has been beneficial for obtaining new equipment and classroom resources. We have emphasized the use of grants to our teachers and staff.
- Workforce Education Funds- We have and will continue to apply for and receive these funds. These funds have been valuable in achieving our goals in the district
- Individual School Budgets- Until recently school budgets have been adequate for getting new and upgraded equipment. We discussed possibly tracking the amount of the budget towards technology purchases. We will continue to pursue this activity.
- Hire additional district technician- We have hired an additional technician and now have 4 members in our Information Technology Department. We will not continue this activity.

- Develop Teacher Technology Support Teams in each school- We have partially trained a staff member at a few of the schools. They have greatly increased the efficiency of the technology support infrastructure. We will continue to pursue this activity.
- VBSD Summer Professional Development for Technology- Recently the summer workshops have been discontinued. When used correctly they helped us achieve our goals. We will not pursue this activity.
- In District Training- Professional Development days during the year allow us to keep improving the knowledge on new technologies available during the school year. We will continue to pursue this activity.
- State Technology Conference- We have pursued this activity and will continue to pursue this activity in the district on an annual basis. It helps in achieving our overall goals in the district.
- National School Board Association Technology & Learning Conference- We have pursued this activity and will continue to pursue this activity in the district on an annual basis. It helps in achieving our overall goals in the district.
- Out of District Training- We have pursued this activity and will continue to pursue this activity in the district on annual basis. It helps in achieving our overall goals in the district.
- Determine and purchase hardware and software maintenance needs- We have implemented a management server to help us track the hardware and software. We will continue to pursue this activity.
- Maintain written inventory system/policy for hardware 5 year life cycle and replacement schedule- We will continue to pursue this activity to keep our systems up to date.
- Maintain an evaluation system for current software usefulness to determine if software serves the district needs- We will continue to pursue this activity annually. It gives us the insight we need to achieve goals.
- Place District Assessment Data on website- We will continue to pursue this activity. It shows trend in student scores available for teachers to examine.
- Develop and maintain staff resource web pages- We have pursued and will continue to pursue this activity. It helps us to achieve our goals.
- Design and implement message board system on site to increase communication- We have completed this activity in the time frame specified. It helps to achieve our goals in the district.
- Translate web information- We have pursued this activity and will continue to pursue this activity. It helps us to achieve our goals in the district.

## Estimated District Technology Plan Budget 2009 - 2012

**Submitted By:** Van Buren School District #42  
**School LEA Number:** 1705000

**Contact Person:** Patrick Mays  
**Entity Number:** 139728

A) Technology Infrastructure		(YEAR 1) 2009-2010				
ITEM 1: Network Services		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Switches/Hubs/Routers/DSU's	6		3000.00	0.00	0.00	3000.00
Network Cables	50		500.00	0.00	0.00	500.00
Network Cards (desktop & laptop)	0		0.00	0.00	0.00	0.00
Firewall or Proxy (include software cost)	1		5000.00	0.00	0.00	5000.00
LAN wiring (Local Area Network)	0		0.00	0.00	0.00	0.00
Network Server Software	0		0.00	0.00	0.00	0.00
Network File Servers	0		0.00	0.00	0.00	0.00
Network Printers	50		100000.00	0.00	0.00	100000.00
Fiber	2000 feet		3000.00	0.00	0.00	3000.00
Wireless Access Points	6		2400.00	0.00	0.00	2400.00
Network Maintenance	0		0.00	0.00	0.00	0.00
Server (number of servers connected to Internet)	6		30000.00	0.00	0.00	30000.00
File Servers	0		0.00	0.00	0.00	0.00
Email Server	0		0.00	0.00	0.00	0.00
DNS (Domain Name Services)	1		100.00	0.00	0.00	100.00
Web Hosting Services	0		0.00	0.00	0.00	0.00
WAN (Wide Area Network)	0		0.00	0.00	0.00	0.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Services Subtotal</b>			<b>\$ 144,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 144,000.00</b>

ITEM 2: Network Security		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Electronics Rack	0		0.00	0.00	0.00	0.00
UPS	3		3000.00	0.00	0.00	3000.00
Locked Cabinet	0		0.00	0.00	0.00	0.00
Locked Space	0		0.00	0.00	0.00	0.00
Fire Alarm	0		0.00	0.00	0.00	0.00
Internet Filtering	1		3000.00	0.00	0.00	3000.00
Anti-Virus	1900		28000.00	0.00	0.00	28000.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Security Subtotal</b>			<b>\$ 34,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 34,000.00</b>

B) Computer Hardware/Software		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Computers (total number of computers connected to Internet for the District)	50		40000.00	10000.00	30000.00	80000.00
Laptops	20		20000.00	0.00	0.00	20000.00
Hand Held	0		0.00	0.00	0.00	0.00
Printers	0		0.00	0.00	0.00	0.00
Digital Camera	0		0.00	0.00	0.00	0.00
Smartboards	0		0.00	0.00	0.00	0.00
Scanners	0		0.00	0.00	0.00	0.00
IPods	0		0.00	0.00	0.00	0.00
Educational Software (both instructional and non-instructional; i.e. Accelerated Reader/Math)	0		30000.00	5000.00	0.00	35000.00
Wireless Access Card Services	0		0.00	0.00	0.00	0.00
Maintenance & Upgrades	0		0.00	0.00	0.00	0.00
Other	0		0.00	0.00	0.00	0.00
<b>Computer Hardware/Software Subtotal</b>			<b>\$ 90,000.00</b>	<b>\$ 15,000.00</b>	<b>\$ 30,000.00</b>	<b>\$ 135,000.00</b>

C) Telecommunication Services		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Telephone Equipment (i.e. PBX, Key systems, VOIP, including local and long distance Centrex/Plexar)	162 Lines		70000.00	0.00	0.00	70000.00
Distance Learning Services (video equipment)	0		0.00	0.00	0.00	0.00
Cellular Services	41 Lines		32500.00	0.00	0.00	32500.00
ISDN, DSL line, Leased line	Fiber WAN		68000.00	0.00	0.00	68000.00
911 Services	0		0.00	0.00	0.00	0.00
Paging Services	0		0.00	0.00	0.00	0.00
Satellite	0		0.00	0.00	0.00	0.00
Number of Data/Voice drops installed at District	50		5000.00	0.00	0.00	5000.00
Other	0		0.00	0.00	0.00	0.00
<b>Telecommunication Services Subtotal</b>			<b>\$ 175,500.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 175,500.00</b>

### Estimated District Technology Plan Budget 2009 - 2012

**Submitted By:** Van Buren School District #42  
**School LEA Number:** 1705000

**Contact Person:** Patrick Mays  
**Entity Number:** 139728

(YEAR 1) 2009-2010					
	QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
<b>D) Professional Development</b>					
Training (online professional development courses i.e. Atomic Learning)	0	150000.00	0.00	30000.00	180000.00
Staff Support (including materials, stipends, substitute, pay, mileage, conference expenses, salary and fringe benefits of professional development coordinator)		200000.00	0.00	0.00	200000.00
Other (video T1 for training conferences)	1	6000.00	0.00	0.00	6000.00
<b>Professional Development Subtotal</b>	<del>XXXX</del>	<b>\$ 356,000.00</b>	<b>\$ -</b>	<b>\$ 30,000.00</b>	<b>\$ 386,000.00</b>
<b>E) Services</b>					
Tech Services	0	0.00	0.00	0.00	0.00
Retrofitting ( i.e.....electrical expansion, electrical repairs, electrical outlets, breaker box, transformers)	0	5,000.00	0.00	0.00	5,000.00
ISP Services	2	7,000.00	0.00	0.00	7,000.00
Computer Vendor Tech Support	0	0.00	0.00	0.00	0.00
Software Vendor Tech Support	3	16,000.00	0.00	0.00	16,000.00
Other	0	0.00	0.00	0.00	0.00
<b>Services Subtotals</b>	<del>XXXX</del>	<b>\$ 28,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 28,000.00</b>
<b>F) Technical Support</b>					
Staffing (including salaries and fringe benefits of technology coordinator, technician, etc..)	4	170,000.00	0.00	0.00	170,000.00
Contractual (including contracts to provide technical services not available within the district)	0	5,000.00	0.00	0.00	5,000.00
Other	0	0.00	0.00	0.00	0.00
<b>Technical Support Subtotal</b>	<del>XXXX</del>	<b>\$ 175,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 175,000.00</b>
<b>G) Basic Maintenance</b>					
LAN	13	2,000.00	0.00	0.00	2,000.00
WAN	0	0.00	0.00	0.00	0.00
File Servers	16	2,000.00	0.00	0.00	2,000.00
PC & Other workstations	1750	92,820.00	0.00	0.00	92,820.00
Distance Learning (CODEC)	0	0.00	0.00	0.00	0.00
Phone Systems	13	20,000.00	0.00	0.00	20,000.00
Installation/Shipping (for E-Rate eligible for equipment)	0	0.00	0.00	0.00	0.00
Other	0	0.00	0.00	0.00	0.00
<b>Basic Maintenance Subtotal</b>	<del>XXXX</del>	<b>\$ 116,820.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 116,820.00</b>
<b>H) Supplies, Materials and Other Expenditure</b>					
Supplies, Materials and Other Expenditures	0	25,000.00	2,000.00	20,000.00	47,000.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
	0	0.00	0.00	0.00	0.00
<b>Supplies, Materials and Other Expenditures Subtotal</b>	<del>XXXX</del>	<b>\$ 25,000.00</b>	<b>\$ 2,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ 47,000.00</b>
<b>GRAND ANNUAL TOTALS</b>	<del>XXXX</del>	<b>\$ 1,144,320.00</b>	<b>\$ 17,000.00</b>	<b>\$ 80,000.00</b>	<b>\$ 1,241,320.00</b>

Please note this budget will be sent to USAC as a part of the state application.

Attachment I

## Estimated District Technology Plan Budget 2009 - 2012

**Submitted By:** Van Buren School District #42  
**School LEA Number:** 1705000

**Contact Person:** Patrick Mays  
**Entity Number:** 139728

**A) Technology Infrastructure**

		(YEAR 2) 2010-2011				
<b>ITEM 1: Network Services</b>		<b>QUANTITY</b>	<b>LOCAL</b>	<b>STATE</b>	<b>FEDERAL</b>	<b>SUBTOTAL</b>
Switches/Hubs/Routers/DSU's	6		30000.00	0.00	0.00	30000.00
Network Cables	50		500.00	0.00	0.00	500.00
Network Cards (desktop & laptop)	0		0.00	0.00	0.00	0.00
Firewall or Proxy (include software cost)	0		0.00	0.00	0.00	0.00
LAN wiring (Local Area Network)	0		5000.00	0.00	0.00	5000.00
Network Server Software	1		2000.00	0.00	0.00	2000.00
Network File Servers	0		0.00	0.00	0.00	0.00
Network Printers	50		100000.00	0.00	0.00	100000.00
Fiber	1000 feet		1500.00	0.00	0.00	1500.00
Wireless Access Points	15		6000.00	0.00	0.00	6000.00
Network Maintenance	0		0.00	0.00	0.00	0.00
Server (number of servers connected to Internet)	0		0.00	0.00	0.00	0.00
File Servers	0		0.00	0.00	0.00	0.00
Email Server	0		0.00	0.00	0.00	0.00
DNS (Domain Name Services)	0		0.00	0.00	0.00	0.00
Web Hosting Services	0		0.00	0.00	0.00	0.00
WAN (Wide Area Network)	0		0.00	0.00	0.00	0.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Services Subtotal</b>			<b>\$ 145,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 145,000.00</b>

**ITEM 2: Network Security**

Electronics Rack	0		0.00	0.00	0.00	0.00
UPS	3		3000.00	0.00	0.00	3000.00
Locked Cabinet	0		0.00	0.00	0.00	0.00
Locked Space	0		0.00	0.00	0.00	0.00
Fire Alarm	0		0.00	0.00	0.00	0.00
Internet Filtering	1		3000.00	0.00	0.00	3000.00
Anti-Virus	1900		28000.00	0.00	0.00	28000.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Security Subtotal</b>			<b>\$ 34,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 34,000.00</b>

**B) Computer Hardware/Software**

Computers (total number of computers connected to Internet for the District)	50		40000.00	10000.00	30000.00	80000.00
Laptops	20		20000.00	0.00	0.00	20000.00
Hand Held	0		0.00	0.00	0.00	0.00
Printers	0		0.00	0.00	0.00	0.00
Digital Camera	0		0.00	0.00	0.00	0.00
Smartboards	0		0.00	0.00	0.00	0.00
Scanners	0		0.00	0.00	0.00	0.00
iPods	0		0.00	0.00	0.00	0.00
Educational Software (both instructional and non-instructional; i.e. Accelerated Reader/Math)	0		30000.00	5000.00	0.00	35000.00
Wireless Access Card Services	0		0.00	0.00	0.00	0.00
Maintenance & Upgrades	4		8000.00	0.00	0.00	8000.00
Other	0		0.00	0.00	0.00	0.00
<b>Computer Hardware/Software Subtotal</b>			<b>\$ 98,000.00</b>	<b>\$ 15,000.00</b>	<b>\$ 30,000.00</b>	<b>\$ 143,000.00</b>

**C) Telecommunication Services**

Telephone Equipment (i.e. PBX, Key systems, VOIP, including local and long distance Centrex/Plexar)	167 Lines		72160.00	0.00	0.00	72160.00
Distance Learning Services (video equipment)	0		0.00	0.00	0.00	0.00
Cellular Services	41 Lines		33500.00	0.00	0.00	33500.00
ISDN, DSL line, Leased line	Fiber WAN		68000.00	0.00	0.00	68000.00
911 Services	0		0.00	0.00	0.00	0.00
Paging Services	0		0.00	0.00	0.00	0.00
Satellite	0		0.00	0.00	0.00	0.00
Number of Data/Voice drops installed at District	50		5000.00	0.00	0.00	5000.00
Other	0		0.00	0.00	0.00	0.00
<b>Telecommunication Services Subtotal</b>			<b>\$ 178,660.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 178,660.00</b>

## Estimated District Technology Plan Budget 2009 - 2012

Submitted By: Van Buren School District #42  
School LEA Number: 1705000

Contact Person: Patrick Mays  
Entity Number: 139728

(YEAR 2) 2010-2011		(YEAR 2) 2010-2011				
		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
<b>D) Professional Development</b>						
Training (online professional development courses i.e. Atomic Learning)	0	150000.00	0.00	30000.00		180000.00
Staff Support (including materials, stipends, substitute, pay, mileage, conference expenses, salary and fringe benefits of professional development coordinator)		206000.00	0.00	0.00		206000.00
Other	1	6000.00	0.00	0.00		6000.00
<b>Professional Development Subtotal</b>		<del>362,000.00</del>	<del>0.00</del>	<del>30,000.00</del>		<del>392,000.00</del>
<b>E) Services</b>						
Tech Services	0	0.00	0.00	0.00		0.00
Retrofitting ( i.e.....electrical expansion, electrical repairs, electrical outlets, breaker box, transformers)	0	5,000.00	0.00	0.00		5,000.00
ISP Services	2	7,000.00	0.00	0.00		7,000.00
Computer Vendor Tech Support	0	0.00	0.00	0.00		0.00
Software Vendor Tech Support	3	16,000.00	0.00	0.00		16,000.00
Other	0	0.00	0.00	0.00		0.00
<b>Services Subtotals</b>		<del>28,000.00</del>	<del>0.00</del>	<del>0.00</del>		<del>28,000.00</del>
<b>F) Technical Support</b>						
Staffing (including salaries and fringe benefits of technology coordinator, technician, etc..)	4	175,100.00	0.00	0.00		175,100.00
Contractual (including contracts to provide technical services not available within the district)	0	5,000.00	0.00	0.00		5,000.00
Other	0	0.00	0.00	0.00		0.00
<b>Technical Support Subtotal</b>		<del>180,100.00</del>	<del>0.00</del>	<del>0.00</del>		<del>180,100.00</del>
<b>G) Basic Maintenance</b>						
LAN	13	2,100.00	0.00	0.00		2,100.00
WAN	0	0.00	0.00	0.00		0.00
File Servers	16	2,000.00	0.00	0.00		2,000.00
PC & Other workstations	1800	95,472.00	0.00	0.00		95,472.00
Distance Learning (CODEC)	0	0.00	0.00	0.00		0.00
Phone Systems	13	20,000.00	0.00	0.00		20,000.00
Installation/Shipping (for E-Rate eligible for equipment)	0	0.00	0.00	0.00		0.00
Other	0	0.00	0.00	0.00		0.00
<b>Basic Maintenance Subtotal</b>		<del>119,572.00</del>	<del>0.00</del>	<del>0.00</del>		<del>119,572.00</del>
<b>H) Supplies, Materials and Other Expenditure</b>						
Supplies, Materials and Other Expenditures	0	26,000.00	2,000.00	20,000.00		48,000.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
	0	0.00	0.00	0.00		0.00
<b>Supplies, Materials and Other Expenditures Subtotal</b>		<del>26,000.00</del>	<del>2,000.00</del>	<del>20,000.00</del>		<del>48,000.00</del>
<b>GRAND ANNUAL TOTALS</b>		<del>1,171,332.00</del>	<del>17,000.00</del>	<del>80,000.00</del>		<del>1,268,332.00</del>

## Estimated District Technology Plan Budget 2009 - 2012

**Submitted By:** Van Buren School District #42  
**School LEA Number:** 1705000

**Contact Person:** Patrick Mays  
**Entity Number:** 139728

A) Technology Infrastructure		(YEAR 3) 2011-2012				
ITEM 1: Network Services		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Switches/Hubs/Routers/DSU's	6		40000.00	0.00	0.00	40000.00
Network Cables	100		1000.00	0.00	0.00	1000.00
Network Cards (desktop & laptop)	0		0.00	0.00	0.00	0.00
Firewall or Proxy (include software cost)	0		0.00	0.00	0.00	0.00
LAN wiring (Local Area Network)	0		10000.00	0.00	0.00	10000.00
Network Server Software	0		0.00	0.00	0.00	0.00
Network File Servers	0		0.00	0.00	0.00	0.00
Network Printers	50		100000.00	0.00	0.00	100000.00
Fiber	0		0.00	0.00	0.00	0.00
Wireless Access Points	10		4000.00	0.00	0.00	4000.00
Network Maintenance	0		0.00	0.00	0.00	0.00
Server (number of servers connected to Internet)	0		0.00	0.00	0.00	0.00
File Servers	0		0.00	0.00	0.00	0.00
Email Server	0		0.00	0.00	0.00	0.00
DNS (Domain Name Services)	0		0.00	0.00	0.00	0.00
Web Hosting Services	0		0.00	0.00	0.00	0.00
WAN (Wide Area Network)	0		0.00	0.00	0.00	0.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Services Subtotal</b>			<b>\$ 155,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 155,000.00</b>

ITEM 2: Network Security		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Electronics Rack	0		0.00	0.00	0.00	0.00
UPS	4		4000.00	0.00	0.00	4000.00
Locked Cabinet	0		0.00	0.00	0.00	0.00
Locked Space	0		0.00	0.00	0.00	0.00
Fire Alarm	0		0.00	0.00	0.00	0.00
Internet Filtering	1		3000.00	0.00	0.00	3000.00
Anti-Virus	1900		28000.00	0.00	0.00	28000.00
Other	0		0.00	0.00	0.00	0.00
<b>Network Security Subtotal</b>			<b>\$ 35,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 35,000.00</b>

B) Computer Hardware/Software		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Computers (total number of computers connected to Internet for the District)	50		40000.00	10000.00	30000.00	80000.00
Laptops	20		20000.00	0.00	0.00	20000.00
Hand Held	0		0.00	0.00	0.00	0.00
Printers	0		0.00	0.00	0.00	0.00
Digital Camera	0		0.00	0.00	0.00	0.00
Smartboards	0		0.00	0.00	0.00	0.00
Scanners	0		0.00	0.00	0.00	0.00
iPods	0		0.00	0.00	0.00	0.00
Educational Software (both instructional and non-instructional; i.e. Accelerated Reader/Math)	0		30000.00	5000.00	0.00	35000.00
Wireless Access Card Services	0		0.00	0.00	0.00	0.00
Maintenance & Upgrades	0		0.00	0.00	0.00	0.00
Other	0		0.00	0.00	0.00	0.00
<b>Computer Hardware/Software Subtotal</b>			<b>\$ 90,000.00</b>	<b>\$ 15,000.00</b>	<b>\$ 30,000.00</b>	<b>\$ 135,000.00</b>

C) Telecommunication Services		QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL
Telephone Equipment (i.e. PBX, Key systems, VOIP, including local and long distance Centrex/Plexar)	170 Lines		73456.00	0.00	0.00	73456.00
Distance Learning Services (video equipment)	0		0.00	0.00	0.00	0.00
Cellular Services	41 Lines		35000.00	0.00	0.00	35000.00
ISDN, DSL line, Leased line	Fiber WAN		70000.00	0.00	0.00	70000.00
911 Services	0		0.00	0.00	0.00	0.00
Paging Services	0		0.00	0.00	0.00	0.00
Satellite	0		0.00	0.00	0.00	0.00
Number of Data/Voice drops installed at District	100		10000.00	0.00	0.00	10000.00
Other	0		0.00	0.00	0.00	0.00
<b>Telecommunication Services Subtotal</b>			<b>\$ 188,456.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 188,456.00</b>

### Estimated District Technology Plan Budget 2009 - 2012

Submitted By: Van Buren School District #42  
School LEA Number: 1705000

Contact Person: Patrick Mays  
Entity Number: 139728

(YEAR 3) 2011-2012						
	QUANTITY	LOCAL	STATE	FEDERAL	SUBTOTAL	
<b>D) Professional Development</b>						
Training (online professional development courses i.e. Atomic Learning)	0	150000.00	0.00	30000.00	180000.00	
Staff Support (including materials, stipends, substitute, pay, mileage, conference expenses, salary and fringe benefits of professional development coordinator)		212180.00	0.00	0.00	212180.00	
Other	1	6000.00	0.00	0.00	6000.00	
<b>Professional Development Subtotal</b>	<del>X</del>	<b>\$ 368,180.00</b>	<b>\$ -</b>	<b>\$ 30,000.00</b>	<b>\$ 398,180.00</b>	
<b>E) Services</b>						
Tech Services	0	0.00	0.00	0.00	0.00	
Retrofitting ( i.e.....electrical expansion, electrical repairs, electrical outlets, breaker box, transformers)	0	5,000.00	0.00	0.00	5,000.00	
ISP Services	2	7,000.00	0.00	0.00	7,000.00	
Computer Vendor Tech Support	0	0.00	0.00	0.00	0.00	
Software Vendor Tech Support	3	16,000.00	0.00	0.00	16,000.00	
Other	0	0.00	0.00	0.00	0.00	
<b>Services Subtotals</b>	<del>X</del>	<b>\$ 28,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 28,000.00</b>	
<b>F) Technical Support</b>						
Staffing (including salaries and fringe benefits of technology coordinator, technician, etc..)	4	180,353.00	0.00	0.00	180,353.00	
Contractual (including contracts to provide technical services not available within the district)	0	5,000.00	0.00	0.00	5,000.00	
Other	0	0.00	0.00	0.00	0.00	
<b>Technical Support Subtotal</b>	<del>X</del>	<b>\$ 185,353.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 185,353.00</b>	
<b>G) Basic Maintenance</b>						
LAN	13	2,000.00	0.00	0.00	2,000.00	
WAN	0	0.00	0.00	0.00	0.00	
File Servers	16	2,000.00	0.00	0.00	2,000.00	
PC & Other workstations	1850	98,124.00	0.00	0.00	98,124.00	
Distance Learning (CODEC)	0	0.00	0.00	0.00	0.00	
Phone Systems	13	20,000.00	0.00	0.00	20,000.00	
Installation/Shipping (for E-Rate eligible for equipment)	0	0.00	0.00	0.00	0.00	
Other	0	0.00	0.00	0.00	0.00	
<b>Basic Maintenance Subtotal</b>	<del>X</del>	<b>\$ 122,124.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 122,124.00</b>	
<b>H) Supplies, Materials and Other Expenditure</b>						
Supplies, Materials and Other Expenditures	0	27,000.00	2,000.00	20,000.00	49,000.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
	0	0.00	0.00	0.00	0.00	
<b>Supplies, Materials and Other Expenditures Subtotal</b>	<del>X</del>	<b>\$ 27,000.00</b>	<b>\$ 2,000.00</b>	<b>\$ 20,000.00</b>	<b>\$ 49,000.00</b>	
<b>GRAND ANNUAL TOTALS</b>		<del>X</del>	<b>\$ 1,199,113.00</b>	<b>\$ 17,000.00</b>	<b>\$ 80,000.00</b>	<b>\$ 1,296,113.00</b>