

Gulf County School Board

Technology Plan

2011-2016

Gulf County School Board

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DISTRICT TECHNOLOGY COMMITTEE

Assistant Superintendent for Instruction

Network Administrator

School-Based Network Administrator Assistant

Instructional Technology Specialist

One Teacher From Each School Appointed by Principal

Section 1

District Technology Plan Mission Statement

The mission of the Gulf County School Board is to promote the effective use of technology to implement the Sunshine State Standards to improve the performance of all students.

The District has adopted the Vision Statement and Technology Goals of the State of Florida: As our society progresses into a global economy, which is increasingly dependent upon information, a critical component of education is the equitable and universal access to technology, media and information resources.

The effective use of technology impacts student performance by enabling students to access and analyze information, solve problems, collaborate with others, and effectively communicate their thoughts and ideas, thereby emerging as self-directed, self-motivated lifelong learners, productive members of the workforce, and contributing citizens. The effective use of technology promotes accountability by increasing the teaching and learning productivity of students and educators and contributing to the efficiency of administrators and staff.

Framework Section	Goal	Definition
Learning Environment	1. Strengthen student ICT skills	Student's develop skills to utilize technology as tool in all areas of the curriculum.
	2. Enhance the integration of technology in curricula	Educators apply technology appropriately in their content area to enhance instruction.
	3. Enable opportunities to personalize and extend student learning	Educators utilize technology to differentiate instruction to meet students' needs.
	4. Ensure utilization of technology based assessments	The use of formative and summative assessments is enhanced through technology.
Access	5. Increase access to digital tools	Students and educators have access to mobile computers, digital devices and tool-based software that makes instruction relevant and powerful.
	6. Provide access to reliable infrastructure	Internet access and bandwidth are sufficient to meet instructional technology needs.
	7. Improve opportunities to access digital content	Students and educators have access to content that enhances instruction from around the world.
	8. Enhance access to student data	The results of student assessments and other student data are available just in time and in a useful format.
Support	9. Ensure trained instructional technology staff	Expert technology support is available just in time at the school and district level.
	10. Improve community involvement	Technology enhances the ability of schools and teachers to communicate and increase parental involvement.
	11. Enable technology leadership	Technology standards for teachers and school leaders are integrated into preparation programs and professional development to ensure technology is purchased and used in meaningful instructional ways.
	12. Support ICT training for educators to enhance instruction	Professional Development for educators includes the use of appropriate technology integration to enhance instruction.

Section 2

General Introduction/Background

2.1 District Profile

Gulf County is a rural, sparsely populated area located in the panhandle of Florida on the Gulf of Mexico. The two recognized municipalities in Gulf County are Port St. Joe and Wewahitchka. Gulf County's public school system includes two elementary schools, two middle schools, and two high schools. Adult and alternative education programs are also available. Gulf County has two private schools.

There are approximately 1,971 students enrolled in the public school system, 81% White, 14% Black, 2% Multiracial and 1% Hispanic. The mobility rate is 5%. Both elementary schools are Title I schools. Fifty-two percent of all the students in the county receive free or reduced lunch. The teacher to student ratio is 1:15.53.

The superintendent and school board members are elected. Gulf County has one superintendent and 5 board members. There are four district administrators, six school administrators, 150 teachers, and 49 support personnel.

2.2 Planning Process

The planning process is inclusive of all stakeholders in the system. These stakeholders include:

- Citizens
- Parents
- Students
- School and district employees
- Superintendent and Board members
- Civic agencies and institutions
- Educational institutions
- Business partners
- School Advisory council members
- Technology committee

The District Technology Committee provides the organizational leadership to produce the District Technology Plan and any revisions to it. The Technology Plan is reviewed by district and school committees prior to approval by the School Board of Gulf County and becoming part of the district strategic planning process.

Annual opportunities for input are also afforded to school and community committees and organizations including, but not limited to:

- District advisory committees for curriculum, facilities, and finance
- School-based committees for curriculum, facilities, and finance
- Panhandle Area Education Consortium
- School Advisory Councils

- School PTO's
- Florida Diagnostic Learning Resource Center (FDLRS)
- District Title I Parent Advisory Council

2.3 Collaboration with Adult Literacy Service Providers

Adult literacy services are provided to district residents who are 18 years or older through the Gulf County Adult School program.

Section 3

Needs Assessment/Goals

3.1 Needs Identification Process

The District Technology Committee reviews the needs assessment information communicated by stakeholders. Instruments for gathering that input include but are not limited to the following:

- Florida Innovates Surveys and Reports
- District Technology Survey
- School Technology Surveys
- Grant Reports such as Enhancing Education Through Technology (EETT)
- School Improvement Plans
- School Technology Plans
- Standardized test results from FCAT
- Principals' Survey from FloridaLeaders.net
- Internal inventory audits
- Expenditure reports from the Finance Department
- Florida Learning Alliance Evaluation Report

The leadership for the Needs Identification Process is provided by a subcommittee of the District Technology Committee. This committee analyzes the data collected and uses the input to assess progress made toward District technology goals; to assess the integration of technology in all areas of the curriculum, ESOL, and special needs students including students with disabilities; to strategize how to incorporate technology and telecommunications into education in ways that improve student learning; to assess the training needs of personnel; to track the return on public investments in education technology; to help guide an understanding of how and under what conditions technology is an effective tool for learning; to provide input into policies, procedures, and guidelines needed to help employees, parents, and students use technology effectively; and to make a final determination of goals and objectives.

3.2 Identified Needs

The Needs Identification Process documented the following needs:

3.2 Identified Needs	Focus Area	Begin Date	Completion Date	Responsible for Implementation
Upgrade Tel-Co provided circuits connecting schools, district office, and FIRN to increase bandwidth.	Technology Infrastructure & Communications	2011	2016	MIS
Increase LAN bandwidth and backbone technology from 100mb to 1gb.	Technology Infrastructure & Communications	2011	2016	MIS
Keep network operating systems and server technologies current and up to date.	Technology Infrastructure & Communications	2011	2016	MIS
Keep a teacher workstation and heavy-duty network laser printer in teacher workrooms up to date.	Equipment and Hardware	2011	2016	MIS / Schools
Continue a maintenance and obsolescence / replacement strategy to keep equipment and software current.	Equipment and Hardware	2011	2016	MIS / Schools
Identify needs and resources for assistive technology and place appropriately.	Assistive Technology	2011	2016	ESE Services
Continue centralize purchasing and licensing of software through district MIS.	Educational Materials	2011	2016	MIS / Schools
Provide teacher techs with supplemental time and/or pay to trouble-shoot computer problems.	Maintenance / Training	2011	2016	MIS / Schools
Provide training and update meetings for teacher techs.	Maintenance / Training	2011	2016	MIS / Schools
Provide appropriate staff development for all district and school personnel.	Training	2011	2016	OIS / Schools
Integrate technology into Individual Professional Development Plans (IPDP)	Training	2011	2016	School Admin
Plan and implement a process for purchasing and distributing ebooks for dual enrollment and other middle and high school courses.	Curriculum Technology	2011	2013	District/School

3.3 State Technology Goals
1, 2, 5, 8, 9

Objective:	District	PSJE	PSJMS	PSJHS	WES	WMS	WHS
Annually survey principals and teachers to determine technology needs.	X	X	X	X	X	X	X
Upgrade hardware and software at a rate of 5% per year.	X	X	X	X	X	X	X
Upgrade reading, math and mobile computer labs as needed.	X	X	X	X	X	X	X
Apply for grant dollars to supplement Technology Allocation.	X	X	X	X	X	X	X
Implement Pinnacle Web version of attendance, grading, discipline and standardized test scores program.	X	X	X	X	X	X	X
Provide and train a teacher with time to trouble-shoot computer problems.	X	X	X	X	X	X	X
Implement FCAT Test Maker for instructional use.		X	X	X	X	X	X
Provide teachers and students modern technologies that support teaching and learning.	X	X	X	X	X	X	X

State Technology Goals
2, 6, 7, 11, 12

Objective:	District	PSJE	PSJMS	PSJHS	WES	WMS	WHS
Upgrade computers as needed to meet software requirements.	X	X	X	X	X	X	X
Update and maintain Smart Board Technology for use in classrooms.	X	X	X	X	X	X	X
Provide on-going technology related staff development opportunities and follow-up.	X	X	X	X	X	X	X
Continue 2-way Distance Learning	X			X			X
Bid, purchase, and implement Wi Fi	X	X	X	X	X	X	X
Purchase ebooks for dual enrollment and core courses.	X	X	X	X	X	X	X

State Technology Goals 10, 12

Objective:	District	PSJE	PSJMS	PSJHS	WES	WMS	WHS
Administer National Education Technology Standards (NETS) survey to teachers.	X	X	X	X	X	X	X
Observe implementation of NETS.	X	X	X	X	X	X	X
Utilize Phone Notification System to communicate with stakeholders.	X	X	X	X	X	X	X
Improve stakeholder communications via e-Mail and Pinnacle.	X	X	X	X	X	X	X
Continue electronic sign board.		X	X	X	X	X	X
Develop and implement a process for determining the number of times parents visit the parent portal.	X						
Utilize advisory councils to receive parent input for technology.	X	X	X	X	X	X	X

Goals 1, 3, 4

Objective:	District	PSJE	PSJMS	PSJHS	WES	WMS	WHS
Administer National Education Technology Standards (NETS) & ST2L survey to students.	X	X	X	X	X	X	X
Teacher focus groups on students' technology proficiency.		X	X	X	X	X	X
Inform students of the benefits of technology prep completer courses.			X	X		X	X
Add technology courses to Master Schedule.				X			X
Use technology for formative and summative assessments.	X	X	X	X	X	X	X

Goals 5, 11, 12

Objective:	District	PSJE	PSJMS	PSJHS	WES	WMS	WHS
Utilize classroom observations to evaluate teacher implementation.	X	X	X	X	X	X	X
Maintain staff development records related to technology training.	X	X	X	X	X	X	X
Conduct annual evaluations of computer equipment and software.	X	X	X	X	X	X	X
Develop an ebook inventory system.	X	X	X	X	X	X	X
Continue using Dashboard for disaggregation of test data.	X	X	X	X	X	X	X

Section 4

Funding Plan/Budget

4.1 Major Funding Sources

The district utilizes a variety of funding sources toward meeting technology needs. Sources for both recurring and nonrecurring funds include those shown below. Actual budgeted amounts from these sources in 2010-2011 are shown in Appendix A. The funding plan is updated annually during the planning and budgeting process, and it is anticipated that approximately the same dollar amount will be budgeted for the next three years.

Recurring Fund Sources – subject to continued state and federal legislation

- District levied special tax for Local Capital Improvement (LCI) for majority of funding
- EETT II Entitlement
- Supplemental Academic Instruction
- Staff Development
- Instructional Materials
- School Recognition/Merit Schools
- Vocational Education Acts
- Individuals with Disabilities Education Act, IDEA
- Elementary and Secondary Education Act, Title I

Nonrecurring Fund Sources

- Enhancing Education Through Technology (EETT) Competitive Grant
- E-Rate
- Community and business support
- PTO funds
- Gulf Education Foundation

4.2 Sufficient Budget for Acquisition and Maintenance

The School Board plans on budgeting approximately \$50 per student for the next three years. The identification of priorities for technology spending will occur through the annual planning and budgeting process.

The following areas are considered in the budgeting process for acquisition and maintenance:

- All district schools are connected to the district's wide area network, and all schools have local area networks. Most classrooms have access to the Internet through FIRN, which allows use of the Internet for classroom instruction. All administrative areas have adequate equipment and access to the wide area network and the Internet. All schools have at least 100MB connectivity. E-Rate funds will be used to support these lines.
- The district uses the TERMS package for finance, human resources, and to transmit staff development data for recertification. The TERMS Software Programs currently being

used by the PAEC/Gateway Consortium to provide student record database services and finance and human resources database services is currently being used. This consortium, whose members are the district finance officers, are considering various programs for replacing this software package. No specific equipment was purchased for this package. This function utilizes the same servers and T1 services that are available for other functions within the school district.

- The district uses the TERMS package for the student database. The consortium is in the process of building a new student data base entitled FOCUS. The TERMS Software Program is currently being used by the PAEC/Gateway Consortium to provide student record database services and finance and human resources database services (this consortium, whose members are the district finance officers, are considering various programs for replacing this software package.) No specific equipment was purchased for this package. This function utilizes the same servers and T1 services that are available for other functions within the school district.
- The district currently uses Global Scholar's Pinnacle Gradebook to report grades and attendance.
- The district uses Microsoft Exchange to provide an e-mail system for all personnel. The district purchased software and file servers to implement this e-mail system.
- The district has purchased site licenses and subscriptions listed below for instructional and administrative software. These licenses will continue to be supported if they remain a priority in the annual planning process. They include: Success Maker, Panda Anti-virus, Pinnacle, MS Office, Follett Destiny, Reading Plus, Renaissance, FCAT Testmaker, NutriKids Lunch Bytes, American Ed. Systems, Frogguts.
- Training needs are met in a variety of ways. Schools schedule their own training; district technical staff provides training; vendors provide specialized training. Additionally, district wide technology workshops are scheduled annually, as well as on an as-needed basis.
- The district currently employs the following staff members to assist schools in the area of technology: Director of MIS, Computer Technologist, Assistant Computer Technologist, Instructional Technology Specialist, and School Based Teacher-Techs.

4.3 Allocation of Public School Technology Fund (PSTF)

The allocation of the Public School Technology Fund is shown in Appendix A. Available technology funds are distributed to schools based upon student enrollment.

Section 5

Technology Acquisition Plan

5.1 Technologies Selected to Meet District Instructional Goals

All hardware purchases must comply with the minimum hardware standards established by the District Technology Committee and implemented by the district's MIS Department. All network equipment purchases must comply with the district's standards. School hardware and equipment purchases are determined by the goals of School Improvement and Technology Plans, the results of a school's technology assessment tool, the results of DOE's Technology Resources Survey, and through consultation with the specific program allocating the funds.

All hardware purchases must also comply with district and state purchasing guidelines.

5.2 Software and Other Technology-based Educational Materials Acquisition Plans

Instructional software for district acquisition is recommended and reviewed by district subject area specialists, School Technology Committees, principals, or the District Technology Committee. Smaller purchases that do not involve district or site licenses are reviewed at the school level.

The Florida Educational resources CPALMS and PiRC is available for all stakeholders to consult. This online catalog (<http://www.itrc.ucf.edu/doecat/>), maintained by Florida Department of Education, Bureau of Educational Technology, enables the district and schools to:

- Acquire software products in a variety of formats at substantial discounts.
- Purchase without the need for an internal bid process from each district.
- Access associated information regarding quality, proper/intended use, and Sunshine State Standard coverage.

5.3 Acquisition Timetable

Acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment will be determined annually through the needs assessment process.

Acquisition will take into account teacher and other personnel needs for training to use the technologies effectively. Every attempt is made to standardize classrooms at each school keeping in mind that not every grade configuration needs that same standardization nor do all teachers want advanced technology.

5.4 Technology Acquisition Policies and Procedures

All technology purchase orders are reviewed by school-based or project administrators to ensure their compliance with the district's acquisition policies and procedures. Purchasing decisions are reviewed in view of the following:

- Consistency and interoperability (SIFA) with the equipment in existing and planned local area networks and the wide area network.
- Upward migration to emerging technology standards; and
- Support and maintenance agreements.
- ADA Compliance

The district technology budget is dispersed by the district technology committee based on prioritized needs at each school. The district maintains a minimum inventory of essential technology equipment to meet critical needs in a timely fashion. Funds not expended roll to the next school year budget to assist with major purchases.

5.5 Technical Guidance for Purchasing Decisions

The district MIS department and other staff members are available to district and school personnel to assist them in making technology related purchasing decisions and in securing bids. Recommendations from vendors and consultants will also be used.

There is a proactive technology committee at each school. The committee consists of interested teachers, the school's teacher tech, the principal, a parent, a district technology specialist, and the instructional technology specialist. Technology needs and requests come from the school-based committee to the district committee. The district committee consists of the Superintendent's appointed committee plus one school based technology member from each school. This committee reviews requests, prioritizes and makes purchases.

School-based teacher techs have at least one period in addition to their planning period to facilitate teacher technology needs. The school-based teacher techs alert district technology staff via TRAKKER when assistance from district staff is necessary.

Section 6

Access

6.1 Policies for Equitable and Effective Access

It is the district's policy to provide equitable and effective access to telecommunications and other technologies to support teaching and learning. To this end, the following commitments have been made:

- Resources to support the Next Generation Sunshine State and Common Core Standards will be allocated on an equitable basis. Schools purchase software and equipment based on the goals and objectives in their School Improvement Plan.
- Teachers, parents, and students will be provided access to the best teaching practices and research based curriculum resources through technology.
- Access will be provided for students with special needs including those students with disabilities.
- Access will be provided to external instructional service and programming providers such as public libraries, remote teaching sites, online products and other services.
- Access to information for decision-making by teachers and administrators will be provided. This information will include, but not be limited to, annual School Advisory Council Reports and State Disaggregated Achievement Reports. All personnel also have access to the wealth of information on the DOE and FIRN websites.

6.2 Acceptable Use Policy

The district's Acceptable Use Policy appears in Appendix B. District MIS and other staff members review this document annually and/or as the legal climate surrounding student confidentiality rights and other related issues changes. All staff, students, administrators and parents must sign annually the Network Responsibility Contract.

6.3 Technology Protection Measure

The district uses Content Filtering Software as its Technology Protection Measure. It is provided by Web Sense filtering database.

Internet requests are "re-directed" from the district's network routers to transparent proxy filter/caching servers located at each of the district's Internet gateways. Access to web sites that have been identified as providing inappropriate content will be blocked. This determination is based upon various content categories.

Content identified as inappropriate includes:

- **adult-oriented or sexually explicit material,**
- **extremist-militant material,**
- **racist or hate-oriented material, and**
- **incitement of resistance to or insurrection against lawful authority (seditious material).**
- **Facebook**
- **Social media which has not received prior approval from the district.**
- **Cyberbullying**

The district uses Panda Software for virus protection.

Section 7

User Support Plan

7.1 Network Management and Support

Network management and improved support for end-users in classrooms and district offices are accomplished by district technical staff and supported by school-based personnel. The wide area network includes online interactive network management protocols. Built in HTML software on routers and switches provides information on port-level statistics and management. Switches and routers can be managed from any internal location. End-user management is accomplished with Remote and other software. With this software, technicians can control end-users computers to do software installs and repairs. Remote management software allows for faster repairs and insures maximum uptime.

The district needs assessment continues to show a high priority for support for end-users. Technical support personnel will be added as funding resources allow.

7.2 Equipment Maintenance and Replacement

District technicians use K-12 Trouble Trakker to review equipment repair and usage records and make the decision on whether repair or replacement is the best option.

Section 8

Professional Development Plan

8.1 Training for Increased Technology Use

Professional development activities to increase the use of technology in classrooms and media centers are under the direction of the district staff. The district staff is responsible for district-level coordination of technology training and ensuring adequate facilities, credentialed instructors, materials, equipment, and funding.

When making purchasing decisions, the district considers how new programs and software promote the integration of technology into everyday curricular needs for all students. In addition, input from school based administrators, SACS and faculty is solicited before final decisions are made concerning the purchase of software and programs. Acquiring technology-based professional development activities that minimize teacher time away from the classroom is a priority.

8.2 Training and Technical Assistance Sources

The district coordinates technology training through the resources listed below.

- District and school personnel responsible for providing technical training and support.
- State Professional Development allocation.
- The district's Technology Integration Facilitators.
- Outside consultants and vendor-provided training.
- Conferences and workshops such as the Florida Educational Technology Conference.
- The Florida Learning Alliance grant at the Panhandle Area Educational Consortium.
- Other programs and grants at the Panhandle Area Educational Consortium.
- Gulf Coast Community College.
- Entitlement and competitive grants.

Training opportunities available to teachers and other staff members are disseminated via email and flyer.

Section 9

Evaluation

9.1 Process for Ongoing Evaluation

The district will evaluate the impact of technology on school curriculum and instruction and student achievement on an annual basis. The annual Florida DOE Technology Resource Survey will be examined along with other data available through various grant implementations such as EETT and FloridaLeaders.net. This evaluation will include an assessment of how technology is:

- being integrated into the school curriculum.
- affecting student achievement and progress toward meeting the educational goals of the Next Generations Sunshine State Standards.

Quality of Project Evaluation

Evaluation Design and Framework	
This evaluation is designed to:	
<ul style="list-style-type: none">◆ Examine project goals and outcomes◆ Include both quantitative and qualitative measures to determine intended outcomes◆ Enable reporting and assessment of progress during the year.	
This evaluation will address the following Key Performance Measures as indicators of success through implementation of the following goals, objectives, strategies, and measures:	
<ul style="list-style-type: none">◆ The percentage of educators served by the technology plan actively participating in instructional technology professional development activities will increase; and◆ The percentage of educators served by the technology plan who make progress toward meeting state standards for instructional technology will increase.	
Evaluation Plan developed by Neal Meadows	

Plan Goal 1: All students and educators will have equitable and effective access to technology during and beyond the workday.	
Objective 1: To conduct surveys from our students, teachers, and administrators to determine technology needs.	
Source of Data/ Instruments	Inventory clerk, purchase records, students and teachers / survey instruments developed for this purpose.
Method of Analysis/ Report	Analysis of equipment and software to determine types of equipment, age, condition, level of use, and software versions and level of use. Summary analysis.
Objective 2: To upgrade computer labs with software and hardware to house a minimum of (25) operable computers.	

Source of Data/ Instruments	Staff input, inventory records, auditing of equipment and software, Maintenance records, anticipated technology needs survey
Method of Analysis/ Report	Comparative report of goals to actual achievement.
Objective 3: Purchase and install software and hardware to replace outdated equipment at the rate of 5% during the year.	
Source of Data/ Instruments	Staff input, interviews, inventory records, online auditing of equipment and software, Maintenance records, anticipate technology needs survey.
Method of Analysis/ Report	Comparative report of goals to actual achievement.

Plan Goal 2: An infrastructure that supports all educator professional development will provide state-of-the-art voice, video and data access to the point of learning.	
Objective 1: To seek funds to provide software that will enhance computer aided instruction.	
Source of Data/ Instruments	Staff input, interviews, current research
Method of Analysis/ Report	Reporting of decision by the Technology Committee
Objective 2: To explore software that will enhance the reading abilities of the lower performing students.	
Source of Data/ Instruments	Staff input, interviews, current research, and vendor information.
Method of Analysis/ Report	Comparison Analysis, Committee decision.

Plan Goal 3: Achieve more effective communications between school staff and its stakeholders.	
Objective1: Increases communications between faculty and staff through the use of e-mail.	
Source of Data/ Instruments	Email system logs, feedback from faculty and staff on perceptions of use.
Method of Analysis/ Report	Analysis of data to determine effectiveness.
Objective2: Access the Pinnacle system through the Internet.	
Source of Data/ Instruments	Parent access logs
Method of Analysis/ Report	Review of Pinnacle access report

Plan Goal 4: All students will become proficient users of technology.	
Objective1: Administer National Educational Technology Standards (NETS) survey to students.	
Source of Data/ Instruments	NETS Survey.
Method of Analysis/ Report	NETS Survey Report Data.

Plan Goal 5: Schools will be accountable for effective utilization of technology resources by educators and students.	
<u>Objective 1:</u> To utilize classroom observations instrument to sample teacher implementation of training.	
Source of Data/ Instruments	Classroom observation instruments.
Method of Analysis/ Report	Analysis of equipment and software to determine types of equipment, age, condition, level of use, and software versions and level of use.
<u>Objective 2:</u> Records will be maintained on staff participation in staff development opportunities related to technology.	
Source of Data/ Instruments	ePDC records, ePDC survey, staff development records, and IPDP.
Method of Analysis/ Report	Comparative analysis
<u>Objective 3:</u> The school technology committee will conduct annual evaluations of equipment and software.	
Source of Data/ Instruments	Staff input, inventory records, interviews, online auditing of equipment and software, maintenance records, anticipated technology needs survey
Method of Analysis/ Report	Comparative report

9.2 Mid-Course Corrections

The Technology Plan will be updated as needed and annually. The District Technology committee meets periodically throughout the year and has the ability to make mid-course corrections in response to new developments and opportunities as they arise.

Section 10

E-rate Plan

<u>Telecom Services, Internet Access, and Internal Connections</u>	<u>Goals and Strategies</u>	<u>Professional Development</u>	<u>Budget</u>	<u>Monitoring and Evaluation</u>
<p>Local and Long Distance Services.</p> <p>Voice Messaging and Mail Service.</p> <p>District-wide.</p>	<p>This service will be used to conduct day-to-day operations of the Gulf County School Board and the six district schools.</p>	<p>Professional development is done on a regularly scheduled basis to ensure proper phone etiquette and that employees are proficient users of telephone services.</p>	<p>This is part of the operations budget of the Gulf County School Board and six district schools. The District will pay \$20,000.00, which is the non-discounted E-Rate portion.</p>	<p>Annual climate surveys given to parents and other stakeholders address the public's perception of school employees.</p>
<p>Cellular Service.</p> <p>District-wide.</p>	<p>This service will be used to conduct day to day operations of the Gulf County School Board and the six district schools</p>	<p>Professional development is done on a regularly scheduled basis to ensure proper phone etiquette and that employees are proficient users of telephone services.</p>	<p>This is part of the operations budget of the Gulf County School Board. The District will pay \$5,000.00, which is the non-discounted E-Rate portion.</p>	<p>Monitoring and evaluation is completed via phone bills and climate surveys.</p>
<p>Dark Fiber Wide Area Network Digital Connection Services.</p> <p>District-wide.</p>	<p>This service will be used for connectivity by 3 district schools in the north end of the county to increase bandwidth and implement distance learning.</p>	<p>Professional development is done on a regularly scheduled basis to ensure that employees are proficient users of the internet and instructional technology.</p>	<p>This is part of the operations budget of the Gulf County School Board. The District will pay \$20,000.00, which is the non-discounted E-Rate portion.</p>	<p>The use of this connection will be monitored and evaluated with network tracking software.</p>
<p>Safe Student E-mail.</p> <p>District.</p>	<p>This service will be used by teachers and students at district schools to facilitate learning via the internet and project based activities.</p>	<p>Professional development is done on a regularly scheduled basis to ensure that employees and students are proficient users of e-mail.</p>	<p>This is part of the operations budget of the Gulf County School Board. The District will pay \$1,000.00, which is the non-discounted E-Rate portion.</p>	<p>The use of this service will be monitored and evaluated with network tracking software and teacher observation.</p>

Section 11

NCLB: ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT)

School districts participating in NCLB: EETT Grant Programs are required to submit project application material, which includes program-specific planning information. For reference purposes, a copy of the most current applicable parts of the EETT II Application are included in the following pages.

PROJECT FOCUS IDENTIFICATION

PROFESSIONAL COMPETENCY

- Establish Technology Proficiency/Literacy Standards for Teachers/Administrators
- Provide Intensive, Targeted, and Sustained Technology Integration Training and Professional Development Opportunities for Teachers

ACCOUNTABILITY

- Acquire, Implement, and/or Develop a Standards-Driven Performance Measurement System to Monitor Technological Proficiency and/or Literacy Levels (Students/Teachers/Administrators)*
 - Use Successful Research-Based Models to Drive Project Design and Implementation
 - Conduct Formal Evaluations of all Educational Technology Projects and/or Initiatives Supported with EETT Funds

LEARNING ENVIRONMENTS

- Apply Modern Technologies to Collect, Manage, and Analyze Data to Promote High Quality Teaching Practices and Drive School Improvement.

LEARNERS

- Improve Utilization of Assistive Adaptive Devices and/or Systems for Special Needs Students

COMMUNITY CONNECTIONS

- Institute a Modern Technology-Supported Home/School Communication System Designed to Promote Meaningful Parental Involvement through Improved Communications about Curricula, Assignments, and Assessments.

SYSTEM CAPACITY

- Improve Maintenance and/or Troubleshooting of Instructional Technologies and Software Systems Used by Teachers and Students

TECHNOLOGY CAPACITY

- Increase Access to Assistive Adaptive Devices and Systems
- Increase Access to Software or Systems Targeting Specific Subject/Curricular Area(s):
 - Reading

Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools, or schools identified for school improvement, will have increased access to educational technology.

- Priority will be given to “High-Need” Schools when Distributing Newly Acquired Technology
- Technology Integration Opportunities will be provided on a Continuing Basis to Staff in “High-Need” Schools or Schools Identified as Low Performing by the Florida Department of Education
- The School District will promote Partnership Development and Special Collaborative Initiatives to Bring Modern Technology-based Learning Tools and Best Practice Strategies to “High-Need” Schools or to Schools Identified as Low Performing

Indicate how the LEA will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers.

- Adopt Rigorous Technology Competencies and Proficiency Standards for School Instructional Staff and Administrators
 - Provide Ready Access to Research-Based Methods, Best Practices, and Technology-Enhanced Instructional Strategies (access links to clearinghouse resources, etc.)
 - Establish Professional Partnerships with Higher Education Programs and other Research Institutions on Technology Skill Building
 - Provide Online or Computer Based Training Opportunities
- Instructional Technologies to Improve the Learning Environment of their Students

Identify personnel and/or partners that the LEA anticipates will be involved in providing professional development services in conjunction with the EETT initiative.

- Local District Staff
- Private Consultants and Specialists
- Regional Consortia or other Intermediate Unit Staff
- Community Colleges/Universities
- Contracted Training Centers
- Department of Education Staff and/or ETI Consultants

APPENDIX B

Gulf County School Board Acceptable Use Policy

The Gulf County School Board maintains wide and local area networks and the associated resources. GCSB also provides a system of e-mail for employees. Any computer system owned by the Gulf County School Board is intended to assist in education and research as well as mission critical applications.

Adhering to the following guidelines will help assure that the network is operational and available. Failure to adhere to these guidelines may cause network downtime and/or legal liability.

Users are expected to obey all applicable laws and regulations. This means obeying federal and state laws and any regulations imposed by the State of Florida, the Florida Department of Education or the operators of this system. Some specific activities that are not allowed are:

- Using the system to store, transmit or forward any patented or copyrighted material without proper permission.
- Using the system to store, transmit or forward any image, sound or other type of file, which violates community decency standards.
- Using another individual's computer account. Each user is expected to obtain an account.
- Installation of unlicensed and/or unauthorized software.
- On-line gaming, gambling, and other on-line activities not related to education and research.
- Using the system to write software for sale.
- Using the system to process data for a fee.
- Using the system in any way to make a profit.
- Using the system for commercial advertisement. This explicitly prohibits using email or World Wide Web pages for commercial advertisement.
- Reading other people's email, files, or printouts.
- Sending harassing email.
- Posting harassing news articles.
- Sending email pretending to be someone else.
- Deleting or modifying other users' data.
- Viewing or placing derogatory, inflammatory, or obscene material on your computer.
- Use of e-mail and I.M. clients other than those provided by GCSB (gulf.k12.fl.us).
- Cyber-bullying
- Any use of the district's computers for non-educational activities and/or communication is prohibited.

I. Telephone Service

- A. In order to promote efficiency and economy, the Superintendent or designee shall develop a uniform system for implementing effective telephone service systems, including use of telephone lines to support technology. School personnel shall be informed of this system.
- B. The system shall encourage use of SUNCOM networks or equivalent services. Logs shall be maintained of long distance calls by work location. Logs shall be in a uniform format. Staff shall not utilize the School Board telephone system for conducting personal business.
- C. Telephone service billings and long distance logs shall be subject to periodic review and audit. No person shall charge personal calls to the School Board.

II. FIRN2 and Internet Use

- A. Terms and Conditions for Use of Telecommunications and Networks (FIRN2/Internet) - The Florida Information Resource Network (FIRN2) and the Internet provides an exciting opportunity to expand learning for students and educators. With this opportunity comes the responsibility for appropriate use. Each student, parent, as defined by Florida Statutes, and employee of the District should read this document carefully and sign a contract for network responsibility. Signature on the contract is an obligation to comply with the terms and conditions outlined in this policy.
- B. FIRN2 and Internet Overview - The Florida Information Resource Network (FIRN2/Internet) is a telecommunications network accessible to all of Florida's public educators and students. The goal of FIRN2/Internet is to promote educational excellence for all students by facilitating resource sharing, accessing outside information and research, and encouraging technological innovation and worldwide communication.
- C. Internet Resources - FIRN2/Internet serves as an electronic highway providing the opportunity to expand learning by connecting computers worldwide and millions of individual subscribers. Students, teachers, administrators, and employees will have access to
 - 1. Worldwide electronic mail communications;
 - 2. Global information and news as well as the opportunity to correspond with other institutions;

3. Public domain and shareware computer software of all types;
4. Educational discussion groups on numerous topics ranging from the environment to music to politics; and,
5. Access to many university libraries and others, such as Library of Congress, Smithsonian Institution, NASA Spacelink, Educational Resource Information Center (ERIC), and Canadian Academic Libraries (CARL).

D. Internet Warning

1. With worldwide access to information also comes the availability of material that may not be considered to be of educational value in the context of school setting. There may be some material or individual communications which are not appropriate for school-aged children. The District views information gathered from the Internet in the same manner as reference materials identified by schools. Specifically, the District supports resources that will enhance the learning environment with guidance from faculty and staff.
2. At school, students access to and use of the network will be under teacher direction and monitored as any other classroom activity. The District is not able to prevent the possibility of user access to material that is not consistent with the education mission, goals, and policies of the School Board when access is obtained outside of the school.

E. User Guidelines

1. Internet access is coordinated through a complex association of government agencies and regional and state networks. It is the District's intent that the internet and our communications network be used in a responsible, efficient, ethical, and legal manner. The operation of the internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. If a District user violates any of these provisions, their account will be terminated and future access will be denied. Serious violations may result in school disciplinary action or legal action. The signature(s) on the application form indicate that the user(s) have read the terms and conditions carefully and understand their significance.
2. Acceptable Use - The use of your account must be in support of education and research that is consistent with the educational goals

and policies of the District. Users are encouraged to develop uses which meet their individual needs and that take advantage of the network's function; electronic mail, conferences, bulletin boards, data bases, and access to the internet. Use of any other network or computing resources must be consistent with the rules appropriate to that network.

3. Privileges - The use of internet is a privilege. Inappropriate use will result in the cancellation of that privilege. Each individual who accepts an account will receive information pertaining to the proper use of the network. School and District administrators will decide what is inappropriate use. Their decision is final. An account may be closed by the District at any time deemed necessary or by recommendation of the administration, faculty, or staff. The person in whose name an account is issued is responsible at all times for its proper use.
4. "Netiquette" - You are expected to abide by the generally accepted rules of network etiquette. Be polite. Do not use vulgar or obscene language. Do not reveal your address or phone number, or those of others. Please remember that electronic mail is not guaranteed to be private. Do not disrupt the network, the data, or other users.
5. Unacceptable Uses of the Network
 - Using the internet for illegal purposes;
 - Violating student or staff's rights to privacy;
 - Using the internet without application of common sense;
 - Using profanity, obscenity, or other language which may be offensive to another user;
 - Sending or receiving pornographic text and/or graphics;
 - Role playing games;
 - Sending or receiving copyrighted materials, including computer software, without permission, or material protected by trade secrets;
 - Reporting personal communications without the author's prior consent; and,
 - Using for commercial activities, product advertisement, or political lobbying.

- F. Warranties - The District and FIRN2 make no warranties of any kind, whether expressed or implied, for the service it is providing. The District or FIRN2 will not be responsible for any damage you suffer including loss of data. The District or FIRN2 will not be responsible for the accuracy or quality of information obtained through this internet connection.
- G. Security - Security is a high priority. If you identify a security problem, you must notify a system administrator immediately. Do not show or identify the problem to others. Do not use another individual's account. Attempts to log on as another user will result in cancellation of your privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- H. Vandalism - Vandalism will result in cancellation of your privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, internet or other networks. This includes the creation of or the unloading of computer viruses on to the internet or host site. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.
- I. Updating Your User information - You may occasionally be required to update your registration, password and account information to continue internet access. You must notify the District of any changes in your account information (address, school, etc.). Users should change their passwords frequently.
- J. Use of Network Resources - There is a limit to the resources available for users on the network. Each user should attempt to conserve resources and allow others to access the network. Users are expected to observe reasonable time limits on the network (one hour online during a six-hour period, except in special circumstances).
- K. E-mail Etiquette - Helpful to your e-mail success are
- Preparing text files for uploading before logging on;
 - Making subject heading as descriptive as possible.
 - Beginning messages with a salutation; restating the question or issue being addressed in a response;
 - Choosing words carefully to avoid misunderstandings. Text does not permit the verbal or expression clues which are usually

necessary when statements are intended to be funny or sarcastic; and,

- Ending messages with your name and your e-mail address to assist getting feedback or clarifications;
- Logging off before editing and printing downloaded files; and
- Deleting e-mail files as soon as possible as appropriate under public records law.

L. Account Sponsors - Sponsors of classroom accounts are responsible for teaching proper techniques and standards for participation, guiding student access to appropriate sections of the network, and or assuring students understand that if they misuse the network they will loose their access privileges. Conference moderators are responsible for monitoring the context and tone of posted messages and/or taking steps to delete offensive materials and to communicate with authors.

M. Contracts - In order to access the network, teachers are required to enter into a Sponsoring Teacher Network Responsibility Contract. Parents and students are required to enter into a Network Responsibility Contract. Employees are required to enter into an Employee Network Responsibility Contract. These forms shall be approved by the School Board.

N. Exception of Terms and Conditions - All terms and conditions stated in this document are applicable to all users of the network. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the United States of America, the state of Florida, and the School Board.

III. Florida Online High School Use - Contract for instructional services through the Florida online high school. This use is to be addressed in the *Student Progression Plan*.

EMPLOYEE NETWORK RESPONSIBILITY CONTRACT
School Board Policy 8.61

Please print all information

User's Full
Name _____

Home
Address _____

Home Phone _____ Work
Phone _____

Employee
Location _____

Job
Title _____
—

EMPLOYEE AGREEMENT

I have read and understand the Terms and Conditions for Use of Telecommunications and Networks (FIRN2/Internet) in PAEC District Schools. I further agree to abide by the terms of the agreement (School Board Policy 8.61). I understand that unacceptable violations will result in losing my access privileges. In addition, violations may result in disciplinary action and/or appropriate legal or criminal action being initiated against me.

Employee Signature _____ Date _____

Supervisor's Signature _____ Date _____

STUDENT/PARENT
NETWORK RESPONSIBILITY CONTRACT
School Board Policy 8.61

Please print all information

User's Full Name _____

Home Address _____

Home Phone _____ Work Phone _____

School _____ Grade _____

STUDENT AGREEMENT

I understand and will abide by the Terms and Conditions for Use of Telecommunications and Network (FIRN2/Internet) in PAEC District Schools. Unacceptable violations may result in losing my access privileges. In addition, violations may result in school disciplinary action and/or appropriate legal or criminal action being initiated against me.

Student Signature _____ Date _____

PARENT

(Also required if applicant is under the age of 18)

As the parent of this student, I have read the Terms and Conditions for Use of Telecommunications and Network (FIRN2/Internet) in PAEC District Schools. I understand that this access is designed solely for educational purposes and the County School District and FIRN2 sponsors have taken reasonable precautions to supervise internet usage. I will not hold the District and FIRN2 sponsors responsible for information acquired or contacts made on the network outside of school. I also accept full responsibility for supervision of internet usage by my child outside of the school setting. I hereby give permission to establish network privileges for my child outside of the school setting. I hereby give permission to establish network privileges for my child to use a classroom account and certify that the information contained on this application is true and correct to the best of my knowledge and belief.

Parent Signature _____ Date _____

Parent Name (Please print) _____

Parent Work Phone _____

IV. The *Code of Student Conduct* shall govern student discipline for student violation of this policy.

V. Employee violation of this policy may result in disciplinary actions including termination of employment.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): 10/15/06
FORMERLY: