## Pike County Career Technology Center



**Adult Education**

**Plan: Technology**

Objective: To ensure the school has adequate technology and technical infrastructure to operate the school in an efficient manner. To provide staff with necessary technical resources and provide the students with the necessary support and instruction to deliver a quality education, including distance learning.

Evaluated: Students and staff provide evaluations concerning technology.

Timeline: Annually by administration and Steering Committee

Technology Coordinator: Scott Long

**Ensure the privacy, safety, and security of data contained within technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements.**

Computer access requires school issued usernames and passwords.

Group accounts with varying levels of access and restriction settings are used for students.

Individual accounts are required for staff members.

Firewall security is provided through South Central Ohio Computer Association (SCOCA).

Internet services are through SCOCA.

CIPA based filtering is conducted locally by user/groups. Basic CIPA as a fail-safe is provided through SCOCA.

Pike CTC employs the following measures to ensure integrity and security of data contained within the technical infrastructure at the school:

Smoke and heat detectors

Temperature control systems

Fire suppression systems

Generated power

Secured entrances 24/7 - accessed only by authorized badge or key

All data is stored on central servers in the main building. Backup of this data is done nightly to the servers in the Adult Education Office (which is separate from the main building) through fiber. Backup data is then transmitted to SCOCA. SCOCA stores and secures data in accordance with State of Ohio requirements.

Also refer to SOCA Disaster Recovery Plan

Adult Education student course records (prior to electronic data entry and storage) has been electronically scanned and recorded. The Community Action of Pike County (located off campus) conducted the scanning and has a back-up record of these files.

**Ensures computer system and network reliability and emergency backup for all technical services, whether provided directly by the institution or through contractual arrangements.**

Main building, including the main server room, is on generated power in cases of power failure.

Adequate replacement equipment and supplies essential to the continuous operation and delivery of technical services are kept in storage for use. These include necessary replacement items such as computer hardware and software, switches, network gear, fiber, etc…

The school employs a full-time Technology Coordinator to oversee and maintain the computer, network, and emergency backup for all technical services.

**The adequacy and improvement of all and technical infrastructure that includes distance education infrastructure.**

**BlackBoard Services through South Central Ohio Computer Association (SCOCA)**

The Pike County Career Technology Center Adult Education Division purchases through South Central Ohio Computer Association (SCOCA) access to online education by utilizing Blackboard. The Blackboard servers are housed in the SCOCA facility located at 175 Beaver Creek Road, Piketon, Ohio 45661. IT security procedures are evaluated yearly by the Ohio Auditor of State – Service Organizational Controls Report (SOC 1). The complete report is available at the South Central Ohio Computer Association office.

Locked door, security cameras, and an alarm system secure the data center and entry to the facility can only be gained by having an issued security card. The office manager and executive director have security monitors that display views of all entryways and the outside parking lot. All entries via security cards are logged including time, date, and cardholder. In addition, the computer room doors are equipped with the same security card system.

The SCOCA employs the following measures to ensure the integrity of the computer room and data facility.

* Smoke and heat detectors.
* Temperature and humidity sensors.
* Liebert temperature control systems.
* CO2 fire extinguishers.
* FM 200 room fire suppression system with dual chemical discharge containers.
* Uninterruptible power supplies (UPS).
* Power kill switch.
* Power distribution device used to prevent power surges.
* Generac 54kW and Kohler 30 backup generators.

The SCOCA hardware maintenance agreements with designated service providers are to ensure business continuity and service delivery. In addition, all data processing equipment is covered under and insurance policy.

The SCOCA Blackboard Consortium Members are given access to use the Blackboard Learn® LMS provided by South Central Ohio Computer Association (SCOCA) to provide online instruction for their students. All courseware/content is the responsibility of the school – SCOCA does not provide the content of the courses.

SCOCA provides the server and works with Blackboard to provide back-end support and updates for the server. The server (and Blackboard software) resides in SCOCA’s secure network environment (alongside many other K-12 systems such as the ProgressBook Suite of applications for the region). The server is maintained at a high level of currency with the current version of Blackboard v 9.1 SP 14 (the most current service pack available from Blackboard).

Blackboard, the leading LMS in the country, is committed to the security of their software. Blackboard Learn® Security Policy can be found here: [http://www.blackboard.com/Footer/Security-Policy.aspx](https://mail.scoca.org/owa/redir.aspx?C=k0PHS4sCZECjdvYUU3bWgguV-xugldEITttjNCk6h_ZpQXYa5M-uZPb8s_T_DKGGMRBDcl6N-2Y.&URL=http%3a%2f%2fwww.blackboard.com%2fFooter%2fSecurity-Policy.aspx)

Technology Infrastructure, Management and Support

**Networking, Internet & Telecommunications**

This section of the plan is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by Pike CTC for administrative and instructional computing.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

- **None** - This technology does not currently reside on the network.

- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.

- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go

- **Decrease** -We plan to decrease this technology on the network.

- **No Change** - We plan to maintain the level of technology on the network.

- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.

- **Increase** - We plan to increase this technology on the network.

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| --- | --- | --- |
|  | **Where are we now?** | **Where do we want to go?** |
| Thin/Network Clients | None | No Change |
| File and Print Sharing | Many | No Change |
| Internet Traffic | Many | No Change |
| Video Conferencing (IP) | Many | No Change |
| Video Conferencing (ATM) | None | No Change |
| Video On-Demand (local building/district server) | Some | Increase |
| Video Streaming (Internet) | None | Increase |
| Voice Communications - Voice over IP | Many | No Change |
| Voice Communications - Centrex/PBX | None | No Change |
| Remote Access (Dial-up/VPN) to SchoolResources | None | Researching |
| Wireless | Some | Increase |
| Email | Many | No Change |
| Enterprise/Shared Applications (e.g., online grade book) | Many | No Change |

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| --- | --- |
|  | **What is the current impact?** |
| LAN Bandwidth | Increase |
| WAN Bandwidth | Increase |
| Internet Bandwidth | Increase |
| Telephone Circuits | Increase |

Record the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN. Record impact on bandwidth below

We have completed the building add-on and remodel project with OSFC and started the 08-09 school year and are in the new/remodeled building. We have implemented the following technology during the construction:

A digital PRI telecommunications line

A VoIP telephone system

A gigabit single mode fiber connection to our ITC

A gigabit fiber backbone running on enhanced 10Gb multimode fiber throughout the building

An IP based Video conferencing system

A digital security system

New paging, intercom, and classroom clock systems

New layer 3 core switch and edge switches

A new Sonic firewall

New Windows Server 2008 and VMware based servers

A video on demand distribution system and video server

A RF video distribution with DirecTV goes to School access Installed two interactive whiteboards (smart boards) Implemented 10 interactive student response systems

Implemented the SchoolMessenger parent/staff notification system Implemented the PublicSchool Works Discipling and Bullying tracking system Implemented the PublicSchool Works Maintenance system

Implemented the PublicSchool Works IT helpdesk system

Implemented the PublicSchool Works health and safety training system Converted from POISE/SIS to the new web based DASL system Implemented the lesson plans in ProgressBook

**Our future agenda item include:**

Building wide wireless access

Additional interactive whiteboards (smart boards)

Implementing the Parent Access module in ProgressBook

Implementing a new web site

**How will we know we are getting there?**

Many of our goals in the prior technology plan were achieved during the construction project. So how do we know we are getting there? They have been implemented and are being used.

As technology is upgraded or new technology is installed the staff will receive the appropriate professional development.

The Administrative staff will keep the board and staff informed during this process.

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**Access to Technology**

**None** - This technology does not exist in the building(s) and/or district.

**Some** - This technology is in the building(s) and district, but there are only a few in each location.

**Pervasive** - This technology is an integral part of the building(s) and/or district.

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|  | **Where are we now?** | **Where do we want to go?** |
| Computer to Teacher Ratio (1:n) | 1:1 | 1:1 |
| Computer to Student Ratio (1:n) | 1:2.2 | 1:1 |
| Peripherals (e.g. scanner, digital camera) | Some | Pervasive |
| Emerging Technologies | Middle adopter | Middle adopter |
| Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software | Some | Pervasive |

**How will we get there?**

The District faculty currently enjoys a 1:1 computer ration. Actually, it is better than 1:1, the District provides each classroom and lab with an instructor's workstation and some instructors have access to a laptop computer to use offsite.

Also each classroom and a majority of the labs include a laser printer, sound re-enforcement system, DVR/VCR

with TV tuner, and a projector.

The District has purchased several Smartboards. More will be added as funds become available. The District has also installed an IP based video conferencing unit for use with distance learning projects, Professional Development, and video conferencing.

Fortunately, the OSFC building and remodel project provided may new technology items such and DirecTV and video streaming in the classrooms. However, the District will have to plan for eventual upgrades and providing continued content. The Pike CTC was able to take advantage of the free DirecTV goes to School package to provide certain channels in the classrooms and common area.

**Stakeholder Access to Educational Information & Applications**

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.

2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.

3. **Adequate:** Our organization uses database software to manage these systems and documents.

4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

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|  | **Where are we now?** | **Where do we want to go?** |
| Student Information Services | 3 - Adequate | 4 - Advanced |
| Instructional Applications | 2 - Minimal | 3 - Adequate |
| Data Analysis & Reporting | 2 - Minimal | 3 - Adequate |
| Grade Book | 3 - Adequate | 4 - Advanced |
| Library Automation | 1- None | 3 - Adequate |
| Facilities Management | 2 - Minimal | 3 - Adequate |
| Voice Telephony | 3 - Adequate | 4 - Advanced |
| Human Resources & Financial Management | 3 - Adequate | 3 - Adequate |
| Network Account Management | 3 - Adequate | 4 - Advanced |
| Transportation | 2 - Minimal | 3 - Adequate |
| Food Services | 3 - Adequate | 4 - Advanced |

**How will we get there?**

The District strives to provide the staff with any instructional technology and applications that instructors feel will increase student learning in the classroom or lab.

The District uses the web based DASL application for its Student Information system and DASLr to interface the student system with out Food Service and telephony systems. It still uses the SIS system for EMIS and student billing.

The District implemented the PublicSchool Works package for student accident reporting and discipline tracking. The discipline package has decreased the paperwork involved and the actual amount of paper, it has increased the information flow between administrators, instructors, and parents.

The District provides all classrooms and labs with an instructor's computer, printer, and telephone. All classrooms and several labs include a sound re-enforcement system, DVD/VCR with TV tuner and access to District specified TV channels and a ceiling mounted projector.

The District provides Microsoft Office 2007, Adobe Creative Suite, Open Mind, and Exchange mail accounts. The District has one 30 unit computer lab and will be installing a second 20 unit lab to implement the web

based My Reading Coach software in an effort to increase our student's reading abilities.

The District also used web based instructional and assessment applications for areas such as OGT

intervention and vocational evaluations such as OCAPs.

Being a Career Technology Center, many of our programs are deeply rooted in technology. Of our 13 Career Tech programs 10 have their own computers or mini-labs ranging from 3 to 25 computers each. These labs include any program specific software applications that are need.

The District utilizes a web based grade book, ProgressBook. Our instructional staff now enter their lesson plans in ProgressBook and tie them to the state standards. We are currently in the process of implementing the

parent access module for online viewing of their child's grades and assignments.

The District has applied for the LSTA Grant from our ITC to automate our library process. This will provide more efficient tracking and check-in/check-out in the library.

The District has installed a new 3Com NBX, IP based phone system and a Verizon PRI to service our telephony needs.

The District uses both web based and character based applications provided by our ITC for Human Resources and Fiscal management. Both DASLr, FTP, and ODBC connections are used to transfer data from the ITC to our Payroll. AP, AR, and other fiscal systems.

The District has migrated from Novell based servers to Windows Server 2008 and Active Directory. This allows the district to use a single account name and validation against Active Directory for all of our internal and external applications.

The District has installed the FSS food service system with biometric scanners to provide faster service in the cafe'. Also, the District has implemented the FSS forms system to handle the Free and Reduced lunch forms. The District plans to accept online payments, parents will be able to pre-pay their child's lunch.

The District is planning to move its paper document storage to searchable digital database system.

The District is now providing staff safety training utilizing the web based PublicSchool Works package. This package is also used for maintenance requests and scheduling, Jarrod's Law compliance, accident reporting, workman's comp, and OSHA compliance.

The District plans to implement a new CMS based web site. The new site will include online forms, surveys, RSS Feeds, multiple calendars for facilities scheduling, etc, the ability for the public to sign up for e-mails and newsletters, and a staff intranet. Also, it will allow all staff members to provide content for their areas.

The surveys, public signup, and online forms will allow the district to gather information from it stakeholders and enhance communication among all parties.

**How will we know we are getting there?**

Staff surveys and follow up after professional development and implementation will be used to determine the effectiveness of the training and adoption of our technology.

The technology and administrative committees will meet with stakeholders in each area to assist in determining not only the success of technology implementation but the need for additional training or changes in the

existing technology.

**How will we sustain the focus and momentum?**

Data generated from the above section will be analyzed by the technology and administrative committees. They will determine what avenues to proceed in regards to professional development and/or changes to the technology.

Our bi-annual advisory committee meetings will provide feedback as to what new technology may need to be implemented in a Career Tech area.

Being a Career Technology Center, as the staff becomes more familiar and comfortable with technology, the District envisions the staff evolving into the driving force behind acquiring and implementing new and emerging technology.

**4.4 Educational Software**

**Never** - When selecting educational software, this process never occurs.

**Rarely** - When selecting educational software, occasionally this process is followed.

**Sometimes** - When selecting educational software, we typically follow and/or incorporate this process. **Always** - When selecting educational software, this process is always followed and/or incorporated. **Selection Processes**

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|  | **Where are we now?** | **Where do we want to go?** |
| Requirements gathering, feature/fit analysis to goal | Sometimes | Always |
| Professional development planning for end users and support personnel | Sometimes | Always |
| Criteria for evaluation developed - including alignment to ACS and curriculum | Sometimes | Always |
| Evaluation of demo copies | Rarely | Sometimes |
| Implementation pilots | Rarely | Sometimes |
| Replacement cycle (upgrade, retire, new) | Sometimes | Always |
| System requirements / technical and operational support | Sometimes | Always |

**How will we get there?**

Instructional staff will be required to provide a narrative explaining how the implementation of any new hardware and/or software will enhance the learning of their students.

They will be required to explain the following:

How the items will tie in to academic or Career Tech content standards

How the items will be integrated into their course of study and classroom/lab.

Career Tech areas may also cite recommendations from industry contacts and advisory committee meetings to address how the items related to industry needs and their students skill sets.

The Academic and Technology committees will review these requests and will require the technology staff to provide analysis concerning the integration into the District's existing systems.

When at all possible the District will try to obtain demo copies or vendor demonstrations to provide further insight.

The technology staff's analysis will include hardware and software specifications/requirements, product lifecycle, support issues, compliance with the District's technology standards and vision, and integration into the District's existing systems.

They will also weigh the District's policies concerning technology adoption. These include the following:

When at all possible the District will adopt web based software to offset the cost of internal hardware (servers)

and support.

When at all possible the District will try to obtain unlimited or site based software licenses, this will facilitate easier deployment and imaging.

The District will strive to provide both industry compatible and current technology. The District will strive to maintain a 4 year rotation on Career Tech lab workstations. The District will strive to maintain a 4 year rotation on staff workstations.

Total Cost of Ownership (TCO).

The committees will evaluate the request and associated analysis to determine the validity of the request or the need to evaluate another possibility.

Upon successful conclusion of these steps, the Academic and Technology committees will make a recommendation to the Board of Education for purchase approval.

Upon Board approval, the Academic and Technology committees will meet with representatives from any other involved parties to discuss the need and timing of professional development, installation, and implementation.

The Academic and Technology committees will draft a checklist for the above procedures. Following the Superintendent's approval, these procedures shall be put into place and followed for all new hardware and/or software requests.

**How will we know we are getting there?**

When the implemented checklist is put in place and consistently adhered to.

Dialogue with stakeholders to validate the effectiveness of the process.

**How will we sustain focus and momentum?**

The Administrative committee, technology committee, and Instructional staff using the criteria and procedures outlined above will endeavor to provide the staff and students with the most current hardware and software available.

Continued dialogue with stakeholders including industry members, activity committee members, instructional staff and students to ensure that the District's and their stakeholder's needs are being met.

The stakeholders continued involvement as the driving force behind new technology and the oversight of the administrative and technology committees using the newly implemented procedures will allow the District to provide hardware and/or software in a financially responsible manner. Thus, meeting the goals of all involved parties.

**4.5 Security**

1. **None:** Organization does not have any of these policies or securities in place.

2. **Minimal:** The basic functions are present, but not all layers are addressed.

3. **Adequate:** The basic functions are present and all layers are addressed and integrated.

4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

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|  | **Where are we now?** | **Where do we want to go?** |
| AUP (Acceptable Use Policy) | Yes | Yes |
| User Account management and network authentication policies | 3 - Adequate | 4 - Advanced |
| Security zones | 3 - Adequate | 4 - Advanced |
| Wireless network security policies | 2 - Minimal | 4 - Advanced |
| Central log mechanism and review policy | 1- None | 3 - Adequate |
| Incident response procedures | 2 - Minimal | 3 - Adequate |
| Network security | 2 - Minimal | 4 - Advanced |
| Host Security | 3 - Adequate | 4 - Advanced |
| Data security / integrity | 2 - Minimal | 4 - Advanced |
| Anti-virus software | 3 - Adequate | 4 - Advanced |
| Spyware | 2 - Minimal | 4 - Advanced |
| Firewall | 3 - Adequate | 4 - Advanced |
| Filtering | 3 - Adequate | 4 - Advanced |

**How will we get there?**

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

**How will we know we are getting there?**

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

**How will we sustain the focus and momentum?**

(NOTE: This narrative information is suppressed to protect sensitive information about the education organization.)

**4.6 Technology Support and Management**

**Support Ratios (1:n)**

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| --- | --- | --- |
|  | **Where are we now? (1:n)** | **Where do we want to go? (1:n)** |
| Support Staff to Students | 1:460 | 1:330 |
| Support Staff to Teachers | 1:80 | 1:40 |
| Support Staff to Computers | 1:310 | 1:155 |
| Support Staff to Buildings | 1:1 | 2:1 |

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|  | **Where are we now?** | **Where do we want to go?** |
| Average Response Time (Days) | 1-2 days | 1 day |
| Service Level Agreement (SLA) | No | No |
| Full-time technology coordinator/director | Yes | Yes |

**How will we get there?**

The current technology staff consists of one individual who averages 200+ hours of over time per calendar year.

The OSFC building addition and remodel project has provided our district with many additional technology additions, which has now increased the load on our one person technology support staff.

The OSFC project has seen the addition of the following: NBX IP telephony system

Layer 3 core switch and additional edge switches

An additional 50 workstations

V-Brick streaming video server

DirecTV RF classroom channels

CCTV security camera system and video recording servers

ID badge system

Proximity card readers for door control and access

Projectors, sound re-enforcement, and DVD/VCR in labs and classrooms. Tightrope bulletin board system

FSS Food service POS and forms system

Web Washer internet filtering and cache appliance

The future addition of a second computer lab to implement My Reading Coach will add another 20 workstations to the load.

The future addition of wireless network access will further increase the load.

As the importance of technology increases in the educational system, it will become more integrated in the day to day use by the District's administrate staff, instructional staff, and students. To maintain an adequate level of support and service and meet the District's expectations, the Technology committee feels that the technology

staff will need to be increased by one other full time staff member.

While providing an acceptable level of support, the District's current technology staff remains over extended and therefore re-active to problems and issues. Additional staffing would allow for more professional development, especially on a one-to-one basis, and allow the technology staff to be proactive in addressing current and future technology issues facing the district.

**How will we know we are getting there?**

The Technology committee will develop end-user surveys to assess the quality and timeliness of technology support, technology integration, and technology professional development. Additionally, the biennial BETA surveys will be reviewed and included in the evaluation process. The District will implement the IT helpdesk module of its web based PublicSchool works package to track and analyze IT support requests.

The Technology committee will review the findings with the Administrative committee and will make recommendations to the Superintendent and the Board of Education to address the District's technology support needs.

**How will we sustain focus and momentum?**

Currently, the Technology Coordinator is included in the Monday morning administrative meetings. This allows for enhanced communications between the technology staff and the administrative staff.

The Technology committee recommends re-assigning the Technology Coordinator's "report to" in the organizational chart to the Superintendent and require bi-monthly update sessions.

Again, reviewing the aforementioned surveys and enhanced communications with the staff concerning technology.

Also, the Technology staff should be given an annual performance evaluation.

The District will allocate funds to send the Technology staff for additional professional development and training classes that the Technology Committee deems beneficial in assisting the Technology staff in their job performance.

The District will encourage the Technology staff to attend professional meetings with their peers, such as the

Great Seal Network, and to join other professional networks.

**4.7 Total Cost of Ownership**

**None** - This factor is not accounted for in the cost analysis.

**Some** - This factor has cursory consideration but is not a primary decision driver.

**More** - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

**Extensive** - This factor is always considered in cost analysis and is a primary decision driver.

**Process**

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| --- | --- | --- |
|  | **Where are we now?** | **Where do we want to go?** |
| Vendor Relationships | Some | More |
| Procurement Plan | None | Extensive |
| Specifications/Requirements/Fits Analysis | More | Extensive |
| Integration of donated time, materials or services | None | Some |
| Deployment/Installation plan | Some | More |
| Initial Training and Professional Development | Some | More |
| Evaluation of current external support costs versus new purchase | Some | More |
| Loss of institutional knowledge for replaced systems | Some | Some |
| Phase Out/Replacement cycle | More | More |
| Disposal costs | None | Some |

**How will we get there?**

As a Career Tech Center, the District's mission it to prepare our students for either a career in their chosen field of study or the pursuit of a higher education. The District will strive to provide the most current industry compliant and educational technology available.

While the District must remain fiscally responsible, meeting our stakeholder's needs will remain our priority over any one area of TCO.

Referring back to section 4.4 the Administrative and Technology committees will utilize TCO as part of the evaluation process. By requiring technology procurement to go through the District's technology purchasing process the District hopes to not only meet the "what's best for our students" philosophy but also "get the most bang for our buck".

As the committees analyze a request, when they evaluate TCO, they will give priority to the following areas: District Technology Procurement plan has been followed

Specifications/Requirements/Needs Analysis

Training and Professional Development

Deployment/Installation Plan

Vendor Relationships

The District feels that these areas of TCO reflect our District's goals in the evaluation and purchasing of technology.

**How will we know we are getting there?**

When the implemented checklist is put in place and consistently adhered to. Dialogue with stakeholders to validate the effectiveness of the process.

Evaluation of the financial data on a yearly basis by the fiscal department.

**How will we sustain focus and momentum?**

The Administrative committee and technology committee using the procedures outlined above in conjunction with section 4.4 will endeavor to provide the staff and students with the most current hardware and software available.

While the District would like to focus on TCO and get the "most bang for its buck", it realizes that TCO can only be one part of the procurement process. Whenever possible, TCO will drive the purchasing model to ensure the financial success of the District when it comes to technology..

The District will make a concerted effort to educate its stakeholders in the area of TCO and of its importance to the technology procurement process.

Technology Policy, Leadership and Administration

**3.1 Analyzing District Education Technology Policies Awareness** - Policy is not in place; little or no understanding of importance of policy **Adoption** - Traditional policies are in place; lack of consistent use

**Exploration** - New/updated policies are being researched

**Transformation** - Policies support high performing learning environments

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|  | **Where are we now?** | **Where do we want to go?** |
| A.Electronic network linking district with other stakeholders for information exchange, collaboration and distance education | Adoption | Exploration |
| B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results) | Exploration | Transformation |
| C.Technology-related facilities design, equipment and software | Exploration | Transformation |
| D.Technology acquisition and standards | Exploration | Transformation |
| E.Research and evaluation of educational technology initiatives | Exploration | Transformation |
| F.Development and dissemination of educational technology devices, applications and approaches | Awareness | Transformation |
| G.District funding for educational technology | Adoption | Exploration |
| H.Equity and access to technology | Adoption | Exploration |

**How do we get there?**

The District will continue to develop new policies and evaluate/modify existing policies in an effort to meet our goals.

The policies will be evaluate by the technology committee, administrative committee, and the Board of Education. Professional development will be provided for instructors to update their technology skills.

On-site, individual web base, and train-the-trainer professional development for both new and existing technologies.

The administrative committee will evaluate including a technology use section in the teachers evaluation form.

**How do we know we are getting there?**

The Technology Committee will monitor the progress of the above items to quantify the increase in adoption/use of technology.

Staff surveys and classroom observations by the Administrative staff will aid in determining the progress staff technological development and classroom integration.

**How do we sustain the focus and momentum?**

The Technology Committee will continue to update policies regarding purchasing, standards, and professional development to reflect the mission and vision of our school.

The Curriculum committee with assistance from the Technology committee will continue to monitor and adjust the policies concerning technology integration in the classroom.

Routine classroom observation of student and instructors related to technology policies.

The Administrative staff will continue to impress on the staff the importance of using technology to enhance our student's learning.

The District will ensure that both hardware and software are evaluated and maintained at a level as to support the

life cycle of the technology plan and to meet current industry standards.

**3.2 Analyzing District Leadership**

**Awareness** - These administrators do not use technology. An expectation to use technology with students and

staff is not expressed nor do the administrators support the staff in the use of technology.

**Adoption** - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.

**Exploration** - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.

**Transformation** - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

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|  | **Where are we now?** | **Where do we want to go?** |
| A.Instructional leadership, assessment and curriculum | Exploration | Transformation |
| B.Competencies/Standards (e.g. ISTE NETS- A) | Exploration | Transformation |
| C.Advocacy for technology | Exploration | Transformation |
| D.Measures and accountability for effective use | Exploration | Transformation |
| E.Role model in the use of technology | Exploration | Transformation |
| F.Professional development | Exploration | Transformation |
| G.Support for educational technology | Exploration | Transformation |
| H.Professional practice | Exploration | Transformation |

**How do we get there?**

Increase administrators' awareness of technology as it relates to district administration and integration in the classroom.

Use technology to facilitate communication between administrators and both the staff and community stakeholders.

Provide administrators with technological professional development in areas of need.

Administrators should utilize technology on a daily basis to both understand it and champion it to both staff and board members.

**How do we know we are getting there?**

Elimination of paper forms of communications by increased use of e-mail and web based forms. Monitoring use of programs like ProgressBook for lesson plans and reporting student achievements. Use of PublicSchool Works for web based safety training.

Use of SchoolMessenger for telephony communications with parents.

**How do we sustain the focus and momentum?**

On-going professional development to ensure that administrators are comfortable and up to date with current technology.

**3.3 Technology Leader/Coordinator Time Commitments**

|  |  |  |
| --- | --- | --- |
|  | **Where are we now?** | **Where do we want to go?** |
| Strategic/Project/Action Planning | 5% | 5% |
| Acquisitions/Procurement | 15% | 15% |
| Deployment/Implementation of Technology | 25% | 10% |
| Maintenance & Repair | 20% | 10% |
| End-user Technical Support & Training | 5% | 15% |
| Curriculum Alignment & InstructionalIntegration | 2% | 0% |
| Fiscal Management/Grant Applications | 2% | 0% |
| Superintendent Cabinet/Executive/BoardMeetings | 4% | 5% |
| Tech Staff Development & Management | 5% | 0% |
| Policy Development, Monitoring & Enforcement | 5% | 10% |
| Evaluating New/Emerging Technologies | 2% | 20% |
| Other | 10% | 10% |
| **Total** | **100%** | **100%** |

**Other (please describe):**

While the ongoing implementation of the District's technology plan will aid in adjusting some of the time demands on the Technology Coordinator. As a whole the Technology Coordinator's time is over taxed and this issue needs to be addressed.

While new procurement procedures and realistic hardware lifecycles will reduce the amount of time spent on purchasing and break-fix, finding the time to integrate the Technology Coordinator into more of the planning should be a priority.

**How will we get there?**

Reviewing the Technology Coordinator's duties as described section 4.6, the Technology committee understands the time demands that the Technology Coordinator faces.

The District will implement the IT helpdesk module of its web based PublicSchool works package to track and analyze IT support requests.

The Technology committee proposes and the District supports providing technology professional development that pertains to basic trouble shooting before the problem is referred on. The more detailed the information entered into the helpdesk should allow for faster service.

The District has implemented a equipment standards policy. With the OSFC building and remodel project, the District has been able to standardize the workstation, projector, and printers in the classrooms and labs. This has helped to reduce support costs and TOC, while making it easier to train staff on the equipment. Having the staff perform basic trouble shooting and being able to remove paper jams and replace toner cartridges will free up valuable time.

The Technology committee proposes and the District supports having the curriculum staff oversee and provide a majority of the services pertaining to curriculum, standards and classroom technology integration. The Technology Coordinator should provide research and support as it pertains to integration with the District's system and other support as requested by the curriculum staff.

As the importance of technology increases in the educational system it will become more integrated in the day to day use of the District's administrate staff, instructional staff, and students. To maintain an adequate level of support and service and meet the District's expectations, the Technology committee feels that the technology staff will need to be increased by one full time staff member. This would allow the Technology Coordinator to become more proactive in addressing the current and future technology issues facing the district.

**How will we know we are getting there?**

The Technology committee will develop an end-user surveys to assess the quality and timeliness of technology support, technology integration, and technology professional development. Additionally, the biennial BETA surveys will be reviewed and included in the evaluation process. The District will implement the IT helpdesk module of its web based PublicSchool works package to track and analyze IT support requests.

The Technology committee will review the findings with the Administrative committee and will make recommendations to the Superintendent and the Board of Education to address the District's technology support needs and how they affect the time demands placed on the Technology Coordinator

**How will we sustain focus and momentum?**

Currently, the Technology Coordinator is included in the Monday morning administrative meetings. This allows for enhanced communications between the technology staff and the administrative staff.

The Technology committee recommends re-assigning the Technology Coordinator's "report to" in the organizational chart to the Superintendent and require bi-monthly update sessions.

Again, reviewing the aforementioned surveys and enhanced communications with the staff concerning technology.

Also, the Technology Coordinator should be given an annual performance evaluation.

The District will allocate funds to send the Technology Coordinator for additional professional development and training classes that the Technology Committee deems beneficial in assisting the Technology Coordinator in his/her job performance.

The District will encourage the Technology Coordinator to attend professional meetings with his peers, such as the Great Seal Network and SCOCA Technology Advisory Committee, and to join other professional networks.