

A Path to Tomorrow

the
Technology Plan
of
Konawa Public Schools
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Technology Planning Committee

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Mission

To coordinate and guide the acquisition and evolution of technical tools and services to facilitate and enhance the student's educational experience, while minimizing waste and duplication.

Vision

Creating an educational environment in which technological tools are as pervasive and as natural an element as books and pens, where the teacher's job is simpler and more efficient instead of more time consuming and confusing, an environment in which the student can grow creatively and from which he or she can take ideas and practices to the marketplace of life.

Synopsis

In this plan, the Technology Planning Committee outlines goals and procedures to guide teachers and administrators for the next three years when making decisions regarding the acquisition or application of technological resources and services. We have determined that the previous plans adopted by the district have served well and that the primary goal should be to continue to implement and support prior objectives.

Two new goals suggested by this plan are (1) steps to increase the bandwidth of the district's network and (2) consideration of terminal services for administrative application.

Areas of concern in this plan include (1) finding new and sufficient sources of funding in order to accomplish technological goals, (2) providing relevant and rewarding professional development to the staff, and (3) broadening the presentation of keyboarding skills to students.

Goals to be sustained and expanded from prior plans are (1) to provide teachers with tools such as LCD projection monitors and cameras to empower them to use existing resources more fully, (2) replacing aging computers in the classrooms and ILS labs, (3) improving lines of communication between users, tech support personnel, and school administrators, and (4) providing a new backup strategy for student and teacher data.

Finally, procedures and coordination strategies which reduce down time are to be pursued and measures are taken to improve safety and security regarding Internet and network services.

Assessment

This is the third technology Plan to be adopted by Konawa Public Schools since 1995. The district has earnestly worked to maintain technology resources and to provide services to assist students, teachers, administrators, and library patrons in their educational endeavors. In order to look forward, it is always necessary to first look backward. The path is better chosen when first well considered.

Hardware Summary

Konawa Public School has a history of aggressively pursuing grants and other sources of funding for the purposes of improving the technological resources of the district. The district utilized Universal Services funding from Year 1 in order to build a robust network infrastructure. Over the years, our network has been enlarged and upgraded three times to meet the goals of the district as developed through two previous technology plans.

One of the weaknesses of our present network system is the manner in which switches connect to one another. If one of the switches should fail in our system, all the switches from that point on in the rack are out of service. Furthermore, if our core switch should fail, our entire network will go down until replacement is completed.

Presently, our network connects to OneNet (the Internet Service Provider) utilizing two T-1 lines. We have a master connect and six interconnect network structures consisting of an internet router, a LAN router, a firewall, and a total of 27 switches providing more than 600 ports to the district.

The buildings of our campus are wired with a minimum of four drops per classroom. Additionally, the district has adequate wiring installed in five labs and a public library.

The network supports 325 computers and 9 servers. Of this number 131 computers are located in labs, 170 in classrooms, and 24 are in administrative offices. Disregarding the administrative computers, our student/computer ratio is approximately 2.7/1.

The demand for LCD projection monitors is rapidly increasing as more teachers are using them to present their lessons. The district currently has 15 LCD projectors on the campus. 10 of the projectors are ceiling mounted and therefore dedicated to their location while 5 are portable and available for loan.

We have 63 televisions and 45 VCRs, nearly all of which are dedicated to classrooms. There are several others which are on carts and can be borrowed from the library. Our district currently owns 11 copy machines and 4 fax machines. See Appendix 1 for more details on the technology resources of the district.

Software Summary

Software resources of the district have been pursued and upgraded over the years. We have two integrated learning system labs using CCC's Success Maker software used by students in grades two through six in the core curriculum areas. SkillsTutor is an Internet-based integrated learning package that permits teachers to customize assignment lists and which students can access from home or school. This program was initially funded with 21st Century School programs and will likely be renewed with the Stepping Stones grant. Recently, the district has adopted several reading assessment programs from Renaissance Learning. The programs include Accelerated Reader, Accelerated Vocabulary, STAR Reader, STAR Early Literacy, AR BookGuide, and Perfect Copy.

A district wide adoption of Microsoft Office for students, teachers, and administrators simplifies support and licensing maintenance. Our teachers all have licensing for Keynote presentation software from Apple Computer, 4Mat lesson planning from 4Mation Development, and Easy Grade Pro from Orbis Software. Our supported Internet browsers are Safari for teachers and Internet Explorer for vocational and administrative locations. For mail clients, teachers are supported with Apple's Mail client, while administrative and vocational users are utilizing Outlook. The administrators use WenGage student information systems and accounting systems from Municipal Accounting Systems.

A host of other software bundles and individual licenses have been purchased to meet the needs of individual departments and instructors. Our district offers instruction in desktop publishing, Internet publishing, multimedia production, and computer applications.

Publishing Resources Summary

Print Resources

To meet printing needs, our school has been moving steadily to Hewlett Packard printers. To conserve purchase and consumable costs, we use network printers whenever possible. All network printers purchased during the last year have been equipped with duplex options in order to save money on paper.

There are 37 printers in service on the campus. About half of these printers are network connected and the other half serve remote or high-volume users. There are 10 printers in labs, 15 in classrooms, and 12 in administrative offices.

Internet Resources

OneNet also provides web, domain name, and mail servers for the district's use. Our Internet site is used to share relevant information about the school and community. It is also used as a lab for the Internet publishing class. Our computer classes have also produced a number of video products promoting the school and community

Services Summary

In order to maintain our technological resources, the district employs a technology director, an elementary computer coordinator, and a federal programs director. Each of these employees has additional duties including teaching and administrative assistance. We purchase maintenance and support contracts from software vendors where appropriate. We also utilize consultants in the areas of network, hardware, and software support when necessary.

Administrators and assistants regularly attend training from Municipal Accounting Systems. Our technology director and elementary coordinator have attended a variety of training seminars and conferences as well as being presenters themselves. Teachers are frequently offered professional development training and in-service workshops as new technologies are adopted by the district. Our school also provides a variety of technology resources and services to the community through our library.

Telecommunications

In the 1980's, our district received a grant to purchase a satellite television antenna. This was briefly used for a distance learning class in foreign language and then was seldom ever used again. In the 1990's, we received a grant to purchase a H.323 teleconferencing unit which has been used every semester since for concurrent enrollment classes for seniors to gain college credit courses. Last year, our elementary school was funded by e-Rate to purchase a second unit.

Video conferencing, hosted by OneNet, is run on a H.323 PolyCom ViewStation for concurrent enrollment classes with Eastern Oklahoma State University in Wilburton, Oklahoma. HTTP web filtering is currently provided by WebSense using a Cisco Pix Firewall and a Windows NT

server. At the present time, NNTP, the network news transfer protocol, is blocked at our router in order to restrict access to inappropriate media.

Konawa Public School utilizes Universal Services, or e-Rate, funding in the provision of Internet, telephone, cell phone, long-distance and other telecommunications services. Without eRate discounting on these services, economic necessity would require that each service be dramatically reduced or eliminated.

Needs Assessment Surveys

In order to gain additional insight into how students, parents, and teachers perceive the technology resources and needs of the district, we have conducted surveys of these groups. See appendix 2 for the survey questions and appendix 3 for the summaries of surveys.

400 student surveys were distributed to students in grades 4 through 12 and 228 were completed, returned, and compiled. 750 parent surveys were distributed to parents of students in the district. Of those, 191 were returned and compiled. 75 teacher surveys were distributed and 25 were returned and compiled. While it is difficult to write meaning and appropriate questions for such surveys, we elected to have participants compare a variety of technologies and compare them in the concepts of usefulness, frequency of usage, impact on the educational experience, and impact on the school itself.

The technology planning committee drew several conclusions from the summaries:

- the overwhelming majority of respondents feel that technology is improving the educational experience
- the computer has had a positive and significant impact on the school
- the computer is used far less than the television?
- over half of our students have access to a computer at home
- less time is spent using the computer than doing homework
- the Internet is perceived to be very important in the educational experience
- the Internet is not used frequently, especially in the view of parents and teachers
- by far, the most important computer skills is keyboarding
- Internet usage and word processing are the next most important skills
- teachers spend from 4 to 6 hours per week using computers
- students spend less than 3 hours per week using computers

Goals

We at Konawa Public School are proud of the technology assets and services that enrich and motivate our students in their pursuit of academic goals. Tireless efforts and a broad base of support have been required to provide them. Carefully considering these past efforts and keeping a watchful eye on the horizon has suggested to the planning committee the goals defined in the following paragraphs. Most of these goals are continuing and expanding goals of previous plans. The strategies we intend to employ in order to accomplish these goals are defined in the next section.

Technologies

In the summer of 1995, Konawa Public School's board of education approved the district's first formal technology plan. The second plan was approved in May of 1998, and the most recent plan was approved in May of 2001. Each plan was revised annually, adjusting for changes in funding opportunities and emerging technologies. When first drafted, each of the previous plans seemed to be a wish-list with small likelihood of implementation. Looking back, however, we see that nearly every goal of these plans became a reality and in several cases the original goals and expectations were surpassed. In 1995, we could scarcely have believed how pervasive and elegant our technology resources would become in nine years.

Thanks to many prior years of planning, the Technology Planning Committee feels that our district is indeed on the correct path to implementing technological tools and services which facilitate curricular objectives and empower educators and administrators. In general, our goals at this time are to maintain, renew, and fully implement the efforts of recent years. Only two new technologies will be included in this plan: increased bandwidth in segments of our network (addressed below with Cisco System's StackWise Technology), and the maintenance of our administrative systems (addressed below with Microsoft's Terminal Services Software or thin client technology.)

Infrastructure

Goal 1 – Increasing bandwidth.

As mentioned in the previous paragraph, the planning committee has recognized a need for increasing bandwidth in certain segments of our network. In particular, we propose providing gigabit connectivity between servers and bandwidth intensive users.

All of the servers and many of the client workstations which have been purchased over the last year are equipped with gigabit Ethernet ports. This has, indeed, become the industry standard. Current applications and user activities demand increasing levels of bandwidth. Larger file sizes, multimedia applications, Internet streaming technologies, user expectations, and increased utilization all contribute to increased bandwidth demands.

Our high school site currently shows the need of gigabit connectivity and the elementary school will as soon as our ILS software vendor adopts new technologies and operating systems into their product.

Goal 2 – Develop strategy for maintaining network devices.

The network infrastructure of our district is robust and pervasive. However, like all such devices, network routers and switches have a life span. Some of these devices will begin to fail over time. In previous years we maintained support contracts with Cisco to cover the cost of replacing and installing failed equipment.

Since that time we have had two of the devices replaced under contract, but an administrative decision was made that the cost of the support contract was too great to be maintained. Under present conditions, we will have to pay the full replacement cost and installation cost for any devices which fail.

Hardware

One of the downsides to technology is that the industry is so driven by change and schools seldom have a technology budget sufficient to adopt that change. We have found that few computers remain viable in the classroom for as long as the Apple IIe did. While life spans range from two to nine years, the average computer becomes ineffective, difficult and costly to support after about six years. In some applications, the technologies change so rapidly that the hardware may only survive for two years.

Goal 3 – Simplify support of administrative systems.

As mentioned above, Terminal Services is an emerging technology with the potential of lengthening the lifespan of Windows workstations and simplify the process of communicating across platforms. Aging and replacement cycles of administrative workstations is primarily driven by frequency of repairs and changes of minimum system specifications of the software vendor. This solution, however, increases demands and costs at the server side. If found to be feasible, adopting of Terminal Services would require a new server for the administration.

A second consideration under this heading is the need for a backup strategy for servers designated for file sharing of students and teachers. After having migrated to new servers last summer, the old tape backup equipment can no longer fulfill its purpose.

Goal 4 – Replacing aging computers in classrooms and labs.

Our ILS lab computers are already three years old and will likely need replacing within two years. This decision will have to be based upon the actions of the software vendors to bring their products up to current OS specifications.

Student computers in our labs are in reasonably good condition and may not need replacement during the next three years. Student computers in the classrooms, however, will need to be replaced as many of them are already five or more years old.

Our teachers are using computers that are only two years old and should remain viable for the next three years. Memory upgrades will be required during the next year for most of these workstations due to operating system upgrades. Another valuable goal for the teacher workstations is adding dedicated LCD projection monitors. By adding this monitor, the teacher is greatly empowered in utilizing technology to accomplish curricular goals. Experience has shown us that this is a valuable teaching tool in many respects.

Goal 5 – Providing tools to empower teachers.

We recognize that even with the best computers and software, teachers cannot effectively integrate technology into the curriculum without a few presentation tools which engage students or without supportive training. By the end of this plan, we propose providing multimedia tools to teachers in grades 3 through 12. We also propose supporting them with comprehensive staff development opportunities.

Software

Goal 6 – Provide a budget for software.

A software budget needs to be included in the plan for several reasons. One cannot predict which software teachers will wish to add during the next three years, but we know that they will ask for it. A wise plan of action certainly includes a budget that anticipates for software needs and emerging software technologies.

All of our adopted software is revised frequently for several reasons. After a period of time, vendors no longer provide technical support for older versions. Additionally, we want to be training our students using

the most recent and relevant versions of application software practical. VisiCalc still works on a TRS-80, but you can't buy those at Radio Shack anymore and Excel is a lot more exciting and powerful to use. It is so much more motivating and fun for students, teachers, and library patrons to use software which utilizes all the graphical and processing power of current operating systems and hardware.

Server and operating system software upgrade plans are a cost effective when purchased with new computers.

Publishing Resources

The work of students, teachers, library patrons, and administrators is often required to be published in some form. Publishing is a costly and unavoidable process in which the Konawa School District has heavily invested. Publishing must be closely monitored in order to minimize costs. This plan proposes budgeting for the cost of consumables and supporting several publishing alternatives.

Print

Goal 7 – Improving and supplying printing services.

Bond funds have permitted us to purchase several new network printers during this last summer. Consumable costs for toner cartridges and drum kits must be budgeted in this plan. Although Hewlett-Packard has been very helpful with technical support, some contingency for repairs or replacement would also be advisable. Smaller, single-user printers usually have higher consumable costs when compared to network printers as well as shorter life cycles.

Teachers and administrators are frequently required to prepare reports, presentations, and other documents that need to be bound. Each year an increasing number of teachers assign projects whose value is also greatly enhanced by binding. There is presently only one comb binding system on campus with is several years old. A product bound on the comb system is not very durable, is awkward to prepare, and does not have a professional appearance. This plan establishes the goal of purchasing a simpler, more permanent, and more professional binding system.

Internet

Goal 8 – Provide Internet services to the district.

We have been using OneNet as an Internet Service Provider for several years with little or no problem. Rates have been lower than those of other ISPs and the technical support has been sufficient in both data and video connections. Rate increases during the next three years should be

anticipated. It is very important that we take every necessary action to remain eligible for e-Rate funding to offset some of these expenses.

Thanks to having an Internet Publishing Class, we have been able to use the school's web site as a learning lab. Consequently, development and maintenance costs for the site have not been incurred.

Intranet

Goal 9 – Improve communications and tech support.

One goal that we have had for the last few years and have not been able to accomplish is the establishment of an Intranet site for the purpose of providing online tech support and a secure platform for showcasing student accomplishments. We now have the server resources to make this practical and need only the time and software support to create the site.

Telecommunications

Goal 10 – Provide telecommunication services to the district.

The primary telecommunications goal of this technology plan is to retain the compliance of Konawa Public School with regulations and procedures in order to receive Universal Services discounting for telephone, cell phone, long distance, Internet access, internal connections, video conferencing, and other services.

Services

Goal 11 – Provide supporting services for technology assets

Considerable time and effort is required to design, install, maintain, support, and adapt an information technology system as vast as that of Konawa Public School's. Providing this support requires the investment of on-site staff as well as a network of off-site services.

This plan establishes the goal of maintaining these supporting services in the form of a technology director, a coordinator, a federal programs director, and off-site services and consultants.

Integration

Having the latest and greatest technological marvels readily at hand will not be of benefit to students or teachers unless they are adopted with enthusiasm and knowledge

Curriculum

Goal 12 – Integrate technology into the curriculum.

This technology plan continues to emphasize the importance of supporting teachers with rewarding and empowering staff development opportunities as the best way to ensure that technology expenditures are well invested and directly relate to enhancing the student's educational experience. We will continue to offer training opportunities in curriculum integration.

Collaboration

In order to maximize the benefit of our technological assets and service, we have always tried to find ways to collaborate with the Kennedy Library of Konawa to enhance the services of the library and also benefit the students and teachers of our school.

For example, we recently determined that the most reasonable location for video conferencing equipment purchased by the school would be the conference room in the library. We have also utilized school funding to provide the library with a lab of computers used by both patrons and students. New opportunities to collaborate will be considered with the library, after school programs, and adult education programs as they emerge.

Strategy

Having established twelve goals for the next three years, strategies have been chosen for the implementation of each. We begin by examining the resources available. There are concerns which could greatly effect the implementation of the twelve defined technology goals.

Goal 1 – Increased bandwidth

and

Goal 2 – Develop a strategy of maintaining network devices

Both of these goals must be addressed together since they are mutually dependent on network design and deployment. Having established the need for adopting gigabit connectivity between servers and bandwidth intensive workstations, we examined a number of alternative solutions.

A new technology, Cisco StackWise Technology, is a revolutionary stacking architecture that brings unparalleled levels of resiliency, automation and performance to stackable switches. Our plan proposes implementation of this innovation to provide gigabit connectivity between servers and bandwidth intensive clients. We can create a single, 32 Gbps switching unit by stacking and connecting up to nine individual Catalyst 3750 switches with proprietary cables. This system would replace our current chassis-based switching system, however most of the components could be retained as spares.

In this plan, we suggest a strategy of replacing some of these switches in the high school and, possibly, in the elementary school in order to accomplish both goals. Retaining the spare switches for emergency use will help in the event of failures elsewhere in the network.

Goal 3 – Simplify support for administrative systems

Microsoft Terminal Services Software offers our district the potential of extending the useful life of administrative workstations, lowering their cost of maintenance, and simplifying application and operating systems upgrades. Using terminal services, in which all processing is done on the server, PC and Mac workstations employ the thin-client technology so the user experience is similar to that of a mainframe terminal session, but with the Windows 2000 environment. In this plan, terminal services is proposed to be researched and implemented if and when compatibility with WenGage software can be established.

To address the second concern of data redundancy for student and teacher file sharing servers, we propose installing a RAID system. Once installed, this system would require a minimum of maintenance and

perform comprehensively, backing up every essential service for both servers and providing the simplest restoration path.

Goal 4 – Replace aging computers in ILS labs and classrooms

The question of replacing computers in the ILS lab is contingent upon the district's retention of CCC software and that vendors adoption of current operating systems for both server and client. Presently, CCC runs on the AppleShare IP Server and client stations based upon OS 9. Mac computers which boot in OS 9 are no longer being manufactured. As soon as CCC deploys its products on OS X Server and clients, we will evaluate the migration to that revision. Since this appears to be a forgone conclusion, planning now to replace the aging server and clients in the CCC labs is prudent.

At the same time, we could replace the aging student computers placed in classrooms. Because of the Macintosh computer's ease of use, economy of maintenance, and our base of installation of server and client support, this plan suggests replacing the lab computers with iMacs and the classroom computers with eMac. In order to leverage purchasing and installation costs, we propose replacing all these machines at one time, during the third year. This strategy could be modified based upon funding opportunities, but it would also allow our federal programs coordinator ample time to secure one or more grants to fund the project.

Goal 5 – Providing tools to empower teachers.

By the end of the second year of this plan, we propose equipping all of our teachers in grades 3 through 12 with LCD projection monitors mounted in their ceilings. We perceive this to be one of the most essential tools that enable teachers to fully integrate their technology into the curriculum. We have already purchased presentation software for every teacher in the district and plan to offer technology integration staff development using Keynote.

Goal 6 – Provide a budget for software.

As a strategy to address this goal, this plan proposes setting an annual budget of \$5000 for client software purchases. Each request during the year will be evaluated in terms of addressing established goals and its relevance to curricular objectives.

Goal 7 – Improving and supplying printing services.

We propose monitoring printer usage and examining all print intensive activities for necessity, utility, and relevance to curricular goals. A printer consumable budget of at least \$6000 should be anticipated.

In order to satisfy the goal of improving the quality and options of presentation media, this plan proposes that the district purchase a thermal binding system to be placed in the library. A suggested solution would be FastBack thermal binding system from Palmer Binding Systems. Such a binding system would add a great deal of utility and flexibility to teacher and student products. It could also serve the library as a means of repairing worn inventory. While the initial investment is more than comb systems, the consumable costs are comparable and the process is less frustrating as it requires no punching and the result is far more professional.

Goal 8 – Provide Internet services to the district.

This plan proposes that the district continue to utilize OneNet as an Internet service provider and maintain the current connection of two T-1 lines for as long as it satisfies the districts needs.

Goal 9 – Improve communications and tech support.

The technology plan proposes implementing an Intranet server to host online tech support and secure web hosting for the school. There would likely be some costs for consultation on server support and a great deal of time would be required for the site development and maintenance. Our vision is for an Intranet web site to place student projects and information that would not be viewable anywhere except on our campus. Pictures, information and products could be kept for a period of years and be very useful when these classes become seniors. We envision a site that becomes a yearbook, newspaper, portfolio, and trophy case for students and classes.

On the tech support side, the Intranet site could host frequently asked question about hardware and software for students and teachers, provide QuickTime streaming movie clips that address particular tasks, and host a number of downloads for applications, plug-ins, updates, templates, and PDF files.

Goal 10 – Provide telecommunication services to the district

This important goal should be addressed by the district's administrators in vigilant monitoring of the e-Rate application process and compliance. All efforts should be made in collaboration with Kellogg Consulting to ensure that our district does everything required to receive e-Rate discounts for telecommunication and internal connections.

Another aspect of this goal is expanding the role of H.323 video conferencing systems into many grade levels, courses of study, and into community service. We would like to find a method of encouraging elementary teachers to innovate in the use of this technology. For

example, several teachers have had success with pen pal projects and adopted the internet and email to make such projects more practical and timely. We would like to encourage such teachers to use the distance learning equipment to interact with students in other states in real-time. They could be encouraged to do so by reducing some of their other duties and introducing some flexibility into their schedules. As another example, team teaching history with a class in another state could be very interesting for both teachers and students. Additionally, we would also like to see classes offered to adults through library and community service projects.

Goal 11 – Provide supporting services for technology assets.

In order to improve lines of communication between the users and supporters of our Information Technology System, this plan also examines the roles of support personnel as a means to improve communication.

Konawa Public Schools shall continue to support the technology programs and goals employing and supporting a technology director. The technology director shall:

- work under the direction of the superintendent to coordinate the technologic programs of the district and expedite the goals established in this plan
- chair the technology planning committee, review and revise the technology plan, and conduct annual evaluations
- coordinate acquisition of technological resources, monitor and adjust their utilization when necessary to facilitate established goals
- work with administrators, teachers, library staff, and students in order to define and establish viable tech support resources
- coordinate with the high school principal and university personnel as necessary to support video conferencing equipment and connectivity
- administrate the district's Internet resources including web site and mail services
- monitor the district's network, coordinating with the superintendent to utilize outside resources such as consultants and software vendors when necessary
- serve as the district's network administrator, supervising network resources and communicating areas of concern to the superintendent
- monitor the scheduling and condition of the writing lab.

Purchase, installation, and application of technology in the district will be coordinated with the director. The director must be included in the consideration of any software (stand alone, Internet based, or client/server) or services in planning stages prior to adoption.

The district shall also employ an elementary computer coordinator whose duties include:

- working under the direction of the superintendent and in support of the technology director to coordinate the technological programs of the district and expedite the goals established in this plan
- assist elementary teachers by installing software in labs and classrooms
- assist elementary administrators with technology support issues
- to monitor and maintain the ILS labs
- communicating with teachers and students to maintain an awareness of problems and achievements
- assist the superintendent, director, teachers, and students in resolving technological problems which arise in or effect the elementary school
- coordinate the efficient use of technology resources in the elementary school

Additionally, the district shall maintain the following support services:

- Kellogg Consulting provides comprehensive support for eRate services
- Apple Professional Support Line and Tools
- CCC, Success Maker technical support
- Renaissance Learning, Accelerated Reader technical support
- Network and Server Consultation

A new support service to be included in this plan will be the annual visit from Apple Computer's Engineer-for-a-Day program.

Resources

Sustaining and expanding technology assets and services demand that the district have three primary types of resource: funding, personnel, and contacts outside the district with specific knowledge and experience.

Funding is a variable and limiting factor. Events of the last two years in areas outside of our control have made funding increasingly difficult to obtain. The pursuit of funding requires focused and experienced efforts on the part of the administration. This has been one of the strong suits for Konawa Public School for nearly a decade. We have been successful in grant awards as well as in local support.

At the present time, prior funding resources are disappearing and there are no efforts on the table to replace them. We strongly urge the administration and board of education to take measures to renew efforts in the direction of identifying, pursuing, and managing funding sources to meet the district's technology goals.

Technology support personnel employed by the district are described above in the Goals section. Administrative personnel who greatly effect the depth and direction of technology efforts include the board of education, the superintendent, the federal programs director, and the building principals. Motivation, enthusiasm, and focus of these individuals is essential to accomplish any goals set forth in a technology plan. The technology planning committee commends the district for the accomplishments of the past and ask for a renewal of energy to guide the district through difficult times.

Because of the vast growth of technology resources, participation in professional development, and our willingness to embrace new and innovative technologies in the past, our district has made of number of support contacts in a wide area of expertise. Individuals and organizations that provide consultation, training, wiring, equipment, and related services are maintained as a contact list of resource providers.

Coordination

Although Konawa Public Schools has a history of widely utilizing grants, federal programs, and other available resources to enrich our learning environment through the use of technology, we currently have only one grant program in effect.

The Stepping Stones grant is a multi-faceted project that addresses the cultural, academic and linguistic needs of Native American student who are limited English proficient at Konawa Elementary School. The goal of the grant is to bridge the gap that exists between LEP and non-LEP students.

One of the goals of our Stepping Stones grant is to assist students to achieve high levels of proficiency in Reading and Language Arts. Another goal is to assist teachers to acquire skills necessary to effectively meet the needs of LEP students. Both of these goals are being addressed, in part, through the adoption and support of Renaissance Learning's Accelerated Reading and ancillary programs. The grant is being utilized to provide the supporting technology for Accelerated Reader and related Professional Development.

Residual funds from our previous 21st Century grant are being used to support our after school program. We propose adding keyboarding instruction in the after school program and investigating the possibility of utilizing distance learning opportunities in that program.

Future grant applications and proposals should always include the supporting the goals established by this plan whenever possible. In particular, opportunities of supporting professional development

objectives and repopulating the classroom computers for student use and computers in the ILS labs should be actively sought.

Professional Development

Goal 12 – Integrate technology into the curriculum.

Although many innovative uses for technology emerge from the classroom, teachers simply do not live in a perfect world. We do not have time to do or learn all the things we would like to. Fortunately, teachers are life-long learners and by providing an enthusiastic few with the training and tools required a network of mentors can be established. Since the district cannot offer costly training to every teacher, a train-the-trainer system is a good strategy for cost effective staff development.

Sources

In this section of the plan, we list the source or sources of ongoing training and technical assistance available to the district, teachers, library personnel, and administrators.

State

The Oklahoma State Department of Education offers and sponsors many opportunities for staff development which our faculty and administration has and will continue to utilize. These include:

Marco Polo Internet resources training

Oklahoma Teacher Telementors

HB 1815 Instructional Technology Training Consortium (no longer funded)

Encyclomedia Conferences for Technology Administrators

Education Support

Apple Professional Development resources are chosen as a resource for educational support because their programs are proven and have been designed with the knowledge gained from years of research and experience. Each of the programs listed below will support Konawa Public School in meeting rigorous academic standards and increasing teacher effectiveness through the use of technology. This plan proposes a three year cycle of workshops and programs designed to introduce teachers to tools, strategies and models for leveraging this research for their own teaching, and effective ways to model and mentor technology integration practices.

Higher Ed

Four teachers from Konawa Public School are currently participating in the Teaching American History Grant from the U.S. Department of Education in collaboration with East Central University, the Oklahoma Historical Society, the Chickasaw Nation Museum and the Seminole Nation Museum. One of the aspects of this grant is an opportunity for teachers to share ways in which they utilize technology to meet their curricular objectives.

Teachers

Summer institutes will continue to be offered to teachers participating in the Stepping Stones grant. One of the goals of this training is effective use and interpretation of the Accelerated Reader programs.

New professional development goals established by this plan are designed around establishing a core of 16 trainers among our faculty who can serve as mentors and advocates for integrating technology into the curriculum. The workshop will be designed to support teachers in employing research-based methods to enhance student achievement.

This three year program begins in the Spring of 2004 with a two-day Multimedia and Curriculum Integration workshop for 16 participants focusing on technology integration using iPhoto, iMovie, and Keynote, a presentation tool licensed for all of our teachers last summer on fundamentals during year one.

The second year, a three-day Fundamentals "Train the Trainer" program is to provide instruction and materials to enable participants to serve as mentors, providing fundamentals training to their colleagues. This training will be scheduled a few days prior to the beginning of the school year.

Having established a dedicated core of 16 teacher-trainers, during the third year of this plan we will initiate a twelve month Technology Integration Mentor Program. This professional development consists of four two-day leader-led onsite workshops and online learning opportunities designed for mentor teachers and teachers with responsibility for technology integration support. The third year program will include a 16-user, one-year subscription to online professional development resources, a collection of online courses, cornerstone research, articles, tools and resources.

Administrators

Administrators and their assistants are trained annually by the staff of Municipal Accounting Systems, the vendor of WenGage student information systems and school accounting systems used at our school.

Additionally, technologic innovations and opportunities are often featured at the OSSBA conferences and workshops.

Library Media Personnel

Library personnel from the Kennedy Library of Konawa annually participate in the Encyclomedia Conference sponsored by the Oklahoma State Department of Education. Technology innovations are highlighted each year in this conference.

Timetable

It is sometimes necessary to adjust the implementation schedule since unforeseen delays or unexpected funding opportunities can occur. Innovations in technology or changed curricular goals in the district can also require mid-course adjustments.

We hope to utilize economy of scale in meeting some of our goals in one plan year instead of attempting to purchase some items annually. For example, it will be more likely to negotiate price breaks on the purchase of 60 computers in one plan year rather than buying 20 per year. We can also save time and money on installation by repopulating the entire field at once.

One of the ideas guiding the development has been an effort to simplify support by having fewer models of computers on site.

Year One

Infrastructure

- Have patch panels correctly labeled in all connects

Hardware

- Purchase 10 LCD projection monitors, ceiling mounts, and cabling

- Purchase replacement bulbs for LCD monitors

- Purchase stock of printer consumables

- Install a RAID system and associated cabinet

Software

- Purchase 10 licenses for Adobe Photoshop

- Purchase 20 licenses for Corel Painter

- Budget for miscellaneous software acquisition

Services

- Apple Professional SupportLine and Tools

- Success Maker Technical Support

- Engineer for a Day to set up RAID system

- Network Consultation (Angvall)

- Systems Consultation (Zeller)

- Purchase thermal binding system

Staff Development

- Technology Update (preservice)

- Multimedia and Curriculum Integration workshop (preservice)

- Utility Applications for Teachers (inservice)

- Accelerated Reader Training (summer institute)

- Encyclomedia Conference

Year Two

Infrastructure

Replace switches in the high school with gigabit switches.

Hardware

None anticipated

Software

Budget for software acquisition

Review status of CCC curriculum software

Services

Purchase stock of printer consumables

Apple Professional SupportLine and Tools

Success Maker Technical Support

Engineer for a Day

Network Consultation (Angvall)

Systems Consultation (Zeller)

Replenish thermal binding supplies

Staff Development

Technology Update (preservice)

Fundamentals "Train the Trainer" program (preservice)

Utility applications for Teachers (inservice)

Accelerated Reader Training (summer institute)

Encyclomedia Conference

Year Three

Infrastructure

Replace switches in the elementary school with gigabit switches.

Hardware

Purchase stock of printer consumables

Purchase 40 computers for student use in the classroom.

Purchase 40 replacement computers for ILS labs

Purchase server for ILS labs

Software

Upgrade software in ILS labs

Upgrade application software suit for teachers and students

Services

Apple Professional SupportLine and Tools

Success Maker Technical Support

Engineer for a Day

Network Consultation (Angvall)

Systems Consultation (Zeller)

Replenish thermal binding supplies

Staff Development

Technology Update (preservice)

Technology Integration Mentor Program

Utility applications for Teachers (inservice)

Accelerated Reader Training (summer institute)

Encyclomedia Conference

Budget

The projected cost of technologies to be acquired and related expenses needed to implement such plan are discussed in this section. The district will pay the after discount costs for the purpose of the Universal Service fund out of the general fund. Providing a sufficient budget to acquire and support the nondiscounted elements of the plan is contingent upon aggressively pursuing and fully utilizing available grants our local sources of revenue. Funding the hardware, software, professional development, and other services that will be needed to implement the strategy should be a guiding consideration when making purchasing decisions, writing proposals for grants, or planning future bond issues.

Sources

Konawa Public Schools employs a Federal Programs Director who is tasked with the responsibility of locating, researching, analyzing, writing grant proposals, applying for, and overseeing awards from federal, state, corporate, and private grant programs. These potential sources of funding are absolutely necessary in order to meet identified district goals. We request that all potential sources of funding be applied for including, but not limited to:

Local

Bond Issues – the residual funds from the technology portion of our last local bond issue may be used to support the goals of this plan.

In the event that the local board of education should ask the community to support another bond issue, we suggest that a technology component be included. This funding source can be used to support the goals of this plan which are not supported by other funds.

General funds are necessary in order to pay the undiscounted portion of telecommunications services and internal connections projects and for the salaries of all employees involved in the implementation of this plan.

State

Gifted and Talented funding may be used to purchase technologies that are utilized by students and teachers in that program.

Small Schools Cooperative Grants – may be directed at supporting goals established in this technology plan.

Federal

Universal Services (eRate) funding may be used in support of telecommunications goals including telephone, cell phone, long distance, Internet services, and internal connections (infrastructure, wiring,

network devices, servers, etc.)

Title I – can be used to purchase software and hardware

Title IIA – can provide funding for professional development

Title IID: Enhancing Education Through Technology – may be used for technology purchases and professional development

21st Century – can provide technology resources supporting goals identified with this grant.

JOM and other Indian Education funds may be used to purchase technology

RUS (Rural Utility Services) from USDA and Community Technology Centers from the USDE are two other potential sources of support for the goals identified by this technology plan.

Itemized Expenses

Infrastructure

Manufacturer	Description	Part Number	Plan Year	Cost
Apple	Xserve RAID Accessory Kit 512MB + 512MB cache 1260 ADM (7x180GB Ultra ATA)	Z05B 065-3454 065-3789 065-4022	1	7019.00
Apple	Technical Services – Prepaid (Minimum 8 hours)	D1737LL/A	1	1400.00
Apple	Cache Battery Backup for Xserve RAID	M8941G/B	1	628.00
APC	Smart-UPS 1000VA USB & Serial Rack-Mount 1U 120 V	T5285LL/A	1	549.00
Apple	AppleCare Service and Support Plan	M8927LL/A	1	799.00
Apple	Apple Fibre Channel PCI Card (Quantity 3@449.00)	M8940G/B	1	1348.00
XtremeMac	Xrack Pro 12U Enclosure	T3211LL/A	1	1799.00
Cisco	Catalyst 3750 24 10/100/1000	WS-C3750G-24T-S	2	4076.60
Cisco	Catalyst 3750 48 10/100 + 4 SFP (Quantity 2@6796.60)	WS-C3750-48TS-S	2	13593.20
Angvall & Associates	Network Consultation		2	1000.00
Apple	Engineer-For-A-Day	D1737LL/A	2	1400.00
Cisco	Catalyst 3750 24 10/100/1000	WS-C3750G-24T-S	2	4076.60
Cisco	Catalyst 3750 48 10/100 + 4 SFP (Quantity 2@6796.60)	WS-C3750-48TS-S	2	13593.20
Apple	Xserve	M8889LL/A	3	3299.00
Apple	AppleCare Premium Service and Support for Xserve	MM8830LL/B	3	760.00
Mitsubishi	Diamond Plus 74 (17" CRT)	T4946LL/A	3	175.00
Angvall & Associates	Network Consultation		3	1000.00
Apple	Engineer-For-A-Day	D1737LL/A	3	1400.00
Infrastructure Total				57915.60

Hardware

<i>Manufacturer</i>	<i>Description</i>	<i>Part Number</i>	<i>Plan Year</i>	<i>Cost</i>
Epson	Powerlite 53c LCD Projection Monitor (Quantity 10@1499.00)	V11H11202	1	14990.00
Epson	replacement lamps for Powerlite 51c (Quantity 2@349.00)	V13H010L16	1	698.00
Epson	ceiling mounts for Powerlite 53c (Quantity 10@200.00)		1	2000.00
Belkin	25 ft SVGA cable (Quantity 10@24.00)		1	240.00
Epson	replacement lamps for Powerlite 51c (2@349.00)	V13H010L16	1	698.00
Apple	eMac computer (Quantity 80@699.00) APP for eMac auto enroll (Quantity 80@119.00)	M8949LL/A S1412Z/A	3	65400.00
Hardware Total				84026.00

Software

<i>Manufacturer</i>	<i>Description</i>	<i>Part Number</i>	<i>Plan Year</i>	<i>Cost</i>
MacMall	Corel Painter license (Quantity 20@80.00)		1	1600.00
MacMall	Adobe Photoshop license (Quantity 10@140.00)		1	1400.00
	Software budget		1	2000.00
	Software budget		2	5000.00
	software budget		3	8000.00
Software Total				18000

Services

<i>Manufacturer</i>	<i>Description</i>	<i>Part Number</i>	<i>Plan Year</i>	<i>Cost</i>
Palmer Binding	FastBack thermal binding system and supplies	Model 15XS	1	3995.00
Palmer Binding	1 year supplies		1	500.00
ACE Laser	printer consumables		1	5000.00
Apple	Professional SupporLine and Tools	M8070LL/J	1	2239.00
ACE Laser	printer consumables		2	5000.00
CCC	Technical Support		2	2500.00
Palmer Binding	1 year supplies		2	500.00
Larry Zeller	Software Consultation		2	2000.00
Apple	Professional SupporLine and Tools	M8070LL/J	2	2239.00
ACE Laser	printer consumables		3	5000.00
Apple	Professional SupporLine and Tools	M8070LL/J	3	2239.00
CCC	Technical Support		3	2500.00
Palmer Binding	1 year supplies		2	500.00
Larry Zeller	Software Consultation		3	2000.00
Services Total				36212.00

Professional Development

<i>Manufacturer</i>	<i>Description</i>	<i>Part Number</i>	<i>Plan Year</i>	<i>Cost</i>
Apple	Professional Development/2-Day Multimedia Curriculum Integration Workshop	D2460LL/A	1	3500.00
Apple	Professional Development/3-Day Fundamentals "Train the Trainer" program	D2461LL/A	2	6000.00
Apple	Professional Development/12-Month Technology Integration Mentor Program	B7791LL/A	3	17500.00
Professional Development Total				27000.00

Summary

<i>Category</i>	<i>Amount</i>	<i>Percent of Total</i>
<i>Infrastructure</i>	57,915.60	26%
<i>Hardware</i>	84,026.00	38%
<i>Software</i>	18,000.00	8%
<i>Services</i>	36,212.00	16%
<i>Professional Development</i>	27,000.00	12%
<i>Budget Total</i>	223,153.6	100%

The total of the technology budget for the next three years is \$223,153. This amount is probably represents and annual expense very close to our historical average. These expenses represent far-reaching goals and illustrate the need for aggressively and diligently pursuing funding opportunities.

Evaluation

Evaluation is a continuous process which takes place in our District on an annual basis. Our evaluation process includes both internal and external variables. Internally, we rely upon administrative staff, teachers, students and library patrons having lines of communication with technology planners, directors, and administrators. In fact, this can scarcely be avoided. Users are quick to point out our problems, needs, and ideas for improvement. Our technology director and elementary coordinator spend a great deal of time listening to such concerns.

Observational Response

The technology director and elementary coordinator spend much time in classrooms and labs installing and updating software, cleaning, maintaining and configuring devices, repairing and troubleshooting. Though somewhat informal, this is the perfect time to observe how our technology solutions are working. Much of our knowledge of the effectiveness of our goals and ideas comes from what we hear and see during these hours. Students and library patrons are not hesitant to stop us and express their opinions.

In particular, during the next three years we will be listening and asking for response to three goals from this technology plan: bandwidth requirements, server-client application strategies, effectiveness of teacher implementation of LCD projectors, and

User Feedback

In order to formalize and organize our user feedback, we have asked that system users make a habit of submitting communication in the form of e-mail or request forms so that they can be documented. We have established an online form for these communications as well. The URL for this form is <http://www.konawa.k12.ok.us/techsupport/helprequest.htm>

Student Performance

Students are tested frequently at Konawa Public Schools. In particular, our ILS lab tests students before and after they participate in curriculum based lab activities. Since the implementation of the ILS labs, student gains in most subjects has been regularly documented. This variable will continue to be noted throughout the next three years.

Many of our grant programs require both pre and post testing and the State Department of Education requires a number of tests to be administered. When the results of these tests are analyzed, it is difficult to isolate the influence of technology in any sense other than gut-feeling. But after having implemented technology based reading programs intensively in the last few months, we are

looking for an improvement in reading comprehension scores in grades 2 to 8, especially when comparing the individual student's score to those earned in prior years. If we note that the rate of increase in an individual student's reading comprehension scores is currently accelerating, that may well indicate success in our adoption of technologies in this area.

Sources of Funding

Grant programs such as 21st Century and Stepping Stones require evaluation procedures. These evaluations will be reviewed in order to determine if newly implemented technologies are having the positive results intended.

Teacher Proficiency

We will continue to survey teachers and solicit their feedback on how and whether the goals of this plan are being accomplished. New and expanded technologies shall be explicitly discussed and the plan will be modified in needed. The level of proficiency of teacher in the use of technologies such as Internet research and publishing, applications and utility software, and projection equipment shall be ascertained using this feedback and survey data. If necessary, the staff development opportunities will be adjusted to meet the requests and needs of our faculty.

Innovations

Past technology plans, their manner of implementation, and their evolution over time have shown us that emerging technologies and funding opportunities may require that the goals and strategies of a plan need to be accommodating. Another factor to consider is how teachers and students actually use the tools we provide them with. For example, we anticipated that the Internet would be a powerful research tool. Indeed it has changed the educational landscape. Students no longer use library resources such as encyclopedias, periodicals, or books to the extent that they were used ten years ago. We could not have predicted that the Internet would be abused as a babysitter, that time on task would be diminished as a result of Internet games and chat, or that that viruses would become a threat to our information systems. And yet, innovations such as Skills Tutor, an online curriculum tool, has been a pleasant surprise. This Internet tool has been heartily embraced by teachers in many curriculum areas and has impacted the purpose of our labs.

Our goal with this plan is to use observational and survey data to constantly monitor innovations of technology and patterns of teacher and student use in order to modify our implementation strategy and improve effectiveness of all technological resources.

Acceptable Usage Policy

(Copies of the district student technology policy and Internet usage policy.)

TERMS AND CONDITIONS FOR USE OF NETWORK AND INTERNET SERVICES

Please read the following carefully before signing this document. This is a legally binding document.

Internet access is widely available to students and teachers in the Oklahoma public school districts. Internet resources are now widely used and well integrated into our curricular activities. We at Konawa Public Schools believe the Internet offers vast, diverse and unique resources to students, teachers, and library patrons. We have worked diligently and utilize valuable resources to provide network services. Our goal in providing this technology to teachers, students, and library patrons is to promote educational excellence in the Oklahoma public schools by facilitating resource sharing, innovation and communication.

The Internet is an complex and vast network connecting millions of computers all over the world and hundreds of millions of individual subscribers. Students, teachers, and library patrons have access to:

- 1) Internet access
- 2) file storage
- 3) software applications provided by Konawa Public Schools
- 4) catalog access to Kennedy Library of Konawa
- 5) a variety of other resources which change as fast as technology

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Konawa Public Schools and the Oklahoma State Department of Education have taken available precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials and an industrious user may discover inappropriate information.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Konawa Public Schools or Kennedy Library of Konawa user violates any of these provisions, their access will be terminated and future access could possibly be denied. Students violating this policy will also be subject to disciplinary action. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Internet – Terms and Conditions

1) Acceptable Use – Konawa Public Schools is providing Internet services to support research and education by providing access to unique resources and the opportunity for collaborative work. All usage must be in support of education and research and consistent with educational objectives. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable. Plagiarism in any form will not be tolerated at Konawa Public Schools.

2) Privileges – The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each teacher who provides Internet activities for their students will participate in a discussion with each of their students pertaining to the proper use of the network. School administrators and the network administrator will deem what is inappropriate use and their decision is final. The district may deny, revoke, or suspend specific

user access. Access to all Internet sites and resources is neither stated or implied. In particular, even education-oriented sites which host games or chat may be blocked.

3) Netiquette – You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- a) Be polite. Your messages should not be abusive to others.
- b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- c) Do not reveal your personal address or phone number or the addresses and/or phone numbers of students or colleagues. Do not pretend to be another person.
- d) Illegal activities are strictly forbidden.
- e) Note that electronic mail (e-mail) is not private. Companies and persons who operate the mail hosting systems do have access to all mail. Government authorities have access to all mail. Hackers and commercial entities may harvest information from e-mail transmissions. Messages relating to or in support of illegal activities may be reported to the authorities.
- f) Do not use the network in such a way that you would disrupt the use of the network by other users.
- g) All communications and information accessible via the network should be assumed to be private property and copy written. Students are to use common sense and reasoning in evaluating the reliability of information published on the Internet.

4) Konawa Public Schools and the Oklahoma State Department of Education make no warranties of any kind, whether expressed or implied, for the service it is providing. Konawa Public Schools and the Oklahoma State Department of Education will not be responsible for any damages suffered. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via Konawa Public Schools, or the Oklahoma State Department of Education is at the users own risk. Konawa Public Schools or the Kennedy Library of Konawa will not be held responsible for the accuracy or quality of information obtained.

5) Security – Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Internet, you must notify a teacher, librarian, or school administrator, who will in turn notify the technology director. Do not demonstrate any problems to other users. Do not use the user name or password of another person. Attempts to access any computer, network devices, servers, or the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet. No one, other than the technology director administrator or the school superintendent, may access network devices such as routers and switches. Neither shall they deploy network services or protocols on Konawa Public School's network unless approved and coordinated through these administrators. All usage of computers, servers, printers, and other devices shall be coordinated with and approved by these administrators. To do so will result in suspension of network services.

6) Vandalism – Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, worms, or other potentially malicious programs.

7) Exception of Terms and Condition – All terms and conditions as stated in this document are applicable to Konawa Public Schools, Kennedy Library of Konawa, and the Oklahoma State Department of Education. These terms and conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Oklahoma, and the United States of America.

APPLICATION FOR NETWORK AND INTERNET SERVICES
KONAWA PUBLIC SCHOOLS and/or THE KENNEDY LIBRARY OF KONAWA

User Full Name (please print): _____

Home Address: _____

Home Phone: _____

Work Phone: _____

I understand and will abide by the Terms and Conditions for Use of Network and Internet Services. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary and/or appropriate legal action may be taken.

User Signature: _____

Date: / /

PARENT OR GUARDIAN (If you are under the age of 18, a parent or guardian must also read and sign this agreement.) As the parent or guardian of this student, I have read the Terms and Conditions for Use of Network and Internet Services. I understand that this access is designed for educational purposes and that Konawa Public Schools, the Kennedy Library of Konawa and the Oklahoma State Department of Education have taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Konawa Public Schools, the Kennedy Library of Konawa, and the Oklahoma State Department of Education to restrict access to all controversial materials and I will not hold the school, library, or the Oklahoma State Department of Education responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to grant access for my child and certify that the information contained on this form is correct.

Parent or Guardian (please print):

Signature:

Date: / /

Appendix 1 Current Technology Inventory

Computers (325)	Lab	Classroom	Administrative
Lower Hall	30	63	6
Upper Hall	24	31	0
Junior High	24	34	3
High School	38	28	3
Library	15	0	4
Auxiliary	0	14	0
Administration	0	0	8
<i>Totals</i>	<i>131</i>	<i>170</i>	<i>24</i>
Printers (37)	Lab	Classroom	Administrative
Lower Hall	2	1	3
Upper Hall	1	2	0
Junior High	2	7	2
High School	3	2	3
Library	2	0	2
Auxiliary	0	3	0
Administrative	0	0	2
<i>Totals</i>	<i>10</i>	<i>15</i>	<i>12</i>
LCD Projectors (15)	Lab	Classroom	Administrative
Lower Hall	0	2	0
Upper Hall	0	0	0
Junior High	0	3	0
High School	1	8	0
Library	0	2	0
Administrative	0	0	0
<i>Totals</i>	<i>1</i>	<i>14</i>	<i>0</i>
Televisions (63)	Lab	Classroom	Administrative
Lower Hall	0	19	2
Upper Hall	0	7	0
Junior High	2	10	0
High School	5	10	0
Library	1	5	0
Administrative	0	0	2
<i>Totals</i>	<i>8</i>	<i>51</i>	<i>4</i>
VCRs (45)	Lab	Classroom	Administrative
Lower Hall	0	19	2
Upper Hall	0	7	0
Junior High	2	2	0
High School	2	5	0
Library	0	5	0
Administrative	0	0	1
<i>Totals</i>	<i>4</i>	<i>38</i>	<i>3</i>
Copiers (11)	Lab	Classroom	Administrative
Lower Hall	0	1	1
Upper Hall	0	1	0
Junior High	1	1	1
High School	0	1	2
Library	0	0	1
Administrative	0	0	1
<i>Totals</i>	<i>1</i>	<i>4</i>	<i>6</i>
Fax Machines (4)	Lab	Classroom	Administrative
Lower Hall	0	0	1
Upper Hall	0	0	0
Junior High	0	0	0
High School	1	0	0
Library	0	0	1
Administrative	0	0	1
<i>Totals</i>	<i>1</i>	<i>0</i>	<i>3</i>

