

Alaska Gateway School District

Technology Plan

2010-2013

Alaska School District Educational Technology Plan Review Form 2009-2010 Enhancing Education Through Technology (Title II-D: *Ed Tech*) and E-rate Discounts

Verification that the School District Updated Technology Plan Qualifies and Meets Compliance Requirements for Funding and Discounts

School District: <u>Alaska Gateway School District</u>	Date of plan: <u>04/01/2010</u>
Contact Person: <u>Jason Fastenau</u>	Phone: <u>(907) 883-4437</u> Email: <u>jfastenau@agsd.us</u>
Review this plan for the following:	
<input checked="" type="checkbox"/> Enhancing Education Through Technology (Title II-D: <i>Ed Tech</i>) Funds and E-rate Discounts <input type="checkbox"/> E-rate Discounts ONLY	
<input checked="" type="checkbox"/> School District assures CIPA compliance	Superintendent's Signature: _____

Directions: A school district should review column 1 and 2 for the information that must be included in the Technology Plan in order to meet Title II-D: *Ed Tech* and E-rate Discount requirements. Complete **column 3** to indicate where the reviewers will find evidence in the Technology Plan that the element and criteria have been met (please site the specific page number and paragraph). **Reviewers** will indicate if criteria for Title II-D: *Ed Tech* and E-rate have been met in **column 4** and make comments in **column 5**.

Column 1	Column 2	Column 3	Column 4	Column 5
The Plan Includes (Elements)	Acceptable Criteria	Reference in School District Technology Plan	Minimum Met	Comments
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>	<i>Reviewers will complete this column</i>

Submit both this completed review form and Technology Plan in one of the following two methods:

(1) **one original signed paper copy, one electronic copy in PDF format (email attachment) and one electronic media copy OR**

(2) **an original and five copies to:** Department of Education & Early Development
 ATTN: Educational Technology/Title II-D Education Program
 801 West Tenth Street, Suite 200
 PO Box 110500
 Juneau, Alaska 99811-0500
tech.plan@alaska.gov

Plans should be approved locally, through whatever mechanism is required, and submitted to EED no later than April 1, 2010.

For questions regarding completing this form, please contact Cecilia Miller at 907-465-8703 or cecilia.miller@alaska.gov.

Elements and Acceptable Criteria Required for

Title II-D: Ed Tech and E-rate Discounts

For EED reviewer use only:

Date reviewed: _____ Initials: _____ Plan expires: _____

Plan meets minimum criteria to qualify for:

- Enhancing Education Through Technology Funding (Title II-D: Ed Tech)
- E-rate Discounts
- Plan requires revision as indicated below

The plan was reviewed to determine whether it had the minimum elements required for *Enhancing Technology Through Education* funding and *E-rate* discounts. **If an element is not checked, the reviewers were not able to find that element in the plan.**

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
The Plan Includes (Element)	Acceptable Criteria	Reference in School District Technology Plan (page number)	Minimum Met		Comments
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
A. Goals, Standards and Strategies					
1. The district will set specific and measurable goals, aligned with state academic content and performance standards, for using advanced technology to improve student academic achievement.	Goals address specific state content and performance standards across several areas, not only educational technology. Goals are clear and measurable.	Pages 1-9			
2. The district will develop strategies for improving academic achievement and technology literacy of all students.	Specific strategies will be identified to improve academic achievement and technology literacy of all students.	Pages 10-13		NA	
3. The district will develop a strategy for using information technology and telecommunication to improve education or library services.	Strategy for how E-rate funds will be used to improve education or library services through information technology and telecommunications.	Page 14	NA		

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			II-D	E-rate	
B. Technology Integration					
The district will use curricula and teaching strategies that integrate technology effectively leading to improvements in student academic achievement that are:	Technology includes software and electronically delivered learning materials. A description of how the district will:				
1. ...based on a review of relevant research,	...review, identify, and select relevant research;	Page 15		NA	
2. ...aligned to the Alaska State Content and Performance Standards,	...select appropriate Alaska State Content and Performance Standards; and	Page 15-16		NA	
3. ...lead to improvements in student academic achievement,	...identify the measures that indicate improvements in student academic achievement.	Page 16		NA	
4. ...and include a timeline for integration.	The timeline details the actions to be taken throughout the length of the plan.	Page 17		NA	

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			II-D	E-rate	
C. Access					
1. The district will ensure all students and teachers have increased access to educational technology in all schools.	Description includes how Ed Tech funds will be used to help students in high-poverty and high-needs schools, or Title I schools in school improvement status (identified as level 2 or above).	Pages 18-19		NA	
2. The district will encourage the development and use of innovative delivery strategies through the use of technology.	Description of strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.	Page 19		NA	
3. The district will ensure effective use of technology to promote parental involvement and increase parent communication.	Description of strategies to promote parental involvement and increase communication with parents, so that the parents are able to reinforce at home the instruction their child receives at school.	Page 20		NA	
4. The district will describe how its schools will develop technology-based programs in collaboration with adult literacy services.	Describe a measurable strategy to work with adult literacy services. If not applicable, a description must be provided for the absence of a program.	Page 20		NA	

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			II-D	E-rate	
D. Professional Development					
1. The district will provide ongoing, sustainable professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.	Plans for the professional development program are clear. Technology professional development includes training in some content areas. A staff technology needs assessment survey is used which can be part of a needs assessment for Title IIA.	Pages 21-22			
2. The district will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.	Description of strategies to improve the capacity of teachers to integrate technology in each academic content area in the three-year time period is included.	Page 22		NA	

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E. Resources					
1. The district will coordinate federal, state, local, and other funding sources to support student academic achievement, technology literacy, and integration of technology into curricula and instruction.	Description of how the district will coordinate activities funded through the Ed Tech Program with technology-related activities supported with funds from other sources.	Page 23		NA	
2. The district provides for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.	Description of how the district will demonstrate the budget requirements for their share of the cost of services or equipment for discounted elements and all ineligible services needed to reach the educational goals. The E-rate budget/ inventory analysis may be used here.	Pages 23-24	NA		
3. The district will ensure the supporting resources to ensure successful and effective uses of technology.	Description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources in the inventory and to be acquired.	Pages 24-25		NA	
4. The district will maintain an inventory of technology including provisions for interoperability.	Description of the type and costs of technology to be acquired with Ed Tech funds.	Pages 25-26		NA	

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F. Accountability					
1. The district will measure the effectiveness of integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.	Description of the process and accountability measures that will be used to evaluate the extent to which the activities are effective.	Pages 26-27		NA	
2. The district will measure the effectiveness of the educational technology plan and the district's progress toward meeting the plan's goals.	Description of the process that enables the district/schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.	Pages 27-28	NA		
3. The district will provide a list of persons involved in crafting this plan.	Representatives of the following five groups are included: administration, teachers, students, community and staff.	Page 28		NA	
4. Technology Plan Review.	Processes for periodic review of district needs and revision of the plan.	Page 28			

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G. Children’s Internet Protection Act (CIPA) Compliance					
District assures that CIPA compliance has been met.	See below.	Page 29			

Requirements for CIPA Compliance:

Technology Protection Measure

Specific technology has been identified that will be used to **block or filter** Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. **It may be disabled for adults engaged in bona fide research** or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

Internet Safety Policy

The Internet Safety Policy addresses the following issues:

- a) Access by minors to inappropriate matter on the Internet and World Wide Web;
- b) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- c) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- d) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- e) Measures designed to restrict minors' access to materials harmful to minors.

Public Notice and Hearing

The authority with responsibility for administration of the school or library has provided **reasonable public notice** and held at least **one public hearing** to address a proposed Technology Protection Measure and Internet Safety Policy.

The Alaska Gateway School District, (AGSD), is a small rural district in the interior region of Alaska. The district serves approximately 400 students in the communities of Dot Lake, Eagle, Mentasta, Northway, Tanacross, Tetlin, and Tok.

A. Goals, Standards, and Strategies:

1. Set specific and measurable goals, aligned with state academic content and performance standards, for using technology to improve academic achievement

The Alaska Gateway School District recognizes that technology is an integral part of modern education, and should be included in all aspects of the educational process, rather than being relegated to specific classes or limited to specific technology skill sets.

Although the district primarily works to integrate technology into the curriculum through using technology as a tool to accomplish the overall goal of education, the district has developed the following set of technology specific goals responsive to state technology standards:

Grades K-2

Productivity:

Students will be exposed to the use of technology and its applications to maximize productivity and effectiveness.

1. *Students will use technology to enhance their productivity.*
 - a. *Use technology to develop learning and process skills.*
 - b. *Use software for drill and practice and to gain new concepts.*
2. *Students will develop basic technology skills.*
 - a. *Develop basic keyboarding skills (learn the home row) .*
 - b. *Operate a mouse or trackpad proficiently.*
 - c. *Use basic technology vocabulary and knowledge.*
 - d. *Learn to use technology equipment appropriately.*

GRADES 3-5

Communications:

Students will be exposed to the use of technology to communicate effectively and creatively

1. *Introduce students to email.*
2. *Create written documents using word processing skills, writing process steps, and publishing programs.*
3. *Use electronic spell checker/thesaurus.*
4. *Use computer graphic programs.*
5. *Introduce students to databases and spreadsheets.*

Information Processing:

Students will use technology to access, retrieve, evaluate and interpret visual/auditory information.

1. *Access and retrieve electronic information using a web browser.*
2. *Use network to save and retrieve information.*
3. *Use backup strategies*

Productivity:

Students will use technology to maximize learning

1. *Use software for drill and practice and to strengthen skill development.*
2. *If appropriate, use software for computer assisted instruction. .*
3. *Develop basic technology troubleshooting skills.*
4. *Select and use technology appropriate to needs.*
5. *Develop keyboarding skills at 10 to 15 wpm with hands on home row keys at least 80% of the time, with at least 80% accuracy.*
6. *Use an expanded technology vocabulary.*
7. *Care for and safe use of technology equipment.*

GRADES 6-8**Communication:**

Students will use technology to communicate effectively and creatively

1. *Students will communicate through applications software.*
 - a. *Use graphic programs.*
 - b. *Produce a document using word processing incorporating both text and graphics and following the writing process steps.*
 - c. *Create databases and spreadsheets and integrate them into reports.*
 - d. *Collect, manipulate and interpret data.*
 - e. *Use publishing software and scanners to produce page layouts.*
2. *Students will communicate visually, graphically, and artistically through multi-media and computer-assisted design tools.*
 - a. *Create effective multi-media presentations, which link various media.*
3. *Students will communicate through computer networks and telecommunications.*
 - a. *Use electronic mail for education purposes.*
 - b. *Use web-blogs and podcasts*
 - c. *Use electronic spell checkers, thesauruses, grammar checkers, and computer assisted design tools.*
4. *Produce a videotape using a camcorder and video-editing equipment.*
5. *Use audio equipment.*
6. *Create multimedia presentations, which link various media.*
7. *Use copier to reproduce original work for communications to others.*

Students will communicate through networks and telecommunications.

1. *Use network communication such as electronic mail and voice mail to access school information.*

Information Processing:

Students will use technology to access, retrieve, evaluate and interpret visual/auditory information

1. *Access and retrieve electronic information.*
2. *Use search strategies to retrieve electronic information.*

3. *Use electronic encyclopedias, almanacs, indexes and catalogs to retrieve and select pertinent information.*
4. *Use a variety of calculators including graphic calculators.*
5. *Use remote control devices.*
6. *Use local area networks and wide area network*
7. *Use backup strategies.*

Productivity:

Students will use technology and its applications to maximize learning

1. *Use technology to enhance their understanding and development of basic skills.*
2. *Use technology to develop learning skills and basic skills.*
3. *If appropriate, use software for computer assisted instruction.*
4. *Use software to gain new concepts.*
5. *Develop strategies for problem solving, critical and creative thinking.*
6. *Select and use technology appropriate to needs.*
7. *Develop keyboarding skills at 15-25 wpm with correct body posture and fingering position on all keys using touch-typing at least 80% of the time, with at least 80% accuracy.*
8. *Operate peripheral devices.*
9. *Care for and safe use of technology equipment.*
10. *Understand copyright laws and other ethical issues pertaining to use of technology in society.*
11. *Understand basic capabilities and limitations of technology's hardware and software.*

GRADES 9-12

Communication:

Students will use technology to communicate effectively and creatively

1. *Communicate through application software.*
2. *Create a document at the keyboard using word processing skills and the writing process steps.*
3. *Communicate with spreadsheets: entering data and setting up formulas, analyze costs with percentages and create graphs or charts to visually represent data.*

Information Processing:

Students will use technology to access, retrieve, interpret and evaluate visual and auditory information

1. *Access and retrieve electronic information.*
2. *Use search strategies to locate electronic information (identifies key words, narrows search by addition of terms, broadens search, uses truncation, uses wild cards).*
3. *Use electronic encyclopedias, almanacs, indexes and catalogs to retrieve and select pertinent information.*
4. *Use networks for information (on-line databases, libraries, electronic bulletin boards).*
5. *Use fax machines to send and receive information.*
6. *Use hand-held electronic devices: calculators and graphics calculators, electronic dictionaries, thesauruses and spell checkers.*
7. *Use cable and satellite-delivered services.*
8. *Use information to support learning in all content areas.*
9. *Use backup strategies*

Productivity:

Students will use technology to maximize productivity and effectiveness

1. *Use technology to enhance their understanding of basic skills and to develop learning and workplace skills.*
2. *Use technology to develop process skills in all content areas.*
3. *Develop strategies for problem solving, critical and creative thinking.*
4. *Use applications programs to create high quality products.*
5. *Develop creativity and innovation through the use of technology.*
6. *Select and access technology appropriate to needs.*
7. *Use correct starting and exiting procedures.*
8. *Develop keyboarding skills to 25 - 30 wpm using correct body posture and finger placement 100% of the time, with at least 80% accuracy.*
9. *Operate peripheral devices.*
10. *Use technology independently and cooperatively.*
11. *Follow ethical guidelines for using technology.*

State Standards

A student should be able to operate technology-based tools. A student who meets the content standard should:

1. *Use a computer to enter and retrieve information;*
2. *Use technological tools for learning, communications, and productivity;*
3. *Use local and world-wide networks;*
4. *Manage and maintain technology tools; and*
5. *Diagnose and solve common technology problems.*

A student should be able to use technology to locate, select, and manage information. A student who meets the content standard should:

1. *Identify and locate information sources using technology;*
2. *Choose sources of information from a variety of media; and*
3. *Select relevant information by applying accepted research methods.*

A student should be able to use technology to explore ideas, solve problems, and derive meaning. A student who meets the content standard should:

1. *Use technology to observe, analyze, interpret, and draw conclusions;*
2. *Solve problems both individually and with others; and*
3. *Create new knowledge by evaluating, combining, or extending information using multiple technologies.*

A student should be able to use technology to express ideas and exchange information. A student who meets the content standard should:

1. *Convey ideas to a variety of audiences using publishing, multi-media, and communications tools;*
2. *Use communications technology to exchange ideas and information; and*
3. *Use technology to explore new and innovative methods for interaction with others.*

A student should be able to use technology responsibly and understand its impact on individuals and society. A student who meets the content standard should:

1. *Evaluate the potentials and limitations of existing technologies;*

2. *Discriminate between responsible and irresponsible uses of technology;*
3. *Respect others' rights of privacy in electronic environments;*
4. *Demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;*
5. *Examine the role of technology in the workplace and explore careers that require the use of technology;*
6. *Evaluate ways that technology impacts culture and the environment;*
7. *Integrate the use of technology into daily living; and*
8. *Recognize the implications of emerging technologies.*

Specific uses of technology mentioned in the district academic curriculum is uncommon due to the fact that the district strives to incorporate technology in all curricular areas wherever it can be utilized as a tool for delivering curriculum and increasing student learning and achievement. This reflects the fact that the district feels technology should be more of a means to an end rather than a main focus of the school process. If technology is being used effectively as a tool in the educational process, students will learn technology skills as they learn academic material. The district feels this represents the expectations students will experience after graduation, where potential employers will primarily be interested in graduates abilities to utilize technology tools to accomplish specific tasks.

AGSD has been a leader in the state in terms of expanding up the state Graduate Level Expectations, (GLEs). The process we developed to “Unpack” the GLEs, turning them into measurable student achievement goals has been adopted by the state as a whole. This process has generated several technology specific goals within academic areas. As a whole, however, technology integration is an expectation across the board rather than an expectation only within certain GLEs.

The district has recently worked to revise the overall strategic plan. One of the three primary goals developed by this process relates to the development of curriculum. This process includes the consideration of how technology will be integrated into the curriculum. This curriculum process is detailed below in the strategic plan excerpt.

Strategic Plan Goal #1: WE WILL IMPLEMENT A CULTURALLY RESPONSIVE STANDARDS-BASED CURRICULUM.

Strategy #1: Content area curriculum committees representing all stakeholders will ensure that the curriculum addresses community culture and meets state content standards.

#	Action Step	Responsible	Evaluation	Timeline
1.1.1	Review and edit curriculum content at Summer Curriculum Institute.	Executive Director (Exec. Dir.), Instructional Coach (IC), Curriculum Committee (Curr. Comm.)	Completed curriculum documents, staff curriculum survey, reviewed curriculum posted on moodle site	Each June
1.1.2	Develop for each curricular area a comprehensive curriculum map and the critical questions that will guide inquiry at Summer Curriculum Institute.	Exec. Dir., IC, Curr. Comm.	Completed curriculum documents, staff curriculum survey	Each June
1.1.3	Review and recommend textbooks and align supplemental resource materials.	Curr. Comm., IC, PLCs	Committee meeting minutes, recommendations on reviewed documents, committee presentations to RSB and stakeholders	Each June
1.1.4	Identify assessments and acceptable performance standards.	Curr. Comm., IC, Professional Learning Communities (PLCs)	Assessment documents, performance standards documents	June and ongoing
1.1.5	Develop and continually update a curriculum adoption cycle.	Supt., Exec. Dir.	Curriculum adoption documentation	Each July through August
1.1.6	Communicate curriculum changes and promote stakeholder acceptance.	Superintendent (Supt.), Exec. Dir., IC, Curr. Comm.	Board adoption of curriculum, notification documents	August and October

1.1.7	Integrate into content area curriculum <i>elements of technology</i> , workplace skills, social emotional learning, culture, fine arts and healthy living.	IC, PLCs, Curr. Comm.	Completed staff development, lesson plans	Each June, ongoing by PLC
1.1.8	Support the implementation of curriculum and instructional resources through targeted staff development.	Supt., Exec. Dir., IC, PLCs	Updated staff development plan, documentation of completed staff development	August and ongoing
1.1.9	Annually evaluate the effectiveness of curriculum implementation.	Exec. Dir., IC, Curr. Comm.	Staff curriculum survey	Each January - February

Strategy #2: Ensure that student-learning styles are addressed by effective instructional methods.

#	Action Step	Responsible	Evaluation	Timeline
1.2.1	Identify and communicate instructional practices that are research-based and proven.	Exec. Dir., IC, PLCs, Administrators, Teachers	Instructional Strategies Handbook developed	August - September
1.2.2	Provide new teachers with district orientation that includes: <ul style="list-style-type: none"> • PowerSchool • Guthridge Writing • District-wide Reading Program • A+ (A+ is an online learning tool) • Orientation to community culture • Mentorship 	Exec. Dir., IC, PLCs, Teachers, Support Staff	Documentation of training	August - October

Some examples from the district curriculum detailing specific technology related goals can be found below.

Examples from Social Studies Curriculum detailing technology specific standards: (first column is the state GLE)

<p>Technology</p>	<ul style="list-style-type: none"> • Develop skills using multi-media for presentations (A2) (D1) • Diagnose and solve common technology problems (A5) 	<ul style="list-style-type: none"> • Understands and practices responsible use of technologies (E1, 2) • Explore innovative methods for interaction with others (i.e. questioning US history experts or other students in United States (D3) 	<ul style="list-style-type: none"> • Uses technology tools to gather information, Internet, CD-ROMs, to retrieve, organize, present information about US History (A1,2,3) (B1,2,3) (C1)
<p>Technology</p>	<ul style="list-style-type: none"> • Manages and maintains technology tools (A5) 	<ul style="list-style-type: none"> • Uses appropriate technology tools to solve problems and exchange information working in groups (C2, D2, 3) • Understands and practices responsible use of technologies (E1, 2) 	<ul style="list-style-type: none"> • Uses appropriate technology to access, retrieve, organize and present historical information (i.e. PowerPoint, spreadsheet, etc.) (His C1)
<p>Technology</p>	<ul style="list-style-type: none"> • Uses graphic technology tools to understand how maps and graphs are created (A2,3,4) 		<ul style="list-style-type: none"> • Locate geographic information using resources including the Internet (B1,2) • Share ideas using publishing, multi-media and communication tools (D1)

Example from Language Arts curriculum detailing technology specific goals:

Grade 7 students will:	
<input type="checkbox"/>	Use technology resources for problem solving, communication and illustration of thoughts, ideas and stories
<input type="checkbox"/>	Create simple multimedia project/presentation
<input type="checkbox"/>	Begin a personal electronic portfolio using audio and video components for job or university
<input type="checkbox"/>	Create a project incorporating multiple project using audio and video components for public presentation
<input type="checkbox"/>	Demonstrate how to use the Internet to retrieve information
<input type="checkbox"/>	Evaluate accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<input type="checkbox"/>	Understand how to use templates to create various reports and documents
<input type="checkbox"/>	Use word processing to compose a variety of documents for a variety of cross-curricular purposes
<input type="checkbox"/>	Evaluate technology projects of others and assist them in

Measurable Academic Goals:

Although it is difficult to measure the exact effects of technology on student achievement in a real world situation, the district is working towards the following proficiency levels on the Adequate Yearly Progress aspect of the No Child Left Behind Act.

Technology integration will be a major factor in our ability to achieve these goals.

Measure	2010-2011	2011-2012	2012-2013
Language Arts Composite Proficiency Score	77.18%	79.48%	81.98%
Mathematics Proficiency Score	66.09%	69.48%	72.53%
Graduation Rate	68.4%	71.56%	74.4%

These numbers represent the minimum required to reach AYP for the district. AGSD considers these to be the base level goal for student achievement from which we can build a stronger academic program.

2. Develop strategies for improving academic achievement and technology literacy.

Professional development and providing access to appropriate tools are the two primary strategies for increasing teacher integration of technology utilized by the district. In order for either of these strategies to be effective, they must be implemented in tandem. A teacher with the best tools available and no knowledge of how to use them is likely to be as ineffective at technology integration as a teacher with enormous amounts of knowledge and no access to the tools needed to utilize that knowledge.

Another important aspect of these strategies is to allow teachers to identify the tools they can best use in their classroom, then work to make sure they have access to the technology that they identify as a compelling educational tool, and training on how to use it. Some recent examples of this teacher driven technology acquisition have been the purchase of iPod touches, teaching tablets, Smartboards, digital cameras, and video editing desktops. This is driven by the idea that the best equipment is likely to be ineffective if the teacher has no interest in using it.

The district believes that the recently revised ISTE standards for teachers and students represent the best way to integrate technology into teaching. At their heart they incorporate the elements that have long been recognized as “good teaching” practices into a technology specific framework. This brings the focus from the technology tool and computer skill, and transfers it to the teaching and learning.

The ISTE standards for students and teachers, which the district has worked for several years on incorporating into our own practices, follow:

Student Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.

- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and

operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Teacher Standards:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate,

analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

By recognizing that technology is a means to accomplish the end goal of education rather than an end unto itself, the focus for technology becomes student learning and achievement. Rather than teach technology skills in particular places and times, we strive to incorporate it across all aspects of the curriculum at all appropriate grade levels, making it an integral part of everything we do as we work to improve student achievement and learning.

3. Develop a strategy for using information technology and telecommunication to improve education. (Focused on ERate program)

With a current discount rate of 90%, the district has traditionally relied heavily on E-Rate funds to provide the Internet connectivity necessary for the full integration of technology into schools. The remote and distant nature of the schools in AGSD necessitates a mix of a variety of connectivity mechanisms that include microwave relay tower and satellite connections. This leads to connectivity costs which are relatively high and bandwidth levels that are relatively low compared to those enjoyed by less rural districts. Without the leveraging of funds provided by the ERate program, the district would, at best, be financially extremely hard pressed to provide even basic Internet connectivity.

Traditionally the district has not pursued Priority 2 funds from the ERate program. If our current rate of 90% discount stays stable, however, we will pursue ERate Priority 2 funds for the rewiring of the physical networks at Tok School, Tanacross School, Eagle School, and the district office. All other sites in the district already have adequate networks.

The leveraging of funds through the ERate program provides for connectivity for a wide variety of communication tools used by the district. These tools include local and long distance phone service, conference calling, cellular phone and data service, and Internet service. Internet service includes the ability to videoconference via IP protocol. Beyond the fact that the district would not likely be able to have Internet at all if forced to pay full price, the savings on all the communication areas allows the district to focus funds on other educational areas, including the acquisition of technology hardware and professional development.

The district is also considering applying for ERate subsidies for the basic maintenance of internal connections and other non-maintenance funds for internal connections in the future.

The continued application for the ERate program subsidies is a major strategy for continued technology integration by the district.

B. Technology Integration:

1. Review of relevant research:

The primary mechanism of reviewing and incorporating relevant research are the district's curriculum committees. These committees meet full time for several weeks in the summer to examine, expand upon, and modify the district's curriculum. Included in this process is a review of research of best practices in all areas, including technology tools and methods. The curriculum focus changes from year to year, with each curricular area coming into focus at minimum once every three years.

Another method utilized for identifying and incorporating relevant research into district practice include staff attendance at conferences where new research based products and methodology are focused upon. A prime example of this is the yearly Alaska Society for Technology in Education conference. Team attendance at this conference has led to the evaluation and eventual adoption of several technology based, research driven education tools in recent years.

When a new method, program, or tool is found that the district believes may best suit the local educational needs, and is within the budget constraints of the district, the program is usually put through a trial evaluation period. Based on the results of this trial the program is either fully implemented or abandoned. In some cases this implementation will replace a less effective tool or methodology.

2. Aligned to Alaska State Content and Performance Standards:

One of the primary tasks accomplished by the ongoing curriculum committee meetings is the "unpacking" of state standards to provide local curriculum with measurable goals, sample activities, and the identification of local resources, including technology tools and resources. This process is detailed in the district's strategic plan strategy included on pages 6 and 7. Specifically enumerated in this process is the identification of what elements of technology could be utilized to meet each state standard. Although each state standard does not necessarily need to utilize technology, the district attempts to identify

which standards could specifically best utilize technology to accomplish. In many cases, technology will not specifically be mentioned in the unpacked GLE because of the assumption that technology is being integrated across the board, and, as an integral part of the education process, does not need to be specifically mentioned in every applicable standard. The example standards given on pages 8 and 9 provide some examples of instances where technology uses have been specifically built into the local adaptation of the state standards.

3. Measures indicating improvement in student academic achievement

Under the No Child Left Behind Act, (NCLB), the district is required to conduct yearly standardized testing, with the goal of measuring student achievement. As participation in this program is mandated, and provides many key measures of student achievement, the district utilizes this data as an overall measure of how effective our educational program is in the areas tested.

Although it is difficult to measure the exact effects of technology on student achievement in a real world situation, the district is working towards the following proficiency levels on the Adequate Yearly Progress, (AYP), aspect of NCLB. Technology integration will be a major factor in our ability to achieve these goals.

Measure	2010-2011	2011-2012	2012-2013
Language Arts Composite Proficiency Score	77.18%	79.48%	81.98%
Mathematics Proficiency Score	66.09%	69.48%	72.53%
Graduation Rate	68.4%	71.56%	74.4%

These numbers represent the minimum required to reach AYP for the district. AGSD considers these to be the base level goal for student achievement from which we can develop a stronger academic program.

When assessing student achievement, the district also considers classroom grades and evaluations. However, because local grades lack the nationally standardized aspect of the AYP program they are a less reliably tool for measuring student achievement objectively

4. Timeline for technology integration

Year	Tools to be acquired	Activities to be conducted
2010-2011	<ol style="list-style-type: none"> 1. Server purchased for each site 2. Student computers and classroom printers refreshed on schedule 3 Smartboard fleet expanded upon 	<ol style="list-style-type: none"> 1. Staff server and directory training 2. Reading and Writing curriculum committees meet. (Tech integration included in process) 3. Smartboard training
2011-2012	<ol style="list-style-type: none"> 1. Staff laptops refreshed 2. Student computers refreshed on schedule 3. Physical networks upgraded as needed 4. Smartboard fleet expanded upon 	<ol style="list-style-type: none"> 1. Social Studies and Health/PE curriculum committees meet. (Tech integration included in process) 2. Smartboard training if needed 3. Online learning tool training 4. PowerSchool training
2012-2013	<ol style="list-style-type: none"> 1. Student computers refreshed on schedule 2. Smartboard fleet expanded upon 3. Refresh of online learning tools such as A+ 	<ol style="list-style-type: none"> 1. Math and Science curriculum committees meet. (Tech integration included in process) 2. Smartboard training if needed 3. Online learning tool training

This represents the base level plan for the district over the three-year life of the technology plan, but is by no means a comprehensive list of everything that will occur. Other purchases and activities will be driven by the ongoing needs surveys conducted by the district, the location of additional funding sources, and by the ongoing evaluation and adoption of technology tools by the district.

C. Technology Access:

1. Student and teacher access to educational technology in schools:

One of the central beliefs of the district is that no student should be denied access to a learning environment that will prepare them for the workforce, or which will prepare them to be contributing, participating members of their communities and society at large. Technology is so central to modern life and education that equitable access must be assured for all students. When working towards equity of access, care must be taken not to penalize progressive sites that have opted to invest local dollars and made efforts to improve their educational technology. At the same time, consideration must be given to those sites that have not had the opportunity to move forward in this area. To strike a balance between the two groups, minimum technology and access standards and procedures have been implemented:

- Internet connectivity to every school sufficient to meet local educational needs.
- Interactive two-way video capability to each site.
- Equitable access to adopted technology programs.
- Equitable access to district technology support services.
- Equitable access to basic technology and computers updated frequently enough that needs do not outstrip hardware capacity.
- Maintenance of technology infrastructure at each site, including, but not limited to: wireless and wired network access, phone access, and videoconferencing capability.
- Training for staff and students to allow for effective use of new technologies.

In order to provide staff with adequate access to technology a program was implemented in 2008 to provide each teacher in the district with a high-quality laptop. These laptops will be replaced on a 4 year basis, assuring that teachers always have a mobile computer capable of meeting all the technology needs they encounter.

Student computer implementation consists of a mixture of laptop and desktop computers. The goal of the district is to provide the ability for every classroom to achieve 1-1

computer access for every classroom through the use of fixed desktops and mobile laptops. The fixed desktops take the form either of classroom computers or a full computer lab depending on the available space and specific site needs at each school.

In order to assure that computers are new enough to handle the educational needs of the district, AGSD seeks to replace computers on a 4 year basis. All student computers in the district are updated or re-imaged with a fully updated image every summer at minimum. Mission critical mid-year updates are conducted as needed.

AGSD is a Title 1 district. As such all technology funds directly affect Title 1 sites. Similarly all ERate funds tie directly into Title 1 sites. Erate funds are used primarily for communication purposed in the district. At this time, we have received no hardware or priority 2 items through the ERate program, leaving ERate to be used only for subsidizing the cost of our telecommunications systems. Other educational technology funds are used to cover the non-subsidized portion of the telecommunications budget as well as to pay for all hardware, software, professional development, and related costs such as technology travel and staffing.

2. Development and use of innovative delivery strategies through technology:

The district has recently implemented both videoconferencing capability and the capacity to host online courses through a Moodle server. These tools give the district the ability to both offer distance learning courses in the future, as well as to take part in courses offered now.

The district currently utilizes a number of excellent technology-driven learning tools for both full course offerings, as well as targeted remediation within courses. Among these research proven tools are:

- **A+** - Course based online learning system similar to Plato.
- **Achieve 3000 (Kidbiz and Teenbiz)** – Differentiates reading material for students based on skill evaluation, then tracks their progress, and adjusts difficulty to mach growth.

- **AIMSWeb** – Online assessment tool to track formative evaluation results.
- **Accelerated Reading and Math** – Online learning and skill evaluation programs.
- **PowerSchool** – Provides students and families with online access to current progress, grades, teacher notes, and missing assignments.

3. Promote parental involvement and increase parent communication:

In order to increase and encourage parental involvement and communication with families:

- The school will be a resource center for the instruction and use of technology for all members of the school community. (Within all applicable constraints of the E-Rate program and other state or federal regulations).
- Grades and progress reports will be made available online for parents to review.
- Technology will be provided in the school for community use. (Within all applicable constraints of the E-Rate program and other state or federal regulations).
- Technology will be utilized to promote meaningful school - community communications (site-based production of yearbooks, Powerschool, newspaper inserts, electronic newsletters etc.)

4. Adult literacy technology-based programs:

Adult education opportunities are hosted primarily through the university extension and by tribal organizations in the Alaska Gateway region. AGSD does not offer adult education opportunities directly.

D. Professional Development:

1. Ongoing professional development for all staff to further effective technology use.

Technology professional development in AGSD is driven both by the technology tools utilized by the district, as well as by the needs assessment surveys conducted by the district. By utilizing needs surveys the district is better able to target training opportunities to the real needs of the staff and students.

Year	Technology Related Training Planned – <i>(Additional training to be added based on needs surveys from year to year.)</i>
2010-2011	<ol style="list-style-type: none"> 1. Staff server and directory training 2. Reading and Writing curriculum training at beginning of the year inservice. These areas will be the focus of the curriculum work from the previous summer. This training will include the technology integration in the developed curriculum 3. Smartboard training 4. Teachers sent to Alaska Society of Technology in Education conference. These teachers then provide training opportunity for other teachers.
2011-2012	<ol style="list-style-type: none"> 1. Social Studies and Health/PE curriculum training at beginning of the year inservice. These areas will be the focus of the curriculum work from the previous summer. This training will include the technology integration in the developed curriculum 2. Smartboard training if needed 3. Online learning tool training. 4. PowerSchool training. 5. Teachers sent to Alaska Society of Technology in Education conference. These teachers then provide training opportunity for other teachers.
2012-2013	<ol style="list-style-type: none"> 1. Math and Science curriculum training at beginning of the year inservice. These areas will be the focus of the curriculum work from the previous summer. This training will include the technology integration in the developed curriculum 2. Smartboard training if needed 3. Online learning tool training. 4. Teachers sent to Alaska Society of Technology in Education conference. These teachers then provide training opportunity for other teachers.

In addition to these formal trainings that have been planned, there are many informal trainings conducted on an ongoing basis by the district technology staff. These trainings

center around the immediate needs and interest of the teacher in question. This one to one training time occurs as needed with individual teachers.

2. Preparation to integrate technology into curricula and instruction.

In addition to the training schedule and planning methods discussed above, an important aspect of the district's professional development plan is that training needs to be ongoing, and needs to be driven by the actual needs of teachers, sites, and the district as a whole.

One of the major strategies to provide ongoing improvement for technology integration in the district as a whole is responding to the individual needs of the teachers. Once the teacher evaluation tool is adjusted to include technology integration the district will have an excellent means to help provide ongoing training and assistance to teachers that is responsive to their individual needs. Currently this kind of training is conducted primarily at the request of the teacher.

The needs surveys conducted by the district provide an excellent tool to target training to a wider audience. Offering training in the tools utilized by the district helps assure that all staff have the knowledge to utilize these tools in their classrooms.

Due to the fact that new teachers cannot be expected to have a mastery, or even familiarity with all of the technology tools utilized by AGSD, the district conducts a new teacher inservice prior to the whole district inservice. During this academy the new hires are familiarized with the general district procedures, as well as the technology tools used by the district. Each new teacher is also given the laptop computer they'll use while with the district, and are set up with digital tools such as district email accounts.

Each curriculum content area is on a three year rotation for review. During the year that an area is under review intensive work is done to develop local resources based on the state standards. As part of this process the integration of technology elements is considered and enumerated where appropriate. Beginning of the year inservices serve to familiarize all staff with the work done during the summer curriculum institutes.

E. Resources:

1. Coordinate resources to support integration of technology and student achievement.

A major difficulty encountered by school districts in terms of technology is the need for continuous funding availability to maintain technology standards as computer capability and program requirements rapidly evolve. To address this need AGSD has created a stable and dedicated technology budget capable of supporting the basic district needs in terms of staffing, training, connectivity, and basic upgrades. Grant funds are frequently sought to augment these funds, and hardware upgrades and training are often funded from outside of this basic budget. The E-Rate program is vital to the ability of the district to maintain equitable connectivity access at its sites, and is applied for yearly.

AGSD recognizes that technology is integral to the delivery of curriculum across all disciplines in the modern educational system. Because of this, purchases are often made with funds from programs not specifically related to technology. For example, over the 2009-2010 school year the following non-technology funds were utilized for major technology purchases: School Improvement, Special Education, school site budgets, stimulus funding, and local school board project grants. This system of multi-sourced funding not only bolsters the technology budget to the point where it can go beyond the bare minimum acceptable levels of support, it also assures there is a higher level of buy-in from those receiving the technology. Additionally, by encouraging sites and programs to “chip in” for purchases they are interested in, the district helps assure sites and programs are getting the technology resources they feel will be the most appropriate and most needed for their specific situation.

2. Provide sufficient resources to acquire non-discounted elements of plan and strategy.

Each year the district submits a Budget Inventory Analysis, (BIA), for certification to the Alaska State Department of Education and Early Development. The BIA contains a detail of all anticipated non-discounted technology expenditures for the following budget year. The expenditures detailed on the BIA include all necessary district costs for

supporting the E-Rate program and general technology strategy. The BIA data is utilized by the Financial Department when planning for the following year's district budget, thus assuring that funds are available to acquire non-discounted elements of the Technology Plan, E-Rate program, and overall technology strategy. The most recent BIA submitted by the district has been included in Appendix III as an example.

3. Ensure supporting resources for successful and effective uses of technology.

The district currently supports a number of educational software programs including A+, Achieve 3000, Accelerated Reader and Math, and PowerSchool. The district budgets for upkeep and maintenance of these programs yearly, and will continue to do so as long as they are the most appropriate method known for meeting the education needs of the district's students.

The district budgets for all necessary basic technology acquisition and support costs on a yearly basis during budget planning and development process. Budgeted costs include:

- Technology staffing for training, maintenance and support
- Technology travel budget
- Technology equipment acquisition
- Training and professional development
- PowerSchool staffing
- PowerSchool server hosting and support
- Web page upkeep
- Hardware maintenance costs
- New hardware acquisition
- Software upgrade and acquisition

Although the district has not traditionally taken advantage of Priority 2 funding through the E-Rate program, if current poverty levels persist through 2010-2011 school year, the district will seek to utilize the E-Rate program to leverage the rewiring of several school sites with older wiring configurations.

Planned purchases in the next three years:

Year	Hardware and support to be acquired	Software to be acquired
2010-2011	Servers at each site for directory services, Student computers: 35 desktops and 15 laptops. Up to 3 Smartboards. 4 days Apple specialist training for all staff. 10 Laser printers.	Operating system and application upgrades as needed and available. Yearly licensing for online and computer-based learning systems and programs.
2011-2012	45 staff laptops, Student computers: 20 desktops, 20 laptops. Network upgrades for Eagle School, Tok School, AGSD district office, and Tanacross School. Up to 3 Smartboards. 2 days tech training.	Operating system and application upgrades as needed and available. Yearly licensing for online and computer-based learning systems and programs.
2012-2013	Student computers: 30 desktops, 20 laptops. Up to 5 Smartboards. 2 days of technology and software training. 10 Laser printers.	Operating system and application upgrades as needed and available. Yearly licensing for online and computer-based learning systems and programs.

These planned purchases will provide for 4-year refresh rate for district computers.

Current prices for the items to be acquired are (in price per unit):

Desktop computer: **\$1,448**

Student Laptop Computers: **\$1,201**

Smartboard: **\$6,000**

Laser Printer: **\$450**

Staff Laptop: **\$1,428**

Network Upgrades: **To be opened to bids**

Future software and operating system upgrades: **Unknown**

Computer based learning licensing: **Approximately \$40,000/year**

Apple Professional services (per 2 day block): **\$4,500**

In addition to the outside training specialists often brought in by the district to meet technology-based training needs, the district employs a full time Technology Director

who spends approximately 25% of their time providing 1-1 on-site technology training and support at all district sites.

4. Maintain and inventory of technology including provisions for interoperability.

The district maintains an accurate inventory of all technology equipment. This inventory is updated continuously as equipment is acquired or disposed of. Additionally, the inventory is updated at the end of the year through a check-off list process. All district equipment is marked with an inventory number that is tracked in a spreadsheet containing information on the equipment that includes type, model, year of purchase, and serial number.

In the modern age of computing, interoperability has become a considerably lesser concern than in years past. Since the district focuses on training students to use applications and computer-based methodology rather than specific hardware platforms we've experienced very few issues with hardware and software interoperability. Regardless of this fact, all technology purchases must be approved by the Technology Director to assure that it is both the most cost effective solution, and that the purchase is compatible with existing resources.

F. Accountability:

1. Measure of effectiveness of integrating technology into curricula and instruction.

There will be several processes used to assess the effectiveness of technology integration. As discussed previously, the successful integration of technology across the curriculum will have a positive effect of on the academic achievement of students as measured by the yearly standardized testing mandated by NCLB. Although it's impossible to isolate the effects of technology on student achievement in a real world situation, the district successfully meeting Adequate Yearly Progress, (AYP), will require all aspects of the local educational process, (including technology), working together successfully.

In recent years the district has used the site improvement monies provided to sites unable to meet AYP to purchase computer labs for sites where it was felt lack of access to adequate technology tools contributed to lower student achievement. By doing this the district was able to take a failure to meet the accountability measure as a means to provide tools to help the site meet the measure in the future.

Another measure of the success of technology integration will be conducted through the review of teacher lesson plans for the inclusion of appropriate technology elements. The district requires all teachers to submit their lesson plans to the site administrator for review. The site administrator then submits the lesson plans to the district office for review. The integration of technology where appropriate is one factor considered during the lesson plan review.

Additionally, the district administration is working towards including technology integration into the teacher evaluation rubric. This will provide a means to formally assess the integration of technology into education on a class to class basis.

2. **Measure the effectiveness of the technology plan and progress towards meeting the plan goals.**

In addition to the formal evaluation of standardized test scores and the review of lesson plans, the district will conduct a variety of activities design to continuously monitor the effectiveness of the technology plan and technology integration in the district.

Classroom observations will be used to monitor to use of technology on site on an ongoing basis. Once the formal teacher evaluation tool has been adjusted to contain a technology integration aspect it will serve as a powerful tool to assess the need for technical support and professional development on an individual, site, and district basis.

Direct feedback from staff and students, (either individually or through survey tools), will be utilized as a continuous feedback tool. Surveys are conducted multiple times throughout the year, often prior to and after district inservices.

When any of the various data collection tools indicate that there is a problem that needs to be addressed, the district will attempt to address the issues in the most timely manner available. The severity and scope of the issue will determine the response.

The goals of technology acquisition and planned training will be considerably easier to monitor than the more complex issue of technology integration. To assess these areas the district administration will utilize the planned trainings and hardware acquisition as the guideline for district activities and purchases.

3. People involved in the plan.

Cole Johnson – Student.

Diana Darby – Small site principal. (Site Administration)

Jason Fastenau – Technology Director. (District Administration)

Jeff Gavazza – Local Technology Business Owner. (Community)

Teresa Paulsen – Secretary. (Classified Staff)

Tracie Weisz – Teacher.

Todd Poage – Superintendent.

4. Periodic review process.

The district Technology Committee will comprehensively review the technology plan and adjusted/rewritten as necessary on a three-year cycle as mandated by the Alaska Department of Education and Early Development. The plan will be reviewed and adjusted on a more continuous basis by the Director of Technology.

When significant changes to the district's overall strategy, technology direction, or academic goals occur the plan will be altered to reflect these changes. The plan changes will be reviewed by the district administration and technology committee, then submitted as a plan addendum to the Department of Education.

G. Children's Internet Protection Act Compliance:

The district has met and will continue to meet all aspects of the Children Internet Protection Act, (CIPA). The district maintains an Internet filter for all physical plants which goes above and beyond the CIPA requirements.

The district Internet Use Policy, (**BP 6161.4(a)**), that covers all CIPA required areas can be found in *Appendix I*.

Board Policy 6161.4, pertaining to CIPA compliance and the district Internet policy was created in 2003, with a first reading on 1/1/2003, and a second reading on 12/2003. The policy was recently modified with a first reading on 8/17/2003, and a second reading on 9/21/2010.

The district has developed acceptable use signature forms for both staff and students to assure the proper and CIPA compliant expectations for technology use are understood and agreed to by all parties. These forms follow in *Appendix II*.

Appendix I

Internet Use BP 6161.4(a)

Policy Basis

1. Prevent user access over its computer network to, or for transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
 2. Prevent unauthorized access and other unlawful online activity;
 3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
 4. Comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)]. Key terms are as defined in the Children's Internet Protection Act.
- Use of the districtwide area network and/or Internet services is a privilege and not a right. This privilege may be withdrawn at any time and for any reason deemed appropriate by the site administrator.

Purpose

1. To assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world.
2. To use the system for educational purposes such as classroom activities, professional or career development, and limited high-quality self-discovery activities.
3. To access the Internet World Wide Web information resources through the classroom, library, or school computer lab.
- 4.

Restrictions

1. The usage of Internet Relay Chat (IRC) is prohibited, except that the district may provide access to IRC for specific, narrowly defined educational activities. Its use requires prior written authorization by the site administrator.
2. The district will maintain the option to acquire and utilize software designed to block access to certain sites. Bypassing or attempting to bypass or disable this software may result in a loss of privileges on the system.
3. Users will not use inappropriate or disrespectful language; engage in personal attacks, including prejudicial or discriminatory attacks; act in a manner that can be construed as harassing; knowingly or recklessly post false or defamatory information about a person or organization; or use the system to access material that is profane or obscene (pornography).
4. Users will not post private information about another person or report a message that was sent to them privately without permission from the sender.
5. Streaming Media content both audio and video will be limited to specific educational purposes. Streaming Media content consumes a disproportionate amount of limited bandwidth and should only be used when absolutely necessary.

District Responsibilities

1. The Superintendent or designee will serve as the coordinator to oversee the district system and will work with the Wide Area Network (WAN) Administrator and site administrators and as necessary .

Internet Use BP 6161.4(b)

2. The site administrator will serve as the building level coordinator for the district system, will approve building level activities within the scope of policy and regulation, ensure staff receive proper training in the use of the system and the requirements of this regulation, establish a program to ensure adequate supervision of students using the system, maintain executed use agreements, and be responsible for implementing this regulation at the building level.
3. The site administrator will require all staff to read and sign the Internet Use Agreement prior to the first day of school. All students and their parents must sign the Student Acceptable Use Agreement prior to using the system. A copy of each use agreement will be forwarded to the district Technology Coordinator within the first two weeks of the start of school or within two weeks of enrollment.
4. The WAN Administrator will establish a process for setting up individual and class accounts, set quotas for disk usage on the system, establish a retention schedule, establish a virus protection

process, and perform other activities as needed to maintain effective operation of the system.

Parental Responsibility

1. Parents are encouraged to specify to their child(ren) what material is and is not acceptable for them to access.
2. Parents have the right to request the termination of their minor child(ren)'s Internet account at any time. They also have the right to inspect the contents of their child(ren)'s email files.
3. Parents are responsible for the review of the Acceptable Use Agreement with their child(ren) and signing the form.

Personal Safety

1. Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, etc.
2. Users will not agree to meet with someone they have met on-line.
3. Users will promptly disclose to their teacher or school employees any message they receive that is inappropriate or makes them feel uncomfortable.

Access to the System and Security

1. Student and staff use of the system will be governed by the disciplinary expectations of the district, school and supervising authorities. Before secondary students will be granted access privileges, each student and parent must sign a statement acknowledging that they accept the terms of this regulation.
 2. Secondary students may obtain an individual email account with the approval of their parent/guardian. Elementary students may have email access only under their teacher's direct supervision using a classroom email account. Elementary students may be provided with individual email accounts at the request of their teacher and the approval of their parent and the site administrator.
- Note: The Children's Internet Protection Act, P.L. 106-554, defines "harmful to minors" as: ...any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use BP 6161.4(c)

3. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no condition should a user provide their password to another person.
4. Users will not attempt to gain unauthorized access to the system or to any other system through the district system or go beyond their authorized access. This includes attempting to log in through another person's account or accessing another person's files.
5. Users will notify the WAN Administrator if they have identified a possible security problem.
6. Users will avoid the inadvertent spread of computer viruses by following the district protection procedures if they download software.
7. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service.
8. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions or text of material deemed obscene or child pornography or to any material deemed harmful to minors.

An administrator, supervisor, or designee may disable the filtering device for bona fide research or other lawful purpose for adults only, provided the person receives prior permission from the Superintendent or designee.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the district online computer network when using electronic mail and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes:

1. Unauthorized access, including so-called “hacking” and other unlawful activities; and 2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the district staff to supervise and monitor usage of the online computer network access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the Technology Administrator or designated representatives.

(cf. 6161.5 - Web Sites/Pages)

Internet Use

Legal Reference: CHILDREN’S INTERNET PROTECTION ACT, P.L. 106-554 20 U.S.C. § 6801, et seq. 47 U.S.C. § 254(h) and (l)

12/03

BP 6161.4(d)

Internet Use AR 6161.4(a) The district is offering Internet access for student use. Use of the district wide-area network and/or Internet service is a privilege not a right. This privilege may be withdrawn at anytime and for any reason deemed appropriate by the administration.

Educational Purpose

The district system has been established for a limited educational purpose. The term “educational purpose” includes classroom activities, career development, and limited high-quality self-discovery activities.

The district system has not been established as a public access service or a public forum. The district has the right to place reasonable restrictions on the material accessed or posted through the system.

Users are also expected to follow the law and any rules set forth in the disciplinary policy or regulation of the district and school.

The district system shall not be used for commercial purposes. This means that one shall not offer, provide, or purchase products or services through the district system.

Student Internet Access

All students may have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.

Elementary students may have email access only under their teacher’s direct supervision using a classroom account. Elementary students may be provided with individual email accounts under special circumstances at the request of their teacher and with the approval of their parents and site administrator.

Secondary students may obtain an individual email account with the approval of their parents/guardians.

The student and parent must sign an Account Agreement to be granted an individual email account on the district system. This Agreement must be renewed on an annual basis. A parent can withdraw their approval at any time. In addition, the student must successfully pass an examination covering comprehension of the Acceptable Use Administrative Regulation.

If approved in writing by the site administrator and Superintendent, a student may create a personal Web page on the district system. All material placed on the Web page must be pre-approved in a manner specified by the school. Material placed on a personal Web page must relate to the school and career preparation activities.

Unacceptable Uses

The following uses (not an all-inclusive listing) of the district system are considered unacceptable.

1. Personal Safety a. The user will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc. b. The user will not agree to meet with someone they have met online without their parent approval. The parent should accompany the student to this meeting. c. The user will promptly disclose to the teacher or other school employee any message

received that is inappropriate or makes the user feel uncomfortable.

Internet Use AR 6161.4(b)

2. **Illegal Activities** a. The user will not attempt to gain unauthorized access to the district system or to any other

computer system through the district system or go beyond the authorized access. This includes attempting to log in through another person's account. These actions are illegal, even if only for the purposes of "browsing."

b. The user will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

c. The user will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of others, etc.

3. **System Security** a. The user is responsible for his/her individual account and should take all reasonable

precautions to prevent others from being able to use your account. Under no conditions

should you provide your password to another person. b. The user will immediately notify a teacher or the system administrator if the user has

identified a possible security problem. Do not go looking for security problems, because

this may be construed as an illegal attempt to gain access. c. The user will avoid the inadvertent spread of computer viruses by following the district

virus protection procedures if downloading software. 4. **Inappropriate Language**

a. Restrictions apply to public messages, private messages, and material posted on Web pages.

b. The user will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

c. The user will not post information that could cause damage or a danger of disruption. d. The user will not engage in personal attacks, including prejudicial or discriminatory

attacks. e. The user will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If the user is told by a person to stop sending

them messages, the user must stop. f. The user will not knowingly or recklessly post false or defamatory information about a

person or organization. 5. **Respect for Privacy**

a. The user will not re-post a message that was sent privately without • permission of the person who sent you the message.

b. The user will not post private information about another person. 6. **Respecting Resource Limits**

a. The user will use the system only for educational and career development activities and limited, high-quality, self-discovery activities.

b. The user will not download large files unless absolutely necessary. If downloading is necessary, the user will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal computer.

c. The user will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.

d. The user will check email frequently, delete unwanted messages promptly, and stay within the user's email quota.

e. The user will subscribe only to high quality discussion group mail lists that are relevant to the user's education or career development.

Internet Use AR 6161.4(c)

7.

8.

f. **Streaming Media** content, both audio and video, will be limited to specific educational purposes. Streaming media content consumes a disproportionate amount of limited bandwidth and should only be used when absolutely necessary.

Plagiarism and Copyright Infringement a. The user will not plagiarize works that are found on the

Internet. b. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own. c. The user will respect the rights of copyright owners. Copyright infringement

occurs when

one inappropriately reproduces a work that is protected by a copyright, including copyright on music. If a work contains language that specifies appropriate use of that work, one should follow the express requirements. If the user is unsure whether or not a work may be used, the user should request permission from the copyright owner. Copyright law can be very confusing. If the user has questions, a teacher should be asked.

Inappropriate Access to Material a. The user will not use the district system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). b. If the user mistakenly accesses inappropriate information, the user should immediately tell a teacher or the site administrator. This will protect the user against a claim that he/she has intentionally violated this policy. c. Parents should instruct their children if there are additional materials that they think would be inappropriate for them to access. The district fully expects that students will follow their parent's instructions in this matter.

Users Rights

Free Speech

The district system is considered a limited forum, and therefore the district may restrict the user's speech for valid educational reasons. The district will not restrict the user's speech on the basis of a disagreement with the opinions being expressed.

- 1.
- 2.

Search and Seizure a. The user should expect only limited privacy in the contents of his/her personal files on the district system. b. Routine maintenance and monitoring of the district system may lead to discovery that the user has violated this policy, disciplinary policy or regulation, or the law. c. An individual search will be conducted if there is reasonable suspicion that the user has violated this policy, disciplinary policy or regulation, or the law. d. If the user is a minor, his/her parents have the right at any time to request to see the contents of the user's email files. Due Process

a. The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district system.
b. In the event there is a claim that the user has violated this policy or other disciplinary expectations in the his/her use of the district system, the user will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator. If the claim is found to be valid, restrictions may be placed on his/her use of the Internet account, or the account may be terminated.

Internet Use AR 6161.4(d)

Limitation of Liability

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Appendix II

Internet Use

E 6161.4 (a)

Alaska Gateway School District

Acceptable Student Technology Use Agreement

I, the undersigned, understand that access to Alaska Gateway School District computers and technology resources is a privilege. I understand that I will lose this privilege if I do not abide by the following rules:

1. I will keep my passwords and accounts secure.
Do not share your accounts or passwords with anyone else, ever. You can and will be held responsible for anything they do that is traced back to your account.
2. I will not dismantle, abuse, or vandalize District equipment and hardware.
Computer equipment is delicate, sensitive, and expensive. Repair costs to District equipment may be charged to the student and/or parents.
3. I will not attempt to access other people’s files or accounts, or to bypass system security.
Have respect for the privacy of others by not attempting to access files, email, or accounts belonging to others. If you become aware of a security problem, inform your teacher or supervisor.
4. I will not intentionally disrupt or waste District technology resources.
Academic use of District technology resources has priority over all other use. Do not hog computer time, disk space, Internet bandwidth, or other resources that are shared by all District users. Chain letters and junk email are expressly prohibited.
5. I will not use District equipment to create, access, or transmit inappropriate material.
Inappropriate materials include web pages or files about pornography, gambling, or illegal activities. It is also inappropriate to send messages or email which are slanderous or harassing in nature.
6. I will not use handheld electronic devices, including but not limited to cell phones, during instructional time except for prearranged academic purposes or emergencies.

While the District has installed Internet content filtering software, it is acknowledged that there is not, nor never will be, any system in existence which can absolutely guarantee that access to all inappropriate content on the Internet is blocked.

Students must also pass a written examination covering this policy in order to receive access.

Persons not associated with the District must have written approval of the Superintendent or other designated person in order to receive access to the District computer system.

Signature of User: _____ Date: _____

Signature of Parent _____ Date: _____

District Approval: _____ Date: _____

****AGSD treats behavioral infractions involving computers very seriously. In addition to losing computer privileges as the result of infractions, the most serious applicable consequence from the District and site discipline and behavior policies will be applied. In the event that site and District policies differ in any way, the harsher of the two will be applied.***

9/09

Alaska Gateway School District

Acceptable Employee Technology Use Agreement

I, the undersigned, understand that access to Alaska Gateway School District computers and technology resources is a requirement of employment. I agree to abide by the following rules:

1. I will keep my passwords and accounts secure.
Do not share your accounts or passwords with anyone else, ever. You can and will be held responsible for anything they do that is traced back to your account.
2. I will not dismantle, abuse, or vandalize District equipment and hardware.
Computer equipment is delicate, sensitive, and expensive. Repair costs to District equipment may be charged to staff members.
3. I will not attempt to access other people’s files or accounts, or to bypass system security.
Have respect for the privacy of others by not attempting to access files, email, or accounts belonging to others. If you become aware of a security problem, inform your supervisor.
4. I will not intentionally disrupt or waste District technology resources.
Academic use of District technology resources has priority over all other use. Do not hog computer time, disk space, Internet bandwidth, or other resources that are shared by all District users. Chain letters and junk email are expressly prohibited.
5. I will not use District equipment to create, access, or transmit inappropriate material.
Inappropriate materials include web pages or files about pornography, gambling, or illegal activities. It is also inappropriate to send messages or email which are slanderous or harassing in nature.
6. I will not use handheld electronic devices, including but not limited to cell phones, during instructional or supervisory time except for prearranged academic purposes or emergencies.
7. I understand that violation of this agreement may result in consequences not limited to a reprimand, demotion, reassignment and/or dismissal.

While the District has installed Internet content filtering software, it is acknowledged that there is not, nor never will be, any system in existence which can absolutely guarantee that access to all inappropriate content on the Internet is blocked.

Persons not associated with the District must have written approval of the Superintendent or other designated person in order to receive access to the District computer system.

Signature of User: _____ Date: _____

District Approval: _____ Date: _____

****AGSD treats behavioral infractions involving computers very seriously. In addition to losing computer privileges as the result of infractions, the most serious applicable consequence from the District and site discipline and behavior policies will be applied. In the event that site and District policies differ in any way, the harsher of the two will be applied.***



Appendix III

Budget/Inventory Analysis for E-Rate Components

The document was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

Block 1: Identification			
E-Rate Year:	July 1, 2010 – June 30, 2011		
District or School Name:	Alaska Gateway School District		
Prepared By:	Jason Fastenau	Date:	10/05/2009

Block 2: Analysis of E-Rate Services Requested	
E-Rate Service(s):	Telephone Services – Local and long distance included Internet and videoconferencing Cellular phone system Conference calling

Block 3: Educational Technology Plan Goals Addressed by E-Rate Services	
Goal(s) or Page Number(s):	Pages 2-7, 9-11, and 15 of the district technology plan

Block 4: Evaluation of Goals	
Evaluation Activities:	Page 16 Section "V.Accountability" of the district technology plan

Block 5: Budget Elements			
Current Level of Service:	Level After E-Rate Request has been Filled:	Budget for district's share:	Planned budget source:
1. Basic and long distance phone service at all sites 2. Internet Service at each site 3. Cellular Service 4. Conference call capability 5. Videoconferencing capability at each site.	1. Basic and long distance phone service at all sites 2. Internet Service at each site 3. Cellular Service 4. Conference call capability 5. Videoconferencing capability at each site.	1-5: \$45,000	General fund

Block 6: Analysis of Non E-Rate Eligible Requirements				
Block 6a: Hardware				
Hardware Required:	Current Level:	New Purchases:	Budgeted Amount:	Funding Source:
1. 37 Laptop Computers for teachers	1. 37 Laptop Computers for teachers	6 new laptop computers for 1:1	\$9,802.62	General and grant funds
2. 60 Laptop computers for 1:1 program	2. 60 Laptop computers	45 new desktop computers	\$44,769.60	General and grant funds
3. 22 Laser printers	3. 22 Laser printers	15 laser printer replacements	\$8,567.55	General and grant funds
4. 100 desktop computers.	4. 100 desktop computers.			
Block 6b: Software				
Software Required:	Current Level:	New Purchases:	Budgeted Amount:	Funding Source:
Office Software	Office 2004 for Mac	None Planned	\$8,272.00	General and grant funds
Online Learning Software	Moodle Server hosting	\$1,200 hosting fee	\$1,200.00	General and grant funds
Mac system software	Various platforms	150 OS10.6 licenses	\$3,607.50	General and grant funds

Block 6c: Professional Development (PD)				
PD Required:	Current Level:	New Purchases:	Budgeted Amount:	Funding Source:
20% Technology Coordinator's time	20% of time	None anticipated	\$18,000	General Funds
Apple and other contracted training	5 days training		\$3,000	General and grant funds
Block 6d: Retrofitting/Electrical Upgrades				
Retrofitting Required:	Electrical Upgrades Required:	Budgeted Amount:	Funding Source:	
None	None	\$0.00	NA	
Block 6e: Maintenance				
Maintenance Required:	Current Level:	New Purchases:	Budgeted Amount:	Funding Source:
Copier Maintenance; General computer and technology maintenance and upkeep.	Approximately 50% of Tech. Coordinator's time, plus travel	None anticipated	\$45,000	General Funds
	Service contract for copiers.		\$13,000	General Funds
Block 6f: Total Non-Eligible Requirements			Total Budgeted Amount:	
			\$155,219.27	

Complete this document before submitting your E-Rate Form 470. Please submit this completed document to:

E-mail: tech.plan@alaska.gov

FAX: 907-465-1686

Mail: Educational Technology Clerk

801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500