

District Information Technology Plan

Eugene School District 4J

Three Year Plan: 2005/2006 – 2007/2008



Updated Fall 2005

Compiled by the Computing and Information Services Department

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Superintendent's Message

In today's global world, technology is integral to our daily lives: at work, at home and everywhere in between. It is essential that all students leave school skilled in the use of computers, networks, and related technologies so that they can meet job requirements and access the information they need to manage their personal and professional lives.

This reality was emphasized in the district's Schools of the Future project in 2000, when the Educational Technology Task Group crafted a vision statement that "teachers and students will use information technology and network tools to change the teaching/learning dynamic."

For well over a decade, since voters in 1992 approved a bond for technology and other capital expenditures, the district has provided computer work stations for teachers, increased the number of computers accessible to students, and networked schools so that students and staff have access to shared resources, such as the world wide web.

We continue to work on integrating technology with teaching and learning. Limited funding has created a serious challenge to upgrading and updating our technology resources. More importantly, we've been unable to provide comprehensive staff development to assist teachers in utilizing technology as an integral teaching tool. And as we strive to address the achievement gaps between groups of students from different backgrounds, it becomes even more critical that we find ways to close the digital divide.

As a district we must continue to explore opportunities to use instructional technology to help all students achieve at higher levels. Our core mission, as well as the federal No Child Left Behind Act and the Oregon Educational Act for the 21st Century, demand it. At the same time, we also are responsible for teaching students the values that go with the appropriate use of these new skills.

This technology plan, when used in tandem with the Eugene School District 4J Consolidated Improvement Plan, will provide district staff and the community with a guide for achieving these goals. It is a plan that will guide us as we integrate our equipment, training, and curriculum needs. It is a plan that will enable our students to be at their best as they create the future for all of us.

George Russell
Superintendent

Executive Summary

This District Information Technology Plan (The Plan) is written to include both the administrative and educational plans for technology for the three-year period from 2005-06 to 2007-08. This plan is a continuation of the last three-year plan from 2002-2005 as many of the projects are ongoing.

Major achievements during the past three-year plan are:

- palm project,
- reading emphasis,
- central directory system,
- calendaring system,
- new email system,
- new student information system,
- selection of new financial/HR systems,
- fiber build-out to high and middle school,
- wireless deployment,
- security for wireless network,
- increased school-based technology support by classified staff.

Major efforts during the next three-year plan are:

- Implementation of additional student information modules,
- implementation of the new financial/HR systems,
- continued build-out of fiber to school sites,
- continued implementation of wireless deployment,
- implementation of a new library system,
- development and deployment of a new centralized backup system and business continuation plan.

Technology Funding Issues

The Eugene School District, often referred to as 4J in this document, is a site-based district with most school funding being distributed to the schools for spending decisions to be made by the site. The only time that school technology was purchased on a district-wide basis was with funds from the 1992 GO Bond. Since that time measures 47/50 have prevented school districts from purchasing desktop computer equipment with GO Bonds. With limited equipment funds remaining in the general fund and no GO Bond capability for equipment purchase, schools have had to find their own funding to purchase new equipment. Many schools have resorted to parent sponsored fundraisers to purchase new equipment leaving other schools with little fundraising capability to use very old equipment. Funding for the new student information system and the new administrative business systems comes from accumulated savings of unspent general funds by Education (Ed) Center departments, one-time funds approved by the School Board, and department professional services appropriations.

Current Technology Status

The district currently has separate data and voice networks. The wide-area portion of both networks (between school sites) includes large quantities of leased lines from Qwest connecting the schools to the Ed Center as well as leased dark fiber from EWEB. At the beginning of the 2004-05 school year, 4J opened two new elementary schools and will open a new middle school during 2005-06 and another new middle school during 2006-07. Wiring within the new schools is consolidated into one network with the phone system running over the IP network. Wiring within the remaining schools was completed with 1992 GO Bond funding with additional outlets being added each year. 4J contracts for Internet access through an Internet Service Provider (ISP) with an access point located in Portland, OR. 4J contracts with the Lane Council of Governments (LCOG) phone consortium for voice equipment maintenance and planning services. The educational uses of technology are quite extensive for some schools and staff with deployment of wireless laptops, digital cameras and presentation devices. The new schools have wireless capabilities throughout the building. District staff provides training opportunities, online resources and repair services to assist in the integration of technology into the curriculum. Beginning in 2002-03 with a new student information system, the district embarked on a plan to replace most of its legacy administrative systems. This plan is necessary with continued budgetary pressures resulting in staff reductions, obsolescence of legacy equipment and advancements in new software systems. To address the issues related to financial and human resources systems, staff developed a long-term plan for business systems and recommended replacement of systems running on the outdated hardware and software. In September 2004 the Board approved a proposal to enter into an intergovernmental agreement with Clackamas ESD to host the district's financial and human resources systems. (Appendix X)

Guiding Documents

The goals in this Plan tie directly to the Superintendent's Goals for 2004-06 (Appendix A), the Consolidated District Improvement Plan (Appendix B), and the Schools of the Future – Educational Technology Task Group recommendations (Appendix C).

Review of the last Tech Plan for 2002-03 – 2004-05

The goals for the previous plan were divided into three subcomponents: administrative, educational and infrastructure. In the administrative area all goals will be complete by the end of the plan except for one postponement. In the educational area the goals are ongoing and will remain so throughout the plan. In the infrastructure area most of the goals have been completed or will be completed during the last year of the plan.

Goals of the 2005-08 Tech Plan

The Plan of Action is the central portion of the document and is presented in tabular and narrative forms for ease of understanding. The goals are again divided into administrative, educational and infrastructure technology with priorities within each section.

Administrative goals call for continuing the replacement of outdated systems beginning which began with a new student information system and a new email

system. Major financial and human resources systems will be replaced during the three years of this plan.

Educational goals call for the establishment of a Technology Steering Committee; adoption of meaningful technology standards for students, teachers and administrators; access to current, innovative technology; collaboration with other school districts and noted individuals in the field; collaborative participants in grants; and technology integration into the curriculum.

Infrastructure goals are funded by a six-year bond beginning with the last plan and concluding with the end of this plan in year 2007-08. The primary infrastructure goal is to increase the speed and reliability of the wide area network between building sites and the local networks within buildings. This will be accomplished by replacement of leased T1 lines with fiber leased from Eugene Water and Electric Board (EWEB), and upgrading networking equipment within the schools. Some changes will also occur with the voice network where funding allows.

Monitoring and Evaluation of the 2005-08 Tech Plan

The monitoring and renewal process will be closely coordinated with the Instruction Department's parallel efforts with monitoring and evaluating the *Consolidated District Improvement Plan* and NCLB, and with school site councils via each school's technology representative.

The monitoring and evaluation topic will be included on the agendas of relevant district stakeholder groups; e.g. Instruction Department, Computing and Information Services, Instructional Policy Council, and the technology representative meetings.

Evaluation for Title IID projects, both formula and competitive (if funded), include measuring changes in student achievement through statewide testing, student work samples, and teacher observations; measuring changes in technology literacy through teacher surveys and student completion of Ed Tech lessons; measuring increased access to technology by logging student and teacher use of various hardware (pdas, laptops, graphing calculators, etc.) and peripherals (digital cameras, scanners, etc.) in the learning environment; and evaluating the effectiveness and alignment to the NETS and State academic standards of curriculum units that integrate technology into the curriculum.

Process for Reporting to Stakeholders

Over the next three years, CIS will provide an annual report to the School Board, Superintendent's staff, the Instructional Policy Council, the Technology Steering Committee and the school technology representatives.

Introduction

Future Vision

Purpose of this Technology Plan

This Technology Plan is intended to be a guiding document for the implementation and use of both administrative and educational technology by the Eugene School District. This plan, like its predecessor, is for a three year period. The choice of a three year planning period is predicated on the rapid change of technology and the uncertainty of funding in the future. Of course these actions will take place within budget constraints and annual modifications.

This Plan

During the 1999-2000 school year, the District undertook a community-wide initiative called "Schools of the Future." Several task groups were formed including one called the "Educational Technology Task Group." This current Technology Plan is based on the Superintendent's Goals, the Consolidated District Improvement Plan, and the recommendations of the Schools of the Future Educational Technology Task Group. The task group also created a vision that states:

Teachers and students will use information technology and network tools to change the teaching/learning dynamic.

This district technology plan attempts to strike a balance between network infrastructure, instructional technology and administrative needs. The wide area network, associated servers and connections to other networks comprise the primary communication infrastructure for the school district. The bandwidth (i.e. speed and capacity), reliability and accessibility of this infrastructure should be virtually invisible to the end users. Commercial software with custom programmed modifications and solutions must adequately address the district's administrative needs. A new paradigm of staff development using technology as a primary means of delivery, is being more fully developed, tested, implemented, and assessed. The integration of technology as an instructional tool needs to continue with greater access by all students and staff from home as well as at school.

Participants in creation of this plan

Paula Bassett, Financial Analyst
Marilyn Clotz, Asst. Superintendent fo HS Services and Ed Support Services
Kim Ketterer, Instructional Technology Specialist
Hillary Kittleson, Director of Financial Services
Les Moore, Director of Computing and Information Services
Mike Scolla, Network Services Manager
Larry Sullivan, Director of Ed Support Services

The plan will be reviewed by the Technology Steering Committee, Instructional Policy Council, Superintendent's Staff, and the Eugene School Board.

Primary responsibility for implementation

The Computing and Information Services (CIS) and Finance Departments will have primary responsibility for the Administrative portion of the plan. The Instruction Department, High School Services and Educational Support Services will have primary responsibility for the implementation of Educational portion of the plan. The CIS Department will have primary responsibility for the Infrastructure portion of the plan.

Plan Frequency of Revision

The Plan will be reviewed annually to be flexible enough to accommodate the most promising advances in technology and education.

Review of the last Tech Plan 2002-03 – 2004-05

Administrative Technology Goals

Goal A1: Replace outdated information systems.

Action Item	Status
1. Implement first phase of the new district student information system	In Process
2. Implement a new district library system	Postponed
3. Implement a new district e-mail system	Completed
4. Migrate intranet to a new platform	Postponed
5. Implement new financial and human resources systems	Beginning

Goal A2: Improve efficiency by implementing new software applications.

Action Item	Status
1. Implement a central directory structure	Completed
2. Implement a room scheduling system	Completed

Goal A3: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

Action Item	Status
1. Implement Teacher Assistant module of eSIS	Completed
2. Implement Parent Assistant module of eSIS	Planned for 2004-05

Educational Technology Goals

Goal E1: Establish technology leadership roles and resources.

Action Item	Status
1. Support Instructional Technology Specialist positions <ul style="list-style-type: none"> • Administer technology grants • Enhance TILT website and resources • Conduct workshops for teacher and other staff • Consult with schools • Provide Title IID staff development • Research and recommend technology tools for closing the achievement gap • Maintain software evaluation library • Plan and conduct annual Tech Summit 	Completed and ongoing
2. Create a Technology Steering committee to guide the implementation and use of technology and staff development in schools. Membership should represent all stakeholders: <ul style="list-style-type: none"> • Teachers • Administrators • Classified staff • Students • Parents • Private Sector 	Planned for 2004-05
3. Identify technology resources and publish on TILT website: <ul style="list-style-type: none"> • Software • Curriculum Guides • Websites for Classroom use 	Completed and ongoing
4. Identify and train a skilled technology person at each school to facilitate the integration of technology into the curriculum	70% completed 30% planned for 2004-05
5. Identify teacher role models and innovative projects to highlight for observation and mentoring	Completed and ongoing
6. Administrators will adopt a leadership role to support a new learning and teaching dynamic and promote innovation	In process

Goal E2: Adopt meaningful standards to measure the progress of teachers, administrators and students in obtaining the technology skills they need.

Action Item	Status
1. Adopt National Educational Technology Standards for students, teacher and administrators	Completed
2. Provide training for certified staff to meet the standards.	Ongoing
3. Refer to NETS for administrators and teachers when hiring new staff	Ongoing
4. Refer to the State Technology Common Curriculum Goals	Ongoing

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating and creating information to improve student academic achievement.

Action Item	Status
1. Focus on individualized instruction and project-based learning activities that are aligned with State academic standards	Ongoing
2. Continue training staff on basic and advanced uses of application software	Ongoing
3. Provide ongoing staff development workshops for technology curriculum integration that are aligned with State academic standards	Ongoing
4. Collaborative Learning: <ul style="list-style-type: none"> • E-mail • World Wide Web • Collaborative Online Projects 	Ongoing
5. Provide access to distance Learning: <ul style="list-style-type: none"> • Online courses • Videoconferencing 	Ongoing
6. Provide ongoing support for librarians as school information specialists	Ongoing

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency.

Action Item	Status
1. Provide each teacher with a networked access device in their classroom	Completed
2. Adopt recommended ratio of 1:4 computing device to students	Ongoing
3. Budget capital equipment replacement	Ongoing per each building site
4. Phased in deployment of OS X	80% completed 20% planned for 2004-05
5. Student access to technology during non-school hours	Ongoing
6. Provide access to innovative technology tools <ul style="list-style-type: none"> • Personal Digital Assistants (PDA) • Tablet PCs • Networked printers • Presentation devices • Digital Cameras/Camcorders • Scanners 	Ongoing
7. Thin-client solution	Discontinued
8. Wireless devices	Ongoing
9. Provide networked information resources: <ul style="list-style-type: none"> • EBSCOhost • World Book • Encyclopedia Britannica • AP Multimedia Archive 	Completed and ongoing except for discontinuing the AP Multimedia Archive

Infrastructure Technology Goals

Goal I1: Upgrade data network to increase capacity and reliability.

Action Item	Status
1. Expand equipment room	Completed
2. Replace portions of Wide Area Network (WAN) T1 lines with fiber	In Process
3. Install new router and switch technology	In Process
4. Implement voice services over data network	In new schools
5. Expand district voice mail system	Postponed

Goal I2: Collaborate with community on network projects.

Action Item	Status
1. Collaborate with EWEB, Lane ESD, and Bethel on shared fiber	Completed
2. Partner with other governmental agencies on PAN	Completed
3. Partner with OPEN, OUS and the State on planning and management of OPEN network	Unfunded
4. Work with OPEN and the state on video services	Unfunded

Goal I3: Investigate new technologies.

Action Item	Status
1. Implement wireless network devices	Completed in new schools and in process in others
2. Continue evaluation of thin-client implementation	Terminated
3. Expand video services	Postponed
4. Replace/upgrade central servers	In Process

Plan of Action – Tabular Form

Guiding Documents – This plan employs the Superintendent’s Goals, the Consolidated District Improvement Plan, the State Technology Common Curriculum Goals and the Schools of the Future – Educational Technology Task Group Recommendations as the basis for the plan of action. Each of these documents is included in the Appendices.

Goals and Action Items – This section is divided into three subcomponents (administrative, educational, and infrastructure). Each subcomponent has its own prioritization of goals. These goals and their action items are presented in tabular format to indicate implementation dates as well as related guiding documents. More detailed narrative follows the tabular presentation.

Administrative Technology Goals

Goal A1: Replace outdated information systems.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Continue with implementation of the new student information system (eSIS)	1,2,3	II	2	Project Budget
2. Implement, convert and train the eSIS Special Education Module	1, 2	II	2	Project Budget
3. Implement new Clackamas ESD/Lawson financial and human resources systems	1,2,3	II	6	Project Budget
4. Migrate intranet to a new platform	1	II	1	Gen Fund
5. Implement a district backup system	1	II	6	Gen Fund
6. Implement a disaster recovery strategy	1,2	II	6	Gen Fund
7. Implement a new district library system	1,2	II	2	Gen Fund

Goal A2: Improve efficiency by implementing new software applications.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Continue to interface additional systems to central directory system	1,2,3	II	2	Gen Fund
2. Train staff on new central calendaring system	1	II	2	Existing staff

Goal A3: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Implement Teacher Assistant gradebook in student system	1,2	V	2	Existing staff
2. Implement Parent Assistant module in student system	1	V	2	Existing staff & Project Budget
3. Implement a data warehouse system	1,2,3	I	2	Gen Fund

Educational Technology Goals

Goal E1: Establish technology leadership roles and resources.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Support Instructional Technology Specialist positions <ul style="list-style-type: none"> • Administer technology grants • Enhancement of TILT website and resources • Workshops for teacher and other staff • Consulting with schools • Title IID staff development • Technology tools for closing the achievement gap • Maintain software evaluation library • Plan and conduct annual Tech Summit 	1,2,3	I4,7	1d,e 2c,d,e,h,i	Gen Funds & Grants
2. Create a Technology Steering Committee to oversee the coordination of district technology policy and practices	1,2,3	I4,7 III1	4a,b,c	Existing staff
3. Identify technology resources and publish on TILT website: <ul style="list-style-type: none"> • Software • Curriculum Guides • Websites for Classroom use 	1,2,3	I4,7	2c,i	Existing staff
4. Identify and train a skilled technology person at each school to facilitate the integration of technology into the curriculum	1,2,3	I7	2c,i	Existing staff
5. Identify teacher role models and innovative projects to highlight for observation and mentoring	1,2,3	I4,7	2h	Existing staff
6. Administrators will adopt a leadership role to support a new learning and teaching dynamic and promote innovation	1,2,3	I4,7	2d,e	Existing staff

Goal E2: Adopt meaningful standards to measure the progress of teachers, administrators and students in obtaining the technology skills they need.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Adopt National Educational Technology Standards for students, teacher and administrators	1,2,3	I4,7	1d 2i	Existing staff
2. Provide training for certified staff to meet the standards.	1,2,3	I4,7	2i	Existing staff
3. Refer to NETS for administrators and teachers when hiring new staff	1,2,3	I4,7	1d 2e	Existing staff
4. Refer to the State Technology Common Curriculum Goals	1,2,3	I4,7		Existing staff

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating and creating information to improve student academic achievement.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Focus on individualized instruction and project-based learning activities that are aligned with State academic standards	1,2,3	I4,7	2c,i	Existing staff
2. Continue training staff on basic and advanced uses of application software	1,2,3	I4,7	2i	Existing staff
3. Provide ongoing staff development workshops for technology curriculum integration that are aligned with State academic standards	1,2,3	I4,7	2c	Existing staff
4. Collaborative Learning: <ul style="list-style-type: none"> • E-mail • World Wide Web • Collaborative Online Projects 	1	I4,7 III1	2c	Existing staff
5. Provide access to distance Learning: <ul style="list-style-type: none"> • Online courses • Videoconferencing 	1,2,3	III1	2c	Existing staff
6. Provide ongoing support for librarians as school information specialists	1,2,3	I4,7	2i	Existing staff

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Provide each teacher with a networked access device in their classroom	1,2	14,7	2c,d,i	Gen Fund
2. Adopt recommended ratio of 1:4 computing device to students	2,3	14,7	2c,d,i	
3. Budget capital equipment replacement	2,3	11	2c,d,i	Gen Fund
4. Phased in deployment of OS X	1,2	14	2c,d,i	Gen Fund
5. Student access to technology during non-school hours	1,2,3			Grants
6. Provide access to innovative technology tools <ul style="list-style-type: none"> • Personal Digital Assistants (PDA) • Tablet PCs • Networked printers • Presentation devices • Digital Cameras/Camcorders • Scanners 	1,2,3	14,7	2c,d,i	Gen Fund & Grants
7. Wireless devices	1,2	14,7	2c,d,i	Gen Fund & Bond
8. Provide networked information resources: <ul style="list-style-type: none"> • EBSCOhost • World Book • Encyclopedia Britannica • AP Multimedia Archive 	1,2,3	14,7	2c,d,i	Gen Fund

Infrastructure Technology Goals

Goal I1: Upgrade data network to increase capacity and reliability.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Continue to replace portions of Wide Area Network (WAN) T1 lines with fiber	1,2,3	III	6	Bond Funds
2. Install new router and switch technology	1,2,3	III	6	Bond Funds
3. Implement voice services over data network	1,2,3	III	6	Bond Funds
4. Expand district voice mail system	1,2,3	III	6	Bond Funds

Goal I2: Collaborate with community on network projects.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Collaborate with EWEB	1,2,3	V	6	Bond Funds
2. Partner with other governmental agencies on Public Agency Network (PAN)	1,2,3	V	6	Existing Staff & Gen Fund
3. Partner with other districts and ESDs on common network solutions	1,2,3	V	6	Existing Staff & Gen Fund

Goal I3: Investigate new technologies.

Action Item	Years	Supt Goals	CDIP	Funding Source
1. Continue to implement wireless network devices and security	1,2,3	III	6	Bond Funds
2. Expand video services	1,2,3	III	6	Gen Fund
3. Continue to replace/upgrade central servers	1,2,3	III	6	Gen Fund

Plan of Action – Narrative Form

Administrative Technology Goals

Goal A1: Replace outdated information system. – The last technology plan began the process of moving from legacy hardware and applications to current technology and modern applications. The following actions are being planned:

1. Continue implementation of new district student information system (eSIS) – During the term of this plan the district will continue to implement and integrate additional modules of the eSIS student system. Anticipated modules are the Parent Assistant, Mobile Assistant and Executive Assistant.
Monitoring and Evaluation: The eSIS implementation team meets weekly to set goals and assess success. The Mobile Assistant has been replaced by a product called Principalm and the Executive Assistant modules is being replaced by a new data warehouse system.
2. Implement Special Education Module in eSIS – Beginning in 2003-04 and continuing in 2004-05, a new special education system called WebIEP was developed and implemented. This system was necessitated by several failures in a prior Filemaker system. The WebIEP system is intended as a transitional system before implementing the eSIS special education module. District staff are participating in an Oregon eSIS consortium special education working group with other Oregon entities to refine this module prior to implementation in 2006.
Monitoring and Evaluation: The 4J ESS Department planning team meets monthly to set goals and evaluate success. The ESS Department is still planning on using a temporary system at least through 2006-07 before implementing the Special Ed system in eSIS.
3. Implement new financial and human resources systems – Clackamas ESD will host 4J financial and human resources systems on Lawson Software with conversion of the HR/Payroll system beginning in 2004-05, continuing and followed by other financial systems in 2005-06 and 2006-07. Systems will be released to schools and departments beginning in 2006-07 and carry into 2007-08.
Monitoring and Evaluation: The business systems conversion project team meets weekly to address conversion issues and revise the project work plan as needed. The new human resources/payroll system will become operational as scheduled, that is, for the July 2006 payroll. Work has begun on the conversion of the district's financial systems, including the general ledger and procurement systems, with completion scheduled for January 2008.
4. Migrate intranet to a new platform – This project was postponed from the last plan. Identification and implementation of a new intranet system will occur during the 2005-06 or 2006-07 school year.

Monitoring and Evaluation: The CIS Department is currently evaluating exactly when this project will take place.

5. Implement a district backup system – The district currently has several backup systems. During the 2005-06 year a new backup system will be selected and implemented.

Monitoring and Evaluation: A new system (NetApp) was selected during the 2005-06 year and initial implementation has taken place. The CIS management team meets monthly and will move this project forward during 2006-07.

6. Implement a disaster recovery strategy – The district has been working in consortium with other districts for the past several years. During this plan term the district will plan and test a disaster recovery strategy.

Monitoring and Evaluation: This project is dependent on the new district backup system. Plans are being made to partially implement this project during 2006-07.

7. Implement a new district library system – This item was postponed in the previous plan due to the simultaneous schedule for the new student system. The existing library system is a school designed system that has very little vendor support and no true district functions like a central catalog. Several possible vendors have been identified and funding has been budgeted. Plans are to select and implement a new system beginning with either the 2005-06 or the 2006-07 school year.

Monitoring and Evaluation: A new library system has been selected, installed and training during 2005-06. Full implementation will occur during 2006-07. An implementation team meets every other week to guide this project.

Goal A2: Improve efficiency by implementing new software applications.

1. Continue to interface additional systems to central directory structure – The district implemented a central directory server during 2004-05. Currently e-mail, calendaring, web services and wireless security interface to the directory.

Monitoring and Evaluation: This is an ongoing effort whenever a new application is implemented in 4J. The CIS management team meets monthly to determine new efforts in this area.

2. Train staff on new central calendaring system – A new calendaring system has been implemented and piloted during 2003-04. Training will now occur so all central office staff can begin to use it.

Monitoring and Evaluation: This project was completed during the 2005-06 school year.

Goal A3: Provide appropriate electronic access for teachers, parents, and youth-serving agencies to student information as permitted by public information laws and school board policies.

1. Implement Teacher Assistant gradebook in student system – Some teachers are currently piloting the gradebook system during the 2004-05 school year. The gradebook will become available to all secondary teachers during the 2005-06 school year. EasyGrade Pro software application is being implemented in some schools for easy web posting of grades.
Monitoring and Evaluation: The gradebook module is available to all secondary teachers however many schools have decided to use other third-party gradebook systems so little effort is being expended on this project at this time.
2. Implement Parent Assistant module of eSIS – This module will permit parents to access information about their student(s) such as attendance, grades, demographic information, incidents and course requests. Implementation will occur in 2004-05 and continue into 2005-06.
Monitoring and Evaluation: This project is somewhat dependent on the eSIS gradebook and, since few teachers are using the eSIS gradebook, the implementation of this module is being delayed.
3. Implement a data warehouse system – As the state and federal governments continue to increase reporting requirements and as more and more teachers and administrators are demanding and using data for educational decisions, it is becoming imperative that a data warehouse be implemented. The district will work in consortium with several other entities to implement this system over the term of this plan.
Monitoring and Evaluation: A data warehouse steering committee has been established to guide this project. A data analyst has been hired, a vendor selected, hardware and software purchased, and implementation begun. The steering committee monitors and evaluates the progress.

Educational Technology Goals

Goal E1: Establish technology leadership roles and resources.

1. Support Instructional Technology Specialist positions – The district currently funds two instructional technology specialists (1.5 FTE total) from Title IID formula and competitive (1.0 FTE) and the District general funds (.5 FTE). In 2006-2007 there will be one instructional technology specialist (1.0 FTE) from the District General funds. The instructional technology specialist works closely with administrators, Instruction Department staffs, and school staffs to provide professional development workshops for teachers that will help them improve academic achievement by integrating technology into the teaching and learning environment. These positions exist specifically to assist schools with the integration of technology into the curriculum. They assist with technology grants, plan and deliver workshops on technology integration into all areas of the curriculum for staff, maintain a website for Technology Integration into Learning and Teaching (TILT), maintain a software preview library, consult with schools, administer Title IID funds, and work with targeted schools on technology tools for curriculum integration to help close the achievement gap.

Monitoring and Evaluation: Year end review and assessment takes place each year through the Title IID final report to ODE.

2. Create a Technology Steering committee to study the technology needs and implementation of the district. The membership on the committee should include teachers, administrators, students, parents, business and central staff.

Monitoring and Evaluation: A committee will meet each month during the school year to review, discuss, and evaluate district issues around instructional technology.

3. Identify technology resources and publish on TILT (Technology Integrated into Learning and Teaching) website. The TILT website provides curriculum resources and information for teachers. The primary goal is to keep the site updated with current information and hardware recommendations.

Monitoring and Evaluation: The TILT site is regularly updated and maintained at the following URL <http://www.4j.lane.edu/tilt>.

4. Build technology leadership by working with the technology representative at each school to facilitate the integration of technology into the curriculum. Communicate with a representative in each 4J K-12 building to function as the liaison between the Ed Center and the school staff for technology and software updates (including operating system upgrades), trends, and strategies for integrating technology into the curriculum. This communication will take place through three yearly meetings, the TILT web site, videoconferencing, instant messaging and email.

Monitoring and Evaluation: An email distribution list was created to disseminate current information to tech reps. Three meetings are held per school year to disburse information from the CIS and Instruction

department , demo new products, and share experiences . If building tech rep is unable to attend a meeting, a designated person from the school can attend.

5. Identify teacher role models and innovative projects to highlight for observation and mentoring. Continue to post on the TILT web site descriptions and photos of projects and teachers from 4J K-12 classrooms that integrate technology into the core curriculum. http://www.4j.lane.edu/tilt/tools_inuse/
Monitoring and Evaluation: A rolling submission date for schools to send photos, activities, lessons, etc. for posting on the TILT website for dissemination throughout the district.

6. Administrators provide a leadership role to support a new learning and teaching dynamic and promote innovation of technology integration. – Project LEAD, funded by Wallace Readers’ Digest grant, targets the building of new leadership capacity in the district to ensure that students receive a comprehensive educational program and continue to improve academically.
Monitoring and Evaluation: Regularly scheduled workshops for administrators are available throughout the school year (e.g. excel, data warehouse analysis and interpretation). Administrators are also encouraged to attend building based instructional technology workshops.

Goal E2: Adopt meaningful standards to measure the progress of teachers and students in obtaining the technology skills they need.

1. Adapt and implement National Educational Technology Standards (NETS) for students, teachers and administrators – The NETS have been developed over a period of years by a wide variety of participants including K-12 and higher education professionals. According to recent information on the NETS website (<http://cnets.iste.org>), the Oregon Department of Education has “...adopted, adapted or aligned...” with the NETS for students and administrators.
Monitoring and Evaluation: Each school has a copy of the NETS in their building. The tech reps are responsible for making it available to all staff members and facilitating the development of a scope and sequence for each building. A K-12 specific skill scope and sequence is being developed regionally.
2. Provide training for certified staff to meet the standards – This is an ongoing effort that will continue to be pursued over the course of this technology plan.
Monitoring and Evaluation: Regular district sponsored workshops are scheduled throughout the year and opened to all teachers. Building based workshops are also scheduled upon school requests.
3. In keeping with NCLB guidelines, provide training for para-professional staff use of technology as a tool for helping students – This is an ongoing effort that will continue to be pursued over the course of this technology plan.

Monitoring and Evaluation: Instructional technology training is integrated into the regularly scheduled para-professional training sessions.

4. Refer to NET standards when hiring new staff – During the process of hiring new teachers and administrators, the District will include questions that provide insight to their understanding of technology standards as defined by the National Education Technology Standards for Teachers and Administrators.

Monitoring and Evaluation: Building administrators are encouraged to ask potential candidates to show evidence of their ability to integrate technology into the curriculum during initial interviews.

5. Refer to the State Technology Common Curriculum Goals – These goals will be referenced when discussing, planning, developing and sharing new curriculum that integrates technology.

Monitoring and Evaluation: The state Technology CCGs are posted on the TILT site with a link to ODE for further information.

Goal E3: Integrate technology into the K-12 curriculum including accessing, evaluating and creating information to improve student academic achievement.

1. Focus on individualized instruction and project based learning activities that are aligned with State academic standards – One of the great advantages of technology is the capability for students to progress at different achievement levels and rates. Superintendent goals point directly to the use of technology in this way to assist all students to reach their individual potential.

Monitoring and Evaluation: Teachers are using a variety of assessment tools to monitor student progress including DIBLES and 4J Reading Assessment. Schools also have access to online subscriptions such as NetTrekker and Achieve3000 where reading levels are lexiled to provide for individualized learning.

2. Continue professional development for staff on basic and advanced uses of application software – As staff become increasingly comfortable with using applications such as word processors, digital media and presentation software, they are more willing to take risks with the implementation of technology into their curriculum.

Monitoring and Evaluation: Using PETI for online assessment of teachers skills will help determine the scope and kind of professional development needed for 4J staff.

3. Provide ongoing staff development workshops for technology curriculum integration that are aligned with State academic standards, NETS, and state technology Curriculum goals.

Monitoring and Evaluation: Continuation of workshops already offered and funded by the district and Ed Tech funds.

4. Collaborative Learning - Provide workshops for teachers that focus on collaborative projects and strategies to integrate email, blogs, wikis, the

World Wide Web, collaborative online writing, and online projects into the daily learning and teaching environment.

Monitoring and Evaluation: District upgrade to iLife '06 provides controlled access to creating classroom blogs, podcasting, and webpages giving students a closed environment to publish their work.

5. Provide ongoing support for media specialists as school information specialists – Support for media specialists and aides to be school and district leaders in information literacy which is the ability to access, evaluate, manipulate and use information. Because today's student lives and learns in a world of readily available information, a major challenge for media specialists and teachers is to guide students in accessing, evaluating, manipulating, presenting, and using this information appropriately.

Monitoring and Evaluation: FTE provided to all schools for library media specialists and/or library adds. District subscriptions to WorldBook Online, Britannica Online, and NetTrekker are provided for student research. Usage reports can be monitored.

Goal E4: Provide teachers and students with access to sufficient, operational, and innovative technological tools that will be replaced and/or updated as needed to maintain functionality and currency.

1. Provide each teacher with a networked computer in his or her classroom – All elementary and middle school teachers have a computer in their classroom. At the high school level, many teachers only have access to a computer in a department office setting. As 4J moves to the new student information system (eSIS), we will have the ability for teachers to take attendance online therefore requiring a networked access device (computer or PDA) in each classroom.

Monitoring and Evaluation: 4J schools are moving towards a laptop computer assigned to every teacher. Currently one-third of our K-8 schools have achieved this goal. In 2006-2007 more schools will be providing laptops to teachers.

2. Adopt recommended ratio of 4:1 students to computer – The Oregon Quality Education Model recommends a student to computer ratio of 6:1 with a replacement cycle of five years. The 4J Schools of the Future – Educational Technology Task Group recommended a student to computer ratio of 4:1 with a replacement cycle of three years. Although 4J has achieved a ratio of 5:1, the replacement cycle is about seven years resulting in students learning and using old technology and applications. To achieve the goal of individualized instruction and project-based learning, 4J will need to invest in improving the replacement cycle and lowering the ratio. This is a difficult task in a site-based district.

Monitoring and Evaluation: District purchased mobile wireless laptop labs for every school in the 2005-2006 school year with a refresh cycle of three years to address the needs for online testing (TESA). Ed Tech Grant money continues to provide funds for infusing technology into the schools for students.

3. Budget capital equipment replacement – Appendix L details budget amounts for equipment, software and textbooks totaling over \$1.3 million. Schools make the decisions on how this funding is allocated with past experience showing around 50% being spent on technology hardware and software.
Monitoring and Evaluation: Site-based technology budget decisions in 4J schools are being done by newly forming school Technology Leadership Teams (TLT). These Teams are creating 3-year plans for technology purchases and replacements based on instructional needs. In 2006-2007 half of the schools will have established teams with more to following in subsequent years.
4. Phased in deployment of OS X – This operating system from Apple Computers has been deployed in 90% of our elementary and middle schools. The remaining 10% are planned for the 2004-05 school year. OS X provides a much greater capability for the Apple platform as it is based on a Unix environment.
Monitoring and Evaluation: District purchase of OSX license for all capable computers in the schools. By the Fall of 2006 all computers will be updated.
5. Student access to technology during non-school hours –. Currently, the BEST grant provides free/low-cost after school and evening programs for K-8 students and families. Over 30 community organizations have partnered with BEST to provide these programs, which offer students a safe haven at school sites. Students receive academic assistance and participate in a variety of activities, including open computer labs. In addition to BEST, River Road Family Center and Howard Community Center provide drop-in computer labs for use by 4J families that are equipped with Mac and PC technology.
Monitoring and Evaluation: The District continues to write grants that support technology use in non-school hour programs for 4J families.
6. Provide access to innovative technology tools – As funding opportunities become available, 4J will continue to invest in innovative technology tools to determine their effectiveness in the teaching and learning environment. Devices currently receiving attention are digital cameras/camcorder, wireless laptops, projectors, interactive whiteboards, handheld computers, and tablet PCs.
Monitoring and Evaluation: In addition to other private grant funding, Title IID (Ed Tech) formula funds and, Title IID competitive grant funds help to provide the acquisition of emerging technologies. A full description of the plans for these funds is covered in the Current Technology Status (page 36).
7. Wireless devices – 4J has an increasing number of “Computers on Wheels” (COWS) in the elementary and middle schools. The four new schools (two elementary and two middle schools) will have wireless capabilities. This wireless deployment has caused the District to advance

the timeline into finding a security package for the wireless infrastructure. Roving Planet software is now in place and being assessed on a daily basis. CIS will continue to track the standards around wireless device deployment to accommodate their usage in the classroom. The importance of this type of deployment is to bring technology to the students rather than students to the technology.

Monitoring and Evaluation: The deployment of district purchased TESA COWS has increased student use in Elementary, Middle, AND high schools. Plans are in progress for moving toward a 1:1 laptop deployment in one of our high school “small schools” as well as three of their “feeder” middle and elementary schools.

8. Provide online information resources –With District, ESD and state-wide funding teachers and students have access to several networked information resources: EBSCOhost, World Book, Encyclopedia Britannica, Blackboard and United Streaming.

Monitoring and Evaluation: The majority of the online subscriptions provide usage statistics. These stats will provide metrics for further subscription renewal and purchases.

Infrastructure Technology Goals

Goal I1: Upgrade data network to increase capacity and reliability.

1. Continue to replace portions of Wide Area Network – The current wide area network is a combination of fiber segments and rented T1 lines from Qwest Communications. Funds from the May 2002 GO bond will be used to upgrade the fiber ring to the high schools and replace the T1 links to the eight middle schools and some of the elementary schools.
Monitoring and Evaluation: All high and middle schools now have fiber connections to the wide area network. Seven elementary sites have also received fiber connections. During 2006-07 the remaining sites will be connected via a wireless network or additional T1 links to provide increased connectivity.
2. Install new router and switch technology – Network equipment within buildings is now ten years old. These routers and hubs will be replaced using funds from the May 2002 GO bond. The replacement equipment will allow for greater bandwidth in conjunction with the Wide Area Network.
Monitoring and Evaluation: This equipment has been installed in all sites having fiber connections. The remaining sites will receive new equipment during the 2006-07 year.
3. Implement voice services over the data network – Technology advances make it possible to deliver voice services over the data network thus consolidating into a single network. We are using this implementation in the two new elementary schools and two new middle schools as they come online.
Monitoring and Evaluation: This project is complete in the new schools mentioned above. Additional implementations will occur when bond funding is available.
4. Expand district voice mail system – The current district system presently serves the Ed Center, Facilities and North Eugene High School. The remainder of the district is served by the Lane Council of Governments (LCOG) voice mail system. For several years LCOG has asked 4J to plan on moving to our own voice mail system. This move will require equipment upgrades at the Ed Center and each of the high schools.
Monitoring and Evaluation: Funding for this project has been approved, equipment orders and implementation will be completed during the 2006-07 year.

Goal I2: Collaborate with community on network projects.

1. Collaborate with EWEB – 4J currently leases a fiber ring from EWEB that connects our four high schools and the Ed Center. We are also working with EWEB on fiber laterals between the high schools and our middle schools. We will continue this fiber roll out to elementary schools as funds allow.
Monitoring and Evaluation: Remaining bond funds for expansion of the WAN are now being targeted for a wireless implementation to increase bandwidth to the remaining schools. However we will continue to talk with

other public agencies about working in collaboration with them if the opportunity arises.

2. Partner with other governmental agencies on the PAN – The Public Agency Network is a consortium of public agencies including EWEB, LCOG, City of Eugene, City of Springfield, Lane ESD, Eugene SD, and LTD. This consortium is sharing fiber where possible to reduce costs and increase connectivity.

Monitoring and Evaluation: Remaining bond funds for expansion of the WAN are now targeted for a wireless implementation to increase bandwidth to the remaining schools. However we will continue to talk with other public agencies about working in collaboration with them if the opportunity arises.

3. Partner with other districts and ESDs on common network solutions – We will continue to work with other districts and ESDs where 4J has consortium interests that will benefit both parties.

Monitoring and Evaluation: There are no current initiatives associated with this goal.

Goal I3: Investigate and Implement new technologies.

1. Continue to implement wireless network devices and security – The district has implemented wireless solutions in several school buildings. Some implementations have been school wide in the case of new school buildings while others have been in limited portions of buildings. We have also implemented a wireless security solution that can be expanded to new sites as required.

Monitoring and Evaluation: The Network Services Group with the Computing and Information Services Department monitors and evaluates the use of the wireless network devices. Software upgrades to the security solution are applied as they become available. The network will be expanded during the 2006-07 year with the addition of wireless in one new school and two older schools.

2. Expand video services – Each high school and the Ed Center has video conferencing equipment that can be used within or outside the district. Video services will be provided as requested by departments or schools.

Monitoring and Evaluation: Currently there is very little video conferencing occurring in school however central staff use videoconferencing for administrative purposes.

3. Continue to replace/upgrade central servers – Demand for storage and speed on servers located in the equipment room has increased drastically. Several of these servers are very old and will be replaced or upgraded as funding allows.

Monitoring and Evaluation: Staff members in Computing and Information Services monitor and maintain these central servers. A plan is in place to replace servers on a periodic basis and many have been replaced in the 2005-06 year with other planned replacement during 2006-07.

Funding for Plan

District Funding Decisions

The Eugene School District is a very site-based decision making district. This means that most of the general fund is distributed to sites and the sites make the decisions around the use of this funding.

Historical Technology Plan Funding

During the past three years, the district's ongoing budget for technology was enhanced by the passage of a general obligation bond in May 2002 and by board authorization of the purchase of a new student information system.

The bond included \$4.4 million for technology to enhance communications capabilities and increase access to information resources at the secondary schools. Technology bond projects began in the 2003-04 fiscal year and are scheduled through 2005-06, 2006-07 and 2007-08.

In addition to bond projects, other expenditures for technology over the past three years are summarized on the chart below:

	2002-03	2003-04	2004-05	Total
Software & Hardware ¹	\$1,513,438	\$2,248,213	\$4,071,930 ²	\$7,833,581
Other Expenses ³	<u>\$2,109,770</u>	<u>\$2,202,321</u>	<u>\$2,345,177</u>	<u>\$6,657,268</u>
Total	\$3,623,208	\$4,450,534	\$6,417,107	\$14,490,849

Expected Budget for this Plan

As noted above, technology infrastructure projects funded from the 2002 bond measure are scheduled for completion by the end of 2006-07. The district's long-range facilities plan calls for a bond measure election in 2008 that will include a technology component. Appendix J shows additional funding information.

The budget for 2005-06 for hardware, software, ongoing central computing and information services and other technology services is \$2.98 million⁴. This level is expected to continue for the subsequent biennium, unless State School Fund and local revenues are not sufficient to provide services at the current level. In addition, the budget for the next three years is scheduled to include the following:

- \$1.7 million for conversion of district business systems;
- \$145,000 for a new library system.
- \$175,000 for additional annual ongoing costs for a new business system hosted by Clackamas ESD.
- \$1 million annual transfer for hardware, software and textbooks, about half of which is likely to be spent on textbooks or their software equivalent.
- 4.2 FTE user services support in the schools
- 11 FTE certified technical support in the schools

¹ Objects 470, 480, 550—all funds.

² \$2.2 million bond funds are included in this figure

³ Functions 2660 and 2669, less objects 470, 480 and 550.

⁴ Functions 2660 and 2669.

Monitoring and Evaluation

Monitoring and Evaluation Process

The planning and renewal process will be closely coordinated with the Instruction Department's parallel efforts with monitoring and evaluating the *Consolidated District Improvement Plan*, and with school site councils via each school's technology representative. How individual goals are monitored and evaluated is described in the Plan of Action – Narrative Form for each goal.

We will include this monitoring and evaluation topic on the agendas of relevant district stakeholder groups; e.g. Instruction Department, Computing and Information Services, Instructional Policy Council, and the technology representative meetings.

At the school level input is acquired on an ongoing basis as CIS and Instruction technology support staff work with building staffs to increase their technology skills proficiencies. Each school reviews and updates their school improvement plans on an annual basis. The central office staff work with school administrators to determine where support is required. These plans help determine staff development priorities for each year.

Evaluation for Title IID projects, both formula and competitive (if funded), include measuring changes in student achievement through statewide testing, student work samples, and teacher observations; measuring changes in technology literacy through teacher surveys and student completion of Ed Tech lessons; measuring increased access to technology by logging student and teacher use of various hardware (pdas, laptops, graphing calculators, etc.) and peripherals (digital cameras, scanners, etc.) in the learning environment; and evaluating the effectiveness and alignment to the NETS and State academic standards of curriculum units that integrate technology into the curriculum. Software programs such as Read 180 and Read Naturally will also be used to monitor student achievement.

The Finance and Human Resources business systems project team will monitor the schedule for the conversion to Clackamas ESD systems on a regular basis. Team administrative staff along with others from Finance, Human Resources, and CIS will convene as necessary to address policy issues, and communicate with the Superintendent periodically.

Process for Reporting to Stakeholders

Over the next three years, CIS will provide an annual report to the School Board, the Instructional Policy Council, the Technology Steering Committee and the school technology representatives. Beginning with the HR/Payroll system implementation, Financial Services and Human Resources staff will report to the Board annually the status of the conversion and implementation of new business systems.

Process for Ongoing, Long-Term Planning

Because of the rapid changes occurring in technology, it is not wise to stipulate precisely where we will be three years into the future. In addition to limitations on GO Bond funds, uncertainty around local options and unpredictable state financial support make it very difficult to forecast with specificity more than a year in advance. Individual projects will be reviewed on a regular basis while the entire plan will be reviewed and updated annually.

Current Technology Status

Funding

Funding for the acquisition and maintenance of technology, and technology training of technology comes from a variety of sources including:

- General funds – Funds budgeted on an annual basis in various departments and allocations to schools based on student enrollment (per pupil funding). Departmental funds pay for staffing, services, and supplies.
- School raised funds – Funds raised primarily by parent groups to purchase specific technology or software. Individual schools have differing abilities to raise funds in this manner and can decide on a site-by-site basis how these funds will be spent.
- EEF grants – The Eugene Education Foundation provides grants to schools that can be used to purchase hardware, software or staff development.
- SB 622 funding – Funds received from the Oregon Department of Education for the purpose of providing technology infrastructure.
- General Obligation bonding – Funds from this source can only be used for capital projects with defined characteristics. Bond funds cannot be used for classroom equipment purchases such as computers or telephones.
- Fleet Fund – These funds are accumulated from year to year from unspent general funds and are a method of saving for a large project that cannot be funded otherwise.
- Income from contracted network services – Currently Oregon Public Education Network has contracted with 4J to provide network management services for the OPEN South network service in the southern part of the state.
- Income from contract services for student information systems – The state juvenile corrections institutions and Springfield Public Schools currently contract for services.
- Grants in progress.
- Funds to replace administrative business systems are from a combination of savings of unspent general funds by Finance and Human Resources departments over several years accumulated in the Fleet and Equipment Fund, additional one-time funds allocated over a 3-year conversion period, and general fund professional services appropriation within the Finance budget.

Infrastructure/Hardware Deployment – Data Network

The Eugene School District has 36 school buildings including the Ed Center for central administration, a Facilities location, and a Transportation location. All locations have been completely rewired with fiber optic cable and Cat 5 (and now Cat 6) copper cabling. Every classroom has a telecommunication outlet with two data outlets and one phone outlet. Most offices have a telecommunication outlet with 1 data and 1 phone outlet. The data network consists of high-speed routers that connect the Ed Center and the 4 high schools and smaller routers at the

middle and elementary schools. Within each building is a combination of switches and hubs used to interconnect each classroom and office.

Cisco 7500 series routers connecting the high schools were installed in 1997 as a result of the GO Bond. They are connected by a fiber ring leased from Eugene Water and Electric Board (EWEB), and the current bandwidth configured on this equipment is 622 Mb/s (OC-12). At each of the high schools the most heavily used network segments are currently connected to the routers with high-speed switches. The interconnection between router and switch is 1 Gb/s, and the switches provide 10/100 Mb/s connections to the desktop. Less heavily used network segments in the high schools are currently connected to the network at either 10 Mb/s or 100 Mb/s using either hubs or switches.

Middle and elementary schools are connected to the District's network (4JNet) by T1 leased lines. These schools are connected internally to the router at their location with 10 Mb/s shared network segments.

The Facilities location is connected to 4JNet with District owned fiber that runs from the Ed Center to their location. We are also currently running a pilot project which is connecting Kennedy Middle School to Churchill High School and into 4JNet using a wireless network connection running at 11 Mb/s.

Infrastructure/Hardware Deployment – Voice Network

The 4J voice network consists of PBX systems at the Ed Center and the four high schools. The Ed Center's NEC 2400 was installed in 1999, and the NEC 2000 systems at the high schools were installed in 1995. All middle and elementary schools and the Transportation Department have Northern Telecom key system units (KSUs). The Facilities Building is connected via fiber to the Ed Center PBX.

The number of phone lines and handsets is determined by the school size and specific needs. All District classrooms have telephones with wiring that was installed along with the data wiring in 1995.

The PBX systems operate over T1 lines that are currently dedicated to the voice system. Each KSU system operates over Centrex lines from the QWest central office. Voice mail services are provided to schools and the Transportation Department via a local government telephone consortium. Ed Center and Facilities voice mail services are provided via a voice mail system installed at the Ed Center in 2001. This voice mail system also provides auto attendant features used at the Ed Center.

Infrastructure/Hardware Deployment – Desktop equipment

The District has a mixture of Apple and PC compatible computers. Apple accounts for approximately 80 percent of all computers in the district including laptops and desktops. All elementary schools and most middle schools have primarily Apple computers. Two high schools have primarily PC computers and the other two high schools have a combination of Apple and PC computers. Overall the District has approximately 1000 PC compatible systems and 4500 Apples connected to the District's Wide Area Network. There is another 500-

1000 old Apple computers and PCs that are not networked but still being used in classrooms.

Infrastructure/Hardware Deployment – Operations Center

The Operations Center is housed at the Ed Center consisting of a machine room and supporting offices. The machine room was built around 1984 and contains phone equipment, network equipment, servers, and paper handling equipment. The room is air conditioned, power protected with a battery uninterruptible power supply and a natural gas generator, fire protected, and has a monitoring system for rapid notification of abnormal environmental conditions. The room has a raised floor and combination locked doors for limited access.

Infrastructure/Hardware Deployment – Servers

Our enterprise computer, a DEC Alpha 8200 purchased in 1995, is located in the Operations Center along with several web, file, print, and network management servers. Schools share file servers located in the Operations Center for library databases, print services, file, and program storage. A few schools have Novell, Windows, Mac, or Unix servers for a variety of purposes. School personnel maintain these school-based servers.

Application Deployment – Web applications

The district maintains a central web server for use by all departments and staff. This web server contains the district public Internet website maintained by personnel in several departments. The server also contains individual school, library and teacher websites maintained by school personnel. Access to this web server is controlled through an LDAP (Lightweight Directory Access Protocol) database. A separate web server is deployed for intranet purposes and contains documents and forms for internal district use.

Application Deployment – E-mail

All district staff members are provided with e-mail accounts. Some secondary schools have chosen to have all students in that school provided with e-mail accounts while other schools allow student e-mail accounts on an individual request basis.

Application Deployment – Student Information Systems

The current student information system was purchased in 1987. This system was known as the Sierra System and was used by several large districts including Seattle, Vancouver, and Beaverton. Around 1993 the software was sold by Sierra to Campus America. In 1996, Campus America dropped support for the product so the District has been self-supported for the last several years. The system runs on the Alpha 8200 server and is a character-based, flat-file system that is only accessible through terminal emulators. Several external student subsystems have subsequently been independently developed to track information not available in the Sierra System. These external applications run on a variety of servers within and outside the district. Some are browser based and others require special software on each computer to access the system. Often redundant information is required to be entered.

In January 2002, the School Board approved the purchase of a new student information system. The product purchased is called eSIS from Administrative Assistants Ltd. It is browser-based and uses an Oracle database that will reside on a Sun Solaris server. Bend/LaPine, Beaverton and Portland School Districts as well as Multnomah ESD, which provides service to seven smaller districts in Multnomah County, also purchased this software. The Oregon districts have formed a consortium to share support and costs wherever possible. Eugene school district will bring all schools up on the system beginning with school year 2003-04. Implementation and training will occur during the 2002-03 school year.

The Eugene school district has also signed intergovernmental agreements with Coos Bay and Springfield to host their student information on the new eSIS system.

Application Deployment – Financial Services

Business applications include human resources/payroll, budget, general ledger, warehouse and purchasing, accounts payable, work orders, fixed assets and student body accounting. Faced with outdated hardware and software, Finance and Human Resources staff engaged in a long-term planning process and recommended replacement of business systems within five years. After conclusion of the process, a long-term solution for the replacement of major business systems was identified. The School Board approved a proposal in September 2004 to enter into an intergovernmental agreement with Clackamas ESD to host 4J business systems via the Internet using web-based Lawson Software. The first module implemented will be HR/Payroll, followed by financial and procurement applications. Staff will continue to support current business systems on the Alpha until all systems have been replaced with newer technology.

Application Deployment – HR

The current Human Resource Information System (HRIS) will be the first system replaced with Lawson Software mentioned above. The district's substitute dispatching system, SubFinder, interfaces with HRIS for access to employee information and Lawson provides an interface with SubFinder as well.

Application Deployment – Facilities

The Facilities Department currently relies on the Work Order system for requests and prioritization of work assignments. The network is utilized for monitoring energy usage at building sites. Plans are presently being developed to utilize the network for security monitoring.

Application Deployment - Transportation

The Transportation Department uses the Edulog system to assist in the design and scheduling of bus routes, and tracking of student bus stops.

Application Deployment – Library systems

The Eugene 4J School District began automating school libraries in 1990 in six pilot school libraries. The library automation software selected by a team of librarians and CIS staff was the Macintosh Library System from Caspr. All school

libraries were automated by the end of the 1994-95 school year. The Caspr system provides integrated automation that includes cataloging, circulation, and online access. The Caspr system as originally implemented had a file server in every library. CIS has consolidated file-serving services onto 2 servers, which are located in the machine room of CIS at the Education Center. The current Caspr product is Library World, which operates in both the Macintosh and Windows environments, but is limited in its scalability. Web access by patrons is limited to one school. Technical support from Caspr is minimal. Plans are now underway to select, purchase, and implement a new web-based library automation system.

Online research resources are provided via the Web to the staff and students of the Eugene School District. The services that 4J subscribes to include EBSCOhost and the Oregonian archives through the Oregon School Library Information System (OSLIS), World Book Online, and Encyclopedia Britannica Online. Individual secondary schools may subscribe to additional research resources. Beginning in school year 2002/03, the Oregonian archives are available to 4J students and staff. These subscriptions provide access both at school and remotely from home using a user ID and password.

Application Deployment – Licenses

Desktop operating system software for computers connected to the network consists primarily of *System 9.2* or newer for Macintoshes and *Windows 98* or newer for most PC compatibles. 4J has a district license for *Eudora Pro* for email. Many administrative users use *Microsoft Office*.

Staff Development – Technology Integrated into Learning and Teaching (TILT)

The District maintains a web site entitled TILT—Technology Integrated into Learning and Teaching. This site provides teachers and staff with information, recommendations, curriculum connections, workshop resources, and “how to” directions to support technology in the schools. Continual application and technology integration workshops are offered by the Instruction Department to support schools. The CIS Department offers workshops on the student information system and email.

Staff Development – Library Services

Schools with certified library media specialists have a dynamic library web site that reflects the literacy and information requirements of that school. Librarians continuously revise the web pages of the libraries where they work to match the requirements of each school’s evolving curriculum with Internet sites that they evaluate to be appropriate to the school. (<http://www.4j.lane.edu/libraryservices/4jlibraries/>)

Staff Development – Title IID (Ed Tech) Implementation Plan

The district received Title IID formula funds for the 2002-2005 school years. These funds were allocated to support ongoing, sustained, and intensive, high-quality professional development for teachers, administrators, and non-licensed staff relating to technology integration into teaching and learning. Title IID formula funds primarily support a .5 FTE Instructional Technology Specialist to plan and conduct workshops and 100 Sub days for staff to attend workshops during the

school day. Additional resources were allocated to fund technologies including online learning resources, hardware, and software. The hardware includes a mobile training lab of computers, media kits for regional check out, and GPS units for teacher use. These additional resources are intended to support the integration of technology into instruction to improve academic achievement in the core content areas.

Additionally the District submitted applications to the Oregon Department of Education (ODE) FOR THE 2003-04 AND 2004-05 Enhancing Education Through Technology (E2T2) grant. 4J won awards in both competitions. The second one is a continuation of the first one including collaboration with other local districts.

The goal of the 4J E2T2 grant, know as the 4J Handheld Project, is to provide staff development to help teachers integrate technology into instruction to produce improved language arts and mathematics achievement. Specifically, the project 1) integrates accessible technology in the form of PDA Handheld computers and supporting hardware and software into the curriculum, 2) provided 20 two-person teams of teachers (year one) and 40 additional teachers (year two) with ongoing, sustained, and intensive, high-quality professional development that increases their ability to integrate technology into their curricula and daily instructional practices, and 3) provides teachers with tools to enhance learning and enable students to meet challenging state academic standards for language arts and math.

Funds requested in the 4J Handheld Project related specifically to technology acquisition include:

- Projection systems to properly display information
- PowerOne Graphing Calculator software
- Other language arts (eBooks, Dictionaries, Inspiraton, etc.) and math (math facts practice, geometry, etc.) software related to increasing student achievement
- Class sets of Palm m130 PDA handhelds (year one Palm Tungsten E handhelds (year two)
- One set of 11 Palm Tungsten PDA handhelds capable of wireless communication and voice recording and playback will be used in workshops to demonstrate the effectiveness of integrating PDAs into the curriculum to increase student performance. The set is available for check-out to 4J Handheld participants
- Add-on keyboards
- Hardware funds (memory cards, wireless adaptors, digital cameras, etc.) for each participant to support curriculum integration.

Support/Maintenance structure – Infrastructure maintenance

The network infrastructure is monitored and maintained by the Network Services group within CIS. The network is constructed by a combination of components that are leased or purchased, with vendor service agreements or spare parts to minimize downtime.

Support/Maintenance structure – Desktop OS support

The CIS Department provides desktop operating system support through two staff positions. These positions work directly with both the computer systems and also with school personnel to troubleshoot and solve problems.

Support/Maintenance structure – Desktop application support

Desktop application support is first handled by school personnel and then by a variety of personnel in the CIS Department.

Support/Maintenance structure – Desktop hardware support

A Technical Services group within the CIS Department provides support for desktop equipment. This group consists of licensed service technicians responsible for repair of computers, intercoms, bells, clocks, audio-visual equipment, and a variety of other equipment. The main repair center is located at the Ed Center and equipment is usually brought to this repair center by school personnel. Due to budget reductions, a satellite repair center at Churchill high school was closed at the end of the 2001-02 school year.

Children’s Internet Protection Act (CIPA)

The Internet Guidelines Committee adopted the 4Jnet Acceptable Use Policy that is included in Appendix K (<http://www.4j.lane.edu/4jnet/4jnetguidelines.html>). The Acceptable Use Policy covers the topics of E-mail Access, Internet Use, Privacy, Web Content, Copyright and Plagiarism. The Committee also held a public hearing on October 16, 2001 to discuss the possible implementation of a Technology Protection Measure and recommended against this implementation. The Committee recommended:

1. We do not implement any web filtering at the district level
2. If a school wants to filter, they can do so at their school site
3. CIS will send information to schools about Internet resources provided by the District and the implications of filtering

Since this time we have had a continued decreased in staffing resulting in less supervision of student computer use and an increasing number of objectionable Internet sites. Therefore a CIPA compliant filter was implemented beginning with the 2003-04 school year.

Technology Trends

Produced by the Schools of the Future Educational Technology Task Group

Fiber infrastructure

As desktop computers and server equipment increase in capacity and speed, there is a need for increased bandwidth of the wide area and local area networks. This is presently being accomplished by installing fiber connections between buildings and within buildings. Fiber also has the capability of handling multiple streams of traffic using different light waves without interference between the various streams.

Continued advances in technology manufacturing

In 1965, Intel's Gordon Moore observed the "doubling of transistor density on a manufactured die every year." This "doubling per year" effect in technology has become known as Moore's Law and appear to apply to many facets of technology development: Computer size, speed, disk storage, etc. This trend allows for more processes to be performed by software rather than hardware driving down the cost of technology. This reduction in cost and increased miniaturization then allows for more specialized uses of technology.

Increasing Bandwidth

Moore's Law appears to also apply to the rate of transmission of information typically referred as bandwidth. This trend of increasing bandwidth allows for many of the other trends to take place.

Convergence of systems

Up until recently there have been separate voice, data and video systems employed in schools. The trend now is to bring these three different systems together over the existing data network. The end result is that only one type of network needs to be maintained; however, there will be an increasing requirement for high reliability of this data network.

Centralization of servers

With the increase in power of less expensive servers, there was a real proliferation of different types of servers located close to the actual users. This proliferation of servers has resulted in maintenance and support issues. As a result of higher bandwidth, there is now a movement to centralize and consolidate these servers so there are not so many to maintain and they are more accessible. Currently, all (except one) of the District elementary schools are centralized on a common server that is maintained at the central office.

Personal digital assistants – Handheld Computers

As palmtop devices become more powerful and affordable, we will see an increasing density of these units among staff and students. They are easy to transport, have foldable keyboards and wireless network capabilities. Currently there are over 800 handheld computers in our K-8 classrooms.

Wireless

Access to networks using wireless devices is increasing. Currently vendors are using a variety of standards that are not compatible with each other. The most prevalent standard in the U.S. is 802.11g that uses a radio frequency that is shared with many other devices and has the ability to communicate with 802.11b equipment. Wireless communication is also prone to security problems and the District has addressed this with the purchase of Roving Planet software.

Videoconferencing

As the network increases in bandwidth, and desktop equipment continues to increase in capacity and speed, the ability to perform quality video conferencing becomes a reality. Videoconferencing equipment can either be tailored to an individual desktop machine or set up for a larger group of people. Senate Bill 622 provided group videoconferencing equipment for every high school and ESD in Oregon. 4J has six group videoconferencing systems in the District. An increasing number of individual administrators and teachers have one-to-one video conference capabilities (i.e. iSight).

Motion video and audio

Higher speed and higher capacity desktop equipment allows for the creation and playback of quality audio and video files. This digital software and hardware has rapidly found its place in the curriculum in many of the K-12 classrooms. Additionally, Lane Education Service District has provided "video on demand" for all teachers in the county through an online vendor called "Digital Curriculum". Teachers and students are finding this resource invaluable as they integrate video into presentations for teaching and learning.

Commercial databases

With increased state requirements of standards for student performance, there is a corresponding increase in data storage and reporting requirements by schools, the district and the state. This trend is driving the need to base student information systems on commercial databases that have proven reliability and commercial software tools available for the collection and extractions of desired data.

Application Server/Browser based

More and more applications are now being written to be run from an application server and interfaced to the user through a browser program. This provides the advantage that the application can operate on either a Macintosh or Windows platform.

Online information

The challenge of guiding students and staff to access and use accurate, reliable and verifiable online information will continue to increase. 4J will continue providing subscription based online research information and highlight Internet sites that provide information that is equally accurate, reliable and verifiable. Lane ESD provides a Blackboard server for 4J teachers to post class information. This is becoming a common way for teachers to post appropriate websites for student access.

Resources for students

District 4J maintains a current student portal web page to links for student research opportunities. These links include: Oregon School Library Information System (OSLIS), Britannica Online, World Book online, Career Information for Educational Planning, district 4J libraries Searching the Web, and Eugene and Lane County resources. The OSLIS web site provides strategies for students to evaluate the accuracy and reliability of the information they find on the Internet.

Resources for staff

An ever-increasing number of websites are now available for staff. These sites provide lesson plans, staff development, reference materials, etc. This trend will continue with an accompanying effort to synthesize, categorize and rate these websites for getting the best available information in the shortest amount of time. Examples of this synthesis on the 4J site are the Technology In Learning and Teaching (TILT - <http://www.4j.lane.edu/tilt/>) and Library Services web page (<http://www.4j.lane.edu/libraryservices>), and the OPEN Clearinghouse (<http://www.open.k12.or.us/>).

Resources for parents

Parents must be major participants in the education process. District 4J maintains a parent portal web page with links to information about safe schools, child safety on the Internet, and approved web sites for students.

Collaboration between school districts

The movement of funding to the state and federal level comes with regulations for school districts and standards for students. This causes school districts to become increasingly similar in their operation. A specific example is the record keeping around student information for which many large school districts in Oregon are now implementing the same student information system. Another example is the state wide common chart of accounts and financial reporting. The partnership with Clackamas ESD for business systems will enable the district to share resources and costs with the ESD and the districts they support to meet these requirements.

Collaboration with community

Public agencies are seeing a common need to extend their data communication to multiple locations for effective, efficient operation. Many of these locations are in close proximity with other agencies so collaboration efforts are underway to share in the costs and resulting resources.

District Background

Demographics

Eugene School District 4J, with approximately 18,000 students, is the fourth largest school district in Oregon. In Fall 2003 the racial and ethnic mix of the 4J student population was 3.03 percent Black, 6.63 percent Hispanic, 5.32 percent Asian/Pacific Islander, 5.10 percent American Indian or Native Alaskan, and 79.91 percent White or other.

In 2002-03 (the most recent verified figures available) the district spent \$6,240 per student. In 2002-03, the average day's attendance was 93.3 per cent. In 2002-03, the dropout rate was 2.3 percent, creating a four-year dropout rate of 4.9 percent.

Eugene School District 4J's purpose is "to ensure that each child receives the best education we can provide. That means students will acquire the knowledge, skills, and attitudes necessary to participate as productive citizens in our ever changing society." The School District motto is "Investing in Students, Creating the Future." In most years, Eugene has more National Merit Scholar finalists than any other school system in the state. More than half of the district's high school graduates go on to college or other forms of education. School and business partnerships exchange school facilities and services for career training or other educational benefits and support.

Schools of choice

District open enrollment policy allows students to attend any school in which space is available. The elementary program is comprised of twenty neighborhood schools and nine alternative schools or programs. Each neighborhood school reflects the uniqueness of its students, staff, and community. The alternative programs reflect particular visions held by parents and staff about how school can be different and have such emphases as language and culture immersion, fine and performing arts, nongraded classrooms, or family involvement. The secondary program (grades 6-12) consists of eight neighborhood middle schools, one alternative technology-focused middle school, three language immersion middle schools, four regional high schools, three high school completion programs, and four International High School programs (where students focus on foreign languages, history and culture). Three charter schools are also in operation.

At-Risk Students

Although the district has many schools in which the socioeconomic status of most students is middle or upper middle class, the area has suffered the ill effects of the decline of the wood products industry in the Northwest, and in December 2003, 5,451 (or 29.85%) of Eugene students were living below the federal poverty index as measured by participation in the free/reduced price meal

program. Only four other school districts in Oregon have a larger number of students eligible for the free/reduced price meal program.

In December 2003, (the most recent verified figures available) 2,300 students were receiving special education. In 2002-2003, School District 4J identified 901 homeless students attending Eugene Schools.

For 2003-04, 12 elementary schools out of the district's 29 public elementary schools were designated as Title 1 Schools, which means that they were eligible for federal aid for schools that serve families of low socioeconomic status. Four schools were designated as Title 1 Schoolwide projects, which means that at least 50 percent of students come from poverty families. In 2003-2004 school year, 1,639 students were eligible to receive Title 1 services. The economic diversity of Eugene schools makes the district an excellent laboratory for testing and comparing the efficacy of teaching and learning strategies with students of different socioeconomic levels.

From kindergarten on, Eugene schools have programs to encourage every student to stay in school and continue learning. Such programs include opportunities for special education services, multicultural education, Native American education programs, professional technical training, talented and gifted programs, night school, teen parents programs, school-based health clinics, noncommercial public radio, drug-abuse counseling, at-risk programs, athletics, performing arts activities, and advanced placement classes.

Educational Leadership

Since 1989 the district's elementary schools have been developing and implementing an integrated curriculum as set forth in "Education 2000 Integrated Curriculum," the result of a district-wide curriculum task force. This concept-based curriculum is organized by broad-based themes and allows for the integration of subject matter rather than separating knowledge into discrete courses. The district has become nationally known as a leader in integrated curriculum and offers educator training activities that attract educators from around the country.

Site based decision-making

During roughly the same time period the district has become known as a leader in school restructuring at all grade levels, and schools have moved significantly toward integrating traditional curriculum areas and implementing site-based decision making. Each school has a site council made up of administrators, teachers, classified staff, and parents that make decisions about school improvement and staff development for the school.

State standards and Certificates

In 1991, Oregon passed the Oregon Educational Act for the 21st Century. This Act set high standards for Oregon students to prepare them for the challenges they will face after high school. A student's progress toward meeting the state standards is measured through class work samples and state administered tests.

A student completing the required work samples and passing the tests at the tenth grade will earn the Certificate of Initial Mastery (CIM). The Certificate of Advanced Mastery (CAM) presents students with an opportunity to prepare for a specific career path. To receive a CAM, each student must:

1. Develop an education plan and build an education profile.
Students must identify personal, academic, and evolving career interests. Students develop, review, and update their learning plan in preparation for post-high school next steps. Students build their education profile by documenting their progress and achievement.
2. Meet the performance standard for extended application through a collection of evidence.
Students must meet the extended application standard: Apply academic and career-related knowledge and skills in new and complex situations appropriate to each student's personal, academic, and evolving career interests and post high school goals.
3. Demonstrate career-related knowledge and skills.
Students must meet the career-related learning standards in personal management, problem solving, communication, teamwork, employment foundations, and career development.
4. Participate in career-related learning experiences as outlined in the education plan.
Students must connect classroom learning with real life experiences in the workplace, community, or school relevant to their personal, academic, and evolving career interests and post high school goals.
5. Meet specific Certificate of Initial Mastery (CIM) performance standards in English, mathematics, science, and social sciences through CIM assessment options.
Students must meet CIM performance standards in English, mathematics, science and social sciences through the CIM work samples or knowledge and skills tests. School districts will continue to measure each student's progress toward all standards with the goal of helping each student meet the standards in all seven CIM content areas. Students pursue both CIM and CAM simultaneously during grades 9-12.

District funding for technology

In 1990, Oregon voters passed Measure 5, which had broad sweeping implications on the funding of Oregon school districts. These implications included property tax limitations, shifting control of funding for schools from local communities to the state, and equalization of funding for all school districts across the state. Communities such as Eugene found that they could no longer fund their local districts as generously as they desired but instead were equalized with other districts. One option still available locally was general obligation bonds that could be passed and used locally for capital purchases and upgrades. In 1992 the Eugene voters passed a GO Bond for capital improvements and equipment. The allocation of these funds resulted in the District making a major leap forward in reaching the 1991 technology plan equipment goals. One negative aspect of the GO Bonding is that it allowed only for purchase of equipment and did not cover the costs of software or staff development for integration into the curricula.

In 1996, Oregon voters passed Measure 47/50 that is more restrictive and removes the ability to use GO Bond funds for equipment such as phones and computers. Funding for future technology needs must come from the general fund, targeted state funding, federal government, donations, local options, and grants.

E-rate program

The Federal government initiated the e-rate program beginning in the 1998-99 school year. This program provides discounts on products and services in three areas: telecommunications, Internet access, and internal wiring. Discount rates are based on free and reduced lunch percentages in a district. Requests are funded based on a set of criteria. To date, the Eugene School District has only qualified to receive discounts for telecommunication services. Discounts and reimbursements return to the district general fund.

State Reporting

As the state assumes more and more control over local school districts, the reporting requirements continue to increase. These reports are all submitted in a computer format such as a webpage form or a data file format. Reporting includes student, teacher, and financial information. The information from many of these reports is included in a state generated school report card published each winter by the Oregon Department of Education. There is an ever-increasing responsibility on districts requiring personnel, equipment, and software to fill these reporting demands.

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Appendix A - Superintendent's Goals for 2004-05 and 2005-06

Adopted by the Board of Directors on October 13, 2004

The superintendent has responsibility for establishing, communicating, and supporting district goals, helping to create a positive environment for learning, leading, and participating in the identification of needs and the possibilities for improvement, ensuring that policies, laws, and mandates are followed, and working with the school board to determine the allocation of resources to achieve the district's purpose.

Each fall the board and the superintendent agree on a set of annual goals that, along with the superintendent's job description and contract, are the criteria used in the annual evaluation of the superintendent. Following are the superintendent's proposed goals for the 2004-05 and 2005-2006 school years:

- I. CLOSING THE ACHIEVEMENT GAP. Provide equal opportunities for all students to succeed, by supporting the concept of school choice, recruiting and maintaining a diverse work force, and ensuring that students and staff value difference and diversity.

Key Results

1. The district will articulate a clear educational vision for improving student achievement and closing the achievement gap.
2. The district will work with the community to develop a shared concern and responsibility for achieving equity in student achievement.
3. The district will evaluate the school district's program of choice to ensure that it meets this equity, diversity and school choice goal and to identify new ways to use choice to benefit all students.
4. The district will ensure that all students have access to quality educational options that are appropriate to their needs and result in equitable outcomes.
5. The district will allocate human, financial and community networking resources to improve student achievement and help all students reach their full potential.
6. The district will increase and maintain the diversity of its staff and implement the district's Work Force Diversity Plan.
7. The district will implement the district's Plan for Eliminating the Achievement Gap.
8. The district will develop and implement strategies to widely distribute special education programs among district schools and school regions.

The superintendent and staff, to achieve these Key Results, will:

- a. Work with district staff and the community to articulate the district's mission of doing what is best for students and promote a shared vision for improving student achievement and closing the achievement gap.
- b. Continue to focus on educational equity for all students by, identifying where significant performance gaps exist between groups of students, and implementing district-wide and school-based strategies to close the gaps.
 - Refine the use of disaggregated data, determine most appropriate data to use, and train staff on interpretation and use of data
- c. Develop a plan to implement the recommendations of the Access & Options Committee regarding the district's school choice, open enrollment, and alternative schools program.
 - Conduct data analysis and review of research/literature on what has worked, and not worked, elsewhere.
 - Conduct Opinion-Research Survey of parents, teachers and other stakeholders.
 - Utilize Focus groups in schools and broader community to inform the process of developing responses/recommendations to Access & Options report.
- d. Continue to improve district efforts to recruit and maintain high quality diverse teaching, administrative, and support staffs; review and update the district's Workforce Diversity Plan.
 - Continue to early - hire for teaching positions in difficult to fill areas based upon anticipated attrition.
 - Identify resources, establish processes, and/or develop incentives to attract and retain highly competent teachers and administrators to schools serving high concentrations of students in poverty, ELL, Special Ed, or with low achievement results.
- e. Define, develop, and institutionalize the concept of cultural competence among school leaders and ultimately all staff to address the needs of diverse learners and create school cultures that ensure all students and staff can reach their full potential.
- f. Implement the third-year of the Wallace-Readers Digest LEAD grant to facilitate principal and teacher leadership necessary to ensure students receive a comprehensive educational program and continue to improve academically.
 - Provide professional development for administrators and teachers related to achievement gap, change, brain research and its application at classroom, school and district level, and the integration of technology into teaching and learning.
 - Continue K-12 regional learning communities to provide in-depth study and professional development in areas of leadership that will help improve the success of all students in our school.
- g. Continue to pursue a plan, including potential sources of funding, for phasing in of full-day/extended day kindergarten beginning with schools of lowest SES and academic performance.
- h. Continue to increase the number of students who meet the reading, writing and math benchmarks during the 2004-2005 school year, with particular focus on middle school literacy and math problem-solving.

- i. Continue to analyze data and establish student achievement strategies and activities for those students who are not making satisfactory progress under AYP, and for those exceeding the benchmarks.
- II. FUNDING AND FISCAL ACCOUNTABILITY. Ensure that the financial health of the district remains stable, while focusing on the needs of students, being clear about priorities, and maximizing administrative and operational efficiency.

Key Results

- a. The district will adhere to board established financial policies.
- b. The board will annually adopt a balanced budget using projections provided by staff and the state.
- c. The district will develop a rolling three-year district service and funding plan based upon anticipated state and local revenue, enrollment trends, projected operating costs and economic uncertainties, including a potentially adverse outcome from current PERS litigation.
- d. The district will consider employee workload in the district service and funding plan.
- e. In the employee negotiations process, the district will continue to work toward fair and reasonable settlements within our projected financial position.
- f. The board will secure voter approval to renew the district local option levy and will actively support other measures and initiatives that improve school funding.

The superintendent and staff, to achieve these Key Results, will:

- a. Propose a balanced budget for 2005-06 based on current financial projections provided by the staff and the state.
- b. Continue to review and refine the School/Student Characteristic adjustment to schools funding allocation system, piloted in 03-04 as part of the Literacy Initiative.
 - Continue block grants for allocation to schools based on characteristics that establish a need for additional resources, to include consideration of special education, services for English language learners, and resources provided in recognition of the correlation of family income level with student achievement.
- c. Begin process to implement new business, financial and human resource information system through an intergovernmental agreement with Clackamas ESD to host Lawson Business Systems and begin data conversion.
 - Human resources and payroll implementation scheduled for July 2006 and financial and procurement implementation scheduled for July 2007.
- d. Provide public information to support the board in its goal of securing the renewal of the district local option levy in November 2004.

- e. Conduct labor negotiations with employee representatives consistent with district values to obtain labor contracts that meet the district's goals for fair and reasonable settlements within projected financial positions.

III. SCHOOLS OF THE FUTURE. Review progress on implementation of the Schools of the Future work plan adopted by the board and identify areas where additional efforts may be required.

Key Results

1. The board will involve community members in evaluating the progress made on the Schools of the Future Report recommendations and in assessing where adjustments may be needed.
2. The board will consider the Superintendent's response to the Access and Options Committee recommendations and will engage the community in strategies that will ensure that all children, regardless of the neighborhood in which they live or their socioeconomic status, have access to a broad range of programs and a comprehensive curriculum.

The superintendent and staff, to achieve these Key Results, will:

- a. Review the district's school choice, open enrollment, and alternative schools programs in light of the recommendations of the Access and Options Committee.
- b. Effectively engage parents, staff and community in considering the recommendations of the Access and Options Committee (see 1.c.).
 - Consider adjustments to current approach to school choice and develop recommendations for ensuring that all students, regardless of background, have access to a broad range of programs and learning environments that support high levels of academic achievement.
- c. Continue to Implement the Strategic Facilities Long-Range Plan adopted by the board, and the capital improvement bond measure approved by the voters.
 - Continue to implement the capital improvement program, including replacement, remodel, repair, and maintenance of schools.
 - Pursue joint development and use of school facilities, with city, county and private developers, including libraries and other learning sites, athletic facilities, and recreational and community space.
 - Work with the board and staff to prioritize and make appropriate adjustments to the capital improvement program, to reflect changing needs.
 - Begin process of needs assessment and preliminary planning toward development of phase two of the Strategic Long Range

Facilities Plan, which envisions a series of four six year capital improvement bonds.

- IV. LEGISLATIVE ISSUES. Support the board's work with other school districts, organizations, and members of the Oregon Legislature to develop strategies to provide adequate and stable school funding and, to the extent possible, continue to allow local school boards and communities to manage their schools.

Key Results

1. The board will work with other local school districts, the Lane County legislative delegation, and the Lane County Coalition for School Funding Now to increase public awareness of school funding issues and build support for strategies that will provide adequate and stable state school funding and the local control of schools.
2. The board will support or oppose appropriate federal and statewide initiatives and activities that deal with the adequacy and stability of school funding and that have an impact on the operations of schools, including unfunded mandates.
3. The board will advocate at state and federal levels for the district's vision of education improvement.

The superintendent and staff, to achieve these Key Results, will:

- a. Assist the school board in developing position statements related to proposed ballot measures that may affect educational policy and/or school funding.
- b. Continue to be involved in statewide activities and legislative advocacy that is designed to obtain adequate and stable funding for schools.

- V. COMMUNICATION AND INTERGOVERNMENTAL RELATIONS. Expand working relationships with other governmental and community agencies.

Key Results

1. The board and staff will work with other agencies to ensure that children receive the educational and related services they need.
2. The district will keep the community fully aware of issues facing the district.
3. The board will expand relationships with community members and engage in meaningful dialogue about improving student achievement, particularly among students who are not achieving their academic potential, and the district's performance in addressing the needs of all students.
4. The board will maintain close working relationships with schools to ensure two-way communication and awareness of issues facing the district's schools.

5. The board will provide leadership in exploring opportunities for school boards statewide to join together to influence state policy regarding school funding and the operation of schools.

The superintendent and staff, to achieve these Key Results, will:

- a. Continue to work with the City on existing partnerships, programs, and initiatives that benefit students and the community.
- b. Continue to work with community youth-serving agencies and the City of Eugene to monitor and refine the district procedures to allow maximum use of district facilities by the community's youth.
- c. Continue working partnerships with Bethel, Springfield and other area school districts.
- d. Continue to work collaboratively with Lane County, Lane Council of Governments (LCOG), and the community's social service agencies to help ensure that students receive the services they need to be socially, emotionally, and physically healthy.
- g. Work with Chamber of Commerce, Lane Business Education Compact and other groups to develop greater involvement and understanding of local school programs and successes.
- h. Work with E3 Leadership Team and Chamber of Commerce to implement the Partnership for Student Success program in district middle schools to improve literacy for struggling readers.

Appendix B - Consolidated District Improvement Plan

The Consolidated District Improvement Plan dated March 2002 represents the goals and activities adopted by the Board of Directors and the Superintendent. The stated goals are:

1. Provide all students with a positive climate in which to receive an excellent education by recruiting and maintaining a diverse work force, and by ensuring that students and staff value difference and diversity.
 - Implement a system that is designed to provide the district and its schools with ongoing information about the extent and nature of incidents of harassment and discrimination that occur in schools
 - Collect disaggregated baseline data that compares groups of students on such characteristics as academic performance, disciplinary referrals, state assessment data, participation in special programs, and drop-out rates.
 - Implement a system for providing conflict resolution and mediation services to staff, parents and students, and provide training in conflict resolution and mediation to select district staff and members of the equity committee.
 - Review, update, and implement the District's Workforce Diversity Plan.
 - Plan and pilot minority recruitment
 - Meet with surrounding school districts to plan a minority recruitment strategy for our region.
 - Pilot the minority recruitment plan.
 - Broaden the pool of able candidates for principalships and the superintendency to increase the numbers of superintendents and principals from traditionally underrepresented populations.
 - Assist all schools to focus on equity and diversity in their school improvement plans.
 - Provide training that helps staff understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.
 - Provide training in how to integrate multicultural curriculum into all classes at all levels and how to teach effectively in multicultural settings.
 - Provide specific professional development in effective practices in the language arts and mathematics that have been proven effective when used with students of color.
 - Teach students about stereotyping and other related biases that have negative effects on racial and ethnic relations. Teach students the values shared by virtually all cultural groups (e.g. justice, equality, freedom, peace, compassion, and charity). Help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.
2. Ensure that the quality of education remains high, as demonstrated by improved student performance, and develop district wide and school based strategies to close the achievement gap.
 - Using a disaggregated data analysis and goal setting model that measures annual benchmark progress, we will identify areas for improvement and increase the number of students meeting or exceeding the benchmark standards from year to year.

- Analyze data and design student intervention strategies, staff development activities, and/or alternative learning options for those students who are not making satisfactory progress in reading/math. Targeted areas for improvement are elementary math and secondary reading and math and closing the achievement gap for minority students.
 - Assist all schools as they develop new school improvement plans based on disaggregated student achievement data and how the action plans will work to close the achievement gap in schools.
 - Determine and implement the measures that can be used in addition to the Oregon State Assessment to demonstrate how all groups of students are performing.
 - Facilitate Project LEAD, funded by Wallace Readers' Digest grant, to assist principals as they provide the leadership necessary to ensure that students receive a comprehensive educational program and continue to improve academically.
 - Through Project LEAD, provide a mentorship program for new administrators/teacher leaders designed to support, coach, and teach the culture and values of the school district and improve student achievement.
 - Increase the use of models, tools, and expertise enabling leaders to better address under performing student populations
 - Plan training in the change process to insure staff and principals have high expectations for all students
 - Study and evaluate the effectiveness of the training
 - Conduct staff development sessions for teachers to share information and receive training about reading instruction.
 - Conduct teacher training about a broad range of instructional methods and models that are designed to identify and overcome individual student impediments to learning.
 - Implement the new student information system to provide the district with timely information about student performance that is easily accessed by staff and parents.
 - Facilitate the implementation of CAM components at the high school level: career pathway areas of study, the Educational Plan and Profile, assessment of the Career Related Learning Standards and Collection of Evidence for Extended Application.
 - Develop service-learning opportunities K-12 in curriculum and instruction.
 - Develop performance standards in second language, the arts, and physical education that link to an assessment system and staff development plan.
3. Engage the community in planning and implementing the student improvement strategies from the Schools of the Future work plan adopted by the school board.
 - Implement a work plan, which was generated by the Schools of the Future committee and adopted by the board.
 - Ensure that decision-making is widely shared and shall include members of the minority community.
 4. Expand working relationships with other governmental and community agencies.
 - Continue to work jointly with the City of Eugene to operate the safer school and school enrichment programs, develop after school activities, and to continue the agreements related to shared use of facilities. Expand partnerships with City of Eugene for maximum benefit for the students.
 - Further develop strong working partnerships with the Bethel and Springfield school districts.

- Continue to work collaboratively with the community's social service agencies to help ensure that students receive the services they need to be socially, emotionally, and physically healthy.
 - Develop partnerships with minority communities
 - Pilot networking plan to increase the coordination of social services and educational services.
 - Plan how to develop partnerships with minority communities.
 - Develop opportunities for increasing minority parent participation in school activities.
 - Gather baseline data of family involvement at schools within our minority communities.
5. Foster safe school climates by ensuring that staffs, students, and their parents feel safe at school.
- Work with other local governmental and social agencies to complement and ensure sustainability of programs generated by the Safer School Grant.
 - Continue the Educational Behavior Support and Safe and Drug Free Schools initiatives to assist schools with student management.
 - Provide adequate signage and access to meet the needs of students and the community.
6. Ensure that the financial health of the district remains stable.
- Reallocate resources to target our under performing schools and populations using pilot projects.
 - Plan and reallocate some Title 1 and other district resources to target goals in our LEAD grant and provide the leadership in our under performing schools.
 - Connect with families and communities in under performing schools and work with the leadership in these schools to close the achievement gap.
 - Assertively seek grant funding to help meet this objective.
 - Develop strategies that ensure that all public schools regardless of their locations, or makeup of their student population are funded in a fair and just manner to achieve equitable outcomes.
 - Implement a long-term capital improvement project which will upgrade our buildings and ensure that they have adequate and appropriate space and materials to support quality instruction.
7. Develop support structures for students to maximize success.
- Provide all students with opportunities to participate with pro-social peers in extra- and co-curricular activities that promote interracial relationships.
 - Create opportunities for inter-group relationships.
 - Develop opportunities for participation in diverse activities.
 - Form multicultural clubs.
 - Make school supplies available as needed for homework.
 - Set up recognition programs at school.
 - Provide after school program to reinforce literacy for students performing below grade level.
 - Provide a significant adult presence for each student.
 - Create smaller communities of learning (schools within schools).
 - Teach parents and other adults to serve as better advocates for their children.
 - Establish mentor programs.

- Provide needed translation and interpretation services.
- Establish support systems to introduce minority parents to the culture of the school to enhance the exchange of information about student growth and progress.

Appendix C – National Education Technology Standards for Students

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

Technology Foundation Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.

- Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Appendix C – National Education Technology Standards for Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

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

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

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

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

III. TEACHING, LEARNING, AND THE CURRICULUM.

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

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

IV. ASSESSMENT AND EVALUATION.

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

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice.

Teachers:

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

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

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

Appendix C – National Education Technology Standards for Administrators

These standards are the property of the TSSA Collaborative and may not be altered without written permission. The following notice must accompany reproduction of these standards: "This material was originally produced as a project of the Technology Standards for School Administrators Collaborative."

Technology Standards for School Administrators TSSA Draft Framework, Standards, and Performance Indicators (v4.0)

I. Leadership and Vision - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A.** facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B.** maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C.** foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D.** use data in making leadership decisions.
- E.** advocate for research-based effective practices in use of technology.
- F.** advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching - Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A.** identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B.** facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C.** provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D.** facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E.** provide for and ensure that faculty and staff take advantage of quality

professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice - Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. Support, Management, and Operations - Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation - Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel

decisions.

D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues - Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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Appendix D - State Technology Common Curriculum Goals

The Oregon Department of Education has not established specific content standards in technology but the State Board in March 2002 adopted the Technology Common Curriculum Goals. Additional information can be found at <http://www.ode.state.or.us/teachlearn/edtech/standards.aspx>. The adopted goals follow:

1. Demonstrate proficiency in the use of technological tools and devices.
2. Select and use technology to enhance learning and problem solving.
3. Access, organize and analyze information to make informed decisions, using one or more technologies
4. Use technology in an ethical and legal manner and understand how technology affects society.
5. Design, prepare and present unique works using technology to communicate information and ideas.
6. Extend communication and collaboration with peers, experts and other audiences using telecommunications.

Appendix E – SOF – Educational Technology Task Group Recommendations

Guiding assumptions:

- Staff and student use of technology will promote and facilitate student collaborative learning based on self-navigated and interactive journeys through curriculum material.
- Learning will be inquiry based; students will learn through robust simulations that stimulate questions.
- Learning will be activity based enabling students to interactively probe and query curriculum materials and information resources.
- Technology will engage students by enabling them to form a learning community without regard to the location of the participants.
- Technology will be a medium to:
 - a) create life-long learning processes;
 - b) meet the needs of diverse learners in the classroom and community;
 - c) increase students' academic independence;
 - d) help students prepare for better careers through new learning processes and skill mastery.

Recommendations:

1-Standards for Staff and Student Technology Proficiency

- a. District 4J will adopt the *ISTE⁵ Technology Foundation Standards for Students*, the *ISTE Recommended Foundations in Technology for All Teachers* standards, and non-certified staff standards (to be developed by a school district 4J task group in 2000/2001⁶).
- b. There will be ongoing technology training for certified staff to meet ISTE teacher standards.
- c. District 4J will use the ISTE technology standards when hiring new certified staff.

Rationale: Meaningful standards are necessary to measure the progress of teachers and students in obtaining the skills they will need.

The current 4J computer goals⁷ are not proficiency or standard based. The ISTE goals provide specific standards in six areas with competency levels for K-2, 3-5, 6-8, and 9-12. These standards reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision-making, and daily life.

ISTE Technology Foundation Standards for Students: (see Appendix C)

1. Basic operations and concepts
2. Social, ethical and human issues
3. Technology productivity tools
4. Technology communication tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

⁵ International Society for Technology in Education (The standards developed by ISTE are now know as National Education Technology Standards or NETS). Technology standards for administrative staff have also been developed and published subsequent to this committee work.

⁶ These recommendations were developed in Winter 2000 and the Technology Task Group was never formed so standards for non-certified staff have never been developed.

⁷ Current 4J Computer Goals:

Integrate computers into existing curricula.

Emphasize tool use of computers.

Emphasize staff use.

ISTE Recommended Foundations in Technology for All Teachers: (see Appendix C)

1. Basic Computer/Technology Operations and Concepts
2. Personal and Professional Use of Technology
3. Application of Technology in Instruction

ISTE is an internationally respected organization of educators and researchers that has spent many years developing standards for teachers and students. They have processed the standards with national and international groups. By adopting these standards the District will have a framework for staff developers and teachers to focus their efforts. Using the standards in hiring will give 4J a better-prepared staff.

2-Methods or Styles of Curriculum/Technology Integration

- a. Teachers will focus on individualized instruction and on project-based learning.
- b. Students will use technology for exploration and discovery (e.g. through simulations and interactive learning).
- c. Collaborative learning will be facilitated through the use of technology.
- d. Students will have access to distance learning.
- e. Students will use technology to access, evaluate, incorporate and create information.

Rationale: 4J must give students the skills they will need to prosper in the 21st century. The twentieth century skills that students are currently exposed to in the learning and teaching environment are insufficient.

The District will encourage active, rather than passive, learning. Active learning helps students develop skills and strategies for lifelong self-directed learning. This recommendation is the very heart of educational technology. Project-based learning and technology go hand-in-hand and allow students to become active participants in their own education.

All of the above recommendations are closely linked to those of the Commission on Achieving Necessary Skills (SCANS) report that were developed as critical workplace skills. The SCANS report states:

WORKPLACE COMPETENCIES- Effective workers can productively use:

Resources- They know how to allocate time, money, materials, space, and staff.

Interpersonal skills- They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information- They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Systems- They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

Technology- They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

FOUNDATION SKILLS- Competent workers in the high-performance workplace need:

Basic Skills- reading, writing, arithmetic and mathematics, speaking and listening

Thinking Skills- the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.

Personal Qualities- individual responsibility, self-esteem and self-management, sociability, and integrity.

3-Technology Steering Committee

District 4J will establish a Technology Steering Committee to guide the implementation of technology throughout the district. Membership on this committee will include: teachers, administrators, students, parents, and representatives from the private sector.

Rationale: It is important that the district plan the implementation of technology in the district and that those planners represent all of the stakeholders who have the most to lose or gain as a result of that implementation.

This committee will be similar to the Instructional Policy Committee except it will focus on integrating technology in the curriculum. The committee will assist in setting policy and making recommendations to superintendent's staff or school board.

4-Type of Technology

- a. As professionals, teachers will have professional software and the hardware that runs it.
- b. Students will have technology and software that is instructionally appropriate to their level and that will eventually prepare them for the workplace and higher education.

Rationale: As networks provide the opportunity for enhanced collaboration between schools and the community, professional software will allow teacher and staff to work seamlessly with outside organizations.

If the District is going to prepare students for the workplace and/or higher education, it must provide them with the skills to use current technology and the ability to adapt skills to new technologies.

5-Quantities of Technology

- a. Each teacher will have a networked access device (i.e. computer) in their classroom for their use.
- b. District 4J will adopt the recommended⁸ ratio of one computer to every four students. (See also Recommendation 12 for access and equity recommendations during non-school hours.)
- c. Teachers and students will have access to sufficient, innovative technological tools, including but not limited to networked printers, faxes, presentation devices, software, and data capture devices (i.e. digital cameras), and image manipulation tools.

Rationale: In order for students to prepare themselves to thrive in an information-driven society, teachers must integrate technology in their learning process. This technology must be available to students in sufficient quantities to be meaningful.

6-Currency of Technology

Information technology hardware will be replaced and/or updated as needed to maintain functionality and currency at least every three years. Software will be upgraded or replaced to remain current and fully functional. The Technology Steering Committee (see Recommendation 3) will be responsible for conducting an annual review of district 4J replacement needs.

Rationale: Systems tend to work poorly and support costs increase substantially when hardware and software requirements are not matched with each other. Over time, hardware and software becomes less reliable due to changes in technological standards, physical wear and tear, and other factors, regardless of maintenance efforts. The only remedy for this obsolescence is to replace existing systems periodically to bring them up to the prevailing standards.

7-Student Information Systems

Teachers, parents and youth-serving agencies will have appropriate electronic access to student information as permitted by public information laws and school board policies.

⁸ President's Panel on Educational Technology

Rationale: In an information-based society, it is important that information be available to all stakeholders and that information be managed for maximum privacy, maximum accessibility, and increased parental involvement, and strengthened community ties.

8-Availability of Information (Learning Anytime, Anywhere)

- a. Information will be accessible from home as well as at school.
- b. District 4J will continue to make available networked information resources (e.g. World Book, Encyclopedia Britannica, web resources, educational curriculum kits, distance learning programs ...).
- c. District 4J will provide and receive web-based information about the district. The school will provide and receive web-based information about the school. The teacher will provide and receive web-based information about the classroom.
- d. District 4J will make a commitment to provide students with in-school and remote access to space on file servers, web servers and email to promote technology use and encourage skill acquisition.

Rationale: This recommendation allows and empowers students to be responsible for their learning by providing online information resources. It expands the concept of learning beyond the walls of the school.

The educational environment will become more participatory and rewarding when network based resources replace textbooks to the extent that student learning is enhanced. Network based resources increase the teaching and learning opportunities for students, teachers, staff, and parents by providing for the easy exchange of information with the community.

9-Technical Support of Technology

- a. Broken equipment will be repaired or replaced within 48 hours.
- b. District 4J will provide the technical support needed to maintain its technology.
- c. The district's goal is for technology to be operational 99.5% of the time so that teachers and students will have the tools needed to learn, and the confidence in the district necessary for innovative educational change.

Rationale: Because technology will be integrated into all areas of education, the technology must be operational for learning to proceed without interruption.

The most expensive technology is the technology that is unused. The most cost effective use of the district's extensive technology investment is to keep that technology operating for as many days as possible throughout its life cycle.

10-Support of Teaching and Administrative Staff

- a. A district 4J task group will be established to identify information technology resources (e.g. software, curriculum programs, and websites for use in the classroom). Note: This group may be a subgroup of the Technology Steering Committee (see Recommendation 3) and will include teachers who are using technology to change the learning and teaching dynamic.
- b. Each school will have a skilled technology person to facilitate the integration of technology into the curriculum.
- c. District 4J will identify teacher role models and innovative projects to highlight as success stories. Teachers will be given release time to observe classrooms where technology is being used effectively. Likewise, teachers who are using technology will be given release time to mentor other educators transitioning toward information technology and network tool use.
- d. Administrators will adopt a leadership role to support a new learning and teaching dynamic and promote innovation throughout the district.

Rationale: One task of the Technology Steering Committee (see Recommendation 3) is, logically, to make recommendations concerning software, hardware and technology that have proven to work well in the school environment. At the same time, the Technology

Steering Committee should be careful to act in a way that will encourage experimentation and evaluation of new technologies.

11-Interaction with Community

- a. District 4J, university, public utilities, and municipal governments will collaborate to create a high-speed (fiber) infrastructure for the exchange of voice, video, and data.
- b. Teachers and students will have access to a variety of technology training and educational services for students through community partnerships (library, WISTEC, university, community centers, etc.).
- c. District 4J will publish an on-line staff directory (to include staff members' school, email, phone, and fax).

Rationale: Technology has changed the way the district will interact with other agencies and the community. The district has an increased opportunity to collaborate and interact with other agencies in our community to provide the maximum benefit for students.

Creating a community infrastructure that provides access to information has the potential to increase public support for education. Community collaboration is cost effective and increases local influence in the education process. Higher quality public services result when public agencies combine expertise and public assets in pursuit of a common purpose.

12-Equal Access to Technology

- a. The district needs to develop strategies for providing student access to technology during non-school hours. Therefore, on an annual basis, district 4J will survey student access to technology in and out of the classroom. Based on the survey, district 4J, in cooperation with community partners, will develop strategies to equalize student access.
- b. Technology will be flexibly deployed to make it available when, where, and in the quantity and quality needed at home, in the community and at school.
- c. Staff training will include strategies for addressing technology equity within the classroom and promoting full participation of all students.
- d. The Technology Steering Committee should review the allocation of all technology resources.

Rationale: A significant threat to our society is the widening gap between the technological haves and have-nots. An important force available to combat this digital divide rests in the hands of public education. There simply cannot be technology-rich schools and technology-poor schools.

Technology will need to be "application-centric" NOT "platform-centric" to increase availability meaning applications will run on all platforms.

The District wants to avoid the "Digital Divide" where people with technology skills have greater opportunities than those without technology skills. 4J also wants information to be available to students whenever and wherever they need that access.

4J wants the best and most equitable utilization of the technology available to the education community. In some situations equitable distribution may mean a concentration of resources to assure the effective use of these resources.

13-Funding

- a. Sufficient funding will be provided to implement the recommendations of this report.
- b. Technology budgets will be program based and established at the district level.
- c. Technology maintenance support will be provided by a district budget.

Rationale: The implementation of technology in education simply cannot be funded through heroic efforts like bond levies, "belt tightening," grants, or bake sales. Funding must be a long-range, systemic effort.

14-Security, Privacy, and Protection

(a) The task group supports the School District 4J policy on privacy of student information and endorses the Internet Guidelines Committee's efforts to be vigilant about security, protection, and privacy. See Appendix K for district guidelines.

Rationale: The school district has an obligation to protect student safety and district resources and to balance this with the need for open communications when using the Internet.

15-Staff Development

The task group recommends that representatives from appropriate Schools of the Future task groups meet to craft recommendations about the staff development needed to implement the recommendations contained in their collective reports.

Rationale: Without a properly planned and coordinated effort, staff development will be sporadic and inefficient resulting in inconsistent and poorly trained teachers.

Appendix F – Staff Use of Technology-Self Assessment

Self-Evaluation Rubrics

Section I:

Name _____ **School** _____
Grade Level(s) you teach _____ **Subject Area** _____
How Many Years Have You Been a Teacher _____

Do you have a computer in your classroom that is connected to the Internet?
Yes No If more than one, how many?

Section II:

Please judge your level of achievement in each of the following competencies. Check the level in each category that best reflects your current level of skill attainment. (Be honest, but be kind.) This tool is designed to help understand your current level of skills with computer technologies and to plan for professional development.

1. Basic Computer Use

- Level 1 - I do not use a computer.
- Level 2 - I use the computer to run a few specific, pre-loaded programs.
- Level 3 - I run two programs simultaneously, and have several windows open at the same time.
- Level 4 - I troubleshoot successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach basic operations to my students.

2. File Management

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

3. Word Processing Programs

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

communication.

What Word Processing Program(s) do you use?

4. Spreadsheet

Level 1 - I do not use a spreadsheet.

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

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

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

5. Database

Level 1 - I do not use a database.

Level 2 - I understand the use of a database and locate information from a pre-made database such as Library Search.

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

Level 4 - I teach students to create and use databases to organize and analyze data.

6. Graphics

Level 1 - I do not use graphics with my word processing or presentations.

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

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

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

7. E-mail

Level 1 - I have an email account but rarely use it.

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

Level 3 - I incorporate email use into classroom activities. I use email to access information from outside sources.

Level 4 - I subscribe to one or more list serves/ mailing lists.

8. Research/Information-Searching

Level 1 - I do not conduct research or teach my students to conduct research.

Level 2 - I help students brainstorm possible sources of information.

Level 3 - I teach my students to use various electronic databases (World Book, EBSCO host, Searchasaurus), and to utilize keywords, limiters, and other features of the database to answer their research questions.

Level 4 - I teach students to begin their research with an essential question and help them brainstorm subsidiary questions and keywords to guide their search.

List any search engines you use:

9. Desktop Publishing

- Level 1 - I do not use a publishing program.
- Level 2 - I use templates or wizards to create a published document.
- Level 3 - I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions.
- Level 4 - I design original publications that communicate to others what I've learned.

10. Digital Images

- Level 1 - I do not use a digital camera.
- Level 2 - I use digital cameras to take pictures for home or school.
- Level 3 - I edit digital images in a software program to print images or post on the Web.
- Level 4 - I use software programs to edit digital images and create slide show presentations. I teach my students to edit digital images and create slide show presentations

11. Digital Video

- Level 1 - I do not use a video camera.
- Level 2 - I create original videos for home or school projects.
- Level 3 - I create original videos using editing equipment.
- Level 4 - I use computer programs to edit video presentations and I teach my students to create and edit videos.

12. Technology Presentation

- Level 1 - I do not use technology for presentation to my classes.
- Level 2 - I use templates or wizards to create technology presentations (PowerPoint, KidPix, AppleWorks, Web pages).
- Level 3 - I use a project device or connect my computer to a large screen monitor or TV to display electronic information and model skills for students.
- Level 4 - I teach my students how to use presentation software, emphasizing content rather than "flash" to clearly communicate their ideas to the audience.

Circle which of the following you currently use: PowerPoint, KidPix, AppleWorks, Web pages

13. Internet

- Level 1 - I do not use the Internet.
- Level 2 - I access school and district websites to find information. I follow links from these sites to various Internet resources.
- Level 3 - I use lists of Internet resources and make profitable use of Web search engines to explore educational resources.
- Level 4 - I teach students how to effectively search and use the resources available on the Internet.

14. Web Publishing

- Level 1 - I do not publish on the Web.
- Level 2 - I contribute content for our school website for the school web manager to post.

___ Level 3 - I create and maintain a classroom website.

URL _____

___ Level 4 - I teach students how to create Web pages. What web publishing software do you use?

15. Responsible Use/Ethics

___ Level 1 - I am not aware of any ethical issues surrounding computer use.

___ Level 2 - I know that some copyright restrictions apply to computer software.

___ Level 3 - I understand district rules concerning student and adult use of e-mail and Internet. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials.

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

16. Technology Integration

___ Level 1 - I do not expect students to use technology in my classroom.

___ Level 2 - I accept student work produced electronically, but do not require it.

___ Level 3 – I plan lessons utilizing technology.

___ Level 4 – I integrate the use of technology throughout my curriculum. I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem solving.

Section III:

How do students use computers in your classes? (check all that apply)

Δ to organize and store information

Δ to collect data and perform measurements

Δ to manipulate/analyze/interpret data

Δ to communicate information as the result of investigations

Δ to create visual displays of data/information (e.g., graphs, charts, maps)

Δ to plan, draft, proofread, revise, and publish written text

Δ to create graphics or visuals of non-data products (e.g., diagrams, pictures, figures)

Δ to create visual presentations

Δ to perform calculations

Δ to create models or simulations

Δ to support individualized learning

Δ for remediation for basic skills

Δ to compensate for a disability or limitation

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Appendix G – Definitions of Terms

CAM – Certificate of Advanced Mastery – Part of the Oregon standards

Cat 5, 6 – A wiring standard used within buildings.

CIM – Certificate of Initial Mastery – Part of the Oregon standards

CIS – Computing and Information Services Department in the Eugene School District.

EBSCOhost – An online periodical repository used for information search and retrieval.

ESIS – The product name for the new student information system being implemented in 4J. The product comes for Administrative Assistants Limited.

EWEB – Eugene Water and Electric Board – 4J leases fiber from EWEB.

Gb/s or Gbps – Gigabits per second – A measure of network speed. Giga means a billion.

KSU – Key System Unit – a telephone control unit used at smaller sites that have fewer phone sets.

LAN – Local Area Network – Usually the wiring and network equipment (routers, switches, hubs and servers) on a single campus.

LCOG – Lane Council of Governments

LDAP – Lightweight Directory Access Protocol – A standards based set of protocols for accessing information in a directory structure.

M b/s or Mbps – Megabits per second – A measure of network speed. Mega means million.

OC-3 – A network speed designation meaning 155 Mbps.

OC-12 – A network speed designation meaning 622 Mbps.

OPEN – Oregon Public Education Network – An entity that provides network interconnection and Internet access for a majority of Oregon school districts

OS X – The newest operating system from Apple Computers. This operating system is significantly different than all previous versions of the Apple OS because it is built on the Unix operating system.

OSLIS – Oregon State Library Information System – A consortium

PAN – Public Agency Network – A network shared by public agencies in the Eugene-Springfield metropolitan area.

PBX – Private Branch Exchange – A telephone network used in large organizations.

SOF – Schools Of the Future – A process conducted during the 1999-2000 school year to assist in establishing district goals.

T1 – A type of network connection that provides 1.54 Mbps data speeds.

Thin-client – A method of software application delivery involving a central server connected to many “thin-client” devices. The clients typically act as input/output devices while the actual computing occurs on the central server.

TILT – Technology Integrated into Learning and Teaching – A Website developed by 4J for use by teachers providing them with useful tools and information relating to the use of technology in the classroom.

WAN – Wide Area Network – The portion of a computer network that connects several local area networks (LANs) together. The components of this network are often leased from another provider such as the local telephone, cable or utility company.

Appendix H - 4JNet Acceptable Use Guidelines

Introduction

The primary purpose of 4JNet, the Eugene 4J School District's electronic communications network, is to support and enhance learning and teaching that prepares students for success. Providing access to 4JNet is an investment in the future of both our students and staff. 4JNet supports the core beliefs of the Eugene 4J School District:

- Do what's best for students.
- Continue to learn and grow.
- Respect and care about each other.

The Eugene School District believes that electronic communication is a tool for life-long learning, and that access to 4JNet is one of the resources that promotes educational and organizational excellence. We believe the responsible use of 4JNet will propel today's schools into the information age allowing students and staff to significantly expand their knowledge by accessing and using information resources, and by analyzing, collaborating and publishing information.

Students and staff should use 4JNet in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Eugene School District 4J. The use of 4JNet is a privilege, not a right, which may be revoked at any time for inappropriate behavior. Users assume responsibility for understanding the policy and guidelines as a condition of using 4JNet. Staff members are accountable to teach and use 4JNet responsibly. Use of 4JNet that is inconsistent with this policy may result in loss of access as well as other disciplinary or legal action.

4JNet E-mail Access

4JNet E-mail users are expected to use Netiquette.

The following individuals are authorized to use e-mail on 4JNet:

1. **4J employees and school board members** may be issued an individual e-mail account after completing the staff application.
2. **High School students at Churchill, South Eugene, and North Eugene** are issued a 4J e-mail account unless a parent or guardian has returned a form denying it.
3. **Middle School students at Kelly, da Vinci, Yujin Gakuen Middle, Madison, Roosevelt and Spencer Butte** are also issued a 4J e-mail account unless a parent or guardian has returned a form denying it.
4. **All other high school and middle school students** may obtain individual district e-mail accounts with written consent from their parents/guardian.
5. **Elementary students** have access to 4JNet only under their teacher's direct supervision using a classroom account. Individual elementary

students are not generally issued e-mail accounts.

Exception: Identified elementary students may be issued an individual e-mail account with the written consent of a parent and a sponsoring educator.

6. Others may be issued **Guest Accounts** based on their need for doing 4J business after completing an application.

Acceptable Internet Use Guidelines

Staff members are expected to teach responsible use to students when students are accessing the Internet, as well as to provide guidance and supervision of students using the Internet in the following ways:

- Teachers and other supervising adults will discuss the appropriate use of 4JNet and the Internet with their students, monitor their use, and intervene if the resource is not being used appropriately.
- Computers that allow access to the Internet should only be placed in areas where adults are present.

Internet users are encouraged to develop uses which meet their individual learning and teaching needs and to take advantage of the network's many useful functions, including World Wide Web, subscription-based information resources, newsgroups, listservs, bulletin boards, threaded discussions, Telnet and FTP resources.

It is possible that students may find material on the Internet that parents consider objectionable. Although students may be supervised when they use the Internet, this does not guarantee that students will not access inappropriate materials. District 4J's guidelines for accessing the Internet prohibit access to material that is inappropriate in the school environment. Students should report inappropriate access of material to a teacher, other staff persons, or their parents. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school, as well as from home.

Unacceptable Use

The Student Rights and Responsibilities Handbook governs student discipline. School Board Policy and District Administrative Rules govern staff use.

The following uses of 4JNet are unacceptable and may result in suspension or revocation of network privileges. Unacceptable use is defined to include, but not be limited to, the following:

- Violation of School Board Policy, District Administrative Rules, or any provision in the district Student Rights and Responsibilities Handbook.
- Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to: copyrighted materials, threatening or obscene material, or material protected by trade secret.

- The use of profanity, obscenity or other language that may be offensive to another user.
- Any form of vandalism, including but not limited to, damaging computers, computer systems, or networks, and/or disrupting the operation of the network.
- Copying and/or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.
- Use of the network for financial gain, commercial activity, or illegal activity, e.g. hacking.
- Use of the network for political activity.
- Use of the network to access pornographic or obscene material.
- Creating and/or placing a computer virus on the network.
- Accessing another person's individual account without prior consent or accessing a restricted account without the prior consent of the responsible administrator or teacher. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed frequently.

Privacy

Student: Specific Internet Privacy Protections and Considerations have been developed for students.

Staff and student users of 4JNet must be aware that information accessed, created, sent, received or stored on the network is not private. It is subject to review by network system administrators. System administrators may investigate complaints regarding e-mail that may contain inappropriate or illegal material.

Web Content

The content on the Eugene 4J School District website shall be consistent with its purpose of supporting and enhancing learning and teaching that prepares students for success. In addition to 4J's educational purpose,

- providing what's best for students,
- allowing for students and staff to continue and grow,
- respecting and caring for one another,

4J's website includes information about the district and functions as a communication tool.

Staff who publish pages on 4JNet should use criteria appropriate to selecting material that enriches the learning environment. In addition to applying the principles used to establish a rich educational environment, web page content should be designed to reflect the following criteria.

- Authority
- Accuracy
- Objectivity
- Currency
- Coverage

Copyright & Plagiarism

Adherence to federal copyright law is required in both the print and the electronic environments. 4J Administrative guidelines 4280.1 states District intent to adhere to the provisions of Public Law 94-553 and subsequent federal legislation and guidelines related to the duplication and/or use of copyrighted materials. 4J guidelines only permit copying specifically allowed by copyright law, fair use guidelines, license agreements or proprietor's permission. Additional copyright information is provided.

The following are not permitted:

- Using network resources to commit plagiarism.
- Unauthorized use, copying, or forwarding of copyrighted material.
- Unauthorized installation, use, storage, or distribution of copyrighted software.

Appendix I – Proposal to School Board to Replace Business Systems

Executive Summary

Question: Should the district replace business systems at this time?

The overriding reason to replace business systems is the need to upgrade technology. District business applications, as well as the hardware and software platform on which they operate, are outdated and long-term vendor and programming support is unlikely, although the systems are at present functionally adequate and stable. These conditions put the district is at risk of losing its ability to meet business obligations. Full implementation of new technology will require 3-4 years.

Discussion: District schools and departments rely on business systems to hire and pay staff, manage school and district funds, and purchase supplies and materials. Over the last 15 years all major business systems have been replaced with heavily customized software that has served the district well. However, most systems are at least 10 years old and their old technology platform is vulnerable to many risks: hardware and software products are losing vendor support, the programming language is becoming obsolete and no disaster recovery plan is in place. In addition, other district systems are migrating from the mainframe computer used by business systems to contemporary hardware and software platforms.

Concerned about these risks, staff engaged in a long-term planning project from Fall 2000 to Spring 2003 by establishing goals and analyzing existing risks associated with obsolete hardware and software. The staff report concluded with a recommendation to replace systems within 5 years. Of various options considered, forming a consortium with other school districts to consolidate services was identified as the most cost-effective strategy to improve the district's long-term position. Shortly after concluding the planning project, staff learned of Clackamas Education Service District's (ESD) conversion to Lawson Software, a leading provider of public sector business system software.

Discussions with Clackamas ESD began in July 2003 regarding the possibility of hosting 4J business applications on Lawson, along with their other 9 districts. Since that time, Finance and Human Resources staff researched Lawson systems and customer satisfaction and learned more about the ESD's implementations. In June 2004 Clackamas ESD presented staff with a proposal to host 4J's business systems. Staff evaluated the proposal options, projected costs of a conversion to Lawson systems through the ESD, and identified possible sources of funding.

Recommendation: Based on this analysis, the superintendent recommends that in September 2004 the district enter into an intergovernmental agreement with Clackamas ESD to host district business systems using Lawson Software

and to fund purchase of appropriate licenses and maintenance agreements on behalf of the district. This option is the most cost-effective strategy to reduce risks, provide quality systems, and position the district for future changes in technology with no increase in FTE for ongoing business system support. The following funds are requested to fund the project:

- Expenditure of \$880,000 of current Fleet Fund reserves, \$120,000 of general fund professional services appropriation (in Finance budget) and \$750,000 in additional one-time funds over the next three years to implement the new systems.
- Increase in Support Services ongoing baseline budget by \$175,000, starting in 2004-05 for the Clackamas ESD hosting fee and dedicated circuit costs, with the intent to reduce the baseline by the cost of maintaining the Alpha server in 2009-10 once remaining systems are off that server.

Appendix J - Funding Summary

Eugene School District 4J Technology Plan Addendum for 2005-2008

Note: The following products, services, and the associated budgetary amounts are included in the technology plan for the 2005-2008 years

E-Rate Eligible Products and Services

2006-07 increase of 2.7% and 2007-08 increase of 1.8% per
CPI (US Urban Consumers), March 2006

Telecommunications Services		2005-2006	2006-2007	2007-2008
Service or Function		Pre-discount Cost (est.)	Pre-discount Cost (est.)	Pre-discount Cost (est.)
Local and long distance telephone service	434 lines/extensions	\$225,225	\$231,306	\$235,470
High speed access lines	1.5 MBPS, 28 buildings	\$84,260	\$86,535	\$88,093
High speed access lines	1 GBPS, 21 buildings	\$32,112	\$32,979	\$33,573
Mobile telephone service	12 existing or new users	\$6,000	\$6,162	\$6,273
Paging service	existing or new users	\$0	\$0	\$0

Internet Access		2005-2006	2006-2007	2007-2008
Service or Function		Pre-discount Cost (est.)	Pre-discount Cost (est.)	Pre-discount Cost (est.)
Dedicated Internet access service	30 Mbps	\$36,240	\$37,218	\$37,888
Internet access service routers	buildings	Not applying for erate		

Total Pre-discount Cost (est.)	\$383,837	\$394,201	\$401,296
Average Discount Rate (est.)	50%	50%	50%
Total Post-discount Cost (est.)	\$191,919	\$197,100	\$200,648

Internal Connections		2005-2006	2006-2007	2007-2008
Service or Function		Pre-discount Cost (est.)	Pre-discount Cost (est.)	Pre-discount Cost (est.)
Upgraded LAN equipment (servers and software)	buildings	Not applying for erate		
LAN cable and/or wireless systems	buildings	Not applying for erate		
Internet access service routers	buildings	Not applying for erate		
LAN maintenance	buildings	Not applying for erate		
Telephone system maintenance	40 systems	\$72,460	\$74,416	\$75,756

Ineligible Technology Support Resources

Service or Function	2005-2006	2006-2007	2007-2008
	Budgeted Cost (est.)	Budgeted Cost (est.)	Budgeted Cost (est.)
Hardware (computers and other ineligible equip.)	\$1,490,122	\$1,500,000	\$1,500,000
Software (ineligible)	\$1,490,122	\$1,500,000	\$1,500,000
Professional development	\$200,000	\$205,400	\$209,097
Maintenance (ineligible equipment)	\$115,000	\$118,105	\$120,231
Retrofitting using bond funds	\$2,000,000	\$500,000	\$200,000
Other			

Total Support Cost (est.)	\$5,367,704	\$7,503,005	\$3,605,084
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Total E-rate & Support Cost (est.)	\$5,559,623	\$7,700,106	\$3,805,732
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Name: Les Moore
Title: CIS Director
Date: 6/15/2006

Totals Costs decrease toward end of 6-year bond funding