

THE ARKANSAS DEPARTMENT OF
Education 

2006-2009 Technology Planning Guide
for Arkansas School Districts
and Open Enrollment Charter Schools

2006-2009 Planning Cycle

July 2005

Technology Plan Template

The Arkansas Department of Education, Division of Research and Technology, has adopted the following template for school districts and open-enrollment charter schools to use when rewriting and updating technology plans. **School districts and charter schools are required to use the following outline. The Technology Plan Submission Form and the Statement of Assurances pages MUST be submitted with the updated/revised technology plan.**

According to E-rate rules, a technology plan must be kept at the district level for a period of five years after the last date to receive service. The Department of Information Systems files E-rate applications on behalf of all public schools and charter schools for the APSCN and Distance Learning Network. The requirement for technology plans covering these services belongs at the district level.

Planning Tips:

1. You must make sure that the technology plan provides documentation on how technology is being used to support the goals in your district's Consolidated School Improvement Plan. You should also submit goals and plans that will be part of other technology grant applications.
2. If you apply for E-rate discounts, make it clear in your plan that your district has or "will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission's support program." In other words, if you are asking for Internet access, show that you already have or will provide the computers, infrastructure, and teacher training needed to allow you to meet your educational goals.
3. Make sure that anything that you ask for (or plan to ask for) on a Form 470, supports educational goals in your technology plan. (For instance, if you are asking for telephone service or Internet access, include a statement in your plan that describes how they are crucial to meeting the communication needs of your district. You may also want to write something about how student resources on the Internet support your curriculum. And/or, you may want language on providing for research/information needs of the students and staff.) For more information on E-rate and technology plan requirements go to: <http://www.sl.universalservice.org/apply/step2.asp>.

Presently, it is not possible to submit your technology plan online. We are asking that districts and charter schools submit two copies of their technology plan to the Department of Education. Plans are to be simply bound with a minimum amount of fastening. Send plan copies by mail to the Arkansas Department of Education at the following address:

Dana Koite
ADE Technology Center
8221 Ranch Blvd.
Little Rock, AR 72223

Technology plans are due between March 1, 2006 and March 31, 2006. A technology plan MUST be received from every public school district and open enrollment charter school in Arkansas no later than March 31, 2006.

For more information on updating or submitting technology plans,

please contact Mrs. Koite at 501.682.1287 or dkoite@arkedu.k12.ar.us.

Cover Page

Technology Plan Submission Form School Years 2006-2009

District Name	Arkansas School for the Blind
County	Pulaski
Education Cooperative	Arch Ford
Contact Person	Ken Fowler
Contact Title	Technology Director
Contact Mailing Address	2600 W. Markham St. Little Rock AR 72205
Contact Phone	501-296-1810
Contact Fax	501-296-1831
Contact Email	kenf@asb.k12.ar.us
District Home Page (URL):	www.arkansaschoolfortheblind.org
<i>Include URL of technology plan if posted to district website:</i>	

(REVIEW TEAM WILL COMPLETE THE FOLLOWING INFORMATION)

DATE RECEIVED:		
REVIEWER:	Approval Status:	DATE:
DISTRICT NOTIFICATION LETTER SENT:		DATE:

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Current District Demographics

District Profile	
DISTRICT NAME: Arkansas School for the Blind	
DISTRICT LEA NUMBER: 6091000	DISTRICT NCES#: 0500035
NUMBER OF SCHOOLS IN LEA	2
NUMBER OF TEACHERS	34
NUMBER OF STUDENTS ENROLLED	82
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	67
STUDENT / COMPUTER RATIO	1/2
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN	Urban
E-RATE DISTRICT DISCOUNT LEVEL	90%

School Profile			
School Name	LEA#	E-rate Entity #	NCES#
Arkansas School for the Blind High School	6091001	82641	0500035
Arkansas School for the Blind Elementary	6091002	82641	0500035

List additional schools on separate paper.

District Executive Summary

Describe the district's demographics, technological history, and brief overview of the major points of the plan, i.e. what the plan is, how and why it came into being, and what the plan hopes to accomplish.

Guiding Questions

- 1) What is the enrollment size of your school district? 82
- 2) Where are you located? Little Rock Arkansas
- 3) Have there been significant changes in the demographics of your district population within the last three years? If so, describe these changes.
There have been no significant changes.
- 4) Are there specific challenges in terms of service delivery that you face because of the changes in the demographics of your district population?
There are no demographic changes.

This plan is being developed to fulfill ADE requirements. As a state agency we are also required to submit a bi-annual plan to the Office of Information Technology. In this plan we will show all planned projects for the period of this plan. We will also show projected costs associated with all projects as well as general technology operating expenses. Finally we will briefly allude to the components presently in place.

a.

Technology Committee

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

District Technology Committee		
Member	Title	Constituency Represented
Ken Fowler	Technology Director	Staff
William Harrison	Technician	Staff
Sharon Berry	Principal	Educational Staff
Jim Hill	Superintendent	Administrative staff
Melissa McGehee	Parent	Parents
Brent McGehee	Student	Students
Chris Wilks	Teacher	Educational Staff
Dawn Wilkinson	Teacher	Educational Staff

Narrative: A narrative on the technology planning process to include:

1. Planning Process - Description of the process used to develop the district plan.

This plan was developed through a cooperative planning process. The committee members have met to discuss the various projects planned for this plan period. These plans have then in-turn been formalized and put into this plan.

2. Planning Process Input - Description of how and from whom input / feedback was sought for the plan.

Input for this plan has been sought from a number of persons. All members of the faculty and staff are encouraged to offer suggestions related to technology. All members of the technology committee are active in discussing technology needs for the school.

3. Communication of Plan - How the plan for technology was communicated to teachers, students, parents, and the community so that a common understanding

is reached for how educational technology will be used to improve student achievement?

This technology plan has been disseminated to all appropriate stakeholders. Comment has been sought and will be used in updating future plans. The plan, once approved, will be placed on the ASB web site for further review.

4. Plan Maintenance – Tentative plans for technology committee meetings for the next school year to evaluate the success of the plan and make needed updates.

The technology committee will meet formally twice per year during the planning period. Other informal meetings will be held as needed. The purpose of these meetings will be to evaluate the success of the plan and make needed updates.

Vision and Mission Statements

Vision Statement

A vision statement expresses thoughts about what the district's future educational environment should look like. It should be written in broad terms and guide the development of the technology plan.

The vision of the Arkansas School for the Blind is to provide a quality education to students who are visually impaired using state of the art information and computer technology to empower students, teachers, administration, and staff to maximize learning, productivity, and performance in order that all students become life-long learners and functioning contributors to society.

Our vision is closely intertwined in the Goals and Objectives listed below.

Mission Statement

A mission statement is a brief, general description of the district's plans for promoting the effective use of technology to improve student performance. The mission statement describes the steps that will need to be taken in order to achieve the district's vision.

Mission Statement

The technology mission of the Arkansas School for the Blind is to provide equitable access to the tools of technology and to integrate that technology into the curriculum by using all available resources to encourage problem solving, research, and data analysis.

Current Technology Assessment

In this section you are to assess your district's current technology status in these categories: curriculum integration, professional development and equitable use of technology. Use the questions listed beneath each category to guide the assessment. The final section of Technology Assessment requires a summary of the current technology inventory of the district to be attached to the plan.

A. Curriculum Integration

1. Identify your district's current curriculum strengths and weaknesses and describe the process used to determine these strengths and weaknesses. Briefly describe the district's current procedures for using technology to address any perceived curriculum weaknesses.

Presently through our Comprehensive School Improvement planning process we have identified as major curricular needs the improvement in the areas of Math and Reading. We have identified strengths in the areas of the expanded core curriculum of Braille, Mobility, Daily Living Skills, and Adaptive Technology training.

We are presently using technology to enhance instruction in these weakness areas. These enhancements include computer assisted enrichment and remediation activities. All classrooms have computers for student use. We also provide adaptive technology on an as needed basis to assist in these critical needs areas.

2. Briefly describe how the teachers currently integrate technology into the curriculum. Include ways technology is presently used for entire classroom and for small group instruction.

Presently each classroom has a minimum of 2 computers. Teachers are using these computers for a variety of activities. These activities include but are not limited to: Research and writing papers, completing class assignments with adaptive technology, and participation in the Accelerated Reader program testing process. Many teachers have adaptive technology items in the classroom. These items are necessary for the students to actively participate in the classroom activities.

3. Briefly describe how students currently use technology. Include ways students presently use technology for purposes beyond practice of skills.

Many students are using a variety of technology devices to participate in the state mandated testing program. Students also use technology to submit homework assignments. Students also use technology for research and completion of class assignments. Interactive games are used where appropriate. Music students are developing new skills in production through technology.

4. If your district is not currently practicing technology integration, list strategies that are being implemented to promote technology integration into the educational process.

Technology integration is encouraged and presently in use in all areas.

B. Professional Development

1. Describe the process your district uses for assessing the technology professional development needs of teachers, administrators, and non-certified staff. If your district measures the implementation level of technology in the classroom, include a sample of the tool that is used.

Faculty and staff are polled frequently. They are encouraged to submit requests for technology training. During administrative staff meetings the needs of the overall staff are also discussed.

2. Briefly describe technology professional development activities that have been offered to teachers.

In-service opportunities have included training in; e-mail use, Special Education Automation System software use, Grade Quick software use, Adaptive Technology use, Microsoft office basics, and Library automation software use.

3. Describe the method(s) the district uses to determine the effectiveness of the professional development activities.

Presently all in-service activities are evaluated based upon participant satisfaction and skills. Each area mentioned above are monitored closely and evaluated based upon accurate use of the above mentioned items.

C. Equitable use of Technology

1. Describe the availability of technology to students and staff in the district.

All classrooms have a minimum of 2 modern computers available for student and staff use. Each dormitory also has a minimum of 4 computers designated for open access.

2. How much time is available for use of technology by students and staff?

There are no restrictions placed upon students and staff as it relates to technology time usage.

3. How are assistive technologies provided and supported?

Assistive technology devices are provided on an as needed basis. ASB prides itself on the availability of a variety of assistive technology devices.

4. Is technology staff trained to support assistive and accessible technologies?

All staff members are in-serviced on the use of assistive technology devices.

D. Current Technology Inventory and Narrative

1. Describe how technology is inventoried.

A complete technology inventory is maintained by the technology staff of the ASB.

2. Attach an inventory summary of the technology that is found in your district (do not send a print-out of an inventory list of all equipment at each school).

For each school, provide the following information:

- *Number & type of computers*
175 Micro PC
- *Number of printers*
63
- *Number of rooms wired for the Internet*
75
- *Number of phone instruments*
45
- *Number of phone lines*
40
- *Number of fax machines*
4
- *Satellite systems/equipment*
0

- *Network systems/equipment*

1 Network server, 25 switches, 1 PIX firewall, 1 Router, 38 Wireless access points, 1 wireless access server, 12 fiber optic LIU stations

- *Software/Hardware*

Jaws, Grade Quick, Pegasus E-mail, Zoomtext, Windows XP pro, Novell Netware, Office XP pro, Misc Adobe products, Word perfect, E-trust anti-virus, Accelerated reader, Misc educational software

- Include equipment used for distance learning
0

Needs Assessment

Conducting a needs assessment involves identifying the technology needs of the district and its stakeholders. It is recommended that for a start, evaluating progress towards needs identified in the previous technology plan should be evaluated. There are many forms of needs assessments and school districts should choose a method that meets local needs, be it a survey process involving students and staff or a more formalized process.

Guiding Questions:

- a) What type of needs assessment did you conduct to develop this technology plan?

An evaluation of the current plan was performed by means of discussion. Planned projects for the upcoming plan period were discussed for inclusion into this plan.

- b) Who participated in the needs assessment?

All members of the Technology Committee were encouraged to participate. Ideas were also solicited from other staff members.

- c) What were some of the critical components of your needs assessment?

Critical components included; Future growth, New technologies, Curricular issues, funding, training, and implementation.

- d) What were some of the key results of your needs assessment?

Additional assistive technology devices need to be acquired. Training in this area also needs to be enhanced. New methods for curricular deployment need to be addressed. All areas related to the prior plan have been implemented successfully.

Goals, Objectives and Strategies for Technology

Establishing goals, objectives and strategies for technology to improve education should be based on the results of the needs assessment. It is recommended that realistic goals that reflect expected resource levels and service objectives be established for the next three years. This may include new programs or services to be delivered through technology, improvements in existing programs, and new trends in using technology for delivery of education that are impacting your district.

The Department of Education sees the following topic areas as the core foundations for use of technology in education. Technology plans should address strategies in these areas. Districts and schools may have additional areas of focus that may be added.

- Technology as a Tool for Parental Involvement and Communication.
- Technology Integration with Curriculum and Instruction.
- Technology for Delivery of School Media Center.
- Technology for School and Public Library Administrative Support
- Increase/Improve Technology Access for Teachers and Students.
- Technology as a Tool for Delivery of Staff Development.

Goals and Objectives

Goal 1: Technology should support curriculum and learning.

A. Continue to coordinate the use of technology with content standards in all subject areas.

B. Continue to ensure that curriculum drives technology decisions (purchases are consistent with long range goals and curriculum plans).

C. Continue to involve technology and or media personnel in the curriculum development process for all subject areas.

D. Continue to ensure equitable access to the tools of technology for all students regardless of handicap.

E. Continue to ensure that adequate technology items are present to promote an adequate learning environment.

F. Continue to seek out new and improved technology to better enhance the student learning, and functioning of the staff, of the Arkansas School for the Blind.

G. Continue to insure that all data related to students and staff is secure and confidential.

H. Continue to insure that students are provided opportunities to become technologically literate prior to entering the 9th grade.

I. Continue to seek out new ways to enhance parental involvement. This should include a continually updated web site.

Goal 2: Technology planning should be an ongoing process.

A. Continue to revise, update, and evaluate the technology plan on an ongoing basis.

B. Continue to tie the use of technology to educational reform and restructuring efforts.

C. Continue to explore ways to stretch existing funding through the use of more efficient technologies and alternative strategies.

D. Continue to teach teachers to utilize technology tools and use them effectively In the classroom.

Goal 3: technology training should be ongoing and integral to all areas.

A. Continue to provide ongoing opportunities for technology related staff development.

B. Continue to upgrade and improve the statewide training facility where educators can learn how to use technology products related to visual impairment.

C. Continue to provide personnel to oversee and coordinate planning, implementation, and training efforts.

D. Continue to provide sufficient training opportunities to enable staff to become independent technology users.

E. Continue to make "effective use of technology" a key element in evaluations and goals plans for all staff.

Goal 4: A support infrastructure must be maintained.

A. Continue to update guidelines for quality control and evaluation of technology usage.

B. Continue the development of the "resource center" to coordinate training, equipment and other needs as appropriate for visually impaired students.

C. Continue to promote cooperation and coordination of services between our school and related agencies.

D. Continue to maintain a resource bank of people who can provide system and software evaluation, technical assistance, and other support as needed.

Goal 5: Funding for technology should be adequate, equitable, and stable.

A. Continue to update the long-term plan.

B. Continue to explore ways to stretch existing funding through the use of more efficient technologies and alternative strategies.

C. Continue to explore and develop partnerships with other "Schools for the Blind" and higher education.

D. Continue to actively pursue grants and other funding opportunities.

Federal Requirements

E-Rate Requirement 1: The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education.

No Child Left Behind Requirement: Description of strategies for integrating technology with instruction and aligning with state standards to improve student achievement and increase technology literacy.

No Child Left Behind Requirement: Description of strategies schools are taking to ensure that all students and teachers have increased access to technology

No Child Left Behind Requirement: All students will be technology literate by the end of eighth grade.

No Child Left Behind Requirement: Description of strategies for encouraging the development and use of innovative strategies for delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

No Child Left Behind Requirement: Description of how the school or school district will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.

Policies and Procedures

The Arkansas Department of Education strongly recommends that at a minimum, districts develop technology policies relating to equitable access for students with exceptional needs, data and network security, and Internet safety.

The Children's Internet Protection Act (CIPA) requires each district to have an Internet Safety Policy that protects minors from pornography or activities that could harm them. CIPA compliance is required for E-rate, and Title II Part D of No Child Left Behind. Under CIPA, the Internet Safety Policy must also contain a "technology protection measure" that prohibits access to graphic images considered pornography or harmful to minors.

In addressing this criteria, you must make sure to show evidence that the Internet Safety Policy based on CIPA guidelines exists by either attaching a copy or providing a URL of the policy posted to the districts web site. In addition to the URL of the policy, provide an outline of the contents in narrative.

Guiding Questions

1. Do you have policies in place for the areas recommended? If so, what are some of their key components?

All required policies are presently in place. Filtering for CIPA requirements are provided by the State Department of Information systems. The nature of our school requires that all students have equitable access. All students have exceptional needs. Data and network security is provided through the use of spam and virus filtering as well as strong password requirements.

2. If you do not have policies in place, do you have plans to develop them? When will they be developed?

Plans will be re-evaluated on a regular basis.

3. How are school staff, parents, and students kept updated on these policies?

Through In-Service and meetings.

4. Have you conducted a security audit of your network? How do you secure your network and safeguard the privacy of data?

A security audit has not been performed. A firewall is in place to protect data.

5. Do you have an Internet Safety Policy that contains a "technology protection measure"?

The Arkansas School for the Blind presently has multiple policies in place related to this area. All students and/or their parents are required to sign that they have received a copy of these policies which are contained in the student handbook. All employees are also required to sign an acceptable use policy, which is a part of the employee handbook. These policies contain at a minimum policies and procedures related to the CIPA requirement for Technology Protection measures, and an Internet safety policy. An annual report to the public is made during the month of September. These policies are addressed at this time if any changes are made. Public comment was requested in the original development of these policies.

Copies of the student policies have been attached as addendum #1 and begin on pg. 37

Federal Requirements

E-Rate and No Child Left Behind: Any district that wishes to be eligible for funding from the E-rate, or NCLB Title II D programs to support Internet access and/or computers and other equipment used to access the Internet, must be in compliance with the Children's Internet Protection Act. For E-rate, schools must be in compliance by the second year of successful E-rate application.

Technology Infrastructure, Management, and Support

This criteria section is designed to stimulate planning for the physical technology infrastructure required for the district to deliver education services. This includes elements of hardware, software, telecommunication services, and staff needed to support the technology infrastructure. The key elements of technology infrastructure are outlined below. Your district may have additional items that need to be included in your technology plan based on local initiatives. Please remember that the district technology plan needs to be reflective of services that are requested on the Form 470 used in the E-rate application process.

- Telecommunications Capacity.
- Equipment Access for Instruction, Including Assistive Technologies.
- Equipment Access for Delivery of Public Library Services, Including Assistive Technologies.
- Average Age of Equipment.
- Handhelds and Tablet or Laptop PCs.
- Replacement Schedule.
- Network and Data Security.
- Technology Platform.
- Level of Technology Staff Support.

GUIDING QUESTIONS:

1. Describe your basic technology infrastructure. (Optional: Include schematic drawings that show the location of wiring closets, classrooms with Internet access, and identify the types of LAN and WAN connectivity.)

The basic technology infrastructure, at the Arkansas School for the Blind, consists of a complete networking scheme. This scheme includes, but is not limited to, 1 Network Email / Application server, Cisco brand Networking Switches with and without fiber optic connections, CAT 5 / CAT 5e / CAT 6 UTP cabling, Cisco brand Wireless Access Points, Hewlett-Packard / ULTRA / Gateway brand PC's, and Novell Netware network operating system. All classrooms and dormitory study hall labs are connected to the internet and network for various classroom needs as well as communications.

2. What is your telecommunications/connectivity capacity? Is this capacity sufficient to meet your needs? Do you have plans for expanding this capacity over the next three years?

Our telecommunications/connectivity capacity is becoming limited, at this time, with the continued addition of computers. We are in the process of upgrading our Network Email server, Networking cabling, and Network switches. Our current goal, is to replace all existing CAT 5 / CAT 5e cabling to CAT 6 cabling for increased bandwidth / data load

from switch to switch. Replace and upgrade all switches to the latest 10/100/1000 (gigabit) throughput.

We will be designing, purchasing, and implementing a Distance Learning Department. This department will require the installation of a new T-1 line (or higher) from the Department of Information Systems (DIS). This T-1 line will be a dedicated Distance Learning line.

During this budget period, we plan to further explore the implementation of the use of Voice Over IP (VoIP). This VoIP will be implemented depending on the cost factor. New cabling will be installed for this purpose.

3. What is your Internet connected computer-to-student ratio?

Our internet connected computer-to-student ratio is approximately 2.0 computers to 1 student. This figure is based on 160 computers to 80 students. These computers are located in different classrooms and buildings. Some of these computers are only available to Secondary students (7-12 grades) and some are only available to elementary students (K-6 grades).

4. What is the average age of the equipment used for delivery or instruction services?

The average of the equipment used for delivery or instruction services is 4 or less years. Any computers older than 4 years are placed in the dormitory study hall labs (these computers are fully functioning computers. Any computer with defects are prepared and sent to the state marketing and redistribution - M & R).

5. Do you have an equipment replacement schedule? If so, please describe the basic schedule.

Our equipment replacement schedule is 4 years. When equipment passes that 4 year mark, it is either sent to M & R or is cleaned and redistributed to the dormitory study hall labs.

6. What is your technology platform – MacIntosh, PC, or combination?

Our technology platform is PC. We do have one MacIntosh in use for instructional purposes.

7. Do you currently use a firewall or anti-virus software? If so, for how many machines?

We currently have a Cisco 815 series PIX firewall. Also, we currently have installed, on each PC, Computer Associates E-Trust Inoculate-It anti-virus software. Also, we currently use Tangent's Barracuda SPAM E-Mail filtering software for incoming non-local email.

8. Do you presently have an email filter for SPAM and/or viruses?

We currently use Tangent's Barracuda SPAM E-Mail filtering software for incoming non-local email.

9. Do students or staff regularly use handheld PDA devices or tablet/laptop PCs? If so, what types of applications of these devices are in place?

We have a limited number of staff and / or students who use laptop PC (this number is approximately 10 - combined). Currently, we have 2 staff members who use a handheld PDA.

10. How many technology support staff do you have to manage your computer and network infrastructure? Do you feel the staff is sufficient or is technology support a challenge for your school district school, regional public library system, or public library?

We currently have 1 full time technology support staff employee. We have contracted with an additional part time employee on an as needed basis. At this time it is believed that this is sufficient.

11. How are technology support staff provided with training?

Our technology support staff are provided training through technology conferences, manuals, seminars, and personal knowledge-base.

12. What challenges do you face in trying to maintain and/or upgrade your technology infrastructure?

The challenges faced by the technology department to maintain and/or upgrade the technology infrastructure is that of priority. With the limited number of technology staff and the ever-growing number of computers and networking equipment, prioritizing the various tasks does become a challenge. Since we are a school, we function at normal business hours of 8 am to 4 pm. During this time, the need to interrupt classroom instruction is needed. Also, with the main networking closet located in the main hallway in the main Administration building, installing, upgrading, and maintaining cabling is limited to certain times of the day when students are not traveling through this area.

13. Explain how E-Rate has allowed the district to improve or increase its technology infrastructure.

E-Rate has allowed for the installation of virtually all networking equipment and network related materials. E-Rate has allowed for connectivity to the internet and network from any location on campus through our array of wireless access points. E-

Rate has also afforded us the opportunity to bring internet based programs and materials to students through the installation of Internet connectivity.

FEDERAL REQUIREMENTS

E-Rate Requirement 3: The plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or public library services.

Presently we feel we have sufficient equipment in these areas to support all e-rate purchases. As needs grow we have sufficient funding allocated from our local budget to cover the acquisition of needed additional equipment to efficiently utilize e-rate purchased equipment.

No Child Left Behind Requirement: Description of technology type and costs of technology, including provisions for interoperability of components.

Presently each classroom has a minimum of 2 modern Pentium class computers that are networked for student use. These computers cost @\$1,500 per unit. Each classroom also has a desk top printer (@ cost \$100/unit) as well as access to a high speed network printer. All purchases are evaluated for interoperability. All purchases must be approved by the technology director. Assistive technologies are also provided on an as needed basis. Cost vary by item,

Staff Development and Training

The technology plan must include strategies for providing ongoing professional development for teachers and administrators in the integration of technology with curriculum and school management, and for public library staff in the use of technology for delivery of public library services and access to information.

GUIDING QUESTIONS:

1. Describe your staff development plan as it relates to providing training to teachers and administrators in the use of technology for delivery of education and public library services.

We presently offer numerous in house in-service opportunities. At a minimum we offer the state mandated minimum. Typically we offer many more opportunities than are required. We also encourage our staff to attend off campus in-service opportunities.

2. For school districts, how does it address the integration of technology with instruction?

Through district wide in-service opportunities.

3. Have you adopted technology skills standards at the local level for teachers, administrators, or public library staff? Are these standards developed based on any nationally-based standards such as the International Society for Technology in Education (ISTE) or other models?

At present we have not adopted any specific technology skills standards.

4. Are school staff sufficiently trained to integrate technology with instruction? How are staff assessed on the effectiveness of training?

In our opinion educational staff members are moderately well trained. The staff are assessed as a part of the employee evaluation process.

5. Are school administrators sufficiently trained in the use of technology as an administrative tool? How are administrators assessed on their training?

In our opinion administrative staff members are moderately well trained. The staff are assessed as a part of the employee evaluation process.

6. Are there particular challenges your schools are experiencing in providing sufficient staff development activities for your staff? If so, what are they?

The diverse needs of our staff population make in-service difficult at times. Limited numbers departmentally make it difficult to schedule department specific training.

FEDERAL REQUIREMENTS

E-Rate Requirement 2: The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.

No Child Left Behind Requirement: Description of how the school or school district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

Technology Budget

This criterion is designed for the school or public library to show evidence that a budget has been planned and exists for the course of the three-year technology plan. To the extent possible, identify existing and potential technology funding sources, and create a budget summary of projected expenditures for technology over the next three years. Include estimates for expenditures on items such as hardware, instruments and equipment, software, consulting contracts, telecommunications services, staff, training for technical staff and staff development opportunities for teachers, administrators and public library staff, supplies, and facilities.

Remember to address the following two key components:

- Evidence of adequate budget to support infrastructure and services over the next three years.
- Identify existing and potential funding sources.

GUIDING QUESTIONS:

1. Provide an estimated budget for your anticipated technology expenditures for the next three years.
2. What are your major funding sources?
3. Are there any particular funding challenges your schools may face over the next three years that impact your districts ability to implement the technology plan? If so, what are they?

FEDERAL REQUIREMENTS

E-Rate Requirement 4: The plan must provide for a sufficient budget to acquire and support the non-E-rate discounted elements of the plan; the hardware, software, professional development, and other services that will be needed to implement the strategy.

BUDGET SUMMARY

Provide a budget summary for the period of time between the end of the budget in your existing plan and July 2009. Make sure to explicitly put into the budget the money to pay your portion of E-Rate eligible services. For example, if your phone bill is \$50,000 and you anticipate \$30,000 in E-rate discounts, make sure you have \$20,000 in your local budget to cover your portion of the cost.

You may download this spreadsheet, print it out and include it as an attachment.

District Technology Plan Budget													
Submitted by: <District Name>													
	YEAR 1			YEAR 2			YEAR 3						
	2006-2007			2007-2008			2008-2009						
Budget Category	LOCAL	STATE	FEDERAL	LOCAL	STATE	FEDERAL	LOCAL	STATE	FEDERAL	TOTAL EXPENDITURES YEARS 1-3			
Technology Infrastructure													
Hardware (including work stations, printers, laptops, ect.)	161,500		46,000	100,000		40,000	100,000		40,000	487,500			
Internal Connections (including wiring, file servers, network components)	2,000		18,000	2,000		18,000	2,000		18,000	60,000			
Telecommunications Services													
Internet Service Provider													
Telephone Service (FOTS)	1080		9720	1080		9720	1080		9720	32,400			
High-bandwidth Voice/Data/Mobso Connections	1,560		14,040	1,560		14,040	1,560		14,040	46,800			
Dial-up Internet Connections													
Wireless Connections	2,400		9,600	2,400		9,600	2,400		9,600	36,000			
Telecommunications Equipment (including phones, pagers, radios, etc.)	1,200			1,200			1,200			3,600			
Other													
Maintenance and Upgrades													
Software													
Curriculum	9,000		10,000	9,000		10,000	9,000		10,000	57,000			
Administrative	1,000			1,000			1,000			3,000			
Professional Development													
Training (including ADE or district level training online courses for teachers, etc.)	5,000		15,000	5,000		15,000	5,000		15,000	60,000			
Staff Support (including materials, stipends, substitute pay, mileage, conference expenses, salary and fringe benefits of prof dev coordinator)	1,000			1,000			1,000			3,000			
Technical Support													
Staffing (including salaries and fringe benefits of technology coordinator, technician, etc.)	63,709			63,709			63,709			191,127			
Contractual (including contracts to provide technical services not available within the district)													
Supplies and Materials													
Other	1,000			1,000			1,000			3,000			
TOTAL	250,449		122,360	188,949		116,360	188,949		116,360	983,427			

Implementation Plan

The implementation plan should include basic schedules and timelines, budget commitments, equipment to be purchased, communications strategies associated with the technology plan, action steps for tasks to be completed, periodic evaluation of progress with implementation of the plan, milestones to be reached, staff assignments, and time estimates for tasks. The timeline that should be reflected in the implementation plan is for July 1, 2006 – June 30, 2009.

Optional: You may use the Action Timeline template found on the next page to document the technology plan timeline.

We have chosen to use the Action Timeline for planning purpose.

FEDERAL REQUIREMENTS

No Child Left Behind Requirement: Description of how the school or school district will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for integration.

Action Timeline

Technology Goal: To maintain a Rotation Schedule / Timeline for Computers, Monitors, and Servers.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Create a master inventory list.	William Harrison	Month of July 2007 Month of July 2008	Microsoft Excel	None	Included In Salary of Technology Position	Agency Staff Payroll
Use master inventory list to determine what equipment will be rotated / replaced (based on a 4-Year rotation)	William Harrison	Month of July 2007 Month of July 2008	Microsoft Excel	None	Included In Salary of Technology Position	Agency Staff Payroll
Gather bids for equipment to be rotated / replaced.	William Harrison	Various dates during 2007 & 2008	Internet Explorer	None	Included In Salary of Technology Position	Agency Staff Payroll
Award bid and purchase equipment. Deploy new equipment. Redeploy outdated equipment or send to M & R.	William Harrison	Various dates during 2007 & 2008	None	None	Agency Budget (average of \$60K / year)	Agency Budget

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

The activities will be evaluated based on the 4-year rotation schedule outlined by the Technology Plan. The success of this activity is based on the completion of rotating / replacing the equipment tagged for this activity. The data that will be collected is that of equipment inventory numbers, serial numbers, make / model of equipment, and date of original purchase.

Action Timeline

Technology Goal: To Create / Install a Distance Learning Lab.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Create a diagram and materials / equipment list to operate a distance learning lab.	William Harrison	Month of July 2007	Microsoft Word	Learn about distance learning technology	Included In Salary of Technology Position	Agency Staff Payroll
Use this diagram and list to gather bids to purchase items required.	William Harrison	Month of July 2007	Microsoft Word	None	Included In Salary of Technology Position	Agency Staff Payroll
Purchase items from awarded bids.	William Harrison	Month of July 2007 to Sept. 2007	None	None	Approx. \$67,5000	Agency & E-Rate funds
Install equipment and educate teachers / staff on how to use the equipment.	William Harrison	Various dates (07-07 to 09-07)	Purchased Equipment and Software	Training from supplied materials	Included In Salary of Technology Position	Agency Staff Payroll

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

The activities will be evaluated based on reports and demonstrations of other agencies with similar labs. The success of these activities will be the completion and continued use of the distance learning lab. The data collected will be that of students' grades and performances during the instructional period(s) and course enrollment data.

Action Timeline

Technology Goal: To Upgrade Existing Software and Purchasing New Software.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Create List of software needing to be upgraded or Newly purchased.	William Harrison	Various dates from 2007-2009	Microsoft Word	None	Included In Salary of Technology Position	Agency Staff Payroll
Acquire Bids for software.	William Harrison	Various dates from 2007-2009	Microsoft Word Internet Explorer	None	Included In Salary of Technology Position	Agency Staff Payroll
Purchase Software.	William Harrison	Various dates from 2007-2009	None	None	Agency Budget (average of \$20K / year)	Agency and Federal Funds
Install / Deploy software.	William Harrison	Various dates from 2007-2009	Supplied Software bundles.	As needed based on type of purchase.	Included In Salary of Technology Position	Agency Staff Payroll

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

The activities for this initiative will be evaluated based on the cost and amount of usage of the software. Success for this activity will be determined to be a success by continued and substantial use by students, staff, faculty, and administrators. The data collected will be that of the amount of usage of various software packages and the continuing need for that particular software.

Action Timeline

Technology Goal: To maintain General Maintenance / Upkeep / Replacement of Existing Network Equipment & Materials.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Maintain the existing Network Equipment & Material	William Harrison	Various dates during 2007 & 2008	Laptop Computer & Cable Testing Dev.	None	Included In Salary of Technology Position	Agency Staff Payroll
Determine Need for Replacement / Repair of Network Equipment & Material	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Staff Payroll
Purchase Various Replacement Parts and / or Materials or send Equip. out for Repair	William Harrison	Various dates during 2007 & 2008	None	None	Average of \$20K / year	Agency & E-Rate Funds
Install Replacement Parts and / or Materials	William Harrison	Various dates during 2007 & 2008	Various Hardware & Software	None	Included In Salary of Technology Position	Agency Staff Payroll

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

This activity will be evaluated on a continual basis. An activities success will be based on completion of activity. The data collected will be that of parts / equipment / materials replaced or repaired and performance of said items.

Action Timeline

Technology Goal: To Travel to and Attend Technology Conferences & Training Classes (In-Services).

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Determine Need of Attending Various Technology Conferences & Training Classes	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Staff Payroll
Travel to and Attend Various Technology Conferences & Training Classes	William Harrison	Various dates during 2007 & 2008	None	None	Average of \$20K / year	Agency and Federal Funds

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*
 This activity will be evaluated on a continual basis. An activities success will be based on completion of activity. The data collected will be that of procedures and implementation of new techniques to future & existing hardware, software, and equipment.

Action Timeline

Technology Goal: To Purchase and Install Adaptive Technology Equipment.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Determine the Need for Various Adaptive Technology Equipment and Software.	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Budget
Gather Bids for Needed Adaptive Technology Equipment and Software.	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Budget
Purchase the Needed Adaptive Technology Equipment and Software.	William Harrison	Various dates during 2007 & 2008	None	None	Average of \$60K / year.	Agency and Federal Funds
Install and Deploy Adaptive Technology Equipment and Software.	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Budget

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

This activity will be evaluated on a continual basis. An activities success will be based on completion of activity. The data collected will be that of procedures and implementation of new techniques to future & existing hardware, software, and equipment.

Action Timeline

Technology Goal: To maintain a Rotation Schedule / Timeline for Peripherals and Devices.

Activities To Support this Goal	Person(s) Responsible	Timeframe for this Activity	Hardware & Software Required	Professional Development Required	Cost (Budget) for this Activity	Source of funds
Create a master inventory list of Peripherals and Devices	William Harrison	Various dates during 2007 & 2008	Microsoft Excel	None	Included In Salary of Technology Position	Agency Staff Payroll
Use master inventory list to determine what Peripherals and Devices will be rotated / replaced (based on a 4-Year rotation schedule).	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Staff Payroll
Gather bids for Peripherals and Devices to be rotated / replaced.	William Harrison	Various dates during 2007 & 2008	None	None	Average of \$20K / year	Agency and Federal Funds
Award bid and purchase Peripherals and Devices. Deploy new Peripherals and Devices. Redeploy outdated equipment or send to M & R.	William Harrison	Various dates during 2007 & 2008	None	None	Included In Salary of Technology Position	Agency Budget

Evaluation: *How will the activities listed for this initiative be evaluated? What constitutes success in these activities? What data will you collect?*

The activities will be evaluated based on the 4-year rotation schedule outlined by the Technology Plan. The success of this activity is based on the completion of rotating / replacing the Peripherals and Devices tagged for this activity. The data that will be collected is that of Peripherals and Devices inventory numbers, serial numbers, make / model of equipment, and date of original purchase.

Plan Evaluation

Evaluation of a technology plan must be continuous and based upon a variety of factors. Major evaluation activities assessing target competencies should be conducted each year. These activities should include performance tasks and/or demonstration of skills listed in the target objectives. Other periodic evaluation activities should focus on the following specific evaluation categories: 1) connectivity/infrastructure; 2) hardware; 3) integration and use of technology; 4) professional development; and 5) fiscal support of technology. Be sure to include the following in this section:

- Evidence of Evaluation of Previous Plan (minimum 1 page summary of process used for evaluating previous plan and results of evaluation of previous plan.)
- Evaluation Plan for 2006-2009 Technology Plan

GUIDING QUESTIONS:

1. What measures of performance have you incorporated into your plan to determine whether your technology implementation and investments have been effective in achieving your school district's objectives?

We will evaluate progress on at a minimum of twice yearly through our planning team meetings. We will also further evaluate effectiveness through the employee evaluation process. Student achievement will be evaluated through assessing student achievement gains.

2. How often will you evaluate progress on your school district's plan?

Twice yearly.

3. Who will do the evaluation?

Members of the technology planning committee and the administrative staff.

4. Who will be responsible for documenting the evaluation process?

The technology director will maintain all records.

5. Show evidence that you have evaluated your school district's previous technology plan and include the key points or findings of this evaluation in your new plan.

The present technology plan has been evaluated annually through discussion in the technology committee meetings and at various administrative staff meetings. Both of these groups have determined that all areas of the prior plan have been fully

implemented. The committees have also determined that the implementation of the prior plan has greatly enhanced the educational opportunities for the students.

Student achievement levels have improved through the past planning period. Due to privacy concerns we cannot report specific results without violating students' procedural rights under IDEA. All student assessment results were analyzed and sufficient yearly progress was made.

Staff members have, as a general rule, received superior ratings on their performance evaluations related to technology use. This includes evaluations related to the integration of technology into the curriculum.

Connectivity has grown by a large amount during the prior planning period. At this time all areas of the campus are internet accessible. The team has determined that at this time sufficient connectivity exists to allow for all functions required. The team has also determined that sufficient hardware exists to allow for curricular enhancement.

The committee has also determined that the present level of in-service opportunities is sufficient to allow for continued growth on the part of the staff.

The district has been very good at providing adequate fiscal support. The committee has determined that this fiscal support level was more than sufficient to implement all plans.

FEDERAL REQUIREMENTS

E-Rate Requirement 5: The plan must include an evaluation process that enables the school or public library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

No Child Left Behind Requirements: Description of the process and accountability measures that the school or school district will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula, increasing the ability of teachers to teach, and enabling students to achieve challenging state academic standards requirements.

DISTRICT TECHNOLOGY STATEMENT OF ASSURANCES

School District _____

The LEA, in accordance with the Arkansas Department of Education policies and procedures, by submitting this local technology plan, hereby assures that:

1. The LEA is an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, the applicant does not discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
2. The LEA agrees that the Arkansas Department of Education, or any of its duly authorized representatives, at any time during the terms of this technology plan, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to this plan.
3. The LEA certifies that they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
4. This plan, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Arkansas.
5. This plan has been reviewed and approved by the District Technology Committee, the District Superintendent, and the approved by the School Board.

Signature of School Board President	Date
Signature of Superintendent	Date
Chairperson, District Technology Committee	Date

=====

District Technology Coordinator/Contact:

Name:	Telephone #:
School District:	Fax #:
Address:	E-mail:

RULE 30. Unauthorized Accessing or Attempting to Access Computer Files

Arkansas School for the Blind: Acceptable Use Policy (AUP)

The Arkansas School for the Blind is committed to promoting ethical and responsible use of computer and network resources and will not tolerate their misuse. The use of technology resources is a privilege, not a right, and should be treated as such. Access to the Internet and technology is provided for professional, managerial, and educational purposes. Any person using district technology is responsible for its proper use. By accessing and using technology, users acknowledge that inappropriate use is prohibited and may result in disciplinary action. The Arkansas School for the Blind reserves the right to monitor or log all network activity with or without notice, including e-mail and all web site communications, and therefore, users should have no reasonable expectation of privacy in the use of these resources.

Technology infractions include but are not limited to:

1. Hardware-related infractions:

- Vandalize, deface, destroy or remove computer equipment, parts, cables, accessories, etc.
- Unauthorized dismantling, disconnecting, or removing computer equipment, cables, or peripherals.
- Misuse of computer hardware that results in temporary or permanent damage or possible damage to equipment.

2. Software-related infractions

- Unauthorized changing of settings on computers including modification or removal of software, operating systems, security programs, configuration files, etc.
- Introduction of a virus or other destructive elements.
- Installation of unauthorized and/or unlicensed software (on-site documentation required).
- Inappropriate use of files including: Unauthorized copying of software programs. Unauthorized usage of files or disks. Unauthorized downloading of files.

3. Computer Ethics-related infractions:

- Attempting to access systems or files for unauthorized purposes.
- Using or attempting to use unauthorized passwords - system security passwords or other individual's passwords.
- Failure to keep personal passwords secure and private.
- Usage of computers for harassment (sexual, racial, personal, bullying, etc.)
- Usage of computers for illegal or unethical activities including plagiarism, copyright

violations.

- Usage of computers to convey or access any objectionable materials including topics which are: obscene, racially slurred, vulgar, sexually explicit, violent, etc.
- Excessive time usage when others are waiting.

4. Internet/email related infractions:

- Unauthorized posting of information/graphics pertaining to The Arkansas School for the Blind, its employees, or students.
- Visiting improper or inappropriate websites.
- Design, creation or posting of websites which do not follow the district webpage standards.
- Use of chat rooms, cyber cafes, etc.
- Inappropriate e-mail:
- Inappropriate mailings to large groups or entire school.
- Non-essential messages including: jokes, thoughts of the day, chain emails, political announcements, etc.
- Confidentiality - no email is confidential, personal, or private. All or part of an email can be sent to hundreds of people with just a few mouse clicks. In addition, emails can be subject to open records law. Persons should not post email messages containing inappropriate language or content

Disciplinary Actions:

All violations will be handled as any other infraction of school board policy.

Disciplinary Actions May Include:

1. Revocation of computer access.
2. Financial restitution.
3. Students: suspension, expulsion, academic failure due to lack of course completion, or other penalties as may be appropriate.

Signature page from the student handbook

**Receipt of the Arkansas School for the Blind
Student-Parent Handbook, August 2004**

I _____, received and have read a copy of the
ASB

Name of Student

Student-Parent Handbook, August 2004, including the Anti-Bullying Policy, the Notification of Rights under the Family Educational Rights and Privacy Act (FERPA), the Computer Acceptable Use Policy, and the Notification of Rights under the Protection of Pupil Rights Amendment (PPRA).

Signed

Date _____

Student

Computer Policy

A computer account at the Arkansas School for the Blind gives the user computer access to the school's academic software as well as access to Internet. A computer account is a privilege that requires responsible behavior on the part of the account holder, and if a user abuses the privileges, account access could be lost. An ASB computer account is maintained by complying with ASB computer usage policies.

Computer technology changes rapidly, as do the ways that users are able to use and perhaps abuse the school's computer system. Just because a particular activity is not expressly prohibited by the computer usage policy does not mean that it is permissible for the user to engage in it. If you are unsure whether an activity is allowed or not, contact the Network instructor.

+ Responsibilities. As an ASB account holder you are the owner of your data, and it is your responsibility to ensure that it is adequately protected against unauthorized access. To this end, you should keep your account password confidential. Do not write your password down or tell anyone else your password.

You should change your password frequently and should avoid using your name, your parent's or friend's names, or a password that can be easily guessed. You should not allow anyone else to use your account for any reason.

You should always log out of your account when you are finished and never leave your workstation while you are logged in.

+Unauthorized Access to files and directories. You must not engage in any activity that is intended to circumvent computer security controls. This means that you must not attempt to crack passwords, to discover unprotected files, or to decode encrypted files. This also includes creating, modifying, or executing programs that are designed to surreptitiously penetrate computer systems.

You also must not access the accounts of others with the intent to read, browse, modify, copy, or delete files and directories.

+Unauthorized Use of Software. You are prohibited from loading any software on any computer system without approval from the Network instructor. This includes commercial, shareware, and freeware software. Further, you are expressly prohibited from using ASB computers to make illegal copies of licensed or copyrighted software. Copyrighted software must only be used in accordance with its license or purchase agreement. You do not have the right to own or use unauthorized copies of software, or make unauthorized copies for yourself or anyone else.

You are prohibited from using software that is designed to destroy data, provide unauthorized access to the computer systems, or disrupt computing processes in any way. Using viruses, worms, Trojan horses, and other invasive software is expressly forbidden.

+Use For-Profit Activities. The school's computer systems are for the sole use of the school. You are prohibited from using the school's computer systems for personal financial gain, unless that use has been specifically authorized.

+Electronic Mail (E-mail). The electronic mail system is provided for educational purposes and as a means to widen the communication channels between students, faculty, staff, and administration. The ASB faculty and staff reserve the right to intercept, detain, and read both incoming and outgoing e-mail.

You are prohibited from transmitting or forwarding fraudulent, harassing, or obscene messages, and files. You must not send any electronic mail or other form of electronic communication by forging another's identity or attempt to conceal the origin of the message in any way.

No means is provided for private e-mail. All e-mail is subject to public disclosure and scrutiny. You are not allowed to access, nor attempt to access another individual's e-mail. However, there is no guarantee of privacy with e-mail.

+Network Communications. Remote communications (ie. Internet access and e-mail) are provided only for educational purposes. Any attempt to gain unauthorized access to either ASB computers or remote computers is strictly prohibited. Such attempts are illegal under criminal law and are subject to prosecution.

The use of computers and networks to download, upload, create, reproduce, and/or distribute files containing vulgar language or obscene materials is prohibited.

Users of electronic communication facilities such as electronic mail, bulletin boards, and news groups are obligated to comply with the restrictions and acceptable practices established for those specific facilities. Certain types of communications are expressly forbidden. This includes the random mailing of messages; the sending of 'chain letters'; mass mailings to all users of remote computer systems; the sending of obscene, harassing, or threatening material, or the use of facilities for commercial purposes.

+Web Pages. The school's computer system may be used to create, revise and house home pages for the school, departments, school organizations/clubs, and personal home pages for students, faculty, staff, administration, and board members. No other home page can be housed on the school's computer system without specific permission from the Network instructor.

+Harassment. Do not use the school's computer systems to harass anyone. This includes the use of insulting, sexist, racist, obscene, or suggestive electronic mail.

+Attacking the System. You must not deliberately attempt to degrade the performance of the school's computer system or subvert it in anyway.

Deliberately crashing the system is expressly forbidden.

+Waste and Abuse. You must avoid any activity around your workstation that may result in damage to the computer, printer, software, or information. Eating and/or drinking is not allowed at any of the computer workstations.

The school's computer systems are a valuable, but limited resource. They should not be abused or wasted. Be considerate of fellow users, avoid monopolizing computer systems, and connect time, disk space, and other computer resources.

+Hardware. No computer hardware, peripherals, or cables can be moved or removed from its current location without specific authorization from the Network instructor.

No student will attempt to service any hardware without written authorization from the Network instructor.

+Your Responsibility. You are responsible for your own actions and, should you violate the school's computer use guidelines, you may be suspended or expelled in extreme cases of flagrant abuse or disregard of these guidelines. You are required to participate in assuring the legal and ethical use of the school's computer and user accounts. Any violation of these guidelines should be reported to the computer lab supervisor or Network instructor.

+Workplace Monitoring. The school has the obligation to ensure that its computer resources are used properly and within the guidelines established by the school. In pursuit of that goal, the school reserves the right to monitor the system for signs of illegal or unauthorized activity.

+Enforcement. The school will investigate any alleged abuses of its computer resources. As part of that investigation, the school may access the electronic files of its users. If the investigation indicates that computer privileges have been violated, the Network instructor may limit the access of users found to be using computer systems improperly. Further, the school may refer flagrant abuses to law enforcement authorities. Although the school wishes to ensure that the privacy of all its users is protected, in the course of its investigation, the school may reveal private, user-related information to other school employees or concerned parties.

+Supervision. Anytime a student is working on a school computer, with Internet access, **they will be supervised by either the Network instructor, a teacher, houseparent, or specified ASB staff member.**