

Board of Education

Mesa County Valley School District 51

Business Meeting

April 28, 2009

Minutes

A - Diann Rice
 B - Cindy Enos-Martinez
 C - Harry Butler
 D - Leslie Kiesler
 E - Ron Rowley

Board of Education

Mesa County Valley School District 51

Executive Session Record & Business Meeting Minutes: April 28, 2009

Adopted: May 19, 2009

	A	B	C	D	E	AGENDA ITEM	ACTION
Present	x	x	x	x	x	A. CALL TO ORDER/ROLL CALL	4:34 pm
Absent							
Motion					x	➤ Executive Session: Negotiations, CRS Section 24-6-402(4)(e)	Adjourn to Executive Session: 4:35
Second			x			Board Present: Mr. Butler, Mrs. Enos-Martinez, Mrs. Kiesler, Mrs. Rice, Mr. Rowley	
Aye	x	x	x	x	x	Staff Present: Dr. Tim Mills, Mr. Steve Schultz, Mrs. Colleen Martin, Mrs. Melissa Callahan deVita, Mrs. Tami Kramer, Mr. Vernon Walker	
No							
Motion			x			B. ADJOURN	Adjourn Executive Session: 5:45
Second	x	x	x	x	x		
Aye						A. CALL TO ORDER/PLEDGE OF ALLEGIANCE/ROLL CALL	6:02 pm
No						➤ Mrs. Kiesler welcomed attendees to the April 28, 2009, Business Meeting, and gave instructions for meeting attendees to address the Board under <i>Item G. Audience Comments.</i>	
Present	x	x	x	x	x		
Absent						B. AGENDA APPROVAL	Adopted As Amended
Motion		x			x	➤ The agenda was amended to postpone <i>Item K-6. GJHS Track / Mesa State College Intergovernmental Agreement</i> , and to add an item at K-7, to address a parent concern regarding Service Learning at Grand Junction High School.	
Second							
Aye	x	x	x	x	x		
No						C. MINUTES APPROVAL	Adopted As Presented
Motion			x			C-1. March 17, 2009, Executive Session Record	
Second					x		
Aye	x	x	x	x	x	C-2. March 24, 2009, Business Meeting	Adopted As Presented
No							
Motion	x				x	D. RECOGNITIONS	
Second	x	x	x	x	x	D-1. GJHS Knowledge Bowl 2009 State Champions	
Aye						[Resolution: 08/09:95]	
No						➤ Mrs. Rice asked the students and coaches to come forward. She read the resolution, honoring the GJHS Knowledge Bowl Team for placing first in the recent State competition, and presented the Board's Certificate of Recognition. It is the 13 th time in 14 years the team has achieved first place in the State. This year they defeated the competition by 50 points, the largest margin of victory in the state tournament in the past five years. The following students were recognized:	
						○ Coady Shawcroft, Captain	
						○ Eric List	
						○ Hamilton Reed	
						○ Dylan Proietti	

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						<ul style="list-style-type: none"> o Detrick Snyder o Mackenzie Binder o Sean Silva o Michael Gebhard o Patrick Thornton o Lorena Thompson, Coach o Lynn Thompson, Assistant Coach <p>➤ The Board and Superintendent congratulated each member of the Team for their outstanding achievement.</p> <p>E. BOARD REPORTS/COMMUNICATIONS/REQUESTS</p> <p>➤ Mrs. Enos-Martinez reported visiting and having lunch at Orchard Avenue Elementary. Mr. Butler, Mr. Schultz, and Mr. Laase also attended. She enjoyed visiting with 5th grade students studying math, and kindergarteners who were eager to show off the classroom plants, fish and snails.</p> <p>➤ Mrs. Rice reported on her attendance at the recent National School Board's Association (NSBA) Annual Convention. She commented on the dynamic workshops, great breakout sessions, and the impressive keynote speakers at the convention. There was great information on engaging the community, and she learned a lot about the President's Stimulus Plan.</p> <p>➤ Mrs. Rice reported on visiting students and having lunch at Pear Park, Taylor, Thunder Mountain, and Fruitvale elementary schools. She visited Mrs. Djokic's Gifted and Talented classroom at Fruitvale Elementary and attended the Superintendent's Scholars Luncheon. She conveyed appreciation for her experiences with students.</p> <p>➤ Mr. Butler reported on his attendance at the National School Board's Convention, and named several notable speakers. He has enjoyed visiting classrooms and having lunch with students at Taylor, Orchard Avenue, and Thunder Mountain elementary schools. The students were excited to tell board members about what was happening in their school.</p> <p>➤ Mr. Rowley reported on the recent District Accountability Committee (DAC) Meeting he attended, recognizing the DAC as being of tremendous value. The DAC is currently working to prepare the annual report to the Board of Education.</p> <p>➤ Mr. Rowley reported on attending the recent Outstanding Educator Reception, and attending a celebration honoring the first graduates of the International Baccalaureate (IB) Program at Palisade High School. The students graduating from IB are looking to attend such renowned universities as Yale, Harvard and Princeton, and have been offered generous scholarship opportunities. Twelve students will graduate from the program.</p> <p>➤ Mrs. Enos-Martinez reported on a letter in the Daily Sentinel, which acknowledged the polite behavior of students from West Middle School. She extended appreciation to the students for their behavior and being a model for students in the community.</p> <p>➤ Mr. Rowley suggested posting information at district buildings to provide information and understanding to the public on the differences between property assessed valuation and the mill levy.</p>	

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						<ul style="list-style-type: none"> ➤ Mrs. Kiesler reported on her attendance at the IB student celebration, the Band Master's competition, and the Special Olympics kickoff event. <p>F. LEGISLATIVE REPORT</p> <ul style="list-style-type: none"> ➤ Mrs. Kiesler reported the school finance legislation, Senate Bill 256, was still in progress at the Legislature. Senate Bill 228 [Concerning an increase in the flexibility of the General Assembly to determine the appropriate use of State revenues] is pushing through the Senate. Mrs. Kiesler has been forwarding legislative updates to the Board when received. <p>G. AUDIENCE COMMENTS: None at this time.</p> <p>H. SUPERINTENDENT'S REPORT</p> <p>H-1. Instructional Update: Mr. Steve Shultz, Mrs. Leslie Whitacre, and Mr. Bill Larsen [Mr. Laase and Mrs. Bailey were unable to attend the meeting.]</p> <ul style="list-style-type: none"> ➤ Mr. Schultz reported the CSAP testing window has closed for the annual cycle. Mr. Schultz indicated he was proud of the effort of students and staff. The 3rd Grade Reading CSAP results will be available in the next week, and he is pleased with the initial data provided to districts. ➤ Mrs. Leslie Whitacre provided a handout showing the March data, for the following elementary interventions: Running Records, Exemplars, Show What You Know, Soar to Success, and Do the Math. The data included totals, averages, and percentages for the Running Records, Exemplars, and Show What You Know, and the number of sessions, number of students participating, and the percentage of students making progress in Soar to Success and Do the Math (Grades 3-5). Mrs. Whitacre pointed out the totals have come down, as interventions are not utilized during CSAP testing. ➤ Mr. Schultz provided a handout showing the March data, for the following middle school interventions: Exemplars, CSAP Warm Ups, Show What You Know, Soar to Success, and Do the Math. The spreadsheet breaks down the data to show the number of students impacted, monitored, and being served in the specific intervention categories. ➤ Mr. Bill Larsen spoke of high school graduation ceremonies taking place in a few weeks. He presented a new tassel, for students to wear who have met the requirements for the "Pathway to Distinction." The high school interventions available for all students include Show What You Know and CSAP Essentials. An update was provided for information on the Read 180, which began as a pilot at Palisade High School last January. Mr. Larsen will provide the Board with a report of the CSAP results from the students using Read 180, when available. ➤ Discussion focused on the interventions that are used for all students, and student attitudes. ➤ The Board and Superintendent thanked the team presenting for the update. 	

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						<p>H-2. Technology Plan: Mr. Odus Harwood and Ms. Devonee Grams</p> <ul style="list-style-type: none"> ➤ Mr. Harwood reviewed the Executive Summary provided to the Board. He indicated there has been a lot of work to develop the plan which covers both instructional and business applications. The Board will consider adoption of the Technology Plan under Business Item (K-5) of the Agenda. Amendments may need to be made according to funding challenges. ➤ Mr. Harwood introduced the Technology Department staff attending the meeting, and named the members of the Core Technology Committee who were involved with the plan's development. ➤ A PowerPoint presentation was shown, covering the following areas: The introduction, needs assessment, goals and strategies, the technology infrastructure and support, policies and procedures, budget, and evaluation. Solid collaboration has taken place over the past several months. The plan was built to be realistic and sensitive to time and resources. The presentation focused on three major areas: teaching and learning, administrative and support services, and technology infrastructure and support. Eleven goals were reviewed in the three areas, as follows: <ul style="list-style-type: none"> ➤ The six goals under Teaching and Learning: <ol style="list-style-type: none"> 1. Increase teachers' proficiency in 21st Century information and communication technology (ICT) literacy skills; 2. Increase students' proficiency in 21st Century ICT Literacy Skills. 3. Students will access and evaluate relevant resources and tools required to meet or exceed state and national information literacy and content standards. 4. Opportunities for online learning will be provided for students and staff. 5. Increase staff access to 21st Century resources and tools to increase student achievement in core content areas. 6. Provide equitable modern technology access and support to students and staff. ➤ The three goals under Administrative and Support Services: <ol style="list-style-type: none"> 7. Improve the ability of District 51 to collaborate internally and externally. 8. Maintain currency and viability of District 51's enterprise application systems and other business systems and gain capabilities to enhance support to schools. Those systems include: IFAS, SASI, grade book, and energy related software. 9. District 51 has a data warehouse, dashboard, and business intelligence tools for data analysis available across the District. ➤ The two goals under Technology Infrastructure and Support: <ol style="list-style-type: none"> 10. In order to improve student achievement, District 51 will maintain and improve the technology infrastructure and refresh/replace hardware, software, and technology-related security and safety measures, which are necessary to support instruction, assessment, and District 51's enterprise application systems. 11. Provide equitable technology support and training district-wide. ➤ Collaboration has included gathering input from focus groups comprised of parents, students, and teachers. 	

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						<ul style="list-style-type: none"> ➤ Evaluation methods include student assessment data, Tech Plan goals aligned with District goals, DART chart review, and department monthly reports on key indicators. ➤ The role of the Core Technology Planning Committee, Evaluation Process, and Policies and Procedures were reviewed. ➤ An internal review has been started to develop new policies to bring forward to the Board to address new technologies. Mr. Harwood views the new Technology Plan as a positive step forward to having a strategic system. ➤ Board members asked questions regarding the 2009-2010 proposed budget, in terms of additional technology budget requests. Mrs. Callahan deVita indicated the budget does not reflect increases. ➤ Board members voiced an interest in seeing technology demonstrations at future board meetings, possibly each quarter. ➤ The Board and Superintendent thanked the Technology Team for the presentation, the process involved to develop the Plan, and their detailed work in this area. <p>H-3. Business/Investment Report: Mrs. Melissa Callahan deVita</p> <ul style="list-style-type: none"> ➤ Dr. Mills asked if there were any questions regarding the routine, monthly business/investment reports. No questions were asked at this time. ➤ Mr. Rowley asked for future reports to include a monthly fuel expenditure report for district-owned vehicles. He emphasized the importance of monitoring fuel costs to determine future direction when new vehicles are purchased; he favors fuel efficiency as being a major consideration. Mrs. Callahan deVita will provide the additional reporting element, to possibly begin in May. ➤ Mrs. Callahan deVita provided information on the State budget rescission for the 2008-2009 budget year, and reported the rescission will not put the district "under budget" for the current year. She explained how the financial support for the summer Extended Learning Program will be accrued over two years, to maximize budget planning. <p>H-4. Expulsion Report</p> <ul style="list-style-type: none"> ➤ Dr. Mills reported there have been 66 expulsions as of March 31, 2009, which reflects an increase of 2 students compared to the same time last year. Dr. Mills reviewed the second page of the report, which compares the data over a four-year period of time, and indicated he expects the end-of-year expulsion numbers to be similar to the 2007-2008 school year. ➤ Dr. Mills indicated new legislation may have some impact on mandatory expulsions in the future; the legislation provides administrators with additional discretion in addressing specific mandatory incidents. ➤ Mr. Rowley and Mr. Butler voiced interest in the available data showing the number of tobacco related incidents and the number of suspensions in the schools. Mr. Rowley would like to see a quarterly report. ➤ Mr. Butler is interested in the number of tobacco related incidents in violation of the City of Grand Junction's Municipal Ordinance on tobacco use by students of school age. Dr. Mills will check on the availability of the information. <p>I. EXECUTIVE SESSION: None at this time</p>	

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Motion Second Aye No	x	x	x	x	x	<p>J. CONSENT AGENDA [Resolutions 08/09: 96, 94, 93, 91]</p> <p>J-1. Personnel Actions</p> <p>J-1-a. Licensed Personnel</p> <ul style="list-style-type: none"> ➤ Mrs. Kiesler acknowledged there are many outstanding teachers retiring this year. She noted Mr. Sal Salas will be working on a 110 Transitional Retirement for 2009-2010, and recognized him as an excellent art teacher. ➤ Mrs. Rice recognized Mrs. Carol Bergman as an outstanding counselor. She will be working on a 110 Transitional Retirement for 2009-2010. ➤ Mr. Rowley recognized Mrs. Jackie Howard for her work with Early Childhood Education. She will be working on a 110 Transitional Retirement for 2009-2010. <p>J-1-b. Support Personnel</p> <p>J-2. Gifts</p> <p>J-3. Grants</p> <p>Recess: 7:25 pm, Reconvene: 7:37 pm</p>	Adopted
Motion Second Aye No	x	x	x	x	x	<p>K. BUSINESS ITEMS</p> <p>K-1. 2009-2010 Fee Schedules</p> <ul style="list-style-type: none"> ➤ An adjustment was made to the presented fee schedule to reflect a \$5.00 reduction in Fruita Middle School's Computer and Media Tech fees. ➤ Board members indicated their desire to keep the fees as affordable as possible for students and their families. 	Adopted as Adjusted
Motion Second Aye No	x	x	x	x	x	<p>K-2. New Emerson Project [Resolution: 08/09: 88]</p> <ul style="list-style-type: none"> ➤ Mr. Cal Clark, Director of Maintenance, reported the partial water line upgrade will replace 60 year-old pipes. ➤ The contract was awarded to Raven Plumbing, Heating and Backflow Prevention. 	Adopted
Motion Second Aye No	x	x	x	x	x	<p>K-3. School to Work Alliance Program (SWAP) Grant</p> <ul style="list-style-type: none"> ➤ Mr. Dean Blair, Principal of Career Center, was available to answer questions. ➤ Discussion included the number of students served through the SWAP Grant. Additional discussion focused on the Construction Program at Career Center, and the number of homes and the locations of those homes. Mr. Blair indicated a house was just finished this year, and he would be glad to give the Board a tour. He invited the Board to lunch at the Coyote Café at the Career Center, and offered to provide construction related pictures of student projects for the Board's viewing. 	Adopted
Motion Second Aye No	x	x	x	x	x	<p>K-4. Basil T. Knight Center, Partial HVAC Replacement [Resolution: 08/09: 92]</p> <ul style="list-style-type: none"> ➤ Board members voiced approval of the proposed HVAC improvements at BTK. The old roof-top units will be replaced with energy efficient units. ➤ The contract was awarded to Comfort Air of Grand Junction, LLC. 	Adopted

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Motion Second Aye No	x	x	x	x	x	<p>K-5. Technology Plan [Presented Under Superintendent's Report]</p> <ul style="list-style-type: none"> ➤ Board members indicated the plan, as presented, is comprehensive, and the only barrier foreseen may be future budgetary constraints. <p>K-6. GJHS Track / Mesa State College Intergovernmental Agreement</p> <p>K-7. Parent Concern: Mr. Michael Miller</p> <ul style="list-style-type: none"> ➤ Mr. Miller requested to address the Board, in opposition to the Service Learning graduation requirement at Grand Junction High School. The requirement of a minimum of 30 hours of service learning over four-years is stated in <i>Board Policy IKF, Graduation Requirements</i>; this requirement is necessary for a student attending Grand Junction High School to receive a diploma. ➤ In conversation with Mr. Miller, Mrs. Kiesler read a prepared statement to provide Mr. Miller the option of continuing the conversation in the public meeting, or going into executive session for the purpose of discussing an individual student. Mr. Miller stated several times this matter was not specific to his student, as his student had met the requirement to graduate; however, he was bringing this issue forward as a matter of principle. ➤ Mr. Miller brought forward his concerns, which included the following: <ul style="list-style-type: none"> ○ Personal beliefs that Service Learning should not be mandatory for students to receive a diploma from Grand Junction High School, asking for consistency with the district's other high schools; ○ Legal aspects concerning service learning as found in statute, questioning the legality of what he believes is "involuntary servitude;" ○ Safety and liability issues for students completing their service learning requirement off campus. ➤ Board members asked questions and commented on Mr. Miller's concerns, which included the following: <ul style="list-style-type: none"> ○ The historical aspect of the requirement, which has been in place for 12 years, and the absence of parental concerns during this time; ○ Dialogue and rebuttal of Mr. Miller's belief that service learning is "involuntary servitude," as well as clarification regarding Mr. Miller's contention that service learning is a liability issue for the district; ○ The desire of the Board for students to be involved in the community; ○ The importance of consistency among the District's high schools and making the experience meaningful for students. ➤ Dr. Mills gave a short background of service learning at Grand Junction High School, emphasizing the request initially came forward from the school community prior to its inception. ➤ Dr. Mills spoke of a board presentation on service learning which was given approximately three years ago. The Board at that time considered extending the requirement to the other high schools; however, the decision was made to leave the requirement specific to Grand Junction High School. ➤ Board members asked for student and principal input before reaching a 	<p>Adopted</p> <p>Postponed at Agenda Approval</p> <p>No Action Taken</p>

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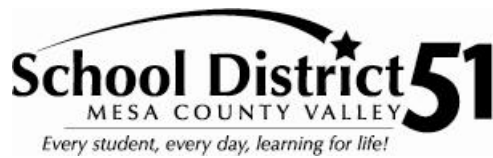
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						decision.	
						<ul style="list-style-type: none"> ➤ Dr. Mills directed Mr. Larsen, Executive Director of High Schools, to gather the data from the senior exit surveys and to provide information regarding student monitoring. Mr. Bilbo, Grand Junction High School Principal, will provide a recommendation. ➤ The need for timeliness was discussed if any change is forthcoming for high-school graduation requirements. Information will be provided in May, with follow-up for possible policy revision in June. ➤ Board members thanked Mr. Miller for bringing his concerns forward. 	
						L. BOARD OPEN DISCUSSION	
						<ul style="list-style-type: none"> ➤ The Board discussed the format and logistics of the interview, planned for Mr. Steve Schultz, for the position of Superintendent of Schools. ➤ The interview will take place on May 4, at 10:00 am, at Basil T. Knight Center. The interview will be held in a public meeting. ➤ The Board will ask Mr. Schultz to prepare a 15-30 minute formal presentation, focused on his vision for moving the district forward. Each board member will develop their own interview questions to ask the candidate. Input which has been received from public comment will be considered as questions are developed. 	
						M. FUTURE MEETINGS: Reviewed.	
Motion Second Aye No	x	x	x	x	x	N. EXECUTIVE SESSION: 8:30 pm Personnel, CRS Section 24-6-402(4)(f) Board Present: Mr. Butler, Mrs. Enos-Martinez, Mrs. Kiesler, Mrs. Rice, Mr. Rowley Staff Present: Dr. Tim Mills, Mr. Steve Schultz, Mrs. Colleen Martin	Adjourn to Executive Session 8:30 pm
Motion Second Aye No	x	x	x	x	x	OPEN SESSION: 8:50 pm	Return to Open Session
Motion Second Aye No	x	x	x	x	x	O. ADJOURNMENT: 8:50 pm	Adjourned
<p style="text-align: right;">_____ Jamie Sidanycz, Secretary Board of Education</p>							



Mesa County Valley School District 51

2009 Knowledge Bowl State Champions Grand Junction High School Knowledge Bowl Team Coaches: Lorena and Lynn Thompson

Board of Education Resolution: 08/09: 95

Presented: April 28, 2009

The Board of Education would like to recognize the Grand Junction High School Knowledge Bowl team for placing first in the recent State competition, marking this as the 13th time in 14 years the team has achieved first place in state.

Fifty-eight teams participated in the state tournament in five divisions, 1A to 5A. Grand Junction won the 5A division title and the state title with 249 points. They defeated the competition by 50 points, the largest margin of victory in the state tournament in the past five years.

The GJHS Knowledge Bowl team is led by Captain and senior Coady Shawcroft. His teammates include seniors Eric List, Hamilton Reed, Dylan Proietti and Detrick Snyder, juniors Mackenzie Binder, Sean Silva and Michael Gebhard and sophomore Patrick Thornton. They are coached by teacher Lorena Thompson and assistant coach Lynn Thompson.

This victory guarantees their place at the National Tournament for Academic Excellence, which is open only to state winners. Between 33 and 48 teams usually participate, and the Grand Junction team has a history of doing well on the national stage. The Board of Education would like to wish them good luck at the national tournament and congratulate the Knowledge Bowl team on their streak of outstanding performance at the state level.

Board of Education Resolution: 08/09:96

Adopted: April 28, 2009

Name	School/Assignment	Effective Date
Retirements		
Cary Ann Atwood	FMS/6 th Grade Language Arts & Science - Years in District - 21 - Years in Education - 23	May 22, 2009
Cheryl Cooper	Pomona/Music - Years in District - 12 - Years in Education - 32	May 22, 2009
Cheryl W. Bodie	Hawthorne/Occupational Therapist - Years in District - 1 - Years in Education - 19	August 31, 2009
Coni S. Wolfe	PHS/Business - Years in District - 20 - Years in Education - 20	May 29, 2009
Levi Casias	Equity/Psychologist - Years in District - 5 - Years in Education - 24	May 29, 2009
Nora Jean Meredith	Chipeta/Intervention - Years in District - 30 - Years in Education - 30	May 22, 2009
Pamela Lynch	CHS/Spanish & Language Arts - Years in District - 11 - Years in Education - 36	May 22, 2009
Patricia A. Jarrell	Thunder Mountain/Kindergarten - Years in District - 33 - Years in Education - 37	May 22, 2009
110 Transitional Retirements		
Angela Jones	Shelley/1 st Grade - Years in District - 7 - Years in Education - 25	May 22, 2009
Carol C. Bergman	GJHS/Counselor - Years in District - 33 - Years in Education - 33	June 6, 2009
Carolyn E. Sandeen-Hall	Wingate/5 th Grade - Years in District - 33 - Years in Education - 33	May 22, 2009
Christine McGee	EMS/Counselor & Progress Monitor - Years in District - 10 - Years in Education - 14	May 22, 2009
Dave Karisny	Hawthorne/Special Education - Years in District - 26 - Years in Education - 26	May 27, 2009

Board of Education Resolution: 08/09:96

Adopted: April 28, 2009

Name	School/Assignment	Effective Date
110 Transitional Retirements		
Debra Allerton	Tope/1 st & 2 nd Grade - Years in District - 28 - Years in Education - 28	May 22, 2009
Elaine Heath	Broadway/Gifted and Talented - Years in District - 20 - Years in Education - 32	May 22, 2009
Gerard Unverferth	GJHS/Social Studies - Years in District - 33 - Years in Education - 35	May 22, 2009
Jackilynn Howard	Hawthorne/Early Childhood Coord. - Years in District – 26.5 - Years in Education – 26.5	June 5, 2009
Janice Frame	Pear Park/SPED Resource - Years in District - 23 - Years in Education - 26	May 22, 2009
Joan Cameron	GJHS/Mathematics - Years in District - 15 - Years in Education - 28	May 22, 2009
Joel L. Marquardt	Fruita 8-9/Tech Education - Years in District - 14 - Years in Education - 26	May 22, 2009
Judy Gustafson	Wingate/Physical Education - Years in District - 29 - Years in Education - 29	May 22, 2009
Marsha Emerson	Wingate/3 rd Grade - Years in District - 26 - Years in Education - 26	May 22, 2009
Mary Olson	Emerson/POSA - Years in District - 21 - Years in Education - 37	June 5, 2009
Patricia Phillips	OMMS/6 th Grade Social Studies & Math - Years in District - 23 - Years in Education - 26	May 22, 2009
Rema Dunn	EMS/Assistant Principal - Years in District - 21 - Years in Education - 21	June 5, 2009
Salvador V. Salas	GJHS/Art - Years in District - 31 - Years in Education - 31	May 22, 2009
Sam Provenza	Tope/Physical Education - Years in District - 32 - Years in Education - 32	May 22, 2009

Board of Education Resolution: 08/09:96

Adopted: April 28, 2009

Name	School/Assignment	Effective Date
110 Transitional Retirements		
Susan Hall	Wingate/4 th Grade - Years in District - 20 - Years in Education - 20	May 22, 2009
Susan P. Zanol	EMS/7 th Grade Social Studies - Years in District - 20 - Years in Education - 20	May 22, 2009
Wayne Becker	Valley/Science - Years in District - 25 - Years in Education - 25	May 22, 2009
Resignations		
Alexandra Clarke	GJHS/Business	April 7, 2009
Benjamin Blehm	GJHS/Mathematics	May 22, 2009
Daniel Banaszak	OMMS/7 th Grade Mathematics	May 22, 2009
Eleanora Hilton	Hawthorne/Psychologist	May 29, 2009
Florence Shields	GJHS/ Deaf Education	April 2, 2009
Jennifer Kiser	CHS/Science	May 22, 2009
Joanna Kaszuba	GMMS/Physical Education	May 22, 2009
John Bradley	GMMS/7 th Grade Science	May 22, 2009
Joseph Kowalczyk	PHS/SPED Resource	April 9, 2009
Natisha Littlejohn	CHS/Mathematics	May 22, 2009
Leave of Absence		
Aubrey Hoffman	Pomona/5 th Grade	August 12, 2009
Christopher Philliou	MGMS/6 th Grade Math	August 12, 2009
Sheryl Slocum	F 8-9/Family and Consumer Studies	August 12, 2009
New Assignments		

Board of Education Resolution 08/09: 94

Adopted: April 28, 2009

NAME	ASSIGNMENT	LOCATION	EFFECTIVE DATE
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RETIREMENTS (None at this Time)

RESIGNATIONS AND SEPARATIONS (None at this Time)

ASSIGNMENTS

Blair, Dustan D	Psychologist Assistant	Emerson	3/2/2009
Hendrickson, Scott R	Inst Asst Music	Orchard Mesa Middle School	3/3/2009
Hutchins, Jowana M	Preschool Teacher Asst.	Tope Elementary	3/2/2009
Jerome, Elisa L	Instructional Asst	Sped Orchard Mesa Middle School	3/17/2009
Martin Jr, Johnny R	Carpenter	Maintenance	3/4/2009
Ochoa Castejon, Alismay A	Instructional Asst	ESL Clifton Elementary	3/2/2009
Rubio-Banuelas, Antonia	Advocate	Attendance Office	3/26/2009
Sanchez, Kent M	Instructional Asst	ESL Grand Junction High School	3/2/2009
Vela, Susan J	Instructional Asst	Preschl Tope Elementary	3/16/2009
Wendt, Christopher R	Custodian	Gateway K12 School	3/30/2009

LEAVES OF ABSENCE

Pope, Elizabeth	Instructional Asst.	R-5 High School	3/2/2009
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GIFTS

Board of Education Resolution: 08/09: 93

Adopted: April 28, 2009

Donor	Bank of Colorado
Gift	Donation for Boys' basketball and wrestling and Girls' basketball
Value	\$1326.00
School/Department	Grand Junction High School

Donor	Valerie Lowe
Gift	Oboe
Value	\$450.00
School/Department	New Emerson Music Department

Donor	Kimberly Hodes
Gift	GBC Binding Machine/Printer
Value	\$125.00
School/Department	BTK

Donor	Frame Depot
Gift	Frame mats
Value	\$100.00
School/Department	LOM Preschool

Donor	Carl Brown w/Georgia O'Keeffe Museum
Gift	Artist reference materials on Georgia O'Keeffe
Value	\$500.00
School/Department	Art Heritage

Donor	Linda Hill
Gift	Reynolds Trumpet
Value	\$450.00
School/Department	Bookcliff Middle School

Donor	A&R Enterprises
Gift	Sweatshirt and T-shirt
Value	\$30.00
School/Department	Lincoln Orchard Mesa Elementary

Donor	The Seattle Foundation
Gift	Donation
Value	\$1000.00
School/Department	Grand Junction High School/Academic Team scholarship



Mesa County Valley School District 51

GIFTS

Board of Education Resolution: 08/09: 93

Adopted: April 28, 2009

Donor	Blythe Group + co.
Gift	Monetary donation for CSAP incentives
Value	\$500.00
School/Department	Bookcliff Middle School

Donor	Sheryl Fisher
Gift	Monetary donation for staff and student needs
Value	\$500.00
School/Department	Broadway Elementary

Donor	Bellco Credit Union
Gift	Evergreen seedlings for 4 th graders
Value	?
School/Department	Broadway Elementary

NOW THEREFORE BE IT RESOLVED the Mesa County Valley School District 51 Board of Education, in accepting the donations listed above, extends their appreciation and acknowledges these important partnerships within the community which support learning for all students.

Board of Education Resolution: 08/09: 91

Adopted: April 28, 2009

Grant Title	Temporary Assistance for Needy Families – Riverside Family Center
Source	Mesa County Department of Human Services
Fund Number	22-116-8559
Site	Clifton Elementary
Description	To be used at Clifton's Family Center
Budget Amount	14,127.00
Fiscal Year	06/30/2009
Authorized Representative	Andy Laase, Michelle Mansheim for supplies < \$1,000.00

Grant Title	Grand Junction Arts Commission on Arts & Culture Grant
Source	Grand Junction Arts Commission on Arts & Culture
Fund Number	22-120-0040
Site	Dual Immersion Academy
Description	For artist and supplies for mural to be painted
Budget Amount	\$5,150.00
Fiscal Year	06/30/2009
Authorized Representative	Andy Laase

NOW THEREFORE BE IT RESOLVED that the Mesa County Valley School District No. 51 Board of Education approved the above identified grant funds for expenditure purposes.

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Appleton	\$15.00 Classroom Supplies \$15.00 Activities/Crafts (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$5.00 National Geographic Explorer Magazine	Mrs. Saims - \$10.00 National Geographic Magazine, Scholastic News & Art Mrs. Erven & Mrs. Black \$3.95 National Geographic Magazine	\$20.00 National Geographic, Scholastic News, Science/Social Studies & Literacy Fee Additional \$21.00 Musical Recorder Package	\$10.00 Spelling Response Book \$5.00 Spelling Resource Book \$5.00 Magazine	No Fees Charged
Field trip expenses for admission and buses are charged on a per basis. Assemblies are charged on a per assembly basis.						

Broadway	\$30.00 Activities/Supply Fee (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$35.00 Magazines, Snacks/Activities	\$35.00 Arts & Crafts, Scholastic News Subscription, Activities	\$35.00 Arts & Crafts, Activities	\$35.00 Crafts & Activities	\$30.00 Arts/Crafts Supplies, Magazines, Special Activities & Planners
\$10.00 Technology Maintenance Fee						

Chatfield	\$6.00 Scholastic News	\$11.00 Planner, Weekly Readers, Writing Folders	\$10.00 Scholastic News, Crafts	\$10.00 Planners, Publications	\$20.00 Planner, Weekly Reader, Dynomath, Crafts	\$20.00 Planer, Time for Kids, Bird Man, Owl Pellets, Swim Day
				Music Instrument fee: 3rd, 4th & 5th \$10.00		
Field trips and assemblies for elementary schools will be charged for on a per trip/assembly basis as they occur - amounts will vary. 5TH GRADE ONLY: Camp Red Cloud Field Trip and Rockets will be charged separately						

Chipeta	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Clifton	\$15.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Dos Rios	No Fees Charged	\$5.00 Magazine Subscriptions	No Fees Charged	\$8.75 National Geographic Explorer, Recorder	\$15.00 News Publications, School Planner/Folders, Recorder	\$10.00 Owl Pellets, Eyeball Dissections, Planner, Recorder
Field Trips and Assemblies are charged for on a per trip and per assembly basis.						

DIA	\$20.00 Supplies, Publications & Field Trips	\$15.00 Magazines, Science & Art Supplies	\$15.00 Science & Art Supplies	\$15.00 Supplies & Publications - Planner, Consumables, Time for Kids, Dictionary	\$15.00 Supplies & Publications - Planner, Consumables, Time for Kids, Notebooks	\$15.00 Supplies & Publications - Planner, Time for Kids, Dictionary
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Fruitvale	\$15.00 Consumable Materials, Art Supplies & Subscriptions	\$23.50 Film Developing, Consumable Materials, Art Supplies & Subscriptions	\$18.50 Consumable Materials, Art Supplies & Subscriptions	\$16.50 Consumable Materials, Art Supplies & Subscriptions	\$25.00 Consumable Materials, Art Supplies & Subscriptions	\$23.50 Consumable Materials, Art Supplies & Subscriptions \$140.00 Outdoor Education Trip (Fee may be reduced depending on fundraising)
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Gateway	\$40.00 per year for Snack and Field Trips Fees	\$40.00 per year for Snack and Field Trips Fees	\$40.00 per year for Snack and Field Trips Fees	\$40.00 per year for Snack and Field Trips Fees	\$40.00 per year for Snack and Field Trips Fees	\$40.00 per year for Snack and Field Trips Fees
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Lincoln OM	No Fees Charged	\$4.00 Planner \$4.00 National Geographic	\$35.00 Classroom Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$35.00 Classroom Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$35.00 Classroom Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$4.00 Planner \$16.00 Art Fee & Planner (Beard ONLY)
Field Trips and Assemblies are charged for on a per trip and per assembly basis.						

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Loma	\$10.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Mesa View	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

New Emerson	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)
Field trip expenses for admission and buses are charged on a per basis. Assemblies are charged on a per assembly basis.						

Nisley	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged
Field trip expenses for admission and buses are charged on a per basis. Assemblies are charged on a per assembly basis.						

Orchard Ave	No Fees Charged	Mrs. Chase \$25.00 Supplies Mrs. Stephens No Fees Charged	Mrs. Fitzsimmons & Mrs. Hays \$25.00 Supplies	Mrs. Shay, Mrs. Bennett-Gray, Mrs. Humbert & Mrs. Hernandez \$35.00 Supplies, National Geographic Explorer or Time for Kids	Mrs. Morlan \$12.00 Ralph Fletcher Writer Book & Time for Kids Mrs. Peterson No Fees Charged	Mrs. Decker, Mrs. Landman & Mrs. Conder \$35.00 Supplies, National Geographic Explorer or Time for Kids
Mrs. Campbell - Severe/Profound \$5.00 per month for snacks and community outings Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Pear Park	\$10.00 Supplies \$5.00 Consumable, Supplemental Math Workbook (Actual cost \$20.24)	\$10.00 Supplies \$10.00 Consumable, Supplemental Math Workbook (Actual cost \$28.62)	\$10.00 Supplies \$10.00 Consumable, Supplemental Math Workbook (Actual cost \$28.62)	\$10.00 Supplies \$10.00 Consumable, Supplemental Math Workbook (Actual cost \$28.62)	\$10.00 Supplies \$10.00 Consumable, Supplemental Math Workbook (Actual cost \$28.62)	\$10.00 Supplies \$10.00 Consumable, Supplemental Math Workbook (Actual cost \$28.62)
\$10.00 Supply Fee for all grades cover Homework Folder, Planner, Magazine subscription (Time for Kids, Weekly Reader, etc.), Portfolio Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Pomona	No Fees Charged	\$2.00 Planner	\$2.00 Planner	\$2.00 Planner	\$2.00 Planner	\$2.00 Planner
No Planner for Reesberg Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Rim Rock	\$10.00 Art Fee \$10.00 Cooking Fee \$20.00 Classroom Supply Fee (Parents do not have to purchase any supplies)	\$40.00 Supply Fees, Science Supplies, Cooking Fees, National Geographic Explorer	\$5.00 Art Fee \$5.00 Science Supplies \$5.00 Bus Fee Per Child	No Fees Charged	No Fees Charged	Owl Pellets, Birds of Prey Speaker and End of Year Celebration will be assessed in advanced accordingly
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Rocky Mountain	No Fees Charged	No Fees Charged	No Fees Charged	No Fees Charged	\$3.00 Planners	\$3.00 Planners \$50.00 Camp Redcloud
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Scenic	\$5.00 National Geographic, \$13.00 Handwriting Books, \$5.00 Art Supplies	\$5.00 National Geographic, \$1.00 Portfolio, \$14.00 Handwriting Books	\$4.00 Weekly Reader, \$.50 Folders, \$14.00 Handwriting Books	\$4.00 Weekly Reader \$6.00 Science/Folder, \$13.00 Handwriting Books	\$10.00 Field Trip \$1.00 Folders \$13.00 Handwriting Books \$6.00 Recorders	\$45.00 Rafting, \$5.00 Planners \$5.00 Scholastic News \$13.00 Handwriting Books \$6.00 Recorders
Field Trips are charged on a per trip basis						

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Shelley	\$12.00 Art/Cooking & Pride Folder Fee	\$12.00 Art Fee & Pride Folder Fee	\$2.00 Pride Folder Fee	\$17.00 Consumable supplemental reading, writing, math material & Pride Folder Fee	\$9.00 Storyworks Subscription & Pride Folder Fee	\$12.00 Owl pellets, Storyworks subscription & Pride Folder Fee
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00						

Taylor	\$2.50 Planners \$2.50 Publications	\$2.50 Planners \$2.50 Publications	\$2.50 Planners \$2.50 Publications	\$2.50 Planners \$2.50 Publications	\$2.50 Planners \$2.50 Publications	\$2.50 Planners \$2.50 Publications
C. Pitton/Street 1 st /2 nd grade \$4.00 publications						
Field Trips and Assemblies are charged on a per trip and per assembly basis. These amounts vary from \$1.00 - \$25.00						

Thunder Mtn	\$25.00 Supplies - Brooks & Jarrell (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$10.00 Supplies - Arevian, Casebolt & Long	\$10.00 Supplies - Meister & Reed \$40.00 Supplies, Field Trips, Parties, Publications - Schaneman (Student is to bring a backpack only - Mrs. Schaneman will purchase all supplies needed.)	\$36.00 Supplies - Hayes (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$36.00 Supplies - Williams (Student is to bring a backpack only - Teacher will purchase all supplies needed.) \$10.00 Supplies - Daugherty \$4.00 Magazine Subscription - Nelson	\$4.00 Supplies - Sisco \$15.00 Supplies & Planners - Fricke
		\$45.00 Explorer (Whieside, Schultz)		\$45.00 Intermediate Block (Batchelor, Manuppella/Hobbs)		
\$10.00 Per Month Special Ed Class - fee covers snacks, community outings and special activities - Diaz						
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$10.00						

Tope	\$30.00 Supplies & Subscriptions	\$30.00 Supplies & Subscriptions	\$30.00 Supplies & Subscriptions	\$35.00 Supplies, Subscriptions & Planners	\$35.00 Supplies, Subscriptions & Planners	\$35.00 Supplies, Subscriptions & Planners
Field Trips and Assemblies are paid out of the above fees except for 5th Grade Camp Redcloud						

Mesa County Valley School District 51**ELEMENTARY SCHOOL STUDENT FEES 2009-2010**

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$5.00 – kindergarten; \$10.00 – 1st through 5th

The charge for published items such as Scholastic News and Time may vary depending on the subscription rate.

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Wingate	\$40.00 Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	\$30.00 Supplies, Activities & Publications	\$25.00 Supplies, Subscriptions, Activities	\$12.00 Supplies, Activities, Subscription & Art Supplies \$6.00 Recorder	\$200.00 Ameri Towne \$12.00 Colorado History Day \$2.00 Symphony \$6.00 Recorder	\$20.00 Supplies/Activities \$150.00 Camp Cedaredge \$6.00 Recorders
\$10.00 Technology Maintenance Fee						
Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary.						

Early Access to Kindergarten or First Grade: \$15.00 application fee; \$90.00 testing fees. If your child qualifies for free or reduced meals fees could be waived.

Note:

Please see itemized list for details of fees

Cost of Trips and Camps associated with extra curricular activities can be charged based on actual cost as determined on a per trip basis.

All fees for classroom supplies are mandatory.

All fees for extra curricular activities are mandatory.

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Appleton **Kindergarten \$30.00** - Supplies - Crayons, glue, pencils, markers, scissors, sanitizer, zip lock bags and food items. Crafts & Activities - Film/developing, field trips, memory books, Units – Gingerbread man, Mrs. Wishy-Washy, Letter of Week, Projects, Graduation, Mother's Day, Student Led Conferences & Writing Alive
1st Grade \$5.00 - National Geographic Explorer Magazine
2nd Grade \$10.00 Mrs. Saims – National Geographic Magazine, Scholastic News & Art; \$3.95 Mrs. Erven & Mrs. Black National Geographic
3rd Grade \$20.00 – National Geographic, Scholastic News, Science/Social Study Supplies & Literacy Fee
Additional \$21.00 Musical Recorder Package
4th Grade \$20.00 - Spelling Response Book, Magazine, Spelling Resource Book
5th Grade – No fees charged
Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Broadway **Kindergarten - \$30.00** - The fee is to be used for activities and supplies normal to the Kindergarten environment. Students are to bring only a backpack to school. The Teacher will purchase all supplies needed
1st Grade - \$35.00 - Time for Kids Subscription, Art/Craft supplies, class activities, field trips and snacks
2nd Grade - \$35.00 - Scholastic News Subscription, Art/Craft supplies, class activities, field trips, science experiments, behavior rewards
3rd Grade – \$35.00 - Supplies and Activities and Field Trips
4th Grade - \$35.00 - Supplies, Activities and Field Trips
5th Grade - \$30.00 - US Jubilee Supplies, Science Supplies, Seasonal Crafts & Projects
\$10.00 Technology Maintenance fee for maintenance/replacement of Smart Boards, Laptops, Projectors, etc. This fee is in addition to the class fees.

Chatfield **Kindergarten \$6.00** - Scholastic News
1st Grade - \$11.00 - Planner, Weekly Readers, Writing Folders
2nd Grade - \$10.00 - Scholastic News, Crafts
3rd Grade - \$10.00 - Planner, Publication
4th Grade - \$20.00 - Planner, Weekly Reader, Dynomath, Crafts
5th Grade – \$20.00 - Planner, Time for Kids, Bird Man, Owl Pellets, Swim Day
Music Instrument fee: 3rd, 4th & 5th \$10.00
5TH GRADE ONLY: Camp Red Cloud Field Trip and Rockets will be charged separately

Field Trip Expenses & Assemblies for Elementary Schools will be charged for on a per trip/assembly basis as they occur.

Chipeta **Kindergarten** - No Fees Charged
1st Grade - No Fees Charged
2nd Grade - No Fees Charged
3rd Grade - No Fees Charged
4th Grade - No Fees Charged
5th Grade - No Fees Charged

Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00-\$6.00

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Clifton **Kindergarten** - **\$15.00** - Supplies and Activities

1st Grade - No Fees Charged

2nd Grade - No Fees Charged

3rd Grade - No Fees Charged

4th Grade - No Fees Charged

5th Grade - No Fees Charged

Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00-\$6.00

Dos Rios **Kindergarten** - No Fees Charged

1st Grade **\$5.00** - Magazine Subscription

2nd Grade - No Fees Charged

3rd Grade - **\$8.75** - National Geographic, Recorder

4th Grade - **\$15.00** - News Publication, School Planner, Recorder

5th Grade - **\$10.00** - Owl Pellets, Eyeball Dissection and Planner, Recorder

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Dual **Kindergarten** **\$20.00** - Classroom Supplies & Magazine Subscriptions

Immersion **1st Grade** **\$15.00** - Classroom Supplies

Academy **2nd Grade** **\$15.00** - Classroom Supplies

3rd Grade - **\$15.00** - Primary Student Planner, Spiral Review Math Consumable, Time for Kids Magazine, Personal Dictionary

4th Grade - **\$15.00** - Elementary Student Planner, QueTal (Spanish Language Magazine), Scholastic, Storyworks: Scholastic Magazine

5th Grade - **\$15.00** Student Planner, Time for Kids Magazine, Personal Dictionary

Field Trips & Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00-\$6.00.

Fruitvale **Kindergarten** **\$15.00** - Consumable Materials, Art Supplies & Subscriptions

1st Grade **\$23.50** - Film developing, Consumable Materials, Art Supplies & Subscriptions

2nd Grade **\$18.50** - Consumable Materials, Art Supplies & Subscriptions

3rd Grade **\$16.50** - Consumable Materials, Art Supplies & Subscriptions

4th Grade **\$25.00** - Consumable Materials, Art Supplies & Subscriptions

5th Grade **\$23.50** - Consumable Materials, Art Supplies & Subscriptions

\$140.00 for Outdoor Education Trip – (Note: Fee may be reduced depending on fundraising.)

Field trip and assembly fees are charged for on a per trip or assembly basis and range from \$1.00 to \$6.00

Gateway **Kindergarten** **\$40.00** - Snack and Field Trip Fees for the Year

1st Grade **\$40.00** - Snack and Field Trip Fees for the Year

2nd Grade **\$40.00** - Snack and Field Trip Fees for the Year

3rd Grade **\$40.00** - Snack and Field Trip Fees for the Year

4th Grade **\$40.00** - Snack and Field Trip Fees for the Year

5th Grade **\$40.00** - Snack and Field Trip Fees for the Year

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Lincoln **Kindergarten** - No Fees Charged

Orchard **1st Grade \$8.00** - Planner, National Geographic

Mesa **2nd Grade \$35.00** - Classroom Supplies - Similar to list below

3rd Grade \$35.00 - Classroom Supplies - Pink eraser, box colored pencils, Kleenex, box of crayons, pocket, pronged folders, pencils, glue sticks, Elmer's white glue, 2 pairs sharp pointed scissors, 1 wooden ruler, 1 pencil pouch, 3 wide-ruled spiral notebooks, 2 back & white composition books. 1" three-ring binder. 3 pkgs loose leaf wide ruled paper. 1 pkg reinforcers

4th Grade \$35.00 - Classroom Supplies - Similar to above listing

5th Grade \$4.00 - \$16.00 - \$4.00 Planner, \$16.00 Art Fee & Planner (Beard ONLY)

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Loma **Kindergarten - \$10.00** - (School funds will pick up what is not covered by the \$10.00 fee) Supplies: Crayons, Writing Folders, Pencils, Glue, Basic Craft Supplies and Snacks

1st - No Fees Charged

2nd Grade - No Fees Charged

3rd Grade - No Fees Charged

4th Grade - No Fees Charged

5th Grade - No Fees Charged

Field trip expenses for admission and buses are charged on a per basis. Assemblies are charged on a per assembly basis. These amounts will vary from \$1.00 - \$6.00.

Mesa View **Kindergarten** - No Fees Charged

1st Grade - No Fees Charged

2nd Grade - No Fees Charged

3rd Grade - No Fees Charged

4th Grade - No Fees Charged

5th Grade - No Fees Charged

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

New Emerson **Supplies - \$40.00** - (All Grades) - Daily Supplies: Pencils, crayons, markers, glue sticks, glue, scissors, paint, paint brushes, tissues, erasers, compass, protractor, steno pad, pocket folders, composition books, paper, miscellaneous cooking and draft supplies, and classroom magazines (Time for Kids and Scholastic)

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Nisley **Kindergarten** - No Fees Charged

1st Grade - No Fees Charged

2nd Grade - No Fees Charged

3rd Grade - No Fees Charged

4th Grade - No Fees Charged

5th Grade - No Fees Charged

Field Trips and Assemblies for elementary students are charged for on a per trip and per assembly basis. These amounts vary.

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

<u>Orchard Ave</u>	<u>Kindergarten</u> - No Fees Charged
	<u>1st Grade</u> - \$25.00 - Supplies Mrs. Chase - Mrs. Stephens parents to provide supplies from supply list
	<u>1st/2nd Grade</u> - No Fees Charged parents to provide supplies from supply list
	<u>2nd Grade</u> - \$25.00 - Mrs. Fitzsimmons & Mrs. Hays
	<u>3rd Grade</u> - \$35.00 - Mrs. Shay, Mrs. Bennett-Gray, Mrs. Humbert & Mrs. Hernandez - Supplies, National Geographic Explorer or Time for Kids
	<u>4th Grade</u> - \$12.00 - Mrs. Morlan - Ralph Fletcher Writers Book & Time for Kids, Mrs. Peterson parents to provide supplies from supply list
	<u>5th Grade</u> - \$35.00 - Mrs. Decker, Mrs. Landman & Mrs. Conder - National Geographic Explorer or Time for Kids
	<u>Mrs. Campbell</u> - Severe/Profound \$5.00 per month for snacks and community outings
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00</i>	

<u>Pear Park</u>	<u>Kindergarten</u> - \$15.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$20.24)
	<u>1st Grade</u> - \$20.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$28.62)
	<u>2nd Grade</u> - \$20.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$28.62)
	<u>3rd Grade</u> - \$20.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$28.62)
	<u>4th Grade</u> - \$20.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$28.62)
	<u>5th Grade</u> - \$20.00 - Supplies, Consumable, Supplemental Math Workbook (Actual cost of workbook \$28.62)
<i>\$10.00 Supply Fee for all grades cover Homework Folder, Planner, Magazine subscription (Time for Kids, Weekly Reader, etc.), Portfolio;</i>	
<i>\$10.00 covers part of the Supplemental Math Workbook</i>	
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00</i>	

<u>Pomona</u>	<u>Kindergarten</u> - No Fees Charged
	<u>1st - 5th Grade</u> - \$2.00 Planner
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00</i>	

<u>Rim Rock</u>	<u>Kindergarten</u> - \$40.00 - Art Fee - Glitter, Markers, Velcro; Cooking Fee; Supply Fee - Crayons, folders, binders, scissors, glue, hand sanitizer, pencils, containers for supplies, paints, pencil grips, baby wipes
	<u>1st Grade</u> - \$40.00 - Supply Fee - Science Supplies, Cooking Fees, National Geographic Explorer
	<u>2nd Grade</u> - \$15.00 - Bus Fee, Art Fee, \$5.00 Science Supplies
	<u>3rd Grade</u> - No Fees Charged
	<u>4th Grade</u> - No Fees Charged
	<u>5th Grade</u> - TBD - Owl Pellets, Birds of Prey Speaker and End of Year Celebration
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00</i>	

<u>Rocky Mountain</u>	<u>Kindergarten</u> - No Fees Charged
	<u>1st Grade</u> - No Fees Charged
	<u>2nd Grade</u> - No Fees Charged
	<u>3rd Grade</u> - No Fees Charged
	<u>4th Grade</u> \$3.00 - Planner
	<u>5th Grade</u> - \$53.00 - Planner, Camp Red Cloud
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00</i>	

Mesa County Valley School District 51

ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

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Scenic **Kindergarten - \$23.00** - National Geographic, Handwriting Books, Art Supplies
1st Grade - \$20.00 - National Geographic, Portfolio, Handwriting Books
2nd Grade - \$20.00 - Weekly Reader, Folders, Handwriting Books
3rd Grade - \$23.00 - Weekly Reader, Science/Folder, Handwriting Books
4th Grade - \$30.00 - Field Trip, Folders, Handwriting Books, Recorders
5th Grade - \$74.00 - Rafting, Planners, Scholastic News, Handwriting Books, Recorders

Field Trips are charged on a per trip basis

Shelley **Kindergarten - \$12.00** - Art/Cooking Fee & Pride Folder
1st Grade - \$12.00 - Art Fee & Pride Folder
2nd Grade - \$2.00 - Pride Folder
3rd Grade - \$17.00 - Consumable supplemental reading, writing, math material & Pride Folder
4th Grade \$9.00 - Storyworks Subscription & Pride Folder
5th Grade - \$12.00 - Owl pellets, Storyworks subscription & Pride Folder

Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary from \$1.00 - \$6.00

Taylor **K - 5th Grade** - \$5.00 Planners & Publications
C. Pitton/Street 1st/2nd grade \$4.00 publications

Field Trips and Assemblies are charged on a per trip and per assembly basis. These amounts vary from \$1.00 - \$25.00

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Thunder

Mtn.

Kindergarten – Brooks & Jarrell - \$25.00 - Supplies: crayons, pencils, glue sticks, bottles of glue, markers, paint, scissors, Kleenex, baggies, play dough, paint brushes, water color boxes, magnetic tape, large and small manila envelopes, Velcro. Special crafts: paint, lacquer, cotton balls, paper sacks, glitter, beads, string, yarn, felt, Q-tips, Parent's Christmas gift materials, Mother's day gift materials, crayons for cloth or tie-dye materials (to make T-shirts for our end of the year field trip), etc. Parties: cups, plates, napkins, treats, cooking project materials (Green eggs and ham on Dr. Seuss week, etc.) Parties are Halloween, Winter Holiday, Valentine's, and Graduation at the end of the year, etc. Miscellaneous hands on learning: End of the year all day field trip (bus, museum fee, drinks, snacks), learning games, puzzles, magnetic letters/numbers boards, fake money. clocks. edible math. computer software. etc.

1st Arevian, Casebolt & Long - \$10.00 - Supplies - for stone soup, field trips, gifts and crafts, hands on learning

2nd Grade – Reed, Meister \$10.00 - Field trips and craft items

2nd Grade – Schaneman – \$40.00 - Field trips, classroom supplies, art supplies, parties, Scholastic News.

1st/2nd Explorer - Whiteside, Schultz - \$45.00 - Class supplies - pencils, paper, notebooks, crayons, pencil boxes, glue, scissors, etc.; Time for Kids; Planner; Arts & Crafts; Supplies for parent gifts; Cooking activities & Hands on Learning/Science; workbooks

3rd Grade - Hayes - \$36.00 - supplies - Classroom supplies: Notebooks, folders, pencils, crayons, markers, scissors, glue, colored pencils, erasers, pencil box, Ziploc bags, rulers, notebook paper, etc. Party supplies: Plates, cups, napkins, nutritious party food (vegetables, meat, crackers). Crafts: Christmas presents, Mother's day presents, etc.. Art: Art supplies (special paints, tissue paper, clay, etc.). Time for Kids magazine

4th Grade - Williams - \$36.00 - Field Trips; School Supplies; Art Supplies

4th Grade – Daugherty - \$10.00 - Student planner, Quick Words, Miscellaneous Supplies

4th Grade – Nelson - \$4.00 - Magazine subscription

5th Grade – Fricke - \$15.00 - Student planner, Weekly Reader, Quick Words, Miscellaneous Supplies

5th Grade - Sisco \$4.00 - Magazine subscription

3rd/4th/5th Intermediate Block – Batchelor, Manuppella & Hobbs - \$45.00 - In lieu of supplies, the above teachers are requesting \$45.00. This money will be used to purchase the supplies the students use in the classroom (this might also include planners, Time for Kids, cooking activities, Interact student guides, etc.), and some field trips through the school year

SPED – Diaz - \$10.00 - Teachers collect \$10.00/month to cover snacks, community outings and special activities for SPED students

There may be a charge of between \$1.00 and \$10.00 collected for field trips or special assemblies such as Birds of Prey

Tope

Primary Grades - \$30.00 - Fees include handwriting workbooks, student magazine subscriptions and supplies for projects as well as for Field trips, including spring art day and swim day at Lincoln Park Pool

Kindergarten: Pumpkin Patch, Bump 'n' Jump and end of year book

1st Grade: Egg Farm and Math & Science Center

2nd Grade: Cross Orchards, Botanical Gardens and Math & Science Center

Intermediate Grades - \$35.00 - Fees include planners, student magazine subscriptions and supplies for projects as well as for Field trips, including spring art day and swim day at Lincoln Park Pool

3rd Grade: Hike at the National Monument

4th Grade: Rendezvous, Mountain Man Assembly, Monument Hike and Math & Science Center

5th Grade: Birds of Prey Assembly, Storm King Mountain Hike

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ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

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Wingate **Kindergarten - \$40.00** - Supplies: handwriting book, take home folder, name badges, crayons, markers, colored pencils, pencils and erasers, glue sticks, liquid glue, folders, paint, Kleenex, stamps for Flat Stanleys, Additional supplies: craft items, hand gel, paper plates, cups, napkins, extra snack, Ziploc bags, cardstock, scissors. Other: Field trips, guest speakers, special activities (Apple Day, Thanksgiving Feast, clay for family gifts, etc.)

1st Grade - \$30.00 - Supplies/Activities/Publications: Weekly Readers, art supplies, field trips, film/developing; science materials, reading materials, instructional materials

2nd Grade - \$25.00 - Art supplies, Subscriptions, Activities

3rd Grade - \$18.00 - Art supplies (paint, clay, brushes, paper), Activities/Subscriptions, Recorder

4th Grade - \$220.00 - Ameri Towne, Colorado History Day, Symphony, Recorder

5th Grade - \$176.00 - Supplies/Activities/Subscriptions, Recorders, Camp Cedaredge

\$10.00 Technology Maintenance fee for maintenance/replacement of Smart Boards, Laptops, Projectors, etc. This fee is in addition to the class fees.

Field Trips and Assemblies are charged for on a per trip and per assembly basis. These amounts vary.

Early Access to Kindergarten or First Grade: \$15.00 application fee; \$90.00 testing fees. If your child qualifies for free or reduced meals fees could be waived.

Mesa County Valley School District 51
ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Elementary Schools
Fee Schedule Changes for 2009-2010

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Appleton	No Change	\$5.00 National Geographic Explorer Magazine	Mrs. Saims - \$10.00 National Geographic Magazine, Scholastic News & Art Mrs. Erven & Mrs. Black \$3.95 National Geographic Magazine	\$20.00 National Geographic Magazine, Scholastic News, Science/Social Studies & Literacy Fee Additional \$21.00 Musical Recorder Package	No Change	No Change
Broadway	No Change	No Change	No Change	No Change	No Change	No Change
Chatfield	\$6.00 Scholastic News	\$11.00 Planner, Weekly Readers, Writing Folders	\$10.00 Scholastic News, Crafts	\$10.00 Planners, Publications	\$20.00 Planner, Weekly Reader, Dynomath, Crafts	\$20.00 Planer, Time for Kids, Bird Man, Owl Pellets, Swim Day
				Music Instrument fee: 3rd, 4th & 5th \$10.00		
	5TH GRADE ONLY: Camp Red Cloud Field Trip and Rockets will be charged separately					
Chipeta	No Fee Charged	No Fee Charged	No Fee Charged	No Fee Charged	No Fee Charged	No Fee Charged
Clifton	No Change	No Change	No Change	No Fee Charged	No Change	No Change
Dos Rios	No Change	\$5.00 Magazine Subscriptions	No Change	No Change	\$15.00 News Publications, School Planner/Folders, Recorder	\$10.00 Owl Pellets, Eyeball Dissections, Planner, Recorder
DIA	\$20.00 Classroom Supplies & Magazine Subscriptions	No Change	No Change	No Change	No Change	No Change
Fruitvale	\$15.00 Consumable Materials, Art Supplies & Subscriptions	\$23.50 Film Developing, Consumable Materials, Art Supplies & Subscriptions	\$18.50 Consumable Materials, Art Supplies & Subscriptions	\$16.50 Consumable Materials, Art Supplies & Subscriptions	\$25.00 Consumable Materials, Art Supplies & Subscriptions	\$23.50 Consumable Materials, Art Supplies & Subscriptions \$140.00 Outdoor Education Trip (Fee may be reduced depending on fundraising)
Gateway	\$40.00 a year for Snack & Field Trip Fees	\$40.00 a year for Snack & Field Trip Fees	\$40.00 a year for Snack & Field Trip Fees	\$40.00 a year for Snack & Field Trip Fees	\$40.00 a year for Snack & Field Trip Fees	\$40.00 a year for Snack & Field Trip Fees
Lincoln OM	No Change	No Change	\$35.00 Classroom Supplies (Student is to bring a backpack only - Teacher will purchase all supplies needed.)	No Change	No Change	No Change
Loma	No Change	No Fee Charged	No Fee Charged	No Change	No Change	No Change
Mesa View	No Change	No Change	No Change	No Change	No Change	No Change
New Emerson	No Change	No Change	No Change	No Change	No Change	No Change
Nisley	No Change	No Change	No Change	No Change	No Change	No Change

Mesa County Valley School District 51
ELEMENTARY SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

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Elementary Schools
Fee Schedule Changes for 2009-2010

School	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Orchard Ave	No Change	No Fees Charged for Mrs. Stephens - parents to provide supplies from supply list	Mrs. Fitzsimmons & Mrs. Hays \$25.00 Supplies	No Change	Mrs. Morlan \$12.00 Ralph Fletcher Writer Book & Time for Kids Mrs. Peterson No Fees Charged	Mrs. Decker, Mrs. Landman & Mrs. Conder \$35.00 Supplies, National Geographic Explorer or Time for Kids
		No Fees Charged for Mrs. Hunt & Miss Santy - parents to provide supplies from supply list				
Pear Park	No Change	No Change	No Change	No Change	No Change	No Change
Pomona	No Change	No Change	No Change	No Change	No Change	No Change
Rim Rock	No Change	\$40.00 Supply Fees, Science Supplies, Cooking Fees, National Geographic Explorer	No Change	No Change	No Change	Owl Pellets, Birds of Prey Speaker and End of Year Celebration will be assessed in advanced accordingly
Rocky Mountain	No Change	No Change	No Change	No Change	No Change	No Change
Scenic	\$5.00 National Geographic, \$13.00 Handwriting Books, \$5.00 Art Supplies	\$5.00 National Geographic, \$1.00 Portfolio, \$14.00 Handwriting Books	\$4.00 Weekly Reader, \$.50 Folders, \$14.00 Handwriting Books	\$4.00 Weekly Reader \$6.00 Science/Folder, \$13.00 Handwriting Books	\$10.00 Field Trip \$1.00 Folders \$13.00 Handwriting Books \$6.00 Recorders	\$45.00 Rafting, \$5.00 Planners \$5.00 Scholastic News \$13.00 Handwriting Books \$6.00 Recorders
Shelley	\$2.00 Pride Folder Fee	\$2.00 Pride Folder Fee	\$2.00 Pride Folder Fee	\$17.00 Consumable supplemental reading, writing, math material, Pride Folder Fee	\$2.00 Pride Folder Fee	\$12.00 Owl pellets, Storyworks subscription, Pride Folder Fee
Taylor	\$2.50 Planner \$2.50 Publications	\$2.50 Planner \$2.50 Publications	\$2.50 Planner \$2.50 Publications	\$2.50 Planner \$2.50 Publications	\$2.50 Planner \$2.50 Publications	\$2.50 Planner \$2.50 Publications
		C. Pitton/Street 1 st /2 nd grade \$4.00 publications				
	Field Trips and Assemblies are charged on a per trip and per assembly basis. These amounts vary from \$1.00 - \$25.00					
Thunder Mtn	\$25.00 Kindergarten Supplies	1st & 2nd - \$45.00 Supplies - Whiteside, Schultz		No Change	\$36.00 Supplies - Williams	\$4.00 Magazine Subscription - Nelson
Tope	No Change	No Change	No Change	No Change	No Change	No Change
Wingate	No Change	\$30.00 Supplies, Activities & Publications	No Change	No Change	\$200.00 Ameri Towne \$12.00 Colorado History Day \$2.00 Symphony \$6.00 Recorder	\$20.00 Supplies/Activities \$150.00 Camp Cedaredge \$6.00 Recorders
\$10.00 Technology Maintenance fee for maintenance/replacement of Smart Boards, Laptops, Projectors, etc. This fee is in addition to the class fees.						

Early Access to Kindergarten or First Grade: \$15.00 application fee; \$90.00 testing fees. If your child qualifies for free or reduced meals fees could be waived.

Mesa County Valley School District 51

MIDDLE SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$10.00

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

For Fruita 8/9, Please refer to the High School Fee Schedule

		Bookcliff	East	Fruita	Gateway	Grand Mesa	Mt. Garfield	Orchard Mesa	Redlands	West
A	Athletics (Extra Curricular) Mandatory	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport	\$30.00 Per Sport
B	Instrument Rental Mandatory	\$60.00	\$60.00	\$60.00	-	\$60.00	\$60.00 Band \$30.00 Orchestra	\$60.00	\$60.00	\$60.00
C	Uniforms Mandatory	\$20.00 P.E. (P.E. Uniform Optional) \$15.00 Band Shirt	-	\$10.00 P.E. \$20.00 Choir Shirt \$20.00 Band Shirt \$20.00 Orchestra Shirt	-	\$20.00 P.E. \$15.00 Music Shirt	\$7.00 P.E. Shirt \$10.00 P.E. Shorts	-	\$7.00 P.E	-
D	Art Mandatory	\$5.00/Qtr	\$6.00 - \$10.00/ Trimester	\$10.00/Qtr	-	\$5.00/Qtr	\$5.00/Qtr	\$10.00/ Semester	\$8.00/Qtr 6th & 7th \$15.00/Sem 8th Gr Only	\$10.00/Qtr
E	Class Dues Mandatory	-	-	-	-	-	-	-	-	-
F	Tech Ed Mandatory	\$5.00/Qtr	-	\$10.00/Qtr	-	\$10.00/Qtr	\$5.00/Qtr	\$15.00/ Semester	\$8.00/Qtr 6th & 7th \$15.00/Sem 8th Gr Only	\$15.00
G	Foreign Language Mandatory	-	-	-	-	-	-	-	-	-
H	Consumer Studies Mandatory	-	-	-	-	\$10.00/Qtr	-	-	\$10.00/Qtr 6th & 7th \$15.00/Sem 8th Gr Only	-
I	Computer Mandatory	\$5.00/Qtr	\$5.00/Qtr	\$5.00/Qtr	-	\$5.00/Qtr	\$5.00/Qtr	\$10.00/ Semester	\$8.00/Qtr 6th & 7th \$10.00/Sem 8th Gr Only	\$5.00
J	Other Mandatory	\$7.00 - \$10.00 Band Method Book \$5.00/Qtr Choir Accessories \$5.50 Orchestra Essential Elements for Strings \$5.00/Qtr Outdoor Ed \$5.00/Qtr Keyboard	\$5.00 Journalism \$5.00 Media Arts \$5.00 Arts & Crafts	\$1.50 Math Workbook \$5.00 Science Lab \$5.00 Drama/ Theatre \$5.00 Media Tech	\$3.00 Planner \$6.00 LA Workbook (7th Grade Only)	\$4.00 Planner	-	\$11.00 Language Arts Interactive Reader \$15.00 Science Lab Fee	\$5.00 Planner \$5.00 Band Fee \$15.00 Science Fee	\$5.00 Project Fee 7th Only

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$10.00

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

For Fruita 8/9, Please refer to the High School Fee Schedule

		Bookcliff	East	Fruita	Gateway	Grand Mesa	Mt. Garfield	Orchard Mesa	Redlands	West
K	Miscellaneous Other Mandatory	-	-	-	-	-	-	-	-	-
L	Instructional Materials Voluntary	-	-	-	-	-	\$10.00	\$10.00	\$10.00	\$10.00
M	Other Voluntary	-	-	-	-	-	-	-	-	-
N	Yearbook (extra curricular) Voluntary	\$14.00 - \$16.00 Optional	\$15.00 - \$18.00	\$20.00 Before Jan 1st \$25.00 After Jan 1st	\$24.00	\$25.00 By December 18th \$28.00 After December 18th	\$14.00	\$15.00	\$20.00 Hardcover	\$20.00
O	Class Trip (Extra Curricular) Mandatory	TBD by Trip	-	-	-	-	-	-	-	-

Note:

Please see itemized list for details of fees

Cost of Trips and Camps associated with extra curricular activities can be charged based on actual cost as determined on a per trip basis .

All fees for classroom supplies are mandatory.

All fees for extra curricular activities are mandatory.

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MIDDLE SCHOOL STUDENT FEES 2009-2010

Itemized

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Bookcliff

PE - \$20.00 - It is mandatory that each student taking PE have a uniform. Students may purchase their own at local sporting good stores, wear a t-shirt and shorts from home or for their convenience, Student Council members sell PE uniforms at a cost of \$20.00 per uniform.

Art - \$5.00/Qtr - Consumable paint, paper, chalk, charcoal, etc.

Keyboard - \$5.00/Qtr

Tech Ed - \$5.00/Qtr - Take home projects - wood, metal and other consumable supplies

Outdoor Ed - \$5.00/Qtr

Computer - \$5.00/Qtr - Take home projects using large amounts of paper, ink cartridges and other printing costs

Band - Band Method Book (Standard of Excellence) \$7.00 - \$10.00, Woodwind instrument reeds - up to \$4.00, Band Performance Shirts \$15.00, Instrument Rental from District \$60.00

Choir \$5.00/Qtr - Choir Accessories

Orchestra - Required books for each grade level are: Essential Elements for Strings \$5.50, Instrument Rental from District \$60.00

East

Art - \$6.00 – \$10.00/Trimester - Notebook with drawing paper; Supplies for projects: felt, needles, pins, thread; Mirrors, rubbing alcohol, exacta knives & blades; Etching cream, contact paper, brushes; Watercolors & paper, salt, oil pastel, wax; Drawing paper, pencils, tortellini stumps, markers (several kinds); Glue - craft (special), hot glue guns, Elmer's; Calligraphy - pens, kits, parchment paper; Mosaics - beans, popcorn; Clay, glazes, kiln supplies, tools, cones; Tempera and assorted brushes; Tag board, illustration board; Printmaking inks, plates, toothpicks; Yarn, needles (yarn size); Copper, felt backing, tools, liver of sulphur; Contrast-o paper; Material, beads, bead needles; Burlap; Assorted brushes; Acrylic paints; Airbrush inks/ large poster brush inks; Sculpto-board; Rubber gloves, assorted sizes; Tape - masking, clear, etc.; Newsprint paper; India inks and Speedball pens; Overhead transparencies, mat-board, mat blades, glass cleaner, wheat paste; Assorted jewelry supplies, basket weaving materials, Mod Podge, plastic design-your-own mugs; Hammers, wire cutters, etc, wire, crayons, pastels (chalk type), colored chalk, charcoal

Computer \$5.00/Qtr

Journalism - \$5.00 - Printer paper, black/white and color film, AA batteries for cameras, printer cartridges (no. 56/57), spiral notebooks

Media Journalism – \$5.00 - DVD's Batteries (AA, Camera Batteries, microphone batteries, VHS tapes, Mini 8 tapes, Play Doe (for Claymations), Light bulbs (house hold 60 Watt)

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Fruita

Art - \$10.00/Qtr - Mirror for two to four classes each quarter; Etch cream @ \$18.00/bottle (2-3 per class); Drawing paper; Watercolor paper; Exacta knives and blades; Paint brushes (Tempera and Watercolor); Watercolor sets or color replacements; Sandpaper (4 classes per quarter); Water-based acrylic enamel; Brushes (sponge); Pastels or colored chalk

Tech Ed - \$5.00/Qtr - Wood for individual student projects and other material for each student's projects

Computer - \$5.00/Qtr - Computer fee pays for all in class paper and printing (black/white & color) as well as other materials as required for projects. For non-computer class printing in color, there is a charge of \$.25 a page and for those out of class who print multitudes of unnecessary or inappropriate materials in black/white there is a charge of \$.10 per page.

Media Tech - \$5.00

Science Lab \$5.00

Drama/Theatre - \$5.00

Math Workbook \$1.50

PE - \$10.00 - This fee pays for their PE uniforms

Rental Fee - \$60.00 - Band does not charge any "fees". However, instruments rent for \$60.00 per year (set by the District). Students who do not rent the "large" instruments from the school pay approximately \$15 - \$30 per month from a local music store for their instrument

Orchestra \$20.00 - Shirt

Band \$20.00 - Shirt

Choir - \$20.00 - Shirt

Yearbook - \$20.00 - If purchased *before* January 1st; \$25.00 if purchased *after* January 1st

Gateway

\$3.00 - Planner

\$6.00 - 7th Grade LA

Field Trips and Assemblies are charged for on a per trip and per assembly basis. Costs vary on a per trip basis/assembly basis.

Grand Mesa

Art - \$5.00/Qtr - Consumable paint, paper, chalk, charcoal, drawing paper

Planner - \$4.00

PE - \$20.00 - This fee pays for their PE uniforms

Tech Ed - \$10.00/Qtr - Assorted material for each student's take home projects

Computer - \$5.00/Qtr - Toner cartridges, paper, folders, labels, VHS tapes

Consumer Studies - \$10.00/Qtr - Food Labs, folders, sewing projects simulation projects, art projects (posters)

Music \$15.00 - Performance Shirt

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Itemized

Adopted: April 28, 2009

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<u>Mt. Garfield</u>	<u>Art - \$10.00</u> - All art supplies necessary to do projects in class: Paint, Paper, Clay, Pen, Pencils, Paint brushes. Students are only required to supply #2 pencil, 12" ruler, large eraser, and colored pencils. <u>PE - \$17.00</u> - This fee pays for their PE uniforms <u>Computer - \$5.00/Qtr</u> - Print cartridges, disk storage devices, student portfolios, take home projects, core related projects. <u>Tech Ed - \$10.00 - \$12.00</u> - Miscellaneous consumable supplies which include: Abrasive paper/.sandpaper; wood glue; paper products glue; super glue/epoxy glue; hot glue sticks; finish nails; dowels of various diameters; dry wall screws of various lengths from 1" - 3"; drill driver bits; scroll saw blades; utility knives/replacement blades; Exacta type craft knives and blades; carbon paper; etching acid; contact paper; lumber 1X pine of 6", 8" & 10" widths; plywood, various thickness, 4'x8' sheets; tempered hardboard; pressed panel bathroom type wall covering board; spray adhesive; shaker pegs - various sizes and configurations; Wood finish; paint thinner; lacquer thinner; wood finish wax; mineral oil; CO2 8 gm. cartridges; 1/8" welding rod; steel wool; mirror tiles; fasteners for picture frames -hangers; wood burner tips; band saw blades; drafting pencil leads; clock works; clock hands; eye hooks; spray paint; fishing line - monofilament of different sizes; mousetraps.
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<u>Orchard Mesa</u>	<u>Art - \$10.00/Semester</u> - Consumable items (i.e., paint, brushes, clay, ink, glaze, wax, fabric, dye). <u>Tech Ed - \$15.00/Semester</u> - Project kits, take home projects, balsa wood construction, sandpaper, nails, etc. Co2 Race and rewards. <u>Language Arts \$11.00</u> - Interactive Reader <u>Science \$15.00</u> - Lab Fees <u>Computer - \$10.00/Semester</u> - Print cartridges, disk storage devices, student portfolios, take home projects, core related projects.
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<u>Redlands</u>	<u>Art - \$8.00/Qtr 6th & 7th Grade \$15.00/Sem 8th Grade</u> - Supplies such as: paint, brushes, canvas, clay, mirrors, silk screening materials, etc. <u>Tech Ed - \$8.00/Qtr 6th & 7th Grade \$15.00/Sem 8th Grade</u> - Supplies such as: balsa wood, nuts & bolts, tissue paper, spaghetti, glue, masking tape, darkroom supplies, plywood, etc. <u>Consumer & Family Studies - \$10.00/Qtr 6th & 7th Grade \$15.00/Sem 8th Grade</u> - Supplies such as: fabric, sewing equipment, groceries, cleaning supplies, craft supplies, etc. <u>Computer - \$8.00/Qtr 6th & 7th Grade \$10.00/Sem 8th Grade</u> - Supplies such as: paper, colored paper, card stock paper, toner, disk storage devices, etc. <u>Band \$5.00</u> <u>Planner \$5.00</u> <u>PE - \$8.00</u> - T-shirts <u>Science Materials - \$15.00</u> - Supplies & Consumables
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<u>West</u>	<u>Art - \$10.00</u> - General supplies, clay, Exacta knives, straight edges, paper, paint <u>Project Fee 7th Only \$5.00</u> <u>Tech Ed - \$15.00</u> - Safety Goggles, sandpaper, wood, electric parts for clocks, rocket kits and finishing supplies <u>Computer - \$5.00</u> - Paper, inkjet cartridges, binder supplies for portfolios
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Board of Education Resolution: 08/09: 89

**Middle Schools
Fee Schedule Changes for 2009-2010**

		Bookcliff	East	Fruita	Gateway	Grand Mesa	Mt. Garfield	Orchard Mesa	Redlands	West
A	Athletics (Extra Curricular) Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
B	Instrument Rental (Band/Orchestra) Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
C	Uniforms Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
D	Art Mandatory	No Change	\$6.00 - \$10.00/ Trimester	No Change	No Change	\$5.00/Qtr	No Change	\$10.00/ Semester	No Change	\$10.00/Qtr
E	Class Dues Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
F	Tech Ed Mandatory	No Change	No Change	No Change	No Change	\$10.00/Qtr	No Change	\$15.00/ Semester	No Change	No Change
G	Foreign Language Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
H	Consumer Studies Mandatory	No Change	No Change	No Change	No Change	\$10.00/Qtr	No Change	No Change	No Change	No Change
I	Computer Mandatory	\$5.00/Qtr	No Change	No Change	No Change	\$5.00/Qtr	No Change	\$10.00/ Semester	No Change	No Change
J	Other Mandatory	\$5.00/Qtr Keyboard \$5.00/Qtr Outdoor Ed \$5.00/Qtr Choir Accessories	No Change	\$5.00 Drama/ Theatre	No Change	No Change	No Change	\$11.00 Language Arts Interactive Reader \$15.00 Science Lab Fee	No Change	No Change
K	Miscellaneous Other Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
L	Instructional Materials Voluntary	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
M	Other Voluntary	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
N	Yearbook (extra curricular) Voluntary	No Change	No Change	\$20.00 After Jan 1, 2010 \$25.00	No Change	\$25.00 By December 18th \$28.00 After December 18th	No Change	\$15.00	No Change	\$20.00
	Class Trip (Extra Curricular) Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$10.00

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

For Fruita 8/9, Please refer to the High School Fee Schedule

		CHS	F 8/9	FMHS	Gateway	GJHS	PHS	R-5	Valley Program
A	Athletics (Extra Curricular) Mandatory	\$70.00 Per Sport	\$30.00 8th Grade Per Sport \$70.00 9th Grade Per Sport	\$70.00 Per Sport	-	\$70.00 Per Sport	\$70.00 Per Sport	-	-
B	Instrument Rental Mandatory	\$60.00	\$60.00	\$60.00	-	\$60.00 Band \$30.00 Orchestra	\$60.00	-	-
C	Uniforms Mandatory	\$15.00 Band Uniform Cleaning \$30.00 Uniform Deposit \$10.00 - \$20.00 Band T-Shirt \$20.00 - \$180.00 Choir Uniforms \$15.00 P.E. \$15.00 ROTC	\$15.00 P.E.	\$15.00 Band Uniform Cleaning \$15.00 - \$25.00 Band T-Shirt \$15.00 P.E. \$15.00 - \$100 Choir	-	\$15.00 Band Uniform Cleaning \$10.00 Band T-Shirts \$25.00 - \$15.00 Choir \$25.00 Marching Band Only	\$15.00 Band Uniform Cleaning \$20.00 Band T- Shirt & Shorts \$15.00 P.E. \$10.00 Choir Robe Cleaning - No Uniforms will be handed out until paid for	-	-
D	Art Mandatory	\$20.00	\$20.00	\$20.00	-	\$20.00	\$20.00 Each Class	-	-
E	Class Dues Mandatory	\$4.00	\$3.00 - 9th Grade	\$4.00	-	\$3.00	\$2.00	-	-
F	Tech Ed Mandatory	\$20.00	\$20.00	\$20.00	-	\$20.00	\$20.00	-	-
G	Foreign Language Mandatory	\$12.50 Workbook	\$5.00	-	-	-	\$20.00	-	-
H	Consumer Studies Mandatory	\$15.00 Food & Science I \$15.00 Food & Science II	\$15.00 Food & Science I \$15.00 Food & Science II \$5.00 Hsng/App \$15.00 Tn Lvg	\$15.00	-	-	\$20.00	-	-
I	Computer Mandatory	\$5.00 Computer Science	\$10.00 Media Prod 9th Grade \$5.00 Intro to Business \$10.00 Graphic Computers 8th Grade \$5.00 Comp Tech 8th Grade \$10.00 Computer Fee	\$20.00 Computer Communications \$5.00 All Other Computer Classes	-	Business Computer Applications \$15.00	\$5.00 Lab Fee \$5.00 Computer Tech Fee	-	-

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$10.00

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

For Fruita 8/9, Please refer to the High School Fee Schedule

		CHS	F 8/9	FMHS	Gateway	GJHS	PHS	R-5	Valley Program
J	Other Mandatory	\$10.00 All Science Classes EXCEPT \$15.00 Anatomy/Physiology \$20.00 AP Biology \$22.00 Zoology \$20.00 Accounting	\$10.00 Ag 8 \$15.00 Exp Ag 9 \$5.00 Science	\$5.00 P.E. \$10.00 Science \$15.00 Voc Ag \$20.00 Accounting Workbook \$30.00 Ag Welding	-	\$10.00 Science \$10.00 Ind Dev P.E. \$15.00 Accounting \$5.00 Business Web Designs \$70.00 Forensics \$10.00 All Student Data Management \$3.00 LA Fee \$70.00 Academic Travel \$25.00 Mock Trial Dues	\$5.00 P.E. \$5.00 Lifetime Sports \$20.00 Science \$20.00 International Cuisine \$20.00 Life Management \$70.00 Forensics \$15.00 AP English \$20.00 Accounting \$25.00 AP Economics \$5.00 Replacement I.D. \$1.00 Newspaper Fee	-	\$15.00 Supplies \$20.00 June School
K	Miscellaneous Other Mandatory	\$60.00 Lifetime Sports \$15.00 Work Keys \$70.00 Speech/Debate Team \$5.00 Forensic Copy Fee \$10.00 Theater \$30.00 - \$100.00 Costume Fee \$17.50 Make-up Kit \$10.00 Bowling \$10.00 Fitness Class \$2.00 per transcript after the first 3 which are free	-	\$2.00 Parking Permit per vehicle \$10.00 Choir/Piano \$40.00 - \$70.00 Lifeguard Training \$60.00 Lifetime Sports \$15.00 Orchestra \$70.00 Knowledge Bowl \$2.00 per transcript after the first 3 which are free	\$15.00 Work Keys	\$60.00 Bowling/Golf \$4.00 Handbook \$20.00 Orchestra \$60.00 Lifetime Activities \$10.00 Personal Fitness & Wellness Heart Monitor Strap \$2.00 per transcript after the first 3 which are free	\$10.00 Choir \$15.00 Orchestra \$25.00 Calculator Rental \$10.00 Parking Fee \$10.00 Parking Ticket \$20.00 Pro Start Study Lab Fees: \$25.00 Study Lab \$100.00 on line classes \$50.00 Key Performance or GED \$2.00 per transcript after the first 3 which are free	\$25.00 Activity \$15.00 Work Keys \$2.00 per transcript after the first 3 which are free	Valley @ WCCC \$20.00 Reg Fee Valley East \$15.00 Reg Fee \$15.00 Work Keys

Board of Education Resolution: 08/09: 89

All buildings charge the optional book fee: \$10.00

All mandatory curricular fees, fines and charges shall be waived or reduced for indigent students.

For Fruita 8/9, Please refer to the High School Fee Schedule

		CHS	F 8/9	FMHS	Gateway	GJHS	PHS	R-5	Valley Program
L	Other Band/Choir (Extra Curricular) Mandatory	\$10.00 - \$25.00 Ensemble Music & Videos \$50.00 - \$60.00 Band Camp \$40.00 State Trip \$10.00 Supplies \$6.00 - \$22.00 Consumables	Per Year \$15.00 Band \$10.00 Choir \$15.00 Orchestra	\$20.00 - \$25.00 Marching Shoes \$5.00 Gloves \$25.00 Band Camp Trips - Actual Cost per trip	-	\$150.00 Band Camp \$25.00 Choir \$20.00 Marching Shoes \$5.00 Gloves	\$50.00 Band Travel \$40.00 State Trip \$30.00 Band Camp Meals \$20.00 Marching Shoes \$5.00 Gloves	-	-
M	Instructional Materials Voluntary	\$10.00	-	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
N	Other Voluntary	\$15.00 SBA \$20.00 Calculator Rental	\$15.00 SBA/ID Card 9th Grade \$10.00 SBA 8th Grade - NO Lincoln Park Discount \$2.00 Student Leadership Donation	\$15.00 SBA	-	\$15.00 SBA	\$20.00 SBA	-	-
O	Yearbook (Extra Curricular) Mandatory (May Vary depending on publication costs)	\$40.00 - \$55.00 Registration - Aug 31st \$45.00 Sept 1st - Dec 31st \$47.00 Jan 1st - Apr 30th \$50.00 May 1st \$55	\$20.00	\$55.00 - \$65.00	\$24.00	\$50.00 until Winter break \$60.00 After Winter break	\$50.00 until Winter break \$60.00 After Winter break \$65.00 in May	-	-
P	AP Testing Mandatory	AP Classes may have additional fees for materials and/or study guides for instruction Actual Cost of Test	-	Actual Cost of Test AP Classes may have additional fees for materials and/or study guides for instruction	Actual Cost of Test	Actual Cost of Test Note: AP Classes and Literature may have additional material fees for instruction	Actual Cost of Test	Actual Cost of Test	-

Note:

Please see itemized list for details of fees

Costs of Trips and Camps associated with extra curricular activities can be charged based on actual cost as determined on a per trip basis.

Field Trip fees vary and are charged on a per trip basis to cover admission and bus expenses.

Club dues, shirts and travel fees vary and are charged on a per club basis.

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Central High PE - \$15.00 - Uniforms

School Lifetime Sports - \$60.00 - Bowling, rock climbing, golf, billiard fees

Bowling - \$10.00

Fitness Class - \$10.00

ROTC - \$15.00 - Only if PE Clothes are needed

Art - \$20.00 - Clay, paint, utensils

Art Journal - \$5.00

Class Dues - \$4.00 - Prom, homecoming floats, graduation, decorations, facility rental, Senior gift

Tech Ed - \$20.00 - Basic supplies and tools

Consumer Studies - \$15.00 - Food and cooking supplies for Food Science I & II

Science - \$10.00 - Lab Fees

Zoology - \$22.00 - Lab Fees

Accounting - \$20.00

Forensics \$5.00 - Copy Fees

Anatomy & Physiology \$15.00 - Lab Fees

AP Biology - \$20.00 - Lab Fees

Foreign Language - \$12.50 - Workbook

Band - \$10.00-\$20.00 Shirts; \$10.00-\$25.00 ensemble music and videos; \$30.00 uniform deposit (refundable when turned in); \$50.00-\$60.00 Band Camp; \$40.00 State Trip (Band Parents Organization tries to help out if needed) \$15.00 Dry clean uniforms

Choir - Uniforms: Women's & Select Choir (shirt) \$20.00; Madrigal Singers - Boys - \$128.00; Girls - \$135.00; Sound Sensations: Boys - \$140.00; Girls - \$180.00; Consumable Fees \$6.00 - \$22.00; All State Choir Audition Fee/ Jr. & Sr. Auditions - \$15.00; All State Choir Fees if selected - \$10.00; All State Lunch fee if selected - \$5.00; Colorado Choral Directors Select Choir fee if selected - \$22.00; Choir fee - \$10.00 (Busy music technology equipment and software, music technology computer site fees for using a program on more than one computer, vocal solo books, vocal music equipment, performance CD/s, choral music, choral folders).

Computer-Business Courses - \$5.00 - Paper/printing costs (cartridges)

Speech Debate Team - \$70.00 - Entry fees, paper, booklets

Theater - \$10.00 - Scripts, etc.

Theater - \$17.50 - Make up kit

Theater - \$30.00 - \$100.00 - Costume Fees

Work Keys - \$15.00 - Assessment scoring and analyzing tests

SBA - \$15.00 (voluntary) - Activities/Athletics entry into events free (or reduced) & \$1.00 City seat tax at Stocker Stadium.

NOTE: PARKING FINES STARTED IN THE 2003-2004 SCHOOL YEAR / PERMITS ARE FREE

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Fruita 8/9 **PE - \$15.00** - Uniforms

School **Art - \$20.00** - Student Consumables

Class Dues - \$3.00 - 9th Grade

Tech Ed - \$20.00 - Basic supplies and tools

Foreign Language - \$5.00 - Books and Consumables

Food & Science I & II \$15.00 each class

Housing & Apparel \$5.00 - Student Consumables

Teen Living \$15.00 - 8th Grade - Student Consumables

Media Production \$10.00 - 9th Grade

Intro to Business \$5.00

Graphic Computers \$10.00 - 8th Grade

Computer Tech \$5.00 - 8th Grade

Computer Fee \$10.00 - Student Consumables & Batteries for Laptops

Ag \$10.00 8th Grade & \$15.00 9th Grade

Science \$5.00 - Lab fee and Materials

Band \$15.00 - Music and Entry Fees

Choir \$10.00 - Music, Uniforms and Entry Fees

Orchestra \$15.00 - Music and Entry Fees

SBA \$15.00 - 9th Grade

SBA \$10.00 - SBA Card 8th Grade - NO Lincoln Park Discount

Student Leadership \$2.00

Yearbook \$20.00

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

<u>Fruita</u>	<u>Art - \$20.00</u> - Classroom supplies: paint, paper, brushes, clay, colored pencils, etc.
<u>Monument</u>	<u>Class Dues - \$4.00</u> - Catalyst newspaper, dances, events, graduation, etc.
<u>High</u>	<u>Tech Ed - \$20.00</u> - Classroom supplies: lumber, nails, robot kits, etc.
	<u>Consumer Studies - \$15.00</u> - Classroom supplies: food, etc.
	<u>Accounting Workbook - \$20.00</u>
	<u>Computer Communications - \$20.00</u>
	<u>All other computer classes - \$5.00</u> - Classroom supplies: notebooks, special software and upgrades, etc.
	<u>PE - \$20.00</u> - T-shirts \$7.00; Shorts \$8.00, Frisbees, racquets (tennis & Badminton), paddles (ping pong & pickle ball), hockey pucks, birdies, jump ropes, cones, balls (football, volleyball, basketball, softball, tennis, ping pong, activity balls, etc.) \$5.00
	<u>Lifetime Sports - \$60.00</u> - Fees for Archery, Bowling, Mountain Bike Rental, Kayaking, Hiking, Fly Fishing, Rock Climbing, etc.
	<u>Science - \$10.00</u> - Classroom supplies: plants, slides, fossils, magnifiers, etc.
	<u>Voc/Ag - \$15.00</u> - Classroom supplies: plants, animal feed, etc.
	<u>Ag/Welding - \$30.00</u> - Welding supplies - gloves, rods, oxygen, steel, etc.
	<u>SBA - \$15.00</u> - ID card along with free admission to home athletic events and discounts on dance and play production admission
	<u>Lifeguard Training - \$40.00 - \$70.00</u> - Includes American Red Cross certification in Lifesaving, First Aid, and CPR, Lifeguard Manual and pocket mask for mouth-to-mouth resuscitation.
	<u>Choir - \$15.00-\$100.00</u> - T-shirts, dresses, shirts, etc. as required for specific choirs
	<u>Choir/Piano - \$10.00</u> - Music and classroom supplies
	<u>Band T-Shirts - \$15.00-\$25.00</u>
	<u>Band Uniform \$15.00</u>
	<u>Band/Choir - \$20.00 - \$25.00</u> - Marching Shoes, \$5.00 Gloves, \$25.00 Band Camp, Trips - Actual cost per trip
	<u>Band/Orchestra - \$15.00</u> - Music and miscellaneous classroom supplies
	<u>Knowledge Bowl - \$70.00</u>

<u>Gateway</u>	<u>Work Keys - \$15.00</u> - Assessment scoring and analyzing tests
	<u>Planner \$4.00</u>
<i>Field Trips and Assemblies are charged for on a per trip and per assembly basis. Costs vary on a per trip basis/assembly basis.</i>	

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

<u>Grand</u>	<u>Art - \$20.00</u> - Art Supplies for Art I & II, Ceramics, Drawing & Painting; 3-D Design' Photography and Printmaking
<u>Junction</u>	<u>Class Dues - \$3.00</u> - Orange and Black newspaper; executive council activities, dances, events
<u>High</u>	<u>Business - Web Design \$5.00</u>
	<u>All Students - Data Management \$10.00</u>
	<u>Language Arts Fee \$3.00</u>
	<u>Handbook \$4.00</u>
	<u>Tech Ed - \$20.00</u> - Supplies
	<u>Business Computer Applications - \$15.00</u> - Classroom supplies: notebooks, special software and upgrades, etc.
	<u>Science - \$10.00</u> - Lab Fee and Materials
	<u>Individual Development PE - \$10.00</u> - Weight Lifting Book
	<u>Accounting - \$15.00</u> - Fee pays for consumable workbook.
	<u>P.E. Bowling/Golf - \$60.00</u> - Pay bowling alley and green fees
	<u>Lifetime Activities \$60.00</u> - Bowling, rock climbing, golf, billiard fees
	<u>Orchestra \$20.00</u> - Uniform cleaning, music, supplies, auditions and entry fees
	<u>Personal Fitness & Wellness \$10.00</u> - Heart Monitor Strap for
	<u>Band Concert - \$15.00</u> - uniform cleaning, music, entry fees
	<u>Band Symphonic - \$15.00</u> - uniform cleaning, music, entry fees
	<u>Band Wind Ensemble - \$15.00</u> - uniform cleaning, music, entry fees
	<u>Band</u> - Band Camp - \$150.00; Marching shoes - \$20.00; Gloves - \$5.00; T-Shirts - \$10.00.
	<u>Choir \$25.00</u> - Music, sight singing books, rhythm books, tuning forks, Les Chansons robe cleaning fee; Trovadores - (rental on black jacket, students must purchase their own white tux shirt, black dress pants and shoes;
	<u>Choir</u> - Meistersingers - dress \$105.00 (students must purchase their own shoes; LeCantanti - dress \$70.00 (students must purchase their own shoes); West winds - \$106.50, Men- tux pants, vest & tie (students must purchase their own white tux shirt and shoes - Women - \$149.00 dress (students must purchase their own shoes).
	<u>Academic Team (Travel) - \$70.00</u>
	<u>Forensics Dues - \$70.00</u>
	<u>Mock Trial dues - \$25.00</u>
	<u>SBA - \$15.00</u>

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

<u>Palisade</u>	<u>Band - \$15.00</u> - Uniform cleaning
<u>High School</u>	<u>P.E. - \$15.00</u> - Covers the cost of the PE uniform, shorts & T-shirt - No uniforms will be handed out until paid for.
	<u>Choir - \$10.00</u> - Covers the cost of cleaning the choir robes and the cost of folders for the music.
	<u>Orchestra \$15.00</u>
	<u>Art - \$20.00</u> - Covers all art supplies: \$3.50 - sketch books
	<u>Class Dues - \$2.00</u> - Fees go for expenses of prom when their class sponsors it, commencement expenses when that class graduates, homecoming floats, etc.
	<u>Newspaper - \$1.00</u>
	<u>Tech Ed - \$20.00</u> - Fee covers supplies used in wood shop.
	<u>Foreign Language - \$20.00</u> - Student workbook and dictionary.
	<u>Consumer Studies - \$20.00</u> - Supplies needed in class: food, materials, fabric, etc.
	<u>Computer - \$5.00</u> - Lab fee for paper/printing (cartridges) and supplement copy machine contract.
	<u>Computer Tech Fee \$5.00</u>
	<u>Science - \$20.00</u> - Pigs, frogs, cow eyes, leaves, plants, test tubes, etc. needed to teach the class.
	<u>International Cuisine \$20.00</u>
	<u>Life Management \$20.00</u>
	<u>Parking Permit \$10.00</u>
	<u>Parking Ticket \$10.00</u>
	<u>Pro Start \$20.00</u>
	<u>AP English - \$15.00</u> - Fee is used to purchase paper back books that are required reading for the class.
	<u>AP Economics - \$25.00</u>
	<u>Accounting - \$20.00</u> - Fee pays for consumable workbook.
	<u>Lifetime Sports - \$5.00 Each</u> - Fee covers the cost of expendable material that are used in class each session: Fly tying materials like hooks, feathers, cement, vices, scissors, bobbins, thread, etc. Arrows, arrow rests, strings, replacement parts for plungers and sights, finger tabs and arm guards, targets Ping pong paddles and balls and nets. Practice golf balls, tennis balls and rackets. badminton birdies and rackets.
	<u>Forensics \$70.00</u>
	<u>Study Lab Fees</u> - \$25.00 Study Lab, \$100.00 On-line class, \$50.00 Key Performance or GED
	<u>Band</u> - Band Travel - \$50.00; State Trip - \$40.00; Band Camp - \$30.00; Marching Shoes - \$20.00; Gloves -\$5.00; T-Shirt & Shorts - \$20.00
	<u>SBA - \$20.00</u> - Student recognition, student awards, student achievement

<u>R-5 High</u>	<u>Activity - \$25.00</u> - 2 picnics; 2 bowling; Christmas dinner; Awards banquet; Senior banquet; Student awards
<u>School</u>	<u>Work Keys - \$15.00</u> - Assessment scoring and analyzing tests

Mesa County Valley School District 51

HIGH SCHOOL STUDENT FEES 2009-2010

Itemized

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

Valley **Valley @ WCCC Registration fee - \$20.00**

Schools **Valley East Registration fee - \$15.00**

June School \$20.00

Supplies - Post it Pads – some students use these to make notes to themselves about formulas, facts, etc. and also show their work on them

Field-trip expense – for example, once a year we like to take our students to High Ropes and to the Career Fair at Mesa State. This requires borrowing vehicles from the school district, in including so much/mile and at times, paying a bus driver

Camera printing paper & color cartridges – for us to take special pictures of our students

Batteries – for cameras, clocks, flashlights (science), tape recorders, etc.

Headphones - students use these to listen to stories on CDs and use them with computer programs, as well as videos, so they do not disturb other students

Paper and Printer Cartridges – so students can create a school newspaper

Books and materials - related to academic subject matter or counseling groups purchased at any bookstore or online, instead of just from Barnes and Noble & Hastings

Work Keys - \$15.00 - Assessment scoring and analyzing tests

Board of Education Resolution: 08/09: 89

High Schools
Fee Schedule Changes for 2009-2010

		CHS	F 8/9	FMHS	Gateway	GJHS	PHS	R-5	Valley Program
A	Athletics (Extra Curricular) Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
B	Instrument Rental (Band/Orchestra) Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
C	Uniforms Mandatory	No Change	No Change	No Change	No Change	No P.E. Uniform Required	No Change	No Change	No Change
D	Art Mandatory	\$20.00	No Change	No Change	No Change	No Change	No Change	No Change	No Change
E	Class Dues Mandatory	No Change	No Change	\$4.00	No Change	No Change	No Change	No Change	No Change
F	Tech Ed Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
G	Foreign Language Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
H	Consumer Studies Mandatory	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
I	Computer Mandatory	No Change	Intro to Business \$5.00	No Change	No Change	Business Computer Applications \$15.00	No Change	No Change	No Change
J	Other Mandatory	Zoology \$22.00 Accounting Workbook \$15.00	No Change	No Change	No Change	\$5.00 Business Web Designs \$10.00 All Student Data Management \$3.00 LA Fee \$10.00 Individual Development PE	\$1.00 Newspaper Fee	No Change	No Change
K	Miscellaneous Other Mandatory	Bowling \$10.00 Fitness Class \$10.00	No Change	No Change	No Change	\$20.00 Orchestra \$60.00 Lifetime Activities \$10.00 Personal Fitness & Wellness Heart Monitor Strap	No Change	No Change	No Change
L	Other - Band/Choir (extra curricular) Mandatory	No Change	No Change	No Change	No Change	Band - Concert, Symphonic & Wind Ensemble \$15.00	No Change	No Change	No Change
M	Instructional Materials Voluntary	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
N	Other Voluntary	SBA \$15.00	No Change	No Change	No Change	No Change	No Change	No Change	No Change
O	Yearbook (extra curricular) Mandatory	No Change	No Change	No Change	No Change	\$50.00 until Winter break \$60.00 After Winter break	No Change	No Change	No Change
P	AP Testing	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change

Mesa County Valley School District 51

WCCC STUDENT FEES 2009-2010

Adopted: April 28, 2009

Board of Education Resolution: 08/09: 89

<u>Program</u>	Fees 2009/10
CAD/Animation	\$ 18.00
Technology Integration	\$ 18.00
Machining	\$ 18.00
Welding	\$ 18.00
Media Technology	\$ 18.00
Graphic Communications	\$ 18.00
Transportation	\$ 18.00
Construction Technology	\$ 18.00
Marketing	\$ 18.00
* Med Prep	\$ 24.00

Increase of \$3.00 from the 08-09 school year

* Increase of \$4.00 from the 08-09 school year for the Med Prep Program

**Approval of Construction Contractor Agreement and Bond
For New Emerson Partial
Line Replacement Project**

Board of Education Resolution: 08/09: 88

Adopted: April 28, 2009

WHEREAS, in response to an invitation to bid, Raven Plumbing, Heating and Backflow Prevention, submitted a sealed proposal for the contract for construction of:

Project No. 00809/041
New Emerson Partial Water Line Replacement
2660 Unaweeep Avenue
Grand Junction, CO 81503

In the amount of Sixty-Four Thousand Nine Hundred Forty-Five Dollars and 00/100 (\$64,945.00), which proposal was accepted by the School District; and

WHEREAS, pursuant to the terms of the contract, substantial completion of the project is to be achieved by August 12, 2009; and

WHEREAS, upon such acceptance, the said contractor submitted to the School District a construction contract for the said project, together with a Labor, Material and Performance Bond, the same being approved by the Superintendent and the contract executed by him on behalf of the School District;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the said construction contract and Labor, Material and Performance Bond and ratifies execution of the same by the Superintendent.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on April 28, 2009.

*Jamie Sidanycz
Secretary, Board of Education*

**Approval of Construction Contractor Agreement and Bond
For Basil T. Knight Center
Partial HVAC Replacement**

Board of Education Resolution: 08/09:92

Adopted: April 28, 2009

WHEREAS, in response to an invitation to bid, Comfort Air of Grand Junction, LLC, submitted a sealed proposal for the contract for construction of:

Project No. 0809/041
BTK Partial HVAC Replacement
2523 Patterson Road
Grand Junction, CO 81505

In the amount of Ninety-Eight Thousand Five Dollars and 00/100 (\$98,005.00), which proposal was accepted by the School District; and

WHEREAS, pursuant to the terms of the contract, substantial completion of the project is to be achieved by July 17, 2009; and

WHEREAS, upon such acceptance, the said contractor submitted to the School District a construction contract for the said project, together with a Labor, Material and Performance Bond, the same being approved by the Superintendent and the contract executed by him on behalf of the School District;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby approves the said construction contract and Labor, Material and Performance Bond and ratifies execution of the same by the Superintendent.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on April 28, 2009.

*Jamie Sidanycz
Secretary, Board of Education*



Mesa County Valley School District 51

Technology Plan July 2009 – June 2012

Prepared By:
Core Technology Planning Committee
Version # 1.1

Board of Education Adoption: April 28, 2009

Effective July 1, 2009

Version 1.0

Mesa County Valley School District 51
Technology Plan
July 2009 – June 2012

Version Control

Version	Date	Author	Change Description
1	04/20/2009	Core Technology Planning Committee	Document created
1.1	04/24/2009	Odus Harwood	Corrected Budget Summary Error

The Mesa County Valley District 51 (District or District 51) Technology Plan should not be considered a static document. Changes in technology, curriculum, assessment, and state or federal regulations will result in continual modifications of this document. The District will annually review the plan to ensure that required changes are incorporated into the plan.

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1 Introduction

District 51 Technology advancements over the past three years have been numerous. Integrated technology learning opportunities for staff and students continues to expand. The achievements below show that the district has gained significantly from the efforts to provide equitable access to all.

- Upgraded Network Infrastructure from analog to digital fiber (100 Mb)
- Upgraded to Cisco Ethernet switches in high schools and Administrative Service Center
- Acquired mobile wireless laptop computer labs for schools, increasing the number of student computers from 4,300 to over 6,500
- Converted our computer acquisition method from “buy” to “lease”
- Upgraded our Email server system from Novell GroupWise to Microsoft Exchange
- Installed a digital phone system throughout the District
- Completed the installation of wireless access points in all school and administrative buildings to provide wireless computer connectivity
- Installed Video Surveillance security cameras with viewing and recording capability in all high school and middle schools, and in some elementary schools
- Developed and implemented high priority improvements to Parent Bridge
- Deployed Parent Bridge for all high and middle schools and continued deployment to elementary schools
- Teamed with community partners—City Market and Bresnan Communications to provide Parent Bridge Kiosks in all City Markets so families without computers could access and use Parent Bridge
- Teamed with Mesa County to provide access to Parent Bridge within all county libraries and within the Department of Human Services
- Upgraded our Student Information System (SASI) to version 9 and our integrated financial accounting and human resources system (IFAS) to version 7.7 while standardizing and improving the platforms
- Updated the District web site
- Developed a Disaster Readiness and Recovery Plan and implemented the initial steps
- Acquired a Grade Book Solution that integrates with the Student Information System and implemented it at all High Schools
- Developed long-term technology refresh/replacement plans
- Developed a School Technology Model and Guidelines for Planning Technology for Schools
- Implemented Microsoft SharePoint as a knowledge base tool for staff

The 2006-2009 Plan saw us through an increased capacity of our telecommunications infrastructure while significantly increasing the number of student and staff workstations. We are also increasing our use of wireless laptops and progressing toward integrated classrooms with teacher and student computers, digital data projectors, interactive boards and document cameras. Staff training and education are critical to the overall successful implementation of technology and we are also moving toward infusing our training and professional development with national and district standards of educational technology and information literacy to impact student achievement. The 2009-2012 Technology Plan should drive the use of current and new technology tools and innovative methods for enhanced learning and improved administrative efficiency.

District-wide advancement of appropriate and valuable technology is imperative to District 51 students, staff, parents, and community. Technology has become a necessary and effective tool for instruction, staff

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productivity, student achievement, parent involvement, community outreach and the ability of our graduates to compete in the global marketplace of the 21st century. District 51 must continue to move forward with technology usage and skills for both staff and students, if we are to improve and use technology to promote creativity, collaboration, critical thinking, and problem solving and truly transform our educational system.

During 2008-2009, The Core Technology Planning Committee (CTPC), represented by the Executive Director of Technology Services, Executive Director of Support Services, Director of Curriculum and Professional Learning, and the Director of Assessment, and their respective staff, developed the District Technology Plan. The District Technology Plan includes the required Colorado Department of Education (CDE) Educational Technology and Information Literacy (ETIL) Plan.

The CTPC used the Technology Planning Model this year. The model has a three year vision and is intended to be more collaborative. It considers the district-wide technology needs and provides a framework for considering requests for technology projects requiring financial support. The initial plan focuses on the strategies and the work to be accomplished over the next twelve to eighteen months, with several items spanning all three years of the Plan.

1.1 Background

Main focus areas of the District Technology Plan:

- a. **Teaching and Learning** - Directly Supports the Teaching and Learning Process.
 - Curriculum Design
 - Instructional Design
 - Instructional Implementation
 - Assessment of outcomes
 - Instructional Systems
 - Library Systems
 - Assessment Systems
- b. **Administration & Support Services** - The business and administrative systems that support the people and systems in the Teaching and Learning Focus Area:
 - Business Systems
 - Common District-wide Office Applications
 - Instructional Management Systems
 - Instructional Support Systems
 - Documentation Systems
 - Reporting
- c. **Technology Infrastructure and Support** - Provides the base upon which the other focus areas, Teaching and Learning and Administration & Support Services, can operate.
 - Networks
 - Security
 - Application Development and Implementation
 - Customer Service and Support
 - Help Desk
 - Installation and Maintenance
 - Support

The CTPC considered input from the following representatives:

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- Technology
- Administration
- Curriculum
- Instructional Technology
- Library Media
- Assessment
- Business and Administrative Support Systems
- Technical Infrastructure

Instructional Technology and Technology Services gathered input from the following groups using building technology plans, focus groups, surveys, and preventative maintenance sessions.

- Teachers
- Parents
- Students
- Principals
- Technology Representatives

Two other major sources of needs assessment are 1) the District Assessment and Readiness of Technology (DART) Chart that is used to help the District to assess the State of Technology in the District and 2) School Technology Plan that is used to plan building technology goals, needs, and solutions that support Individual School Improvement Plan goals.

The Technology Solutions Steering Committee, chaired by the Superintendent, and represented by the Assistant Superintendent and all Instructional and Support Executive Directors (also known as the Cabinet), provided overall direction and guidance to the CTPC and other District organizations. This Committee is charged with ensuring the District's commitment to the use of technology, the alignment of the use of technology with District and educational goals, objectives, and priorities, and the allocation of limited resources to achieve their greatest strategic effect.

Each year, or as needed, the Core Technology Planning Committee updates the Technology Plan to reflect changes in educational, administrative and support system, and technical infrastructure requirements.

1.2 District Profile

Mesa County Valley School District 51 encompasses the area known as the Grand Valley, which includes Grand Junction and the smaller communities surrounding Grand Junction: Palisade and Clifton to the east, Fruita, Loma and Mack to the west, and Whitewater and Gateway to the south.

Size - District 51 is the eleventh largest school district in the state (out of 184 districts and BOCES).

Schools - District 51 has 43 schools:

	Number of Schools
Elementary	24 (21 include Pre Kindergarten)
Middle	8
Middle/High Combined	1
High	4
K – 12	1
K-12 Alternative	1
9-12 Alternative	1
Vocational Opportunities	2
K – 12 Charter School	1

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Total	43
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Enrollment - October 2008 Count

	Enrollment Count		Demographics	% Enrollment
Elementary			American Indian or Alaskan Native	1.32%
Pre-Kindergarten	751		Asian or Pacific Islander	1.26%
Kindergarten	1,685		Black	1.62%
Grades 1 – 5	8,347		Hispanic	19.10%
Middle School			White	76.70%
Grades 6-8	4,882			
High School				
Grades 9 - 12	6,607			
TOTAL ENROLLMENT	22,272			

Personnel – October 2008 Count

	Number of Personnel
Certified	
Teachers and Administrators	1,573
Classified	
Support Staff	1,407
TOTAL PERSONNEL	2,980

1.3 District Mission and Vision

Mesa County Valley School District 51's mission is *"To lead all Students to reach their individual potential by rigorously pursuing and evaluating achievement of high academic and ethical standards in a disciplined, nurturing environment"*.

The District's vision is *"All schools operate in a culture where all students are engaged in a rigorous and relevant curriculum and where all students are successfully learning"*.

1.4 Philosophy of Technology

District 51 supports the best in teaching and learning by developing innovative, flexible and continually updated technology solutions that address current educational philosophies. Ready and reliable access to high quality tools and training will be available to all students and staff throughout the schools and offices of District 51. Our philosophy can be separated into three distinct technology implementations:

1. Instructional
2. Administrative/ Business Support Services
3. Professional Development

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The use of technology is not the end result that we seek. Rather, we primarily seek to apply technology to support teaching and learning. Second, we seek to apply technology to improve the productivity of our workforce. Student learning is the district's fundamental purpose. Technologies provide our students with learning opportunities and important 21st century skills necessary for productive and successful lives. In addition to core content knowledge, students need to be skilled in the tools of:

- Information, Communication, and Technology (ICT) literacy
- Critical thinking and problem solving
- Innovation and creativity
- Communication and collaboration at local and global levels

Classroom instruction should be adjusted and guided by assessment data from a variety of sources. District technology resources allocated for instructional uses should be directed toward meeting these purposes.

Many administrative and business support functions operate in support of classroom instruction. These include, but are not limited to normal operating processes from departments like HR, Payroll, Purchasing, Maintenance and Technology Services. Data driven decision making based on student enrollment, requires robust and easy-to-use tools that provide staff access to good information. Systems and infrastructure must be in place and maintained to support these efforts. Professional development must be provided as an ongoing process to ensure district staff has high quality skills, an understanding of new technologies, and the ability to combine these into actions. Technology will be used to support and improve not only student learning, but also staff learning.

1.5 Technology Mission and Vision

Mesa County Valley School District 51's technology mission is "To provide leadership in the use of technology resources and services that provide every student with the skills to enter the 21st century workforce or continue their education. We will provide technology solutions that promote and facilitate student achievement, employee performance, and community involvement."

The District envisions that technology will be available and supported for all students and staff so that through the effective use of technology:

- Students will be inspired to develop life-long skills required to become productive, contributing members of our society.
- Staff will possess the knowledge and ability to choose and apply appropriate technology into the teaching and learning process.
- Staff will be more productive in their daily tasks.
- Active learning will take place in a safe, secure, reliable computer and network environment.

We intend that this vision will persist over the course of our plan and that it will guide our daily and annual implementation of technology across the District.

1.6 District AIMS

The District's strategic AIMS provide the focus areas to which the District's goals are aligned. These AIMS are below:

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- Continuous Student Success
- High Performing Personnel
- Safe Learning & Working Environment
- Efficient & Effective User of Resources
- Effective Parent & Community Partnerships
- Clear, Accurate and Responsive Communication

1.7 Top-Tier District Goals

The District's top-tier goals to drive success into student achievement in reading, writing, math and science are below:

- Students who have at least one full year of instruction in District 51 will demonstrate a minimum of one year growth in one school year as measured by individual student CSAP performance growth results, beginning with 2006-2007 baseline data.
- Students who have at least one full year of instruction in District 51 who fall into the unsatisfactory performance level on the CSAP will receive targeted intervention to raise them to the next performance level within three years, the end of the 2010 school year. (This equates to more than one full year of growth per year).
- All key work processes that are not currently fully deployed will reach 100% deployment by the end of the 2010 school year.

2 NEEDS ASSESSMENT

2.1 Introduction

The District Assessment and Readiness of Technology (DART) Chart is an assessment, which incorporates the three focus areas of the District Technology Plan:

- Teaching and Learning
- Administration & Support Services
- Technology Infrastructure & Support

District staff uses the DART Chart to assist schools and the District in determining their progress toward meeting the schools' and District's Technology Plans, evaluating the state of District technology, and measuring efforts to improve student learning using technology.

The DART Chart helps:

- To create and/or update the district's technology plan
- To help conceptualize the school or district vision of technology
- To set campus and district benchmarks and goals
- To determine technology-related funding priorities
- To track progress

The intent is to have each school (as well as appropriate Administration & Support leaders and Technology Services leaders) to complete an evaluation manually or online and to use the profile annually to gauge their progress in integrating technology into the school and other areas while aligning with district standards and goals.

Each of the three Focus Areas has different Key Areas that are further broken down into Evaluation Components. Within each Evaluation Component, indicators are provided for assessing the school's (other organizations) Level of Progress—Early Technology, Developing Technology, Proficient Technology, and Target/Advanced Technology. Only one Level of Progress may be selected to best describe the school's readiness. The current DART Chart for the District is at Appendix 11.6.

2.2 District State of Technology

Campuses

- Each building is connected to the District's Metropolitan Area Network (MAN)/Wide Area Network (WAN)
- All elementary schools except Loma have high speed (100Mb) Internet access. Loma has 1.54 Mb T1 internet access.
- All middle and high schools have high speed Internet (100 Mb) internet access.
- Gateway K-12 has DSL 640 Kb internet access
- All buildings have local area networks for file storage and printing
- Most buildings have insufficient networking and electrical access to accommodate key aspects of the Plan
- Each library has multipurpose computers for student use

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- All but one campus (Gateway) have portable computing devices (laptops) for students instructional use
- All schools have at least one school Technology Representative (not an official position).
- Each school has its own Web site with parental access to information.
- Several schools have a small number of digital projectors, interactive boards, document cameras, and audio enhancement systems.
- All middle and high schools and some elementary schools use Parent Bridge to report grades, student progress and attendance to parents.

Classrooms

- All classrooms have a desktop computer for Teacher access to digital curriculum and for use in the teaching and learning process
- Classrooms are connected to local area network, MAN/WAN with Internet access
- Classrooms have telephones or intercom (Integrated Communications System) access to phone service
- Classrooms have access to district-wide email
- Classrooms have access to appropriate instructional software, some of which needs to be retired, upgraded, or replaced

Students

- Students have limited access to:
 - software on application servers at the District Data Center
 - file servers for data storage at school
 - Internet at school
 - streaming video and broadcasted learning opportunities
 - District-wide email
 - Parent Bridge for grades, progress, and attendance information
 - District Network resources and email from home (connectivity)

Teachers (certified staff)

- Teachers have limited access to:
 - software on application servers at the District Data Center
 - file servers for data storage at school
 - Internet at school
 - streaming video and broadcast media for use in learning opportunities
 - District-wide email and external email
 - Parent Bridge for communicating grades, progress, and attendance information
 - Desktop computer in the classroom for access to digital curriculum and for use in the teaching and learning process
 - Local area, wide area and Internet networks
 - District Network resources and email from home (connectivity)

Offices

- Offices have networked computer workstations and access to one or more printers
- Offices have access to District networked resources.
- Offices have access to District email, instructional support and administrative systems, e.g., Student Information System, Integrated Finance and Accounting System, and Assessment Systems

Administrative Buildings

- All main Administrative buildings (Administrative Services Center-ASC, Basil T. Knight-BTK, Emerson, and Hawthorne) have high speed (100Mb) Internet access
- All main administrative buildings local area networks for file storage and printing
- Each administrative building is connected to the District's MAN/WAN
- All main administrative buildings have wireless network connections
- Most administrative buildings have sufficient networking and electrical access to accommodate key aspects of the Plan
- Each administrative department has its own Web site with staff access to information
- Most administrative building conference rooms have a computer, digital projector, and interactive board

Classified Staff

- Most classified staff have limited access, through computers in District buildings, to:
 - software on application servers at the District Data Center
 - file servers for data storage at the building
 - Internet at the building
 - District-wide email and external email
 - Local area, wide area and Internet networks
 - District Network resources and email from home (connectivity)

District's Current Instructional Computing Hardware platforms

- The District's end user computing hardware is broken down into 4 distinct groups based on service life. As each year passes, the hardware moves closer to being obsolete. The first year of use is designated as "Future Machines", the second "Modern Standard", the third "Minimum Standard", and in the last year of use it becomes "Legacy".
 - Future Machines – Refers to those platforms that are the most up to date in comparison to available hardware on the market. The current designated Future Machines are the Dell Optiplex 330 and the Dell Latitude D530.
 - Modern Standard – Refers to those platforms that are in the second year of service life and are less up to date than current Future Machines. The current designated Modern Standard machine is the Dell Latitude D520.
 - Minimum Standard – Refers to those platforms that are in the third year of service life and less up to date than Modern Standard machines. The current designated Minimum Standard machine is The Dell Optiplex 210L.
 - Legacy – Refers to those platforms that are nearing obsolescence (or useful life), are becoming too expensive to maintain when compared to the other designations, and are less functional than the Minimum Standard platform. The current designated Legacy machines are the various Gateway laptops purchased by individual schools more than 4 years ago.
 - Modern Instructional Computers – Refers to all platforms that meet or exceed the Legacy Platform. This designation is used for determining ratios and planning the Refresh Methodology but is not a specific platform.

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- The specifications and designation for all platforms currently in use: (Note: The current Legacy platforms are various and the specifications are not displayed. They are scheduled for replacement in July 2009.)
 - The Dell Optiplex 330 has the following specifications. These specifications are the minimum criteria for Future Machine desktop computers. This platform will become Legacy in June 2011 and scheduled for replacement in June 2012:
 - CPU – Dual CPU 1.80GHZ, 1.79GHZ
 - RAM – 2 GB
 - Hard Drive – 80 GB
 - Display – 17in Flat Screen LCD
 - USB – Minimum of four
 - CD – Minimum of 1 DVD CD/RW combo
 - USB mouse and keyboard
 - The Dell Latitude D530 has the following specifications. These specifications are the minimum criteria for Future Machine laptop computers. This platform will become Legacy in June 2011 and scheduled for replacement in June 2012:
 - CPU – Dual Core @ 2.00GHz
 - RAM – 2 GB
 - Hard Drive – 80 GB
 - USB – Minimum of four
 - CD – DVD CD/RW combo
 - Internal Wireless NIC
 - The Dell Latitude D520 has the following specifications. These specifications are the minimum criteria for Modern Standard laptop computers. This platform will become Legacy in June 2010 and scheduled for replacement in June 2011:
 - CPU – Dual Core @ 2.00GHz
 - RAM – 1gb
 - Hard Drive – 40-80gb
 - USB – Minimum of four
 - CD – DVD CD/RW combo
 - Internal Wireless NIC
 - The Dell Optiplex 210L has the following specifications. These specifications are the minimum criteria for Minimum Standard desktop computers. This platform will become Legacy in June 2009 and scheduled for replacement June 2010.
 - CPU – 2.8GHz
 - RAM – 512mb
 - Hard Drive – 40-80gb
 - Display – 17in Flat Screen LCD
 - USB – Minimum of four
 - CD – Minimum of 1 CD/RW
 - USB mouse and keyboard
- The general purchasing criteria for modern instructional computers is the Modern Standard platform. Any new purchase must meet or exceed the current standard (Needs to be purchased from an approved product list).*
- The general donation criteria for any computer donated is the Modern Standard platform. All donations must meet or exceed the current standard.

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- Inventory is currently kept on an SQL server with a program created in-house called PC51 as an interface.
- Manual inventory should be completed annually and compared to current data for errors and unrecorded moves/renames of equipment.
 - Manual inventory should be completed by physically verifying the service tag, express service tag and computer name. Using the Ghost console or Active Directory as a means of verification does not guarantee location information is correct.
 - Incoming inventory should be recorded and added to the database upon receipt, with location information added after placement if unknown at time of receipt.
 - Equipment moves/renames should be entered into Heat as a ticket created for the designated inventory person. The ticket should include school, old name and location, service tag and new name and location.
 - Inventory data should be compared to the Ghost console when imaging and every 6 months to verify the data contained in both are identical and accurate.
- **Teacher workstations:** Teacher workstations are defined as computers that are in classrooms or workrooms that are not readily assessable to students. Their primary purpose is to serve the needs of teachers. If a classroom has more than one computer, one is designated as a teacher workstation and the remaining computers are designated as classroom computers for student use. Currently, there are 1,275 Dell 210L, 92 Dell 330 and 18 Dell D520 computers designated for teacher use (total 1,385).
- **Classroom workstations:** Classroom workstations are defined as computers in classrooms that are not designated for teacher use. They are assessable for student use. Their primary purpose is to serve the needs of students. There are currently 686 Dell 210L and 75 Dell 330 computers available for student use in classrooms (total 761).
- **Student workstations:** Student workstations are defined as computers in labs and libraries. They are assessable for student use. Their primary purpose is to serve the needs of students. There are currently 1,921 Dell 210L and 208 Dell 330 computers available for student use in labs and libraries (total 2,129).
- **Administrative Computers:** Administrative computers are defined as computers used exclusively by school staff for business purposes. They are not assessable for student or teacher use. There are currently 374 Dell 210L and 30 Dell 330 computers in use as administrative computers (total 404).
- **Mobile Labs:** Mobile labs are defined as a group of wireless capable laptop computers that are primarily designated for student use. There are currently 2,200 Dell D520, 145 Legacy, and 120 D530 computers available for student use (total 2,465).

Student-to-Computer and Teacher-to-Computer Ratios

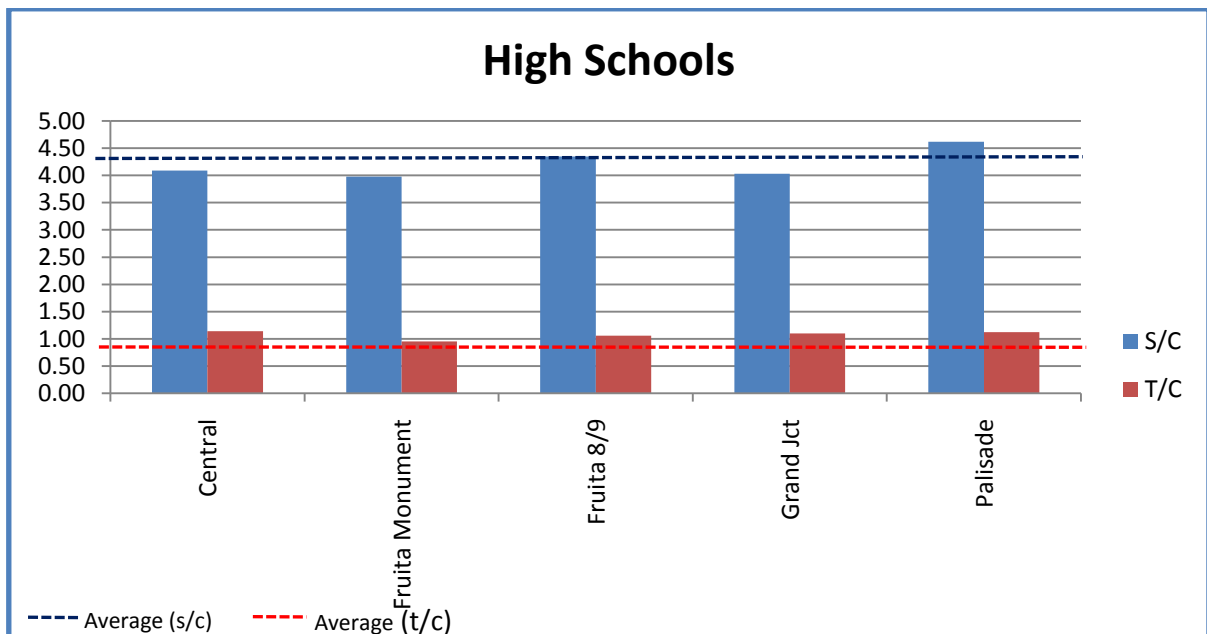
Description	Ratio
District-wide Student-to-Computer Ratio *	3.85
Average Student-to-Computer Ratio for Elementary Schools	4.23
Average Student-to-Computer Ratio for Middle Schools	3.47
Average Student-to-Computer Ratio for High Schools	4.21
Average Student-to-Computer Ratio for Alternative Schools	1.89

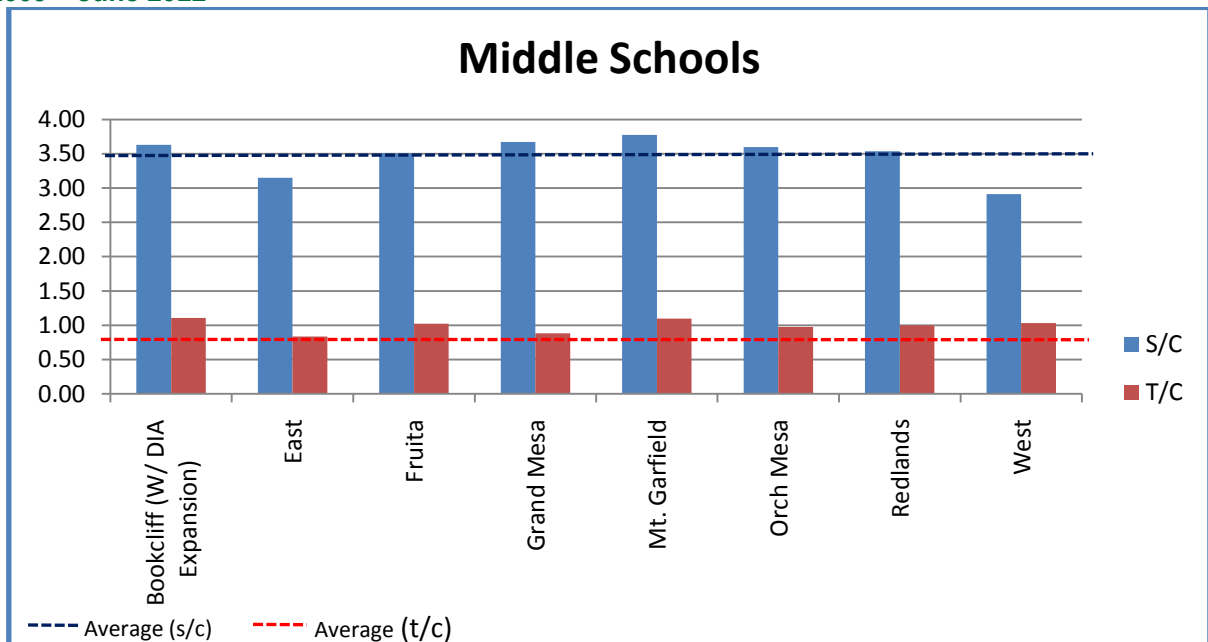
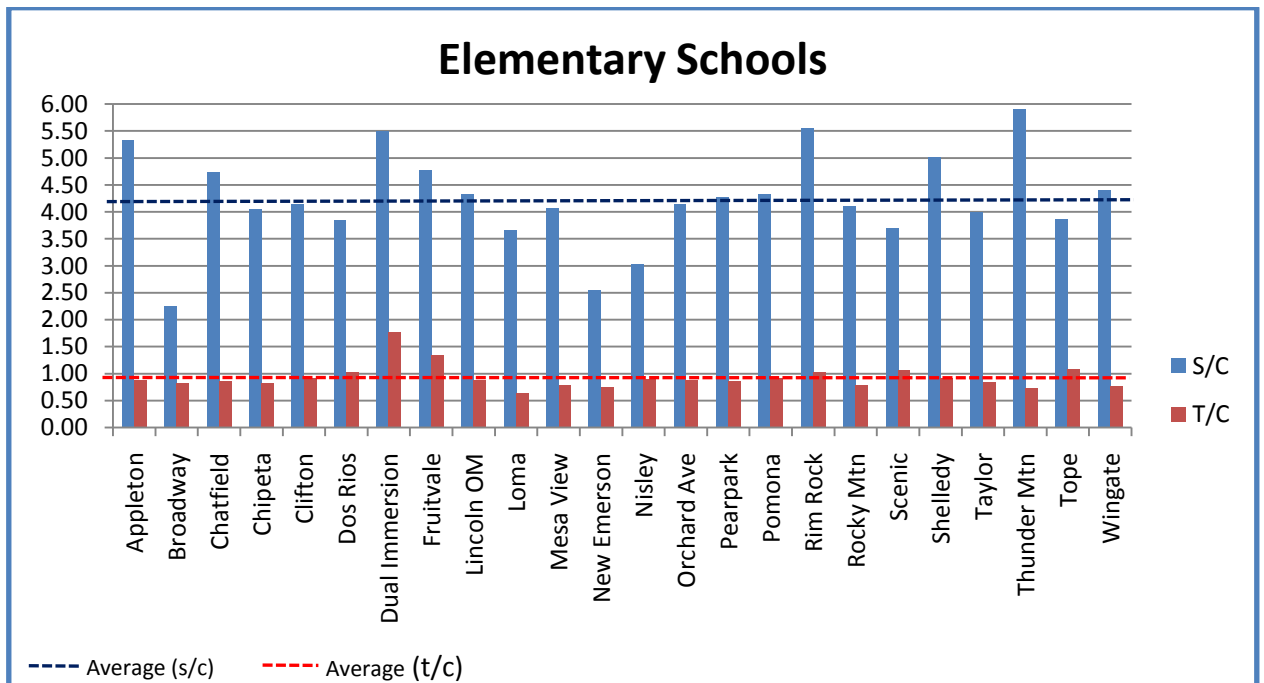
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District-wide Teacher-to-Computer Ratio	.95
Average Teacher-to-Computer Ratio for Elementary Schools	.93
Average Teacher-to-Computer Ratio for Middle Schools	.99
Average Teacher-to-Computer Ratio for High Schools	1.07
Average Teacher-to-Computer Ratio for Alternative Schools	.83

*Note: Total number of computers for Student Use computers is derived from the sum of all classroom workstations, all student workstations and all mobile labs-laptops.

- School by School ratios are as follows(s/c = student/computer and t/c = teacher/computer):





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District 51 Current Computer Inventory

Computer Category			
LEGACY	Desktops	Laptops	Total Inventory
# Legacy Instructional Computers for Students		145	145
# Legacy Instructional Computers for Teachers			
# Legacy Administrative Computers			
Total # Legacy Computers		145	145

Computer Category			
Future Machines	Desktops	Laptops	Total Inventory
# Future Machine Computers for Students	288	120	408
# Future Machine Computers for Teachers	92		92
# Future Machine Administrative Computers	30		30
Total # Future Machine Computers	410	120	530

Computer Category			
Modern Standard	Desktops	Laptops	Total Inventory
# Modern Standard Computers for Students		2200	2200
# Modern Standard Computers for Teachers			
# Modern Standard Administrative Computers			
Total # Modern Standard Computers		2200	2200

Computer Category			
Minimum Standard	Desktops	Laptops	Total Inventory
# Minimum Standard Computers for Students	2597		2597
# Minimum Standard Computers for Teachers	1275		1275
# Minimum Standard Administrative Computers	374		374
Total # Minimum Standard Computers	4246		4246
Total # Computers	4656	2465	7121

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The District has set a target to achieve a Student-to-Computer Ratio of 3:1 for Modern Instructional Computers by 2015. To achieve the target of 3:1 Student to Computer ratio a Refresh Plan Graph was devised that takes into account student growth and then determines the needed computers to both maintain the current ratio and move closer each year toward the 3:1 target. The required average increase in computers per year is 251.

The current Legacy laptops will require replacement at the end of 2008-2009 school year. The data will be revised each year in October to take into account the actual student growth and as a result the required number will change.

The only computers currently designated as Legacy for 2008/2009 are the 145 various Gateway laptop lab computers located in Broadway Elementary (30), Bookcliff Middle (15), East Middle (40), Fruita Middle (30), Mount Garfield Middle (15), and West Middle (15). These computers require replacement at the end of this school year. Additionally all Dell 210L's will become Legacy next year and are scheduled for replacement in July 2010.

Current Ratio of Students to computers w/Legacy included: 3.86

Current Ratio of Students to Modern Instructional Computers: 3.97

2.2.1 Teaching and Learning

This past fall we conducted a needs assessment to gather data about our state of technology. The needs assessment was comprised of several parts: focus groups, District Assessment of Readiness for Technology (DART) rubric, and the school technology plans. Fifteen focus groups met which were comprised of students, parents, community members and educators. The groups took a survey appropriate for the type of user and then conversations were facilitated and documented around what students are doing around 21st Century skills and what improvements need to be made in the next three years.

Each building self-evaluated using the DART chart which was designed by Technology Services and the Office of Instructional Technology. The DART rubric focused on Teaching and Learning; Educator Preparation and Development; Leadership Administration, and Instructional Support; and Leadership and Management. The building also submitted a technology plan which stated their building goals and support they needed to meet those goals.

The goal of this needs assessment was to discover our current state and to look at how to move forward in the integration of technology and 21st Century skills into the teaching and learning; how to prepare our students for their future.

The results found that students needed to increase their abilities on International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) performance indicator 3 – Research and Information Fluency and performance indicator 4 – Critical Thinking, Problem Solving, and Decision Making. All three groups (educators, students, and parents) indicated the need for these skills. This outcome was also indicated on the results of our district 8th grade assessment of technology literacy spring 2008. Students also stated they would like access to school resources and files at home.

Teachers mentioned a need for training. According to students, teachers do not often use 21st Century tools in the classroom. Teachers would like training to better utilize technology but time is the factor here.

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Access to technology on a regular basis is also a need. To integrate technology into the classroom experience, teachers indicate that the need for laptop labs, LCD projectors, interactive whiteboards and document cameras are needed.

The DART chart shows that the District has the following gaps (needs) in the Teaching and Learning focus area:

Teaching and Learning

- Patterns of Classroom Use:
 - Focus on acquisition of knowledge
 - 21st Century Learning focuses on problem –solving and adaptation
- Patterns of Teacher Use:
 - Technology to support curriculum vs. technology as an integral part of curriculum
- Design of Instructional Setting:
 - Seeing technology as an event vs. an integral part
- Curriculum Areas:
 - Technology is often seen as a separate subject rather than integrated into all curriculum areas

Educator Preparation and Development

- Models of Professional Development:
 - Focus is skill based professional development
 - Mainly teachers come to training rather than create Professional Development in their PLC groups
- Content of Professional Development:
 - Focus is skill based professional development
 - Professional Development should be the way we want teachers to teach/ facilitate
- Capabilities of Educators:
 - District teachers are not even aware of technology standards for teachers
 - Most technology skills are below the standard

Leadership, Administration, & Instructional Support

- Leadership & Vision:
 - Knowledge of current technology and/or its possibilities for education
- Planning:
 - Technology planning doesn't seem to be happening in the buildings
- Instructional Technology Support:
 - Technology skill level of staff and 3 people to raise that skill level
- Communication & Collaboration:
 - Tools are not used to their potential
 - Used to communicate but not collaborate
- Capabilities of Building Principals & District Administrators:
 - Use is primarily for productivity
 - Become knowledgeable in effective uses of technology

2.2.2 Administrative and Support Services

Currently, the District has over forty business systems and many intranet/internet applications serving our business needs (See Appendix 11.7, Business Systems). Major systems are stable and reliable and are not planned for replacement in the next three years. One exception is the District's Student Information

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System (SASI), which will no longer be supported by the vender after August 1, 2010, however, the District plans to keep this system in place and reevaluate the operational situation each year with a projected replacement in 2013. Additionally, the District is evaluating our substitute calling and tracking system for possible replacement.

Meetings were held with stakeholders of various business systems to review completed projects, outstanding needs and requests, and collect information on new needs, in addition to the DART chart evaluation.

The DART chart shows that the District has the following gaps (needs):

Leadership and Management

- Budget Allocated for Technology:
 - Discretionary funds for technology to satisfy school, administrative departments, and district-wide improvement plans
- Communication & Collaboration:
 - Use of current communications media
 - Use of Collaboration tools

Business Systems and Tools

- Data-Driven Decision-Making:
 - District Enterprise Data Warehouse with quality data from all Enterprise operations
 - A District-wide Reporting System to support Data-Driven Decision Making (DDDM) at all levels
- Business System Ownership, Vision, and Planning:
 - Understanding of Business Owner responsibilities, Annual Business Process Reviews, and Improvement Plans
- Maintenance and Currency of System/Software Release:
 - IFAS behind one version of latest release
- System Administration:
 - Automatic notification of system information
- Data Integrity and Security:
 - Regular evaluations of security levels for major business systems
 - Regular evaluations of data access on minor business systems
- User Support:
 - Follow-up on issue resolutions, and support procedures for some business systems
- User Training:
 - Training options – limited, online documentations for some business systems, and use of SharePoint sites
- Application Development Staff per Business System:
 - Multiple major and minor business systems per developer, and Business Analyst (only 1)
- Software Development Standards:
 - Standards enforcement when systems purchased, and detailed procedures
- Software Development Environment:
 - TEST and DEVELOPMENT environments for business systems, and automated software versioning tools

2.2.3 Technology Infrastructure and Support

2.2.3.1 Current Infrastructure

District 51 generally has a Metropolitan Area Network (MAN) that provides high-speed connectivity to administration and schools by means of fiber optic connectivity to Ethernet switches and high speed LANs in the buildings. Bresnan Communications provides 100Mb fiber optic links from their network to each District building site. They also provide a 1Gb fiber optic link from their network to the data center in the District's Administrative Service Center (ASC).

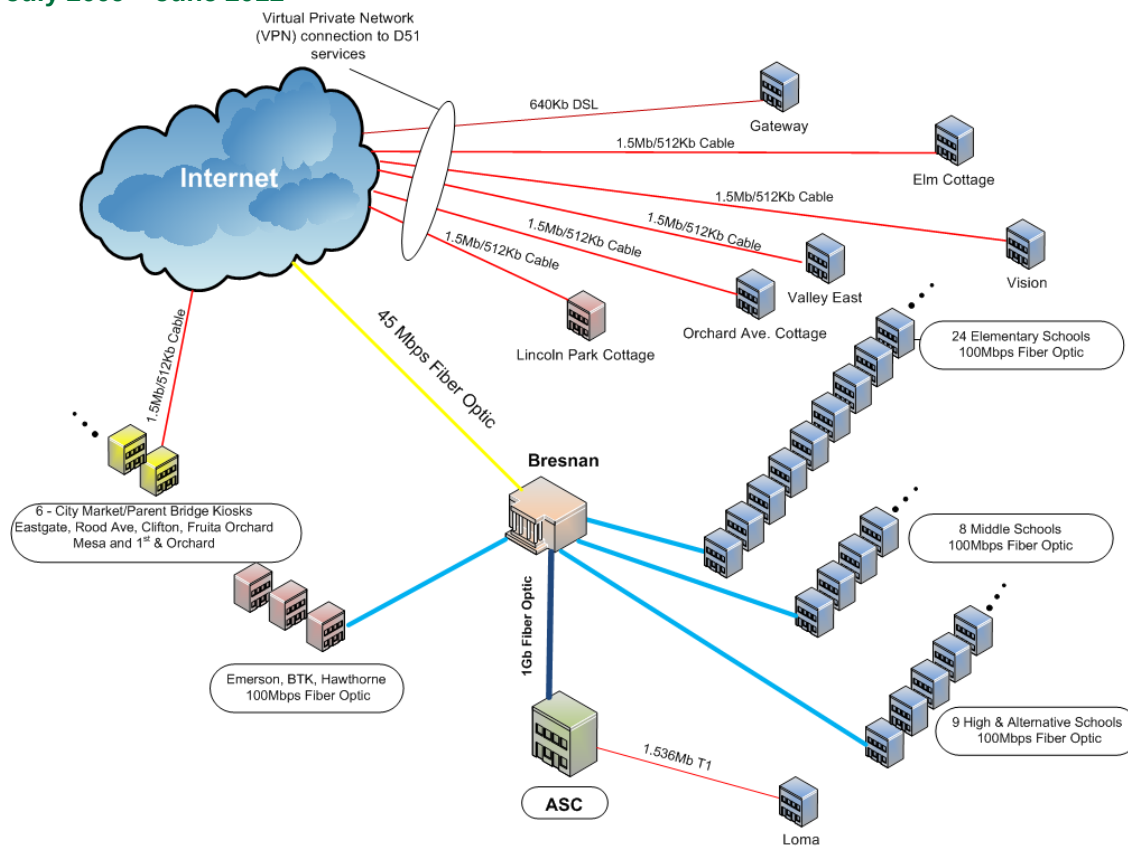
A Bresnan layer-4 switch, capable of routing, is also installed in the ASC data center that is used to segregate internal District traffic from internet traffic. Bresnan provides District 51 with a 45 Mb internet connection from the ASC that is routed through a Cisco Private Internet Exchange (PIX) firewall to our core Ethernet switch in the ASC data center.

The majority of administration and school sites are connected, using the Bresnan Communications fiber network. The vendor provides a fiber-to-copper transceiver to which the Ethernet switches are connected to the copper side of the interface at each School and administration building. There are exceptions.

- Loma Elementary, the District uses a dedicated T-1 circuit provided by Qwest Communications with an Adtran Proteon router at Loma and a Cisco router that connects to the switches in the ASC.
- Gateway K-12 uses a Digital Subscriber Line (DSL) provided by Nucla-Naturita Telephone Company. The DSL is configured with a Cisco router with firewall capabilities, which, together, form an Internet Security Protocol (IPSec) Virtual Private Network (VPN) connection with the Cisco PIX firewall and forces all traffic through them.
- Valley School East, Elm Cottage, Lincoln Park Cottage, and Orchard Avenue Cottage are connected via 1.5Mb / 512 Kb cable modem access with VPN connection to the ASC.
- Six City Market stores in the District's footprint are also connected via 1.5Mb / 512 Kb cable modem access and have a workstation to provide parents with access to Parent Bridge. Each configuration includes a Cisco PIX firewall. For security reasons, no VPN is formed for the City Market stores. The workstations pass traffic through the PIX firewalls directly to the internet to access the Parent Bridge web site.

The diagram below depicts the current network connectivity.

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Network Switches

All network switches are either 3Com or Cisco brand, although the District standard has been established as Cisco Catalyst 2960, which offers superior performance and troubleshooting capability and will replace 3 Com switches over time. High School switches have been replaced. Middle and Elementary Schools switch replacements are planned for the future.

Wireless Access

Wireless Access, via Wireless Access Points, not including wireless mobile laptop labs, is provided in all schools. The current standard for wireless access points is the Proxim ORiNOCO AP-700, which supports support the 802.11b (11Mbps) and 802.11g (54Mbps) wireless standards. The wireless access points are configured with 64-bit Wired Equivalent Privacy (WEP) encryption, and they use a standard Service Set Identifier (SSID) and key. There are also wireless access points in the Administration buildings, with a total of 324 wireless access points in the District.

Telecommunications

The District has installed Tadiran, Coral digital telephone switches at 45 locations across the district with 1,458 telephones. The telephone switches are interconnected by means of the fiber

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optic LAN, T1, and DSL communications, using IP trunking. A server with MS Server 2003 OS is used to run Tadiran's voice mail application and provide voice mail to district subscribers.

LAN

Each school in the district has a LAN server located on its premises. These servers provide the following services:

- Print services
- Public applications (pubapps) folder hosting
- Dynamic Host Configuration Protocol (DHCP) services for the subnet
- Technician Image hosting
- Keytrain application hosting
- Specific application hosting (customized by school)

All school servers are standardized on Windows Server 2003 operating system. At school servers, user modified data is backed up; programs, reference files, etc. are not backed up, but have either mirrored drives or RAID5 for data protection. All servers are on surge power strips, rather than UPS (uninterruptible power supply), which has caused problems when power spikes; brown-outs, or surges have been experienced. The servers are in a variety of environments, from sealed storage closets to classrooms. Due to lack of space, planning, and budget constraints, most servers are not meeting technology standards for environmental control. Thus, heat, dust, intrusion, space constraints, poor ventilation, and / or vandalism contribute to poor performance from time-to-time.

Administration Servers

The District has a great deal of administrative servers, used to serve the District:

- 2 external Dynamic Name System (DNS) server, both OS's Windows 2003 server. Set outside of firewall.
- Mail relay server, OS Linux Fedora 5,
 - Postfix for mail, pulls load off of Exchange servers sending mail out externally
 - MRTG and Big Brother monitoring servers and network bandwidth
- 5 Domain Controllers with Active Directory, 4 locally and 1 in Gateway, OS Windows 2003.

Domain Controller Roles

1. Master Domain Controller
 2. Account Management and DNS for Active Directory
 3. Authentication for 8e6 and DNS for Active Directory
 4. Primary DNS for internal use only
 5. Gateway Schools Domain Controller and File server
- Secondary DNS server for internal use only, OS Windows 2003
 - Print Server, OS Windows 2003 server
 - DHCP Server, OS windows 2003 server

Web Servers

- SharePoint Server, OS windows 2003 with SharePoint 4
- Main Districts web site, OS Windows 2003, IIS6 and Cold Fusion. Extranet

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- School's main web pages, OS Windows 2000, IIS5 and Cold Fusion. Extranet
- Internal web pages, OS Windows 2003 IIS6, Heat, HSS, staff directory, Intranet.
- New school's main pages, (newer server) OS Windows 2003server IIS6

Centennial Server: OS Windows 2003, Inventories software on district's workstation hardware and software

Network Management Server: Solarwinds, OS Windows 2003, provides network management, monitoring, and troubleshooting tools

Content Filter, 8e6 R3000 Enterprise Filter: An appliance that provides 90+ categories and millions of Web sites in the 8e6 Database. Deployed in "pass-by" or transparent mode, the R3000 sits outside the flow of network traffic to "watch" rather than "stop and check".

- **Filtering of Internet Content, email SPAM, Anti Virus**
 - 8e6 Appliance is providing Internet content filtering for student and staff restriction to objectionable sites while maintaining Federally mandated requirements for protection of children

8e6 Enterprise Reporter: Provides activity overview and historical trending of district's Web traffic

Spam Filter: Provided by Barracuda Spam Firewalls Model 400 appliance

- Up to 5000 active email users
- Spam filtering
- Virus filtering
- Anti-spoofing
- Anti-phishing
- Anti-spyware
- Filters an average of 300,000 emails per day in which 2% are allowed through to users inbox,
- 1.5% is either quarantined or tagged for the user, .5% contained viruses and 96% are spam

Anti-virus Protection: Symantec Anti Virus protects the District's PCs, Laptops and Servers from attacks and/or collection of information from the District

Proxy Servers: 2 Servers, OS Linux Fedora 5, Squid Proxy. Allows filtered access to internet for users not in District's network i.e., Gateway; one for student access and one for staff access

SQL Servers

Microsoft SQL 2000 and 2005

- IFAS servers, OS Windows 2003, one for IFAS production and the other for testing. SQL 2005
- SASI database, OS Windows 2003 SQL 2000
- Web applications – Main web site, OS Windows 2003 SQL 2000
- Account Management, OS Windows 2003 SQL 2000
- Heat/SharePoint, OS Windows 2003 SQL 2000 and 2005
- Development, OS Windows 2003 SQL 2000
- Application, OS Windows 2003 SQL 2000
- Beta testing, OS Windows 2003 SQL 2000

IFAS

OS Windows 2003, applicant online, under development

Email

- Platform is Microsoft Exchange 2007
- 4 servers with base Operating System (OS) Microsoft Windows Server 2003 all in Admin data center
- Spam protection by Barracuda Spam Firewall
- All staff have mailboxes – about 2,700 internal and external email capable
- All students have mailboxes as requested – currently about 8,000, internal email only

NAS (Network Attached Storage)

- NAS is server with large disk space designed for file sharing to many users
- 2 servers for a combined storage area of approximately 3.0 TB in the data center
- 1 server with Microsoft Windows Server 2003 Appliance Edition
- 1 server with Microsoft Windows Server 2003 Unified Data Storage Server Edition.
- Used for file servers
- All staff and student home drives – H:\ drives
- All shared drives for office staff, teachers, students – P:\ drives

SAN (Storage Area Network)

- SAN is storage connected by a switch than can be accessed by several servers.
- 3 servers are connected to storage for a combined space of 1.8 TB in Admin data center; 1 server with Microsoft SQL 2005, OS Windows Server 2003 and 2 servers with Microsoft Exchange 2007, OS Windows Server 2003

Discovery Education Streaming

Educational video server with OS Windows 2003 and Discovery Education streaming videos loaded.

Image Server

Ghost server Storage for ghost images and AI packages with OS Windows 2003

Backup

- BrightStor ARCserve 11.5 SP3
- Backing up 22 servers – 11 are SQL
- Approx. 1.8 TB of data backed up

The administration buildings, Emerson and BTK, also have primary servers. Hawthorne and Emerson also have several specialty servers running on a range of hardware for special programs for testing, production, and backup.

Video Surveillance Cameras

- Total of 230 Toshiba video surveillance cameras in the District
- 5 Recording Servers
 - System records on movement 24 hours/day, 7 days/wk, 365 days/yr
 - Current size of active recording/archiving data is 4 TB
 - OnSSI NetDVMS 6.0 software for recording/archiving

Infrastructure Refresh Planning

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The Technical Infrastructure Team plans, installs, maintains, re-evaluates and recommends changes to systems and hardware on a predetermined schedule.

Refresh schedules for systems follow:

- Backbone, Connectivity & Bandwidth
- Network Switches, scheduled for a 5-year rotation
- Wireless access Points, scheduled for a 4-year rotation
- School Server, scheduled for a 5-year rotation
- Data Center Servers are evaluated on an individual server basis depending on application requirement, role of server and performance (processor speed, RAM requirements, and disk capacity demands). All servers will be refreshed at 5 years or less.
- Security Cameras, scheduled for a 4-year rotation
- Phone Switches, scheduled for an 8-year rotation

2.2.3.2 Infrastructure Needs Assessment

Meetings were held with instructional technology, Library Media Services, Curriculum, Assessment, and Technology Services representatives, responsible for business systems, field services, and Customer Service and Support to review service requirements and solutions. The DART chart shows that the District has the following gaps (needs) in the Technical Infrastructure and Support area that must be overcome to reach the next highest level of progress:

Networks and Security

- Backbone, Connectivity & Bandwidth:
 - Budget for meeting Proficient and Target –advanced bandwidth standard
 - Ethernet switch capabilities to meet target-advanced bandwidth standard
 - Close gaps to achieve Proficient Technology:
 - ❖ Complete upgrade and conversion to a fiber optic backbone where not in place
 - ❖ Increase Internet bandwidth from 23.4Mbps to 78mbps (based on 7800 PC/laptop computers)
 - ❖ Installation of secondary site with capabilities to route internet traffic if primary site is disabled, switch to secondary site requires manual reconfiguration of traffic routing.
 - Close gaps to achieve Target - Advanced Technology, completion 2012
 - ❖ Increase Internet bandwidth from 85Mbps to 3.4Gbps
 - ❖ Installation of secondary site with capabilities to route internet traffic if primary site is disabled, routing hardware detects failure of primary site and automatically routes traffic to secondary site
- Network Transport Equipment:
 - Network performance monitoring, remote management, and diagnosis capabilities
 - Budget for upgrading Ethernet switches and appropriate system management software
 - ❖ Close gaps to achieve Target – Advanced Technology in 2012
 - ❖ District wide installation of Cisco Ethernet switches and management, monitoring & diagnostic software with access ability to all District routers and switches
- Data Center Physical Plant, Equipment, & Environment:
 - Budget to support advanced technologies and R & D capabilities

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- Secondary data center node to improve routing and provide backup
- Close gaps to achieve Target – Advanced Technology in 2012
 - ❖ Implementation of VMware systems, Disaster Recovery plan and additional UPS as needed
- Disaster Recovery:
 - Budget to support equipment, software and R & D capabilities
 - Staff knowledge
 - Disaster Recovery evaluation and planning
 - Secondary location for recovery operations
- Close gaps to achieve Proficient Technology
 - ❖ Data Center and replication center implementation per Disaster Recovery Plan to learn, establish procedures, test initial installation
- Close gaps to achieve Target - Advanced Technology, completion 2012
 - ❖ Final installation and production of Disaster Recovery system
- System Tools & Security:
 - Budget to support equipment, software and R & D capabilities
 - Personnel resources

Management Policies and Procedures

- Technology Acquisition Standards:
 - Software acquisition standards other than compatibility
- Planning and Implementation of Services:
 - Project management skills, Quality of implementations, and Resources

Campus Technology Infrastructure

- Student and Teacher Computer Ratio:
 - Teacher computers remain in classroom—no mobility, Student computers are in mobile labs and technology labs
 - Approximately 4:1 Student/Computer ratio
- Internet Access/Connectivity/Speed:
 - Limited Network drops in older schools
 - Bandwidth to the internet
- Other Classroom Technology:
 - Projection systems, interactive boards, document cameras, and audio enhancement systems that add value
- Technical Staff per Computer:
 - 747 computers per technical staff (technician + Help Desk)
 - Dedicated school technology coordinators
- Local Area Network / Wide Area Network:
 - Bandwidth for advanced level
- Distance Learning Capability:
 - Formal Distance Learning programs and solutions

Application Development and Implementation

- Application Development Staff per Business System:
 - Multiple major and minor business systems per developer and Business Analysts (only 1)
- Planning & Product Delivery:

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- Project Management skills at all levels
- Software Development Standards:
 - Standards Enforcement when systems purchased
 - Detailed procedures
- Software Development Environment:
 - TEST and DEVELOPMENT environments for business systems
 - Automated software versioning tools

Customer Service and Support

- Help Desk:
 - Help desk staff for customer base
- Support Protocols & Standards:
 - Acquisition and support of approved software
 - Standards for instructional software
 - Discretionary funds for schools and Technology to maintain standard instructional software
- Deployment of New Equipment:
 - Ability to implement technology refresh without vendor support
- Quality Assurance and Customer Follow-up:
 - Customer feedback measures
- Standard District Office Application Training:
 - Online training opportunities and documentation
 - Availability of classroom training

3 GOALS, OBJECTIVES, & STRATEGIES

3.1 Introduction

We believe that Technology Literacy is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information. Students are expected to strive to improve their learning in all subject areas and to acquire life-long knowledge and skills for success in the 21st century. District 51 students are information literate and technology literate when they demonstrate proficiency in District 51's Educational Technology and Information Literacy Standards.

In this economic environment, the District is experiencing reduced revenue and assistance from the state and must reduce expenses. Thus, objectives and strategies are realistic and strategies must be implemented over longer terms than desired. The District's technology goals, objectives, and strategies support and are in alignment with the District's goals, objectives, and strategies and are established to provide solutions to meet the needs resulting from the needs analysis.

3.2 Teaching and Learning

Goal 1: Increase teachers' proficiency in 21st Century Information and Communication Technology (ICT) Literacy skills

Objective 1.1: *Teachers will integrate technology into all curricular areas.*

Strategy 1.1.1: A cadre of 20 teachers will be provided a technology package for their classroom and 30 hours of professional development in 21st Century teaching and learning.

Strategy 1.1.2: As a part of our new math curriculum adoption, professional development will be provided for teachers on the new curriculum and technology that maximizes the learning in that curriculum.

Strategy 1.1.3: There will be an continuation and increase of the primary Reading Buddies program which utilizes iPods as a reading intervention for primary students not reading at grade level. This project includes professional development for participating teachers in reading instruction and applicable technology.

Strategy 1.1.4: As a part of the Wellness physical fitness requirement at the high school level, high school physical education teachers received laptops and heart rate monitors to use with their students and will continue to receive professional development on using them effectively.

Strategy 1.1.5: Middle School social studies teachers will be supplied with resources and professional development to support their resource adoption.

Objective 1.2: *Instructional staff will be assessed annually for technology proficiency based on ISTE NETS for teachers and results reported to the Colorado Department of Education.*

Board of Education Adoption: April 28, 2009

Effective July 1, 2009

Version 1.0

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Strategy 1.2.1: Online assessment will be given using either an internally developed or state developed tool beginning Spring 2010.

Strategy 1.2. 2: Schools will self assess annually using the District Accessibility and Readiness for Technology Chart (DART).

Goal 2: Increase students' proficiency in 21st Century ICT Literacy skills.

Objective 2.1: *All students will demonstrate technology literacy at the end of their 8th grade year.*

Strategy 2.1.1: All 8th grade students will be assessed annually for technology literacy proficiency.

Strategy 2.1.2: All students will be required to have successfully completed a technology class during their middle school years (6-8).

Strategy 2.1.3: The district will provide each teacher with a continuum of technology skills by grade level which are designed to be integrated into classroom instruction.

Goal 3: Students will access and evaluate relevant resources and tools required to meet or exceed state and national information literacy and content standards.

Objective 3.1: *Increase the number of certified librarians in the elementary schools as funds become available.*

Strategy 3.1.1: Develop and implement the move from classified aides to certified librarians/ technology coordinators in elementary schools. This person would coordinate instruction for the library and computer lab, provide professional development for the building and lead any technology planning effort for the building. This person would be assisted by a full-time aide. This strategy will be started when funds become available.

Strategy 3.1.2: School libraries will implement an open schedule to accommodate instructional needs.

Objective 3.2: *Students will have increased access to information and library resources and will gain the skills to evaluate and utilize those resources.*

Strategy 3.2.1: District and school web sites are designed to facilitate access for teachers and students to appropriate resources.

Strategy 3.2.2: Library Media Services will offer professional development classes for teachers to update research and evaluation strategies.

Strategy 3.2.3: A subscription to Discovery Education streaming will be continued yearly to support classroom teachers with video resources and aide in the integration of media into teaching and learning.

Goal 4: Opportunities for online learning will be provided for students and staff.

Objective 4.1: *Online professional development will be available for staff beginning spring 2009.*

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Strategy 4.1.1: Office of Instructional Technology will develop and offer courses utilizing server running Moodle – CMS.

Strategy 4.1.2: Office of Instructional Technology will collaborate with content specialists to increase online professional development to staff.

Strategy 4.1.3: A subscription to Atomic Learning will be maintained to provide staff a resource for on-demand professional development on technology skills and integration strategies.

Objective 4.2: *Online learning will be provided for students when funding becomes available.*

Strategy 4.2.1: Partner with a vendor to pilot an online learning capability with limited scope to prove the feasibility and viability of an online learning presence in the district.

Strategy 4.2.2: Given the success of Strategy 1, expand online learning offering and presence each year, including courses, content, teachers, equipment, tools, training, and other resources.

Goal 5: Increase staff access to 21st Century resources and tools to increase student achievement in core content areas.

Objective 5.1: *Replace or remove obsolete instructional software titles to improve teaching and learning in support of curricular goal and academic content standards.*

Strategy 5.1.1: The Software Review Team works with the Curriculum department and other stakeholders to review, select and fully implement (including training) appropriate instructional software to support new curricula by targeting specific core subjects for adoption.

Objective 5.2: *In order to support a guaranteed and viable curriculum in all content areas a web based repository of Essential Learnings and resources/tools will be defined and created.*

Strategy 5.2.1: Develop a repository and a method for populating the repository with useful resources/ tools for core content areas.

Goal 6: Provide equitable modern technology access and support to students and staff.

Objective 6.1: *Plan and implement the replacement of PC and laptop computers for schools*

Strategy 6.1.1: Replace legacy PC and laptop computers in schools each year

Objective 6.2: *Improve the equity of computer access in the schools*

Strategy 6.2.1: Provide computers to keep pace with student population growth each year

Strategy 6.2.2: Provide computers to keep pace with teacher/staff population growth each year

Strategy 6.2.3: Provide computers to improve the computer disparity among each level of schools each year by 10%

Objective 6.3: *Plan and implement the replacement of legacy network printers*

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Strategy 6.3.1: Determine legacy network printers and replace them based on age and severity of trouble calls. Establish an annual budget for the replacement of legacy network printers.

Objective 6.4: Improve teacher access to modern instructional technology tools

Strategy 6.4.1: Implement Pilot project that provides laptop computers rather than PCs to teachers for use in classrooms at a limited number of schools. Purpose of the pilot is to determine feasibility and viability of the use of laptops for teachers in a District-wide deployment.

Strategy 6.4.2: Set aside limited Technology Services budgeted funds for allocation to schools based on student population with the purpose of providing schools the ability to purchase and install key modern technology items in the “Model School for Technology Use” based on school needs and priorities.

3.3 Administrative and Support Services

Goal 7: Improve the ability of District 51 to collaborate internally and externally

Objective 7.1: Provide a District-wide Collaboration and Content Management Tool for staff and students

Strategy 7.1.1: Implement a migration plan to upgrade existing free version of SharePoint Services to SharePoint Server 2007. Deploy SharePoint Services 2007 District-wide by the summer of 2010 while providing appropriate training to District 51 personnel.

Objective 7.2: Improve the District 51 and Parent Bridge websites to support collaboration needs

Strategy 7.2.1: Communications Department works with District 51 stakeholders to implement high priority modifications and enhancements to the District 51 website each year

Strategy 7.2.2: Technology Services works with District 51 stakeholders to implement high priority modifications and enhancements to Parent Bridge functionality

Goal 8: Maintain currency and viability of District 51’s enterprise applications systems and other business systems and gain capabilities to enhance support to schools

Objective 8.1: Maintain the integrity of District 51’s financial system and implement functionality that adds value to the District

Strategy 8.1.1: Implement IFAS version 7.9.

Strategy 8.1.2: Implement additional IFAS functionality and new modules.

Objective 8.2: Through the use of technology, promote efficient use of energy and water resources within the school district.

Strategy 8.2.1: Acquire remote sensors for electric meters.

Strategy 8.2.2: Determine the best method of analysis and presentation of energy data.

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Strategy 8.2.3: Investigate software to schedule building and rooms that also integrates with heating and cooling of rooms when scheduled.

Strategy 8.2.4: Automate irrigation systems so that the system adjusts watering based on weather conditions and shuts down the irrigation system when leaks are detected.

Strategy 8.2.5: Develop and implement appropriate means to use power management techniques to control the energy usage of the District's computers

Objective 8.3: Maintain currency of the Food Service System.

Strategy 8.3.1: Implement One Source nutrition services system.

Objective 8.4: Maintain the integrity of District 51's Student Information System and implement functionality that adds value to the District

Strategy 8.4.1: Implement and maintain SASI version 10

Strategy 8.4.2: Develop a plan to replace SASI with an appropriate student information system by the start of 2013/2014. Escrow annually an appropriate amount to ensure that the total cost does not hit District so hard. Funds are not available for an escrow, year 1.

Objective 8.5: Complete the implementation of the eSembler grade book application throughout school district.

Strategy 8.5.1: Implement eSembler at middle schools 2009-2010 and update interfaces to SASI and Parent Bridge, as needed

Strategy 8.5.2: Implement eSembler at elementary schools 2010-2012 and update interfaces to SASI and Parent Bridge, as needed

Objective 8.6: Increase the effectiveness of emergency communications.

Strategy 8.6.1: Investigate available options for emergency notification using phone, text messaging and e-mail; implement appropriate solutions.

Objective 8.7: Implement a web-based employee performance appraisal system

Strategy 8.7.1: Human Resources will acquire a web-based employee performance appraisal system to create employee accountability for year round performance appraisals as well as create a standards-based Performance Appraisals that eliminate subjective ratings. The District seeks to centralize all information related to employee performance with the ability to run reports with this information at any time.

Goal 9: District 51 has a data warehouse, dashboard, and business intelligence tools for data analysis available across the District

Objective 9.1: Grow the capabilities of the District data warehouse

Strategy 9.1.1: Prepare the data warehouse for additional functionality

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Strategy 9.1.2: Reassess Data Warehouse solution strategy at the end of every school year to determine if a change is needed in the direction of the implementation of the Data Warehouse in terms of source data system priority, current development tools or to determine if a turnkey solution is available or necessary to meet school district needs.

3.4 Technology Infrastructure and Support

Goal 10: In order to improve student achievement, District 51 will maintain and improve the technology infrastructure and refresh/replace hardware, software, and technology-related security and safety measures, which are necessary to support instruction, assessment, and District 51's enterprise application systems

Objective 10.1: Continue to replace equipment per Technology Refresh Plans

Strategy 10.1.1 – 10.1.9: Replace scheduled items per refresh plans:

- 10.1.1: Network Ethernet switches
- 10.1.2: Phone switches
- 10.1.3: School servers
- 10.1.4: Administration (data center) servers
- 10.1.5: Wireless access points
- 10.1.6: Video surveillance cameras
- 10.1.7: Integrated Communications systems
- 10.1.8: School Auditorium/Theater Audio/Video Systems
- 10.1.9: Stadium/athletic field Public Address Systems and Scoreboards

Objective 10.2: Establish infrastructure and connectivity for new District facilities and improve infrastructures and connectivity for existing facilities per the Model School for Technology Use

Strategy 10.2.1: Plan and establish infrastructure and connectivity for the temporary and permanent Glade Park school facilities and the upgraded/ remodeled facilities for overcrowded schools.

Strategy 10.2.2: Plan and implement improvements to network access in existing school facilities

Strategy 10.2.3: Plan and implement an upgrade to wireless LAN connectivity to increase available access, improve speed, improve network security, and improve control

Strategy 10.2.4: Plan and implement appropriate increases to District 51's overall internet bandwidth

Strategy 10.2.5: Plan and implement an increase to the bandwidth for Loma Elementary and Gateway K-12 schools to improve their access and speed

Strategy 10.2.6: Plan and implement an appropriate increase to the bandwidth of any school whose peak bandwidth usage regularly exceeds 80% of its allocated bandwidth

Strategy 10.2.7: Plan and implement the installation of video surveillance cameras per Safety Coordinator's direction

Objective 10.3: Implement scheduled stages required by Disaster Recovery Plan

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Strategy 10.3.1: Determine and gain approval of secondary data center and implement secondary data center

Strategy 10.3.2: Implement Server Virtualization Plan per Pilot Project results

Objective 10.4: *Develop a Three-year Technology Infrastructure / Architecture Master Plan that describes the high level plans to move the district's technical infrastructure to a visionary state*

Strategy 10.4.1: Build a vision of the district's future technical infrastructure and the high-level implementation plans to move the district to that future visionary state. The Master Plan will include plans for improving the infrastructure and connectivity of existing facilities as well as the infrastructure requirements and standard solutions for any new facilities that might be added. If funding is available, use a technical infrastructure consultant to assist.

Objective 10.5: *Develop and implement plan to improve and standardize remote access to appropriate and authorized business systems, email, office and educational applications, and user files for students and staff*

Strategy 10.5.1: Plan and implement a project that provides the following results:

- Defined set of user requirements for remote access
- Analysis of options for remote access solutions
- Selection of an appropriate remote access solutions for the district
- A project plan for implementing the selected remote access solutions
- The implementation of the project plan

Goal 11: Provide equitable technology support and training district-wide.

Objective 11.1: *Continue to provide staff development opportunities on core applications available to all District staff members*

Strategy 11.1.1: Provide hands-on and focused training at various levels of MS Office applications, Contribute web publishing and SharePoint site setup and administration.

Strategy 11.1.2: Provide focused training to new staff on relative business systems (SASI, Parent Bridge, IFAS, etc)

Strategy 11.1.3: Build online staff development lessons and videos for on-demand and on-going support for significant work processes using District technology

Objective 11.2: *Continue to provide excellent technology support to District users for the support of District software, systems and processes*

Strategy 11.2.1: Provide weekly software tips published on the internal Technology Services website

Strategy 11.2.2: Provide updated and searchable information for the support of technology resources

4 COLLABORATION AND INTEGRATION

Our district has several mechanisms in place for collaboration among key District groups—Curriculum and Professional Learning, Instructional Technology, Library Media Services, Assessment, Student Services, Technology Services, and Leadership Teams at district, building, and administrative department levels. These groups meet together in different configurations at least bi-weekly. There is an Instructional Leadership Team which has representation from Instruction-related departments that meets on a weekly basis. In drafting the District Technology Plan and ET-IL plan, the directors and coordinators from the Instructional groups met together bi-weekly through the months of October – December to ensure that needs were understood and the vision and goals were in alignment. The ET-IL portion of this plan includes components from all groups. These goals will only be met through collaboration among all groups.

Our district vision for technology and information literacy is that it be integrated into the curricula and not seen as a stand-alone. Our district focus for all areas is to increase student achievement. In every meeting, professional development session, every Professional Learning Community, and every staff meeting research-based practices are promoted. Our Curriculum & Professional Learning department expects content specialists, technology integration specialists and library media specialists to be current on research and integrate it into their professional development offerings.

The table below shows the responsible department within the district for technology-related programs:

Program	Responsible Department
District Technology Plan	Technology Services
Educational Technology – Information Literacy (ET-IL) Plan	Office of Instructional Technology and Library Media Services
E-Rate	Technology Services
Title II-D Consolidated Application	Student Services
Accreditation	Assessment
Assessment	Assessment
Curriculum	Curriculum & Professional Learning
Professional Development	Curriculum & Professional Learning

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5 PROFESSIONAL DEVELOPMENT

District 51 has brought together all stakeholders in several meetings to develop a comprehensive professional development plan. The question in the forefront is how can we combine efforts between all departments that offer professional development? Our history has been that each department offers its own professional development independently of other departments. We will continue our collaboration to coordinate a professional development plan and begin implementing next year. Throughout this process and evidenced in our ETIL goals and strategies, our district is working towards integrating technology and information literacy throughout all professional development that takes place in our district.

Our standards for technology literacy are ISTE Nets for teachers and the standard for information literacy are the AASL standards. Our district will spend 2009-10 either developing an in-district tool for assessing teacher technological proficiency as defined by these two documents or we will use a state tool if one is provided.

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6 TECHNOLOGY INFRASTRUCTURE AND SUPPORT

Technology Support Staff

Technology Services consists of 29 skilled members who provide Information Technology customer service; software development; network, PC, telecommunications, and electronics equipment and software maintenance; and technical support with a Central Help desk and on-site technical services to address the technology needs of the District. These positions include:

- Executive Director
- Business Support Analyst
- Manager of Technical Infrastructure
 - Network Engineer
 - Senior System Administrators
 - Electronic Specialists
 - Data/Telecommunications Specialist
 - Information Systems Technician
- Manager of Software Development and Business Applications
 - Programmer/Analysts
 - Senior Programmer/Analyst
 - Senior Web Developer
 - Student Information System Analyst
- Manager of Customer Service and Support
 - PC Support Specialist/Trainers
 - Senior PC Support Specialist/Trainer
- Manager of Field Services
 - LAN Technician
 - Repair Specialists

6.1 Infrastructure

6.1.1 Introduction

The District 51 Technology Infrastructure is described in Section 2, “Needs Assessment”. The District’s Metropolitan Area Network (MAN), provides high-speed connectivity to administration buildings and schools (with exceptions previously noted) by means of fiber optic connectivity to Ethernet switches and high speed LANs in the buildings.

6.1.2 Networks

Telecommunications Capacity and Services

Bresnan Communications provides 100Mb fiber optic links from their network to each District building site. They also provide a 1Gbps fiber optic link from their network to the data center in the District’s Administrative Service Center (ASC). The LANs at all school buildings and administration buildings are high-speed Ethernet switched connectivity provided via unshielded twisted pair copper wire (Cat5e), providing 100Mbps to all network devices.

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Loma Elementary School and Gateway K-12 are too far away for the current Bresnan Communications fiber optic infrastructure. Thus, for Loma Elementary, the District uses a dedicated T-1 circuit provided by Qwest Communications. Gateway K-12 uses a DSL line provided by Nucla-Naturita Telephone Company. The DSL is configured with a Cisco router with firewall capabilities, which, together, form an IPSec Virtual Private Network (VPN) connection with the Cisco PIX firewall and forces all traffic through them to ASC.

Valley School East, Elm Cottage, Lincoln Park Cottage, and Orchard Avenue Cottage are connected via 1.5Mb / 512 Kb cable modem access with VPN connection to the ASC. Bresnan provides District 51 with a 45 Mb internet connection from the ASC with data going through an 8e6 content filter appliance routed through a Cisco PIX firewall to our core Ethernet switch in the ASC data center.

All Schools have campus wide Wireless Access Points, all of which are Proxim ORiNOCO brand.

The District utilizes Tadiran, Coral digital telephone switches at 45 locations across the district with 1,458 telephones. The telephone switches are interconnected by means of the fiber optic LAN, T1, and DSL communications, using IP trunking. A server with MS Server 2003 OS is used to run Tadiran's voice mail application and provide voice mail to district subscribers. Long Distance and Local phone services are provided by Qwest.

To meet the user requirements for bandwidth in the next few years, the District needs to increase its MAN bandwidth to 1Gbps to the schools, as needed and 10Gbps to the ASC when needed. Additionally, the District should increase LAN capacity to 1Gbps on uplinks between switches at schools. Over a three year period, internet bandwidth should increase to 360Mbps.

Curriculum Support

The District's Software Review Team with members of Curriculum Services and Instructional Technology will review curriculum software for effectiveness and viability. An ongoing support and training plan is implemented with each new title adopted. New curriculum software purchases are expected to have an installation and implementation plan. Applications will run on District servers in the data center or on servers in the school building or via web on vendor servers. Connectivity is provided by the District MAN and school building LAN.

Assistive Technology Support

Assistive Technology software applications will need to be upgraded to ensure they are compatible with computer operating system changes. The Software Review Team will work with the SpEd department in establishing an assessment cycle in the review of their software and request District support in the upgrade of that software as needed.

Technology Services will maintain an inventory of installations of assistive technology software and ensure its access for students through the school year. Assistive Technology software applications will run on individual PCs, or on District servers in the data center or on servers in the school building or via web on vendor servers. Connectivity is provided by the District MAN or school building LAN.

Assessment Support

Assessment information is available to classroom teachers on the PC in their classroom or on a laptop connected to the district's network via a portal to our data warehouse, a very key component to data-driven decision-making for the District. The data warehouse is able to store data in a time sensitive format allowing analysis of data "as of" a particular date. This allows us to do analysis like examine data as it was on the date the CSAP tests were given. SQL Server (SS) database and Business Intelligence (BI) tools are utilized, such as SS Reporting Services and SS Integration Services. Several common reports are available to teachers and administrators online, and unusual requests can be serviced using SS tools.

Technology Services provides connectivity for Assessment applications and the data warehouse through the

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MAN and building LANs. Additionally, Technology Services provides an on-site liaison to Assessment to assist Assessment with Data Warehouse and other business system (e.g., Student Information System) data loading and other functions.

Library Information Services Support

Technology Services assists the library/media services in maintaining access to their online databases by supplying vendors with the external IP address. This action enables in-district users to access those databases without the need of a username and password.

Current library information services are provided by Marmot Library Network. Information access PC's are provided and maintained by Marmot. Connectivity is provided by District network infrastructure with routing configuration enabling access to Marmot's information data bases.

The MAN and building LANs provide Internet, MS Office applications and network printer access and support for the Marmot-owned computers. Furthermore, there is web site support for their Virtual Library and library staff collaboration SharePoint site.

Infrastructure in Support of Parents and Community Technology Support Staff

There are three primary means of communicating with our parents and community that are supported by district 51's infrastructure: Parent Bridge, auto-callers, and the district website:

- Parent Bridge is an award winning web-based tool developed in-house that allows parents to monitor their student's progress and communicate with the school. It is accessible via any computer with internet access. Data available in Parent Bridge includes demographics, schedules, assignments and scores, current course grades, course history, breakfast and lunch participation with balances, attendance, and standardized test scores. Data is updated at least nightly, with some information, such as attendance, being updated several times throughout the day. Both parents and students have access to this information, and our statistics show that students log in just as frequently as parents. To protect our students, Parent Bridge utilizes SSL encryption technology and requires parents to fill out a form and take it to the school for verification before their account is set up. Data is stored in a SQL Server database and is a compilation of data from several disparate systems brought together in one interface for our parents and students. Parents with children in more than one school can access each child's information from the same session. Parent Bridge also promotes communication by allowing school staff to post important messages, and encourages two-way communication by embedded email links to teachers, school secretaries, and kitchen managers. For parents that don't have a computer at home, we have set up kiosks at local grocery stores and at the Mesa County Health Department exclusively for Parent Bridge access.
- Auto-callers are in place at all high schools and middle schools, and several elementary schools. These devices can be configured to call and/or email parents with a variety of messages, from student absences to spaghetti dinner night to CSAP testing dates. They interface with our student management system to access phone numbers and email addresses. They are usually installed on a dedicated PC that is attached to our network and has a dedicated phone line. Some systems can be configured to allow the parent or recipient of the phone call to leave a message for the school. Some systems also allow for multi-language messages so that the parent or guardian can hear the message in their native or preferred language.
- Our district's website brings in the entire community, not just our parents. We make a wide variety of information available on our website. We have resources, information and links for parents, staff and students, links to other community resources, board policies, current events, school and department information and links to individual school websites. Many documents are available in

English or Spanish. The district utilizes technology such as Cold Fusion, DreamWeaver and Contribute to publish information. Many pages access SQL Server databases for information. Sensitive information is kept on the intranet site and access is controlled by Active Directory authentication and other security measures. SharePoint is growing in usage for intranet and department sites.

6.1.3 Security

The District's routing devices, PIX firewall, Virtual Private Network, email spam protection, Internet content filtering, anti-virus file protection, data backup to tape provide security and data protection.

6.2 Application Development and Implementation

6.2.1 Introduction

The Business Systems and Software Development team is responsible for application development and implementation for District 51. A variety of applications are developed in-house, as well as purchased. Disparate software systems are typically linked using custom interfaces to limit the keying of data to one instance. Delivery methods include the web, Citrix, Terminal Services, Go-Global and Client/Server. Operating systems are Microsoft Windows Server and Client (XP). Web browser is Internet Explorer 7. Authentication to Active Directory is used whenever possible.

6.2.2 Standard Tools

Programming languages most commonly used for in-house development include Delphi, Cold Fusion and Visual Basic. ASP, ASP.net and XML are in limited use. The standard database for the District is Microsoft SQL Server, along with SQL Server Studio tools (Reporting Services, Integration Services, Transact-SQL). Other tools used include VB Script, Perl Script, Adobe Suite (Acrobat, Contribute, Captivate, Flash, Photoshop), HEAT, Mind Manager, Monarch, TeeChart, Microsoft Office Suite (not Access), Microsoft Project, Microsoft SharePoint, Visio, SunGard Webforms and SunGard Workflow.

6.2.3 Development Activities (for in-house developed systems)

Requests are received via phone or in person and evaluated for clarity and relevance. Requirements are gathered and budgeted items identified. A cost analysis and return on investment, including "buy vs. build" approach is taken to ensure that development activities are addressing the solutions with the greatest benefit, utilizing the most appropriate and most cost effective methods given the timeline and system requirements. Priority is determined and estimated work schedule/timeline is built. Budget is identified and monitored throughout the development and implementation cycle. Interfaces to other systems are built as part of the implementation. Technology Services development staff works closely with the requestor(s) to design, build, implement, and test all systems. Developers are also database designers and perform DBA functions. Developers and Analysts perform testing throughout the process, and when appropriate a test database is used to protect "live" data. Developers often also perform end-user training, or perform "train-the-trainer" training. Throughout the development cycle, the

requestor(s) are kept informed and input is sought to ensure the final product meets the requirements and needs of the District. System documentation is completed as the system is designed. When a system is complete, the requestor is asked to formally acknowledge completion and the system goes into the maintenance phase.

6.2.4 Development Activities (for purchased systems)

Technology Services participates in pre-purchase activities, assisting with requirements gathering, documenting system requirements, determining interfaces to other systems, building the RFP, reviewing responses to the RFP, and confirming that a purchased system will be compatible with our existing systems and infrastructure. When purchase has been completed, Developers will either install the software or oversee installation, assist with set-up, configuration, testing, training, and all aspects of system implementation. The Developers will build interfaces to other systems as required. The Developers and Analysts typically coordinate all activities with the vendor. Documentation of system and system configuration is completed as part of implementation. For major systems (Financial, HR/Payroll, SIS), Technology Services is typically the first or second level of support.

6.2.5 Measures

System availability of major systems is the measure of performance for the Business Systems and Software Development group of Technology Services. Target is 99% availability during business hours of our integrated financial/payroll system, student information system, District website, and our in-house developed parent & student portal. To date, for fiscal year 2008/09, our percentages for availability for these systems are 99.78%, 99.54%, 99.99% and 99.99%, respectively.

6.3 Customer Service and Support

6.3.1 Introduction

The District makes every effort to provide timely in-classroom technical support with clear information on how to access the support, so that technical problems will not cause major disruptions to curriculum delivery. We have implemented an online Helpdesk solution with computer hardware and software problems being handled by professional computer technicians. The Technology Services' Customer Service and Support Manager oversees this process.

6.3.2 Customer Service

In addition to the Help Desk staff, the District provides professional computer technicians in the Field Services Team to provide repair and maintenance. Technicians have assigned "zones" of schools in which they operate and provide installation, repair, and maintenance services.

For the 7121 computers in the schools, the District ratio of school computers to Technician FTE is 1187:1 (includes Manager, Field Services and 6 technicians).

Requests are tracked by the HEAT call tracking system from Front Range Solutions. Users submit requests for repair via phone, email or through HSS (HEAT Self Service) online call ticket submission and tracking for customer use. Helpdesk acts as first point of contact for all requests

and questions for hardware, software, network, telecom, audio/visual and other electronic requests. Requests are keyed into the Heat system then assigned as needed to a technician or specialist with the appropriate area of coverage or expertise. Helpdesk staff operates as level 1 and 2 support for requests received.

- Level 1: Minor issue resolution, questions and training for the user. Helpdesk staff is able to remote to user's computers using VNC software in order to help with most issues.
- Level 2: Handled by the Senior Computer Support/Trainer Specialist. These requests are more complex and or special training needs for end users.
- Customer Service and Support Manager oversees the processes and administrates the HEAT call tracking software.

6.3.2.1 Staff

The Helpdesk handles approximately 4,500 work requests each year, among 4 staff (includes Manager, Customer Service and Support, 1 Senior PC Support Specialist/Trainer and 2 PC Support Specialist/Trainers).

In addition to the Helpdesk staff, the District provides professional computer technicians in the Field Services Team to provide repair and maintenance. Technicians have assigned "zones" of schools in which they operate and provide installation, repair, and maintenance services.

Building Technology Representatives located at each site act as communication liaisons between Technology Services, Instructional Technology and the school staff. These representatives also perform onsite technology assistance and training for resolution of minor issues and/or to direct the users to the Helpdesk resource.

6.3.2.2 Reporting and Measurement

Timeliness of Call requests are measured within the HEAT system and reported monthly using Crystal Report software.

- Call Ticket Resolution: Measured on duration of request; from the date/time a request is received at the Helpdesk to the date/time the call is completed and closed. Target established is to complete all requests within 24 business hours (7:00a.m. - 5:00p.m. Monday – Friday).
- Call Ticket Resolution by Priority: All calls received are assigned a priority based on a matrix derived through the input from Technology Services staff and Technology Representatives in schools. Priority 1-5 is measured and reported monthly to the Central management team for the following targets:
 - Priority One – within 10 business hours
 - Priority Two – within 20 business hours
 - Priority Three – with 30 business hours (standard call)
 - Priority Four – as time allows
- Call Ticket Response Time: All priority 1 and 2 requests measured from the date/time the request is received at the Helpdesk to the date/time a customer is notify and or the request is complete. Target established is 2 business hours.
- Call Duration by Priority.

6.3.2.3 End User Training

Instructor-led and one-on-one training for all District staff is offered for base software applications and conducted throughout the year. Member of the Helpdesk staff and Business Application Support conduct the training sessions on the following software titles:

- Microsoft Office applications
- Adobe Photoshop Elements
- Adobe Contribute Web Design
- Student Information software

6.3.3 Testing, Inventory and Installation Support

Technology Services tests and inventories all major technology hardware and software deployed in the district. Centennial Discovery software is used to perform audits of computers in order to assist in the discovery of changes in computers hardware and software as well as software utilization. That inventory is provided to schools during their yearly Preventive Maintenance visit. Helpdesk and Technicians assist users in the installation of hardware and software via requests submitted to the Helpdesk.

7 POLICIES AND PROCEDURES

The District website provides access to all District policies. The District has adopted separate acceptable use policies for students and staff. Its internet services provide students and staff access to local, national, and international sources of information and collaboration vital to intellectual inquiry. Furthermore, the District provides email and other network resources to enhance teaching and learning through interpersonal communications, access to information, research, training, and collaboration and dissemination of successful educational practices, methods, and materials. Additionally, the District's network resources and internet services help to improve collaboration with parents and the community while providing the public with access to school and District information through the District's website. The use of the District's internet services and network resources must be consistent with the philosophy and educational objectives of the District. The District policies with supporting procedures and guidelines address issues such as,

Internet Safety

- Access by students to inappropriate matter on the internet and the World Wide Web
- The safety and security of students when using electronic mail, chat rooms, and other forms of direct electronic communications
- Unauthorized access, including "hacking" and other unlawful activities by students online
- Unauthorized disclosure, use, and dissemination of personal information regarding students/minors
- Measures designed to restrict students' access to materials harmful to students/minors

With the exception of cell phones, personal use technologies such as wireless computing, instant messaging, or other emerging technologies are not addressed in District policy. At this time the District manages the issues associated with the use of these devices as a behavior issue. Students may carry cell phones and use them only during emergency situations.

Approved School Board policies are in place and are reviewed annually for compliance with Children's Internet Protection Act (CIPA). The District anticipates revising and updating technology-related District policies within the next year. Policies are available to the public on the District website. The Parent/Student Handbook provides parents and students with information on policies at registration.

Technology Protection Measure

The District uses specific technology to block or filter internet access by students and staff. This technology protection measure protects against access by staff/adults and students/minors to visual depictions that are obscene, child pornography, or – with respect to use of computers with internet access by minors – harmful to minors. The District uses the 8e6 Internet content filter appliance for protection, and it is installed at the Administrative Services Center.

- All internet web-based content accessed through computers connected to the District network is filtered through this system.
- Installation and operation of this Internet filter system on District computers by no means precludes staff, students and community members from their responsibility to use the District network services responsibly, as outlined in the student and staff acceptable use agreements.
- The Superintendent's Council, with input from District staff, determines the Categories of web content to be filtered
- A library of filter categories is maintained on the Technology Service's Support website.

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- Specific exceptions to content filtering should be forwarded through the Help Desk to the District system administrator for the system.

Security

- Approved School Board policies are in place and reviewed annually for student network authentication, Internet access and student information protection.
- Student network authentication is provided by Microsoft Active Directory
- PIX firewall, Virtual Private Network configuration, email spam protection, Internet content filtering, anti-virus file protection, data backup to tape are provided..
- Audits are performed internally by District Technology Services staff.
- Data security is provided by network authentication by Microsoft Active Directory
- The District provides and monitors equitable access to all teachers, staff and students for email, Internet and Intranet services from home and from school.

Public Notice and Hearing

Mesa County Valley School District 51 School Board adopted the Student Use of Technology Resources, Internet, and Electronic Mail (Acceptable Use Agreement) Policy at a public meeting on August 6, 2002 and the Staff Use of Technology Policy on March 25, 2003. The Staff Use of Technology (Acceptable Use Agreement) Policy was implemented on March 25, 2003.

8 BUDGET

The Technology Plan was built with consideration for the ability to achieve realistic objectives with available funding. A strong fiscal plan for funding components of this plan, the integration of District resources, and an effective performance management plan will make the achievement of our objectives possible. Our District's practice is to focus all programs toward supporting the teaching and learning process and student achievement.

The District faces huge challenges in creating a technology plan for a changing world within the constraints of declining budgets. The funds to support this plan come from a variety of sources—District budget allocation, E-Rate funding, and Title IID funding.

The District has in place a budget that has been planned and exists for this three-year plan. The budget has the funding necessary to acquire and maintain all infrastructure and telecommunications services over the next three years. It provides a funding source for and supports all the E-rate eligible and non-eligible budget items. All anticipated technology purchases outlined in technology refresh plans are supported for the next three years.

The funding and budget component of the technology plan has been designed to reflect the current expenditures on technology with the District. The funding and budget component provides projections for the second and third years based on implementation needs of the three focus areas—Teaching and Learning, Administrative and Support Services, and Technology Infrastructure and Support. The District commits funds for the first year and supports funding for the remaining two years.

Each District building spends some funds each year from its respective budget, in support of this plan. Because building budgets are quite variable, it is not possible to designate exact amounts for this spending. In addition to District-provided building funds, several buildings raise funds through PTAs and other organizations and often use these funds are used to support the use of information technology at the building level.

The E-rate program insures the provision of affordable telecommunications and advanced technologies to all public and private schools and libraries. The program provides a sliding scale of costs for telecommunications services and discounts for Internet access and internal connections. The degree of discounts is calculated based on the number of students eligible for the National Free Lunch Program, as well as schools in low-income and urban areas. The District receives 58% discounts for these services, thereby providing a large savings to potential general fund expenditures. The E-rate program has assisted the District in providing the telecommunications infrastructure to our school buildings and every classroom, such as local and long distance phone service and internet access.

Title IID and Enhancing Education through Technology (E2T2) Title Grants are used for staff professional development activities through the Office of Instructional Technology.

Every year, the Core Technology Planning Team will review the three-year set of implementation budgets. This review will include an analysis of the current year budget to determine where proposed budgets were successful, where there were shortfalls, and where more income was generated than expected. This data will be used to alter the existing budgets for the next two

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years, as well as create a new budget for the third year. This method will allow the technology plan to always have a current three-year proposed budget in place by June 30th each year.

The tables below summarize goals, strategies, and associated programs/projects along with the planned costs by year.

Teaching and Learning

Goal 1: Increase teachers' proficiency in 21st Century Information and Communication Technology (ICT) Literacy skills.

Strategy	Project	09-10	10-11	11-12
1.1.1	21 st Century teaching and learning cadre	66,700	66,700	68,000
1.1.2	Technology resources to support new math	174,650	100,000	102,900
1.1.3	Reading Buddies	9,700	21,050	23,550
1.1.5	Technology resources to support Middle School	11,050	18,900	81,000
1.2.1	Online Assessment for Instructional Staff	5,000	0	0
Total for Goal 1		267,100	206,650	275,450

Goal 2: Increase students' proficiency in 21st Century ICT Literacy skills.

- No funds needed

Goal 3: Students will access and evaluate relevant resources and tools required to meet or exceed state and national information literacy and content standards.

Strategy	Project	09-10	10-11	11-12
3.2.3	Discovery Education Streaming subscription	51,101	53,658	56,658
Total for Goal 3		51,101	53,658	56,658

Goal 4: Opportunities for online learning will be provided for students and staff.

Strategy	Project	09-10	10-11	11-12
4.1.1	Online classes for staff – Moodle hosting	1,500	2,000	2,300
4.1.2	Content Specialist Professional Development	1,500	2,000	2,300
4.1.3	Atomic Learning Subscription	20,210	22,000	25,000
Total for Goal 4		23,210	26,000	29,600

Goal 5: Increase staff access to 21st Century resources and tools to increase student achievement in core content areas.

Strategy	Project	09-10	10-11	11-12
5.1.1	Software replacement	85,000	85,000	85,000
Total for Goal 5		85,000	85,000	85,000

Goal 6: Provide equitable modern technology access and support to students and staff.

Strategy	Project	09-10	10-11	11-12
6.1.1	Replace legacy PC and laptop computers	38,250	913,240	659,000
6.2.1	Additional computers for student population	30,500	TBD based	TBD based
6.2.2	Teacher/staff growth	See 6.4.1	See 6.4.1	See 6.4.1

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6.2.3	Computer Disparity	6,740	6,740	6,740
6.3.1	Legacy network printer replacement	24,000	24,000	24,000
6.4.1	Teacher laptop pilot	6,500	See 6.1.1	See 6.1.1
6.4.2	Modern Instructional Tools for Schools	220,000	220,000	220,000
Total for Goal 6		325,990	1,163,980	909,740

Administrative and Support Services

Goal 7: Improve the ability of District 51 to collaborate internally and externally.

Strategy	Project	09-10	10-11	11-12
7.1.1	SharePoint	13,000	50,600	50,600
Total for Goal 7		13,000	50,600	50,600

Goal 8: Maintain currency and viability of District 51's enterprise applications systems and other business systems and gain capabilities to enhance support to schools.

Strategy	Project	09-10	10-11	11-12
8.1.1	IFAS upgrade	10,000	0	0
8.2.5	Power management for District computers	500	TBD	TBD
8.3.1	One Source nutrition services system	15,000	15,000	15,000
8.4.2	Develop plan to replace SASI with new system	0	187,307	187,307
8.5.1	Implement new grade book system	38,500	44,500	45,400
8.7.1	Web-based employee evaluation system	64,000	80,000	60,000
Total for Goal 8		128,000	326,807	307,707

Goal 9: District 51 has a data warehouse, dashboard, and business intelligence tools for data analysis available across the District.

Strategy	Project	09-10	10-11	11-12
9.1.1	Data warehouse upgrade	20,000	0	0
Total for Goal 9		20,000	0	0

Technology Infrastructure and Support

Goal 10: In order to improve student achievement, District 51 will maintain and improve the technology infrastructure and refresh/replace hardware, software, and technology-related security and safety measures, which are necessary to support instruction, assessment, and District 51's enterprise application systems.

Strategy	Project	09-10	10-11	11-12
10.1.1	Network Ethernet switches	88,438	217,344	166,784
10.1.2	Phone Switch	78,300	165,400	132,900
10.1.3	School servers	30,800	0	25,300
10.1.4	Admin server	10,427	45,427	45,427
10.1.5	Wireless access points	16,495	17,485	34,000
10.1.6	Video surveillance cameras	0	23,000	24,380
10.1.7	Integrated communications systems	88,000	94,500	100,170
10.1.8	Auditorium/theater	0	45,000	47,700

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10.1.9	Stadium PA	0	23,000	24,380
10.2.1	Glade Park/New Construction	103,315	20,000	0
10.2.2	Add network access to school buildings	40,000	42,400	44,944
10.2.3	Upgrade wireless	0	20,000	34,000
10.2.4	Increase internet bandwidth	0	0	104,000
10.2.5	Bandwidth for Loma & Gateway	0	15,600	12,000
10.2.6	Increase bandwidth for schools who need it	0	13,800	11,700
10.2.7	Increase surveillance camera	11,654	19,400	16,970
10.3.1	Secondary data center	20,100	0	0
10.3.2	Server virtualization	54,075	20,000	0
10.5.1	Remote Access	0	26,600	0
	Total for Goal 10	541,604	808,956	824,655

Goal 11: Provide equitable technology support and training district-wide.

- No funds needed

The chart on the following page shows the technology-related budgeted expenses for the first year and the projections for the following two years for the District.

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	FY/AY 2009-2010				FY/AY 2010-2011 Projected				FY/AY 2011-2012 Projected		
	General Fund 10	Capital Fund 11	Title Funds	Stimulus	General Fund 10	Capital Fund 11	Title Funds	Stimulus	General Fund 10	Capital Fund 11	Title Funds
Assessment											
Administration	\$25,000				\$26,000				\$27,000		
Instructional	\$167,000				\$171,000				\$175,000		
Capital Projects		\$34,000				\$34,000				\$34,000	
Curriculum and Professional Learning											
Administration											
Instructional											
Capital Projects		\$174,650				\$150,000				\$150,000	
Instructional Technology											
Administration	\$15,222		\$2,664		\$15,222		\$2,664		\$15,222		2664
Instructional	\$102,421		\$56,610	\$50,000	\$102,421		\$56,610	\$50,000	\$102,421		56610
Capital Projects		\$32,100				\$32,100				\$32,100	
Library Media Services											
Administration	\$2,117				\$2,117				\$2,117		
Instructional	\$352,285				\$352,285				\$352,285		
Capital Projects											
Technology Services											
Administration	\$417,800				\$530,000				\$530,000		
PC LEASE	\$398,880										
Instructional	\$479,181				\$500,000				\$520,000		
Telecommunications	\$358,386				\$510,000				\$580,000		
Capital Projects/Computer Leases		\$1,014,353				\$2,100,000				\$1,800,000	
Other											
HR Evaluation Software *		\$64,000			*	\$20,000			*		
New Construction		\$123,315				\$20,000				TBD	
SASI Replacement		\$0				\$187,307				\$187,307	
Laptop LEASE (Not TS Budget)		\$541,000				\$541,000					
TOTAL	\$2,318,292	\$1,983,418	\$59,274	\$50,000	\$2,209,045	\$3,084,407	\$59,274	\$50,000	\$2,304,045	\$2,203,407	\$59,274

Notes:

Salary information is not included

Erate Information: We have requested E-Rate funding reimbursement, at 58%, in the amount of \$250,000

* Yearly fees of an estimated \$60,000 per year would be added into Technology Services Administration Contract/Maintenance account

9 ACTION PLAN

Goal 1 : Increase teachers' proficiency in 21st Century ICT Literacy Skills						
Objective 1.1: Teachers will integrate technology into all curricular areas.						
Strategy 1.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
A cadre of 20 teachers will be provided a technology package for their classroom and 30 hours of professional development in 21 st Century teaching and learning.	• Start	May 2009	Cadre members will choose equipment from the school model list.	Technology Integration Specialists (3)	2009-10: \$66,700	<ul style="list-style-type: none">• A survey of parents, students and participating teachers will be conducted in April and November.<ul style="list-style-type: none">○ Baseline data will be collected May 2009○ Teachers combined surveys should be at a proficient level by the second set of surveys• A lesson observation will be done at the end of 30 hours of professional development<ul style="list-style-type: none">○ Lesson should receive at least 36/40 points
	• Select Cadre	June 2009 June 2010 July 2011			2010-11: \$66,700	
	• Purchase Equip	Sept. 2009 Sept 2010 Sept 2011			2011:-12: \$68,000	
	• Professional Development	July 09-April 10 July 10-April 11 July 11-April 12			Total: \$201,400	
	• Evaluate Cadre	May 2010 May 2011 May 2012				
	• Evaluate Program	June 2012				
Notes about collaboration, staff development activities, etc. – The focus of this strategy will be to provide professional development in the area of 21 st Century learning. The equipment will support learning in the classroom but will not be the main focus of the professional development.						

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Strategy 1.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
As a part of our secondary math curriculum adoption, professional development will be provided for teachers on the new curriculum and technology that maximizes the learning in that curriculum.	Order/install equipment in classrooms	July/August 2009	<ul style="list-style-type: none">• Class sets of TI-84 + silver calculators for MS (219)• Projectors purchased for MS math classrooms (21)• 750 TI-84 + silver calculators purchased for HS (923)• Projectors purchased for HS math classrooms (19)	No additional staff is required. Math content specialists and Technology Integration Specialists will provide professional development	<ul style="list-style-type: none">• \$28,500• \$13,650	<ul style="list-style-type: none">• Math CSAP scores• Math NWEA-Map• Track the # of teachers involved in Professional Development for new math curriculum• Track the # of hours of Professional Development
	Provide professional development for all secondary math teachers	August 2009-June 2010			<ul style="list-style-type: none">• \$120,000• \$12,500	
	Order/install additional equipment	July/August 2010	<ul style="list-style-type: none">• Document cameras for all MS & HS math classrooms• Purchase 200 netbooks for HS		<ul style="list-style-type: none">• \$40,000• \$60,000	
	Additional professional development on CPMP (software) and document camera use	August 2010- June 2011				
	Professional development for new math teachers	August - October 2010				
	Order/ install additional equipment	July/August 2011	<ul style="list-style-type: none">• Purchase class sets of TI-84 + silver for 7th grade• Purchase 265 netbooks for MS		<ul style="list-style-type: none">• \$23,400• \$79,500	
	Professional Development for new teachers	August – October 2011			Total: \$377,550	
Notes –						

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Strategy 1.1.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
There will be a continuation and increase of the primary Reading Buddies program which utilizes iPods as a reading intervention for kindergarten students not reading at grade level. This project includes professional development for participating teachers in reading instruction and applicable technology.	• Pilot evaluation	May 2009	Each participating classroom will receive: <ul style="list-style-type: none"> • 80 books • iPod Nano • 6 iPod shuffles • 6 book bags • 1 - 7 port USB hub • 6 iPod cases • iPod microphone 	Technology Integration Specialists and Reading Recovery teacher provides training	2009-10: \$9,700	<ul style="list-style-type: none"> • Students will take a running record with their teacher each week. <ul style="list-style-type: none"> ○ 90 % of students in the participating kindergartens will test at a Level 3 – Independent at the end of the kindergarten year. • Data will be collected on students still in our district for their first grade year <ul style="list-style-type: none"> ○ 90% of students who participated in Reading Buddies will leave 1st grade on grade level according to DRA2.
	• Train and implement in 10 more classrooms	Sept – Oct 2009				
	• Evaluate data	May 2010			2010-11: \$21,050	
	• Train and implement in 15 more classrooms	Sept-Oct 2010				
	• Evaluate data	May 2011			2011-12: \$23,550	
	• Train and implement in 15 more classrooms	Sept- Oct 2011				
	• Evaluate data	May 2012			Total: \$54,300	
Notes – As part of the professional development for participating teachers, teachers will learn how to do good book talks with kids. They will be doing book introductions, book reads and a closing activity for each book that helps to encourage progress with the students. This portion of the professional learning will be facilitated by a specialist in Reading Recovery. Teachers will also work together on analyzing running record data on their students.						

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Strategy 1.1.4	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
As part of the Wellness physical fitness requirement at the high school level, physical education teachers received laptops, software and heart monitors to use with their students and will continue to receive professional development on using them effectively.	Teachers will have a support person come and set them up on in-service days	2009-10	None at this time	<ul style="list-style-type: none"> • Guaranteed Viable Curriculum Specialists • 2 Mesa State College students • Technology Integration Specialists 	NA	09-10: All teachers will be using the heart rate monitors with students and collecting data.
	Tech Integration Spec. will go along to learn the software and equipment					
	2 college students will assist with troubleshooting					10-11: All teachers will be creating and using at least one graph with students.
	Continue to support and train teachers on using the data thoughtfully	2010-11				
	Teachers will build shared lessons using the technology	2011-12				11-12: All teachers will be proficiently using tools and data.
Notes – There are 15-20 teachers from the district teaching this course and using these resources.						

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Strategy 1.1.5	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Middle School social studies teachers will be supplied with resources and professional development to support their resource adoption.	Purchase projectors for all MS social studies teachers (17 needed)	2009-10	<ul style="list-style-type: none">• 17 projectors• 54 document cameras• 270 netbooks	<ul style="list-style-type: none">• No additional staff needed• Guaranteed Viable Curriculum Specialists• Curriculum coordinator• Technology Integration Specialists	09-10: \$11,050	09-10 indicators: <ul style="list-style-type: none">• Projectors purchased• Basic resource package adopted
	Professional development of effective use of projectors					
	Research and choose a resource adoption					
	Purchase document cameras for each MS social studies classroom (54 needed)	2010-11			10-11: \$18,900	10-11 indicators: <ul style="list-style-type: none">• Document cameras purchased• Gaps identified with appropriate resources acquired to fill those gaps
	Identify gaps in resource adoption materials and find resources to fill gaps					
	Professional development on integrating document cameras and new resources					
	Netbooks or similar product purchased to provide classroom access to internet resources	2011-12			Total: \$110,950	
	Professional development continued on all resources and technology					
Notes:						

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Objective 1.2: Instructional staff will be assessed annually for technology proficiency based on ISTE NETS for teachers and results reported to the Colorado Department of Education						
Strategy 1.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Online assessment will be given using either an internally developed or state developed tool beginning spring 2010.	• Determine if state or consortium will be developing an assessment	June – Oct 2009	NA	Technology Integration Specialists	09-10: \$5,000	We will have baseline data with the first administration of the assessment in Spring 2010. • Our goal is to increase staff proficiency by at least 5% each year.
	• No – develop assessment	Oct 09 – Mar 10				
	• Staff completes assessment	May 2010				
	• Report results in district	June 2010				
	• Staff completes assessment	May 2011				
	• Report results in district and to CDE	June 2011			Total: \$5,000	
Notes about collaboration, staff development activities, etc. - As we analyze the results of this assessment, we will adjust professional development accordingly to meet the needs of teachers. Our goal will be to have all instructional staff proficient by the year 2017 or sooner.						

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Strategy 1.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Schools will self assess annually using the District Accessibility and Readiness for Technology Chart (DART)	• Send out to schools to complete and submit online.	Oct of each year	NA	Technology Services in cooperation with Instructional Technology	NA	
	• Evaluate data to look for trends and/or changes.	Dec. – Jan of each year				
Notes. - This chart will help schools and staffs see the gaps in their meeting 21 st Century skills. Technology Services and Instructional Technology meet with each staff annually to review DART chart and technology plan as well as review school infrastructure.						

Goal 2: Increase students' proficiency in 21st Century ICT Literacy skills.

Objective 2.1: All students will demonstrate technology literacy at the end of their 8th grade year.

Strategy 2.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
All 8 th graders will be assessed annually.	● Assess all 8th grade students using district online assessment	May of each year	No new equipment needed	Schools are responsible for facilitating the testing schedule during the testing window.	NA	We have 2 years of data from this assessment. Our district goal for this objective is to increase # of 8 th grade students proficient by 5% each year.
	● Report results to district and CDE	June of each year				
Notes - Increasing by 5% each year will enable us to be 100% proficient by Spring 2016.						

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Strategy 2.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
All students will be required to have successfully completed a technology class during their middle school years (6-8).	Begin meeting with Executive Director of Middle Schools and principals regarding a change in policy.	2009-10	NA	Lab will need to be staffed so that 7 sections can be covered per day.	Depends on what staffing needs we find in the buildings.	<ul style="list-style-type: none">• Success of this change will be the results of the 8th grade technology literacy assessment.• Our evaluation is to meet our yearly action steps.
	Change middle school policy to require a 9 week technology class during their 6, 7, or 8 th grade year.	2010-11				
	Beginning with this year's 6 th graders, all middle school students will be required to take at least one quarter technology class.	2011-12				
Note: Spring 2014 will be the first year that all of the 8 th graders who are assessed will have fulfilled this requirement.						
Strategy 2.1.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
The district will provide each teacher with a continuum of technology standards by grade level which are designed to be integrated into classroom instruction.	• Forum 51 article about technology standards for students	Sept 2010	No new equipment needed		NA	This strategy is a completion strategy that will be completed by October 2010.
	• Have continuums printed for each K-8 teacher	Oct 2010				
	• Send out to teachers	Oct 2010				
Notes -						

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Goal 3: Students will access and evaluate relevant resources and tools required to meet or exceed state and national information literacy and content standards.

Objective 3.1: Increase the number of certified librarians in the elementary schools as funds become available.

Strategy 3.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Develop and implement the move from classified aides to certified librarians/ technology coordinators in elementary schools. This person would coordinate instruction for the library and computer lab, provide professional development for the building and lead any technology planning effort for the building. This person would be assisted by a full-time aide. This strategy will be started when funds become available.	Present the proposal.	March		<ul style="list-style-type: none">• Library Media Coordinator• Technology Integration Specialist• Principal	\$260,000 each year Can be offset by reallocating FTE's	<ul style="list-style-type: none">• Pretest and posttest for teachers.• Evaluations by staff team.• CSAP scores.
	If yes...post positions.	March/ April				
	Interview and hire	April				
	Train	August				
	Evaluate	September and November, January, March, and May				
	Add 5 more and repeat.	Spring				
Notes -						
Strategy 3.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Elementary school libraries will implement a flexible schedule to accommodate instructional needs.	As elementary schools add certified librarians, flexible scheduling will be added. Librarians will collaborate with principal and teachers to devise a schedule.	August each year.		<ul style="list-style-type: none">• Librarian• Principal• Teachers• Library Media		December 2009 May 2010
Notes -						

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Objective 3.2: Students will have increased access to information and library resources and will gain the skills to evaluate and utilize those resources						
Strategy3.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
District and school web sites are designed to facilitate access for teachers and students to appropriate resources.	• Analyze websites	March-May		Library Media Staff		• We will have a baseline of the # of users who are using the websites in 2009-10. • We will then increase that # every year.
	• Refine. • Update.	June				
	• Continue to evaluate and update as needed.	July-Aug				
Notes -						
Strategy 3.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Library Media Services will offer professional development classes for teachers to update research and evaluation strategies.	Offer at least 2 classes for district staff each year.	September 20 thru April 10 of each year.		Library Media Staff		• Course evaluations will be use to evaluate the quality and usefulness of classes. • We will meet our benchmarks of offering 2 courses per year.
Notes -						
Strategy 3.2.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
A subscription to Discovery Education streaming will be continued yearly to support classroom teachers with video resources and aide in the integration of media into teaching and learning.	Renew subscription	Sept of each year	Already have all necessary equipment	Technology Integration Specialists	09-10: \$51,101	2008-09 is our first year to have a subscription to Discovery Ed Streaming. • We have 834 users and 2,221 downloads. • We will be to increase users by 5% each year. • We will increase downloads per year by 200.
					10-11: \$53,658	
					11-12: \$56,658	
					Total: \$161,417	
Notes - Discovery Education streaming is a resource used in virtually all content areas. Curricular teams are using this resource in their professional development to make teachers aware of it and how to use it effectively.						

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Goal 4: Opportunities for online learning will be provided for students and staff.

Objective 4.1: Online professional development will be available for staff beginning spring 2009

Strategy 4.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Office of Instructional Technology will develop and offer professional development courses utilizing server running Moodle – LMS.	• Offer at least 3 classes online for staff	Sept 09– April 10	NA	Technology Integration Specialists	09-10: \$1,500	• Course evaluations will be used to evaluate at the quality and usefulness of classes. • We will meet our benchmarks of offering additional courses each year.
	• Evaluate Moodle to ensure it is meeting this need	May 2010				
	• Make a decision on Moodle or other LMS	July 2010			10-11: \$2,000	
	• Offer at least 6 classes on line for staff	Sept 10- July 11			11-12: \$2,300	
	• Offer at least 10 classes online for staff	Sept. 11 – July 12			Total: \$5,800	
Notes -						
Strategy 4.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Office of Instructional Technology will collaborate with content specialists to increase online professional development to staff.	Train content specialists to use Moodle	Fall 2010	NA	NA – use the same server as Strategy 1	09-10: \$1,500	This strategy will increase the amount of quality, relevant online courses available for staff.
	Work with them to put their class resources on Moodle	Spring 2011			10-11: \$2,000	
	Train content specialists with interest in online teaching	Spring 2011				
	Help 2 content specialists to offer a hybrid class (part online and part face-to-face	Fall 2011			11-12: \$2,300	
	Help others to offer a hybrid class	Spring 2011				
	If needed, help them to offer a completely online class	2011 - 12			Total: \$5,800	
Notes -						

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Strategy 4.1. 3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
A subscription to Atomic Learning will be maintained to provide staff a resource for on-demand professional development on technology skills and integration strategies	Subscription renewed.	Sept of each year	NA	Technology Integration Specialists	09-10: \$20, 210	2008-09 was our 2 nd year subscribing to Atomic Learning. • This year we had 51 users and 594 tutorials. • Our goal will be to increase the # of users and # of tutorials used by 25% each year.
					10-11: \$22,000	
					11-12: \$25,000	
					Total: \$67,210	
Notes -						
Objective 4.2: Online learning will be provided for students when funding becomes available.						
Strategy 4.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Partner with a vendor to pilot an online learning capability with limited scope to prove the feasibility and viability of an online learning presence in the District.	Release RFP for Pilot	January 2010	None—provided by vendor	Project Manager (Technology Integration Specialist)		Indicators: % Successful Student-Course Completion
	Select Vendor	March 2010				
	Complete contract	April 2010				
	Start pilot	August 2010			GF: \$20,000	
	Complete Pilot Evaluation	January 2011			GF: \$20,000	
	Decide next steps	February 2011				
Notes about collaboration, staff development activities, etc.						

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Strategy 4.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Given the success of Strategy 1, expand online learning offering and presence each year, including courses, content, teachers, equipment, tools, training, and other resources	Release RFP for solution	February 2011	None—provided by vendor	Online Learning Program Coordinator		Indicators: %Successful Student-Course Completion
	Select Vendor	March 2011				
	Complete contract	April 2011				
	Start Online Learning Program	August 2011			GF: \$100,000	
	Initial Program Evaluation	December 2011			GF: \$50,000	
	Decide next steps	January 2012				
Notes -						

Goal 5: Increase staff access to 21st Century resources and tools to increase student achievement in core content areas.

Objective 1: Replace or remove obsolete instructional software titles to improve teaching and learning in support of curricular goal and academic content standards

Strategy 5.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
The Software Review Team works with the Curriculum department and other stakeholders to review, select and fully implement (including training) appropriate instructional software to support new curricula by targeting specific core subjects for adoption.	Evaluate Middle School Social Studies adoption	Fall 2009	None	Curriculum Dept and Software Review Team	\$85,000 – year 1	Our two evaluation criteria for this strategy are: <ul style="list-style-type: none"> • Math CSAP scores • That we have quality software titles available for math elementary, middle and high school that align with math curriculum.
	Identify gaps in Middle School Social Studies adoption software	Spring 2010				
	Evaluate Secondary Math adoption software	Fall 2009			\$85,000 – year 2	
	Identify gaps in Secondary Math adoption software	Spring 2010				
	Evaluate Elementary Math adoption software	Fall 2009			\$85,000 – year 3	
	Identify gaps in Elementary Math adoption software	Spring 2010				

Notes - Curriculum Department funds the curriculum adopted as part of their review.

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Objective 5.2: In order to support a guaranteed and viable curriculum in all content areas a web based repository of Essential Learnings and resources/tools will be defined and created.

Strategy 5.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Develop a repository and a method for populating the repository with useful resources/ tools for core content areas.	Review what we currently have developed in SharePoint build upon it. Decide if SharePoint is going to be sufficient. Decide what content we want in the repository.	2009-10		Technology Integration Specialists, Content Specialists, VAT teams		<ul style="list-style-type: none">Plan developed for the structure of the repositoryPlan developed for the content desired
	Development of system (whether SharePoint or other) and populate the repository	2010-11				<ul style="list-style-type: none">Future years ‘evaluations will be developed as we decide what the repository and content will be
	Continue populating the repository.	2011-12				

Notes -

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Goal 6: Provide equitable modern technology access and support to students and staff

Objective 6.1: Plan and implement the replacement of PC and laptop computers for schools

Strategy 6.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Replace legacy PC and laptop computers in schools each year	Start Plan and budget legacy computers	Feb 2009 Feb 2010 Feb 2011	<ul style="list-style-type: none">• 2009: 150 Laptop computers. 10 laptop carts• 2010: 4650 computers 2780 desktops 1565 teacher laptops• 2011: 2,325 laptops 155 carts	<ul style="list-style-type: none">• 2009-2010 No additional staff required• 2010-2011 Dell install desktops technicians and 2 temp summer help• 2011-2012 Install laptops in 38 schools and 2 temp summer help	<ul style="list-style-type: none">• 2009-2010 \$38,250 per yr. 4 year lease• 2010-2011 \$ 905,240 per yr. 4 year lease Help \$8,000• 2011-2012 \$ 651,000 per year 4 year lease• Help \$8,000	<ul style="list-style-type: none">• This is done in project by cost, Deliverables, On-time. Supply project performance sheet. Report• Replacement Plans executed each year per milestones and as funded and agreed with ILT
	Develop project for removal and installation of legacy computers	April 2009 April 2010 April 2011				
	Removal of legacy equipment	June 2009 June 2010 June 2011				
	Install new equipment in schools	Jul-Aug 2009 Jul-Aug 2010 Jul-Aug 2011				
Notes -						

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Objective 6.2: Improve equity of computer access in the schools						
Strategy 6.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide computers to keep pace with student population growth each year	Start due Jan student count determine growth from previous year	Jan 2009 Jan 2010 Jan 2011	In 09-10 105 laptops 7 carts of 15 laptops. 10-11 TBD in 1-10 11-12 TBD in 1-11		2009-2010 \$ 30, 500 per yr. 4 yr lease 2010-2011 \$ TBD 2011-2012 \$ TBD	Evaluation of student growth will be planned from the growth from a student count done from the year before. All growth will be planned in arrears using Jan15th count. This will then give us a true number for growth Plan executed each year per milestones and as funded and agreed with ILT
	Plan and determine schools incorporate with computer lease	June 2009 June 2010 June 2011				
	Install and image and deliver to assigned schools	Aug 2009 Aug 2010 Aug 2011				
Notes: *Target our 7 largest growth schools for a total of 105 machines on 7 carts. Final approval on where these go will be discussed with ILT. We recommend that laptop computer mobile labs be acquired and allocated according to the scheme of 1 mobile laptop cart of 15 laptops per school below:						
Appleton	15 machines	\$4,050 yearly	\$16,200 4-year lease			
DIA	15 machines	\$4,050 yearly	\$16,200 4-year lease			
Rim Rock	15 machines	\$4,050 yearly	\$16,200 4-year lease			
Shelledy	15 machines	\$4,050 yearly	\$16,200 4-year lease			
Thunder MTN	15 machines	\$4,050 yearly	\$16,200 4-year lease			
F8/9	15 machines	\$4,050 yearly	\$16,200 4-year lease			
? (???)	15 machines	\$4,050 yearly	\$16,200 4-year lease			
Total:	105 machines	\$28,350 yearly	\$113,400 4-year lease			
*Other schools with projected growth for consideration would be MT. Garfield and Grand Mesa.						

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Strategy 6.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide computers to keep pace with teacher/staff population growth each year	Start		Pilot 21 laptops at Broadway elementary 2010-2011 install 1565 laptops for teachers, principals ,and AP 2011-2012 Add for any additional teachers added to district	No additional staff required	2009-2010 \$	Plan executed each year per milestones and as funded and agreed with ILT
					2010-2011 \$	
					2011-2012 \$	
Note: Actions and costs are included in action plan for 6.4.1. No additional cost for this strategy.						
Strategy 6.2.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide computers to improve the computer disparity among each level of schools each year by 10%	Start	Jul 1 – Oct 30 Each year	<ul style="list-style-type: none">• 2009-2010 35 desktop computers• 2010-2011 35 desktop computers• 2011-2012 35 desktop computers		2009-2010: \$6,740	<ul style="list-style-type: none">• Plan executed each year per milestones and as funded and agreed with ILT• Target Improvement % met or exceeded
					2010-2011: \$6,740	
					2011-2012: \$6,740	
Notes:						

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Objective 6.3: Plan and implement the replacement of legacy networked printers						
Strategy 6.3.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Determine legacy network printers and replace them based on age and severity of trouble calls. Establish an annual budget for the replacement of legacy network printers	Start-get a complete list of networked printers Determine networked printers for known replacement	July 2009 April 2009 April2010 April2011	Purchasing equivalent to equipment being replaced and through needs assessment at time of replacement	No additional staff needed	2009-2010: \$24,000 2010-2011: \$24,000 2011-2012: \$24,000	Report Printers replaced semi-annually indicating type removed and type replaced These reports given in September and March of each year. Track printers in data base
	Order and install identified networked printers for replacement	May 2009-Aug 2009 May 2010-Aug 2010 May 2011-Aug 2011				
	Replace inoperable networked printers and ad hoc as needed	Aug2009-Mar 2010 Aug2010-Mar 2011 Aug2011-Mar 2012				
	Report replaced printers	Sept 09 & Mar 10 Sept 10 & Mar 11 Sept 11 & Mar 12				
Notes: Set up data base of printers and track legacy and repair calls on printers to determined planned replacements. Track ad hoc replacements and report in September and March of each year						

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Objective 6.4: Improve teacher access to modern instructional technology tools						
Strategy 6.4.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement Pilot project that provides laptop computers rather than PCs to teachers for use in classrooms at a limited number of schools. Purpose of the pilot is to determine feasibility and viability of the use of laptops for	Start plan and budget	Feb 2009	21 laptop computers with docking stations	No additional staff required	2009-2010 \$6,500 per yr 4 yr lease	<ul style="list-style-type: none">• Evaluate through survey to determine if all teachers should have laptops in schools. Complete by 12-15-09• Track trouble calls laptop versus desktops in like schools.• All results by 12-15-09• If positive result we budgeted in computer replace 2010-2011 for all teachers to have laptops• Plan executed each year per milestones and as funded and agreed with ILT
	Develop plan for removal and installation of equipment	April2009				
	Remove old equipment for redistribution Order and install new equipment	June- Aug 2009			2010-2011 See goal: 6 obj: 1 stra: 1	
	Install desktop computer in schools with teacher disparity	Aug-Oct 2009			2011-2012 \$0.00	
Notes: 21 desktop computers will be pulled from school and used to help teacher disparity in 2010-2011 to be 1:1 teacher computers to teachers						

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Strategy 6.4.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Set aside limited Technology Services budgeted funds for allocation to schools based on student population with the purpose of providing schools the ability to purchase and install key modern technology items in the “Model School for Technology Use based on school needs and priorities.	Start – Allocate funds to schools	Oct 2009 Oct 2010 Oct 2011	Schools will choose equipment from standard items in the “School Model for Technology Use”.	No additional positions required	2009-2010: \$220,000	<ul style="list-style-type: none">● Average % Achievement of Model school Classroom by School Level● Major std items = teacher computer; 2 student computers; projector, document camera; interactive board.● School Achievement = (Sum of Major std items for all classrooms)/# Classrooms as a %● For each Level: Calculate average value across all schools at that level
	Request and Purchase Equipment	Oct – Dec 2009 Oct – Dec 2010 Oct – Dec 2011				
	Install Equipment	Nov 2009 – Jan 2010 Nov 2010 – Jan 2011 Nov 2011-Jan 2012			2010-2011: \$220,000	
	Annual Evaluation of Program	Jan 2010 Jan 2011 Jan 2012			2011-2012: \$220,000	
Notes -						

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Goal 7: Improve the ability of District 51 to collaborate internally and externally

Objective 7.1: Provide a District-wide Collaboration and Content Management Tool for staff and students

Strategy 7.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement a migration plan to upgrade existing free version of SharePoint Services to SharePoint Server 2007. Deploy SharePoint Services 2007 District-wide by the summer of 2010 while providing appropriate training to District 51 personnel.	Develop SharePoint Server 2007 Architecture, Installation and Migration Plan	June 30, 2009	Server	Business System Analyst, System Administrator, Site Administrator, SharePoint trainer	\$3000 – Year 1	Evaluation team from CMR Committee
	Purchase of new server	July 15, 2009				For each year calculate school and admin % usage: # schools using/# schools; 3 admin depts. Using / # admin depts. Milestones met per plan
	System Support Training	Oct2009 - Mar2010			\$10,000 – Year 1	
	Install Microsoft Office SharePoint Server (MOSS) and migrate existing sites.	July – Aug 2010	Software		\$50,600 – Year 2	Success of installation and evaluation from CMR Committee members
	Continue use of MOSS	July – June 2011			\$50.600-Year 3	Evaluation team from CMR Committee

Notes:

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Objective 7.2: Improve the District 51 and Parent Bridge websites to support collaboration needs						
Strategy 7.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Communications Department works with District 51 stakeholders to implement high priority modifications and enhancements to the District 51 website each year	Start			<ul style="list-style-type: none">• Jenann – web development• Mimi – Contribute training and support• Mary – updates to content (School & Parent Information)		High priority enhancements / modifications delivered as agreed each year
	Survey visitors of specific areas to gather feedback and make necessary changes	Every 6 months to a year				
	Finalize and distribute Web Standards to District Site Content Managers	9/1/2008				
	Continuously review navigation, accessibility and emerging web technologies.	Ongoing				
Strategy 7.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Technology Services works with District 51 stakeholders to implement high priority modifications and enhancements to Parent Bridge functionality	Start			<ul style="list-style-type: none">• Jenann – development• Helpdesk - support• Mary – support and training		High priority enhancements / modifications delivered as agreed each year
	Review and prioritize requests.	Ongoing				
	Continuously review navigation, security, accessibility and emerging web technologies.	Ongoing				
	Modify and Create reports for interventions and Positive Behavior Support processes	Ongoing				
	Changes to Parent Bridge for Middle Schools going on eSembler	8/19/2009				
	Changes (if any) to Parent Bridge for Elementary schools going on eSembler	Fall 2010				
Notes:						

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Goal 8: Maintain currency and viability of District 51's enterprise applications systems and other business systems and gain capabilities to enhance support to schools

Objective 8.1: Maintain the integrity of District 51's financial system and implement functionality that adds value to the District

Strategy 8.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement IFAS version 7.9.	Start		1. App Server 2. DB Server 3. 7i Server OR Virtual Servers	Business Systems IFAS Users (Member from each functional area: HR, Finance, Purchasing, etc.)	\$10 K	Implementation Plan milestones met each year
	Installation on Test server and "Power Users" PCs (7.9 test group)	Jan 2010				
	Test Phase	Jan 2010				
	Go-Live	Spring 2010				

Notes:

Strategy 8.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement additional IFAS functionality and new modules	Start			Tech Services, Purchasing, HR, Payroll / Finance, Warehouse, Budget.		Successful Implementation
	a) Investigate options for faxing purchase orders.	Jan 2009				
	b) Implement Applicant Online	Jun 2009				
	c) Implement Timecard Online	Sep 2009				
	d) Implement Employee Online	Sep 2010				
	e) Evaluate Position Control and Budget Item Detail modules for possible implementation	Fall 2009				

Notes: Budget comes from Pre-Paid dollars with SunGard.

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Objective 8.2: Through the use of technology, promote efficient use of energy and water resources within the school district						
Strategy 8.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Acquire remote sensors for electric meters	Start	July 2009	Remote sensors	Maintenance, Technology Services	0	Sensors installed
	Acquire & install sensors	August 2009				
	Completion	August 2009				
Notes: Included in performance contract with Trane						
Strategy 8.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Determine the best method of analysis and presentation of energy data	Start	Jan 2010	None	Maintenance, Technology Services	0	Energy data is available online in an acceptable format
	Develop needs & requirements	Jan 2010				
	Identify solution	Jan 2010				
	Build and/or implement solution	February 2010				
	Complete	March 2010				
Notes:						
Strategy 8.2.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Investigate software to schedule building and rooms that also integrates with heating and cooling of rooms when scheduled	Start	July 2009	None	Maintenance, Technology Services	0	Milestones met each year
	Develop needs & requirements	August 2009				
	Submit RFI/RFP	September 2009				
	Make decision	November 2009				
	Complete Investigation	November 2009				
Notes: Implementation would follow in 2009-10 if an acceptable solution is found and budgeted for						

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Strategy 8.2. 4	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Automate irrigation systems so that the system adjusts watering based on weather conditions and shuts down the irrigation system when leaks are detected	Start	July 2010	Sensors	Maintenance, Technology Services		System installed and functional per agreed milestones
	Implement	August 2010				
	Completion	September 2010				
Notes:						
Strategy 8.2.5	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Develop and implement appropriate means to use power management techniques to control the energy usage of the District’s computers	Start	July 2009	Sensor	Maintenance, Technology Services	\$500	Monitor electricity used
	Purchase sensor for data center UPS	July 2009				
	Evaluate and adjust monitor and PC power settings	July 2009-December 2010				
	Utilize VMware for server consolidation	July 2009-March 2010				
	Evaluate and adjust monitor and PC power settings for new OS (Vista or Windows 7)	September 2012				
Notes:						

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Objective 8.3: Maintain currency of the Food Service System						
Strategy 8.3.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement One Source nutrition services system	1. Upgrade existing hardware to meet specifications for OneSource	Summer 2010	2 servers 42 manager computers 70 point-of-sale computers **	Terry Torres	\$ 15,000	Implementation completed per milestones scheduled
	2. Once server hardware upgrade complete, install OneSource on server(s) - {Will run both systems simultaneously during implementation}	Summer 2011			\$ 15,000	
	3. Upgrade one school at a time. Will proceed with the next school when bugs have been worked out with upgraded school. a. high schools b. middle schools c. elementary schools	Summer 2011 Projected Completion: Summer 2012			\$ 15,000	
Notes: OneSource is the upgrade for the VBoss/FastLane system currently in place.						
** Hardware numbers are based on configurations in kitchens as of 02-10-2009.						

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Objective 8.4: Maintain the integrity of District 51’s Student Information System and implement functionality that adds value to the District						
Strategy 8.4.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement and maintain SASI version 10	Start – Install Version 10 at school and district level	June 6, 2009 (continue on June 7, 2009 if necessary)	No new equipment needed.	B.J. Shay, Mary Mulcahy, Jenann Wakefield (if needed)	\$0	Version 10 implementation completed per milestones
	Evaluate – Install	June 8, 2009				
Notes: Will start upgrade once after completion of SASI final roll.						
Strategy 8.4. 2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Develop a plan to replace SASI with an appropriate student information system by the start of 2013/2014. Escrow annually an appropriate amount to ensure that the total cost does not hit District so hard. Funds not available year 1.	Start	February 2009	TBD based on requirements of system that is chosen	● Programmers, Sys Admin (build server), Selection Committee (TBD)	Escrow: ● 2009-2010: \$0 ● 2010-2011: \$187,307 ● 2011-2012: \$187,307	Plan completed per scheduled milestones
	Start Gathering Requirements	2009-2010				
	Develop Preliminary List of vendors based on requirements	2009-2010				
	Do Site visits to see how possible selections work in a live setting	2010-2011				
	Choose Student Information System	December 2011				
	Purchase system	July 2012				
Notes -						

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Objective 8.5: Complete the implementation of the eSembler grade book application throughout school district						
Strategy 8.5.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement eSembler at middle schools 2009-2010 and update interfaces to SASI and Parent Bridge, as needed. Implement eSembler at elementary schools 2010-2011 & 2011-2012.	Meet w/MS to create a consistent SASI set up for scheduling	Feb 2009	As determined by PO	<ul style="list-style-type: none">• Jenann• Mary• Mimi• Master Trainers	2009-2010: \$38,500	Application implemented per milestones
	Meet with MS Leaders. Determine Master trainers	April 2009			2010-2011: \$44,500	
	Set Up Schools in eSembler	April			2011-2012:\$45,400	
	Make changes in Parent Bridge (from MTG to eSembler)	July				
	Train Trainers/ Secretaries	July-August				
	All MS on eSembler starting 1 st day of school					
	Notes:					

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Objective 8.6: Increase the effectiveness of emergency communications						
Strategy 8.6.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Investigate available options for emergency notification using phone, text messaging and e-mail and implement appropriate solutions	Start					Implementation completed per milestones
	Develop Project Plan and get sign off from Communications and Safety	3/2009				
	Develop Prototype	5/2009				
	Implementation & documentation	9/2009				
Notes: Haven't found options that include both txt and email in the alerts. Most are very costly (as cost is based be on a per building/school basis) – this will be developed in-house. Using ColdFusion, DreamWeaver, SQL Server, intranet server (for admin piece) and main web server.						
Objective 8.7: Implement web-based employee performance appraisal system						
Strategy 8.7.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Human Resources will acquire a web-based employee performance appraisal system to create employee accountability for year round performance appraisals as well as create a standards-based Performance Appraisals that eliminate subjective ratings. The District seeks to centralize all information related to employee performance with the ability to run reports with this information at any time.	Review RFP responses	March 2009	Server; TBD as required by selected system	Technology Services; Human Resources	2009-2010: \$64,000	Implementation completed per scheduled milestones System acceptance by the Executive Director of Human Resources
	Install & Implement	July-August 2009			2010-2011: \$80,000	
	Go-Live Maintain System	August 2009 2010-2012			2011-2012: \$60,000	
Notes:						

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Goal 9: District 51 has a data warehouse, dashboard, and business intelligence tools for data analysis available across the District

Objective 9.1: Grow the capabilities of the District data warehouse

Strategy 9.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Prepare the data warehouse for additional functionality	Start		Server	Collaboration between Technology and Assessment department staff	20,000	<ul style="list-style-type: none"> • Milestones achieved as scheduled • Server installed • Data loaded on an ongoing basis
	Replace hardware	July 2009				
	Create ETL for Excent data	May, 2009			N/A	
	Create ETL for Human Resource	December 2009			N/A	
	Create ETL for classroom assessments	May 2010			N/A	
	Create ETL for Financials, Payroll, Purchasing and Budgeting	May 2011			N/A	
	Create ETL for SubFinder	December 2011			N/A	
	Create ETL for Nutrition Services systems	May 2012			N/A N/A	
	Evaluate any remaining data systems for inclusion in the Data Warehouse	May 2012				

Notes:

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Strategy 9.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Reassess Data Warehouse solution strategy at the end of every school year to determine if a change is needed in the direction of the implementation of the Data Warehouse in terms of source data system priority, current development tools or to determine if a turnkey solution is available or necessary to meet school district needs.	Start		N/A	District Assessment, Technology, Support Services and Instructional Area personnel	N/A	Document produced from yearly Data Warehouse summit that analysis current status and determines future direction of Data Warehousing in the School District.
	Data Warehousing Summit	May 2009				
	Data Warehousing Summit	May 2010				
	Data Warehousing Summit	May 2011				
	Data Warehousing Summit	May 2012				
Notes:						

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Goal 10: In order to improve student achievement, District 51 will maintain and improve the technology infrastructure and refresh/replace hardware, software, and technology-related security and safety measures, which are necessary to support instruction, assessment, and District 51's enterprise application systems

Objective 10.1: Continue to replace equipment per Technology Refresh Plans

Strategy 10.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
a) Network Ethernet switches	Hardware Purchase	July 2009 July 2010 July 2011	Cisco 29xx switch of varying models depending on application	Technical Infrastructure, Network Engineer	\$88,438 \$217,344 * \$166,784	Milestones achieved as scheduled and funded
	Hardware Installation	July – Nov 2009 July – Nov 2010 July – Nov 2011				
	Legacy hardware disposal	Dec 2009 Dec 2010 Dec 2011				

Notes: * - With budget reduction of \$60,000 for 20009/2010 adjustment is shown, a budget increase of \$60,000 is shown for 2010/2011 is required to comply with the Refresh Plan. Budget 2009/2010 \$104,933 for switches, routers, wireless bridge and wireless access points, goal 10.1.1 is refresh of switches and routers, goal 10.1.5 is Wireless Refresh equipment. Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation. Legacy hardware removed from service will be properly disposed of.

Strategy 10.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
b) Phone switch	Hardware Purchase	July 2009 July 2010 July 2011	Tadiran IP500 of varying configuration depending on school requirements	Technical Infrastructure, Telecommunication Coordinator	\$78,300 \$165,400 * \$132,900	Milestones achieved as scheduled and funded
	Hardware Installation	July 2009 July 2010 July 2011				
	Legacy hardware disposal	Dec 2009 Dec 2010 Dec 2011				

Notes: * - With budget reduction of \$40,000 for 20009/2010 adjustment is shown, a budget increase of \$40,000 is shown for 2010/2011 is required to comply with the Refresh Plan. Pending budget approval each year, hardware will be purchased. Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation. Legacy hardware removed from service will be properly disposed of.

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Strategy 10.1.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
c) School Server	Hardware Purchase	July 2009 None 2010 July 2011	Dell Servers of varying configuration depending on school requirements	Technical Infrastructure, System Administrator	<ul style="list-style-type: none">• \$30,800*• \$25,300	Milestones achieved as scheduled and funded
	Hardware Installation	July – Nov 2009 None 2010 July – Nov 2011				
	Legacy hardware disposal	Dec 2009 None 2010 Dec 2011				
<p>Notes: * The refresh is a 4 year plan but because of the large number of legacy hardware, technology was able to replace all servers in 3 years, 2010 being the 4th year and not needing a budget request. The cycle will renew in 2011 with a refresh of ¼ of the servers.</p> <p>Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation.</p> <p>Legacy hardware removed from service will be properly disposed of.</p>						
Strategy 10.1.4	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
d) Administration Server	Hardware Purchase	July 2009 July 2010 July 2011	Dell Servers of varying configuration depending on server requirements	Technical Infrastructure, System Administrator	<ul style="list-style-type: none">• \$10,427• \$45,427• \$45,427	Milestones achieved as scheduled and funded
	Hardware Installation	July – Nov 2009 July – Nov 2010 July – Nov 2011				
	Legacy hardware disposal	Dec 2009 Dec 2010 Dec 2011				
<p>Notes: Year 2009/2010 is for 2 servers, 2010/2011 is 2 servers plus growth of VMware farm at 35,000</p> <p>Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects.</p> <p>Legacy hardware removed from service will be properly disposed of.</p>						

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Strategy 10.1.5	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
e) Wireless access points	Hardware Purchase	July 2009 July 2010 July 2011	Proxim of varying models depending on application	Technical Infrastructure, Network Engineer	\$16,495 \$17,485 \$34,000	Milestones achieved as scheduled and funded
	Hardware Installation	Nov 2009 Nov 2010 Nov 2011				
	Legacy hardware disposal	Dec 2009 Dec 2010 Dec 2011				
<p>Notes: Budget 2009/2010 \$164,933 for switches, routers, wireless bridge and wireless access points, goal 10.1.5 is refresh of wireless equipment, goal 101.1 is switches and routers. July 2011 Wireless access points change to industry standard b/g/n systems as a result of study and pilot program of goal 10.2.3. Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation.</p> <p>Legacy hardware removed from service will be properly disposed of.</p>						
Strategy 10.1.6	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
f) Video Surveillance Camera	Develop Plan	Nov 2009	2009 Develop Camera Refresh Plan	Technical Infrastructure Team	\$23,000 \$24,380	Milestones achieved as scheduled and funded
	Hardware Purchase	Jul 2010 Jul 2011	2010 & 2011 Replacement of legacy hardware			
	Hardware Installation	Oct 2010 Oct 2011				
	Legacy hardware disposal	Dec 2010 Dec 2011				
<p>Notes: Budget amount is based on estimated 6 year refresh of existing 230 cameras costing \$600.</p> <p>Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation.</p> <p>Legacy hardware removed from service will be properly disposed of.</p>						

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Strategy 10.1.7	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
g) Integrated Communications Systems	Develop Plan	Nov 2009	Develop School Integrated Communications Refresh Plan	Technical Infrastructure Team	\$88,000 \$94,500 \$100,170	Milestones achieved as scheduled and funded
	Hardware Purchase	Jul 2009 Jul 2010 Jul 2011				
	Hardware Installation	Jul 2009 Jul 2010 Jul 2011	2010 & 2011 Replacement of legacy hardware			
	Legacy hardware disposal	Jul 2009 Dec 2010 Dec 2011				
Notes: 2009 GJH requiring complete replacement of cabling and system, 2010 & 2011 are based on 3 systems each year. Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation. Legacy hardware removed from service will be properly disposed of.						
Strategy 10.1.8	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
h) School Auditorium/Theater Audio/Video Systems	Develop Plan	Nov 2009	Develop School Auditorium/Theater Audio/Video Refresh Plan	Technical Infrastructure Team	\$45,000 \$47,700	Milestones achieved as scheduled and funded
	Hardware Purchase	Jul 2010 Jul 2011				
	Hardware Installation	Jul 2010 Jul 2011	2010 & 2011 Replacement of legacy hardware			
	Legacy hardware disposal	Dec 2010 Dec 2011				
Notes: Pending budget approval, each year, hardware will be purchased. Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation. Legacy hardware removed from service will be properly disposed of.						

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Strategy 10.1.9	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
i) Stadium/Athletic field Public Address System and Scoreboards	Develop Plan	Nov 2009	Develop Stadium/Athletic field Public Address System and Scoreboards Refresh Plan 2010 & 2011 Replacement of legacy hardware	Technical Infrastructure Team	\$23,000	Milestones achieved as scheduled and funded
	Hardware Purchase	Jul 2010 Jul 2011			\$24,380	
	Hardware Installation	Jul 2010 Jul 2011				
	Legacy hardware disposal	Dec 2010 Dec 2011				
Notes First year estimate is based on PA - \$10,000, Scoreboard - \$7,000 & Installation - \$6,000 Project installation plan will be developed each year, scheduled and in coordinated with other Technology Services and District projects, annual increase estimate based on 6% inflation. Legacy hardware removed from service will be properly disposed of.						
<i>Objective 10.2: Establish infrastructure and connectivity for new District facilities and improve infrastructures and connectivity for existing facilities per the Model School for Technology Use</i>						
Strategy 10.2.1:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and establish infrastructure and connectivity for the temporary Glade Park school facility and the upgraded/remodeled facilities for Overcrowded schools Rim Rock ES Pomona ES Thunder Mountain ES Orchard Ave ES	Hardware Purchase	Jul 2009	Purchase hardware and communication services, install and have operational by Aug 1 st , 2009	Technical Infrastructure Team	\$103,315	Milestones achieved as scheduled and funded
	Hardware Installation	Jul 2009 July 2010 Glade Park Permanent Facility			20,000	
Note: Following Support Services Plan for location and schedule the installation of hardware and communication line will be completed by Aug 2009.						

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Strategy 10.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement improvements to network access in existing school facilities	Installation of 200 additional network drops across the District.	Nov 2009 Nov 2010 Nov 2011		Technical Infrastructure Team	\$40,000 \$42,400 \$44,944	Milestones achieved as scheduled and funded
Notes: 200 network drops are priorities by installation growth on network devices to gain equity between existing classrooms and model classroom.						
Strategy 10.2.3:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement an upgrade to wireless LAN connectivity to increase available access, improve speed, improve network security, and improve control	Develop Plan and present to Central Hub	Dec 2009		Technical Infrastructure Team		Milestones achieved as scheduled and funded
	Pilot project of new wireless technology	Jul 2010			\$20,000	
	Production, merge into wireless refresh plan	Jul 2011			\$34,000	
Notes: Review and implement wireless solution and prepare recommendation to Central Hub for approval. With approval create a pilot program for new wireless evaluation. Following year merge new wireless system into Wireless Access Point Refresh Plan.						
Strategy 10.2.4:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement appropriate increases to District 51's overall internet bandwidth	Purchase services and hardware	Jan 2011		Technical Infrastructure Team, Network Engineer	\$104,000	Milestones achieved as scheduled and funded
Notes: Pending budget approval						

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Strategy 10.2.5:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement an increase to the bandwidth for Loma Elementary and Gateway K-12 schools to improve their access and speed	Solicit bids and submit for e-rate	Dec 2009		Technical Infrastructure Team, Network Engineer		Milestones achieved as scheduled and funded
	Purchase services and hardware Gateway Loma	<ul style="list-style-type: none">• Jul 2010• Jul 2010			<ul style="list-style-type: none">• \$7,800• \$7,800	
	Install services and hardware	<ul style="list-style-type: none">• Jul 2010				
	Annual communication cost Gateway Loma	<ul style="list-style-type: none">• Jul 2011• Jul 2011			<ul style="list-style-type: none">• \$6,000• \$6,000	
Notes: Request for bids and submit to e-rate, if costs are not too high for the added bandwidth received we will proceed.						
Strategy 10.2.6:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement an appropriate increase to the bandwidth of any school whose peak bandwidth usage regularly exceeds 80% of its allocated bandwidth	When required, solicit bids and submit for e-rate	Dec 2009		Technical Infrastructure Team, Network Engineer		Milestones achieved as scheduled and funded
	Purchase services and hardware	Jul 2010			\$13,800	
	Annual renewal	Jul 2011			\$11,700	
Notes: Monitor bandwidth and recommend budget increase as required, request for bids and submit to e-rate						

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Strategy 10.2.7:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Plan and implement the installation of video surveillance cameras per Safety Coordinator’s direction	Purchase hardware as required for approved request	Jul 2009 Jul 2010 Jul 2011	Surveillance cameras	Technical Infrastructure Team	● \$11,654 ● \$19,400 * ● \$16,970	Milestones achieved as scheduled and funded
	Hardware installation and training	Oct 2009 Oct 2010 Oct 2011				
Notes: * - With budget reduction of \$3,400 for 2009/2010 adjustment is shown, a budget increase of \$3,400 is shown for 2010/2011 is required to comply with the Refresh Plan. Recommend annual budget as needed, annual increase estimate based on 6% inflation.						
Objective 3: Implement scheduled stages required by Disaster Recovery Plan						
Strategy 10.3.1:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Determine and gain approval of secondary data center and implement secondary data center	Purchase hardware	Jul 2009		Technical Infrastructure Team	\$20,100	Milestones achieved as scheduled and funded
	Hardware installation and TI staff training	Oct 2009				
Notes: Plan and implement the installation, test and production of disaster recovery site.						
Strategy 10.3.2:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Implement Server Virtualization Plan per Pilot Project results	Purchase hardware	● Jul 2009 ● Jul 2010		Technical Infrastructure Team	● \$54,075 ● \$20,000 *	Milestones achieved as scheduled and funded
	Hardware installation and TI staff training	● Dec 2009				
Notes: * - With budget reduction of \$20,000 for 2009/2010 adjustment is shown, a budget increase of \$20,000 is shown for 2010/2011 is required to comply with the Refresh Plan. Purchase and implement per Virtualization plan						

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Objective 10.4: Develop a Three-year Technology Infrastructure / Architecture Master Plan that describes the high level plans to move the district's technical infrastructure to a visionary state						
Strategy 10.4.1:	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Build a vision of the district's future technical infrastructure and the high-level implementation plans to move the district to that future visionary state. The Master Plan will include plans for improving the infrastructure and connectivity of existing facilities as well as the infrastructure requirements and standard solutions for any new facilities that might be added. If funding is available, use a technical infrastructure consultant to assist.	Develop Infrastructure & Architecture Master Plan	Dec 2009		Technical Infrastructure Team		Plan completed on schedule
	Approval	Dec 2009				
Notes: Present completed Master Plan to Technology Services' Central Hub in Dec 2009 for approval						

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Objective 10. 5: Develop and implement plan to improve and standardize remote access to appropriate and authorized business systems, email, office and educational applications, and user files for students and staff

Strategy 10.5.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
<ul style="list-style-type: none">• Plan and implement a project that provides the following results:• Defined set of user requirements for remote access• Analysis of options for remote access solutions• Selection of an appropriate remote access solutions for the district• A project plan for implementing the selected remote access solutions• The implementation of the project plan	Develop Remote Access Plan	Apr 2009 Jul 2010		Technical Infrastructure Team	Delay \$26,600 *	Milestones achieved as scheduled and funded
	Approval	Apr 2009				
	Purchase hardware	Jul 2009				
	Install hardware	Jul 2009				
Notes: * - With budget reduction of \$26,600 for 2009/2010 adjustment shown, a budget request of \$26,600 will be requested for 2010/2011 in order to complete project. Purchase hardware/software as defined in plan. Installation, test and operate per the plan.						

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Goal 11: Provide equitable technology support and training district-wide						
Objective 11.1: Continue to provide staff development opportunities on core applications available to all District staff members						
Strategy 11.1.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide hands-on and focused training at various levels of MS Office applications, Contribute web publishing and SharePoint site setup and administration	Develop course curriculum and advertise class offerings at online staff development site	Sept - April	NA	Customer Service and Support	None	Each class is evaluated at its completion and results are compiled and reviewed during the monthly operating statistic reporting to the Technology Services Management Team
	Provide summer training open to all District staff	May – July				
	Provide classes on a per request basis throughout the school year	Sept – May				
Notes - Occurs every year						
Strategy 11.1.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide focused training to new staff on relative business systems (SASI, Parent Bridge, IFAS, etc)	Develop course and provide basic training on SASI and/or IFAS	Sept or as needed	NA	Customer Service and Support/SASI Support/Finance Support staff	None	Each class is evaluated at its completion and results are compiled and reviewed during the monthly operating statistic reporting to the Technology Services Management Team
	Provide on-site Parent Bridge training for schools newly implemented	May - July as needed				
Notes - Occurs every year						

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Strategy 11.1.3	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Build online staff development lessons and videos for ad-hoc and on-going support for significant work processes using District technology	Design and develop course and create video sessions, posting them on Training SharePoint site	Sept or as needed July - June	NA	Customer Service and Support/SASI Support	None	<ul style="list-style-type: none"> • Site usage reports are monitored to ensure videos are being accessed. • Yearly staff surveys are conducted to ensure user satisfaction
Notes - Occurs every year						
<i>Objective 11.2: Continue to provide excellent technology support to District users for the support of District software, systems and processes</i>						
Strategy 11.2.1	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide weekly software tips published on the internal Technology Services website	Research and develop searchable weekly tip items covering a variety of subjects and post on the Training SharePoint site.	Posted every Wednesday Sept - June	NA	Customer Service and Support	None	<ul style="list-style-type: none"> • Site usage report is monitored to ensure tips are being accessed. • Yearly staff surveys are conducted to ensure user satisfaction
Notes - Occurs every year						
Strategy 11.2.2	Action Steps	Timeline	Equipment	Staff	Budget	Evaluation
Provide updated and searchable information for the support of technology resources	Research and develop searchable technology related information regarding hardware, software and technology processes and guidelines in order to provide a knowledgebase for District staff to access using SharePoint	Posted and updated weekly July - June	NA	Customer Service and Support	None	<ul style="list-style-type: none"> • Site usage report is monitored to ensure tips are being accessed. • Yearly staff surveys are conducted to ensure user satisfaction
Notes - Occurs every year						

10 EVALUATION

Prior Technology Plan

This Technology Plan represents the first District-wide integrated and collaboratively built technology plan for the District. Prior Technology Plans represented the efforts of a small group with some collaboration and input in building. The Educational Technology-Information Literacy Plan concentrated mainly on instructional technology infrastructure without ensuring that other District technology needs and solutions were sufficiently addressed. The Core Technology Planning Committee met and discussed the status of the prior plan and the results, which are shown below.

Our goals in our previous ETIL plan were:

- Communication and Awareness
- Student and Staff Access to Resources
- Training and Support
- ETIL Standards and Curriculum
- Curriculum and Assessment Tools

Below are the objectives from each goal and our status on each.

Communication and Awareness:

Objective	Progress Expected and Measured	Status
The Office of Instructional Technology will collaborate with Library Media Services to create an ETIL webpage that will update teachers and staff on resources and staff development opportunities.	Increased Class Participation Increased Skill Level Completion	In Progress
Technology Leadership Conference (TLC) will have an ETIL and CIPA focus throughout all general sessions and classes.	Increased understanding of ETIL concepts.	Completed
The Office of Instructional Tech, Technology Services and Library Media Services will combine to send out a bi-monthly ETIL newsletter to inform teachers and staff about Educational Technology and Information Literacy topics, resources, news, and opportunities.	Increased Awareness	Abandoned.
The Office of Instructional Technology will continue to send out a training flyer in the fall and spring to inform staff and teachers about upcoming staff development opportunities.	Increased Attendance	Completed

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The Office of Instructional Technology will keep school technology representatives informed about ETIL and CIPA topics at the monthly Tech Rep meetings.	Increased Awareness	On-going
The Library Media Services (LMS) staff and Coordinator will use the monthly staff development sessions as a venue for distributing information on educational technology and information literacy programs, resources, and services available to library staff, teachers, and students.		On-going
The district's information literacy scope and sequence will be reviewed and revised by a team of library media specialists and the Library Coordinator and then presented to all library staff for integration into student lessons and units.		On-going
The Library Coordinator and LMS staff will send information and announcements relevant to ET-IL to the district Communications office for inclusion in such publications as the district's website, <i>Forum 51</i> newsletter, and online newsletter <i>News You Can Use</i> .		On-going

Student and Staff Access to Resources:

Objective	Progress Expected and Measured	Status
The Office of Instructional Technology and Technology Services will provide a subscription to United Streaming Video for the district.	Increased Usage	Completed
The Technology Leadership Conference will require a final project of creating ETIL resource lists for curriculum standards for participants receiving Graduate or Renewal credit.	Finished Projects become district-wide resource	In Progress
The Office of Instructional Technology will setup a resource library for educational technology in new facilities. Staff and teachers will have an area to preview software, books, etc. and check them out for use in their classrooms.	Check In-Out Logs	Completed
The Office of Instructional Technology will continue to develop and enhance their webpage to promote ETIL resources (add links, etc.).	Website Statistics	Completed
MCVSD 51 will provide and support a collection of cross-curricular information databases to which students and teachers will have access from school or home.		Completed

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As member of the Marmot Library Consortium, MCVSD 51 students and staff will have access to Marmot's union catalog of information resources.		Completed
MCVSD 51's libraries will share information resources among schools via interlibrary loan, facilitated by email and the library automation system.		Completed

Training and Support:

Objective	Progress Expected and Measured	Status
Instructional Technology Specialists will attend monthly tech rep meetings.	Attendance Logs	On-going
The Office of Instructional Technology will redesign Educational Technology staff development curriculum to better reflect ETIL goals.	Increased Awareness & Assessment of ETIL	Completed
The Office of Instructional Technology will relocate into a new facility. This facility will contain a training lab, distance learning center, resource library and Instructional Technology Specialist's offices.	New Facility	Completed
The Office of Instructional Technology will continue offering Educational Technology classes throughout the year for graduate and renewal credit.	Increased Awareness & Assessment of ETIL	On-going
The Office of Instructional Technology will plan meetings with the staff development coordinator to incorporate ETIL into staff development opportunities offered by their office.	Increased Awareness & Assessment of ETIL	In Progress
The Office of Instructional Technology will research and begin offering online staff development courses to increase staff integration of technology into the curriculum.	Attendance logs Increased Awareness & Assessment of ETIL	In Progress
The Office of Instructional Technology will provide a training subscription to Atomic Learning for 1 year to help train staff on the new Office 2007 installation of summer 2007.	Log in records from Atomic Learning	Completed

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Objective	Progress Expected and Measured	Status
Monthly staff development workshops will be provided to library staff to assist them in collaborating with teachers to plan, teach, and assess units of study that incorporate the National Educational Technology Standards (NETS) published by the International Society for Technology in Education and the <i>Information Literacy Standards for Student Learning</i> included in <i>Information Power</i> published by the American Association of School Librarians.		Ongoing
Training will be provided to library staff and teachers on using the <i>Big6 Information Problem Solving</i> model and teaching this model to students for research assignments and projects.		Ongoing
Training will be provided to library staff to assist them in integrating information literacy and educational technology standards into student assignments and classroom/library lessons and units.		In Process
Professional growth opportunities will be offered to assist librarians, Para librarians, and teachers in using and teaching students to use the library automation system, district-provided online databases, free web resources, and other local or statewide information resources.		In Process

ETIL Standards and Curriculum

Objective	Progress Expected and Measured	Status
The Office of Instructional Technology will bring together a committee that will assemble an internet safety curriculum and also revise Educational Technology standards.	Committee Minutes	Completed
The Office of Instructional Technology will take the revised Educational Technology standards to the board for approval.	Board Approval	In Progress
The <i>Big6 Information Problem Solving</i> model will be adopted by the district as the primary research model for students in grades K-12.		In Progress

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MCVSD 51 will identify and implement best practices for integrating educational technology and information literacy into the learning environment.		On-going
Exemplary collaborative lessons will be developed that align with district curriculum maps, address adopted content standards, and incorporate educational technology and information literacy standards.		Incomplete
Information resources selected for all school libraries will meet board adopted selection criteria and will align with district-adopted curriculum.		On-going

Curriculum and Assessment Tools

Objective	Progress Expected and Measured	Status
MCVSD will partner with <i>TetraData</i> to build a comprehensive data warehouse that will allow teachers, principals, counselors and other users to access pertinent student data.	A Data Warehouse Actualized	Abandoned TetraData; looking for alternative
MCVSD will continue to improve online <i>Individual Learning Plans, Advanced Learning Plans, English Language Development Plans</i> .	All schools use online learning plans.	On-going
MCVSD will improve electronic reporting forms for K-10 reading reports.	All reporting online at teacher level.	On-going
MCVSD will improve the processes for <i>NWEA Measure of Academic Progress (MAP) testing, Response to Intervention (RTI) progress monitoring, and At Risk Indicator checklists</i> .	All district MAP testing by 2007-2008	MAP completed: In Progress
MCVSD will implement Standards-Based Report Cards for all grade levels.	Complete development of standards based report cards	On-going Grade book application acquired that supports Standards-based reporting
MCVSD will add new tests data to the data warehouse (PALS, PLAN, and DRA).	All data will be stored in the warehouse by Fall 2006	Completed

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MCVSD will continue to add custom reports to the TetraData warehouse.	All reports will be identified , developed and available in the warehouse	Abandoned
MCVSD will provide training on the Tetra Data Analysis tools to all stakeholders.	All stakeholders will be trained on the appropriate tools for their jobs.	Abandoned
MCVSD will maintain and improve existing dynamic web-based Achievement Profile and create a multiple measure District Portfolio.	Complete district profile created based on Bernhardt's multiple measure model	Abandoned
MCVSD will provide student data online to students, parents, and teachers.	Complete TetraData "Dash" system for teachers	In progress
MCVSD will improve the system for measuring aims and goals for District 51 Strategic plan.	Valid measurement system for all aims and goals	In progress

Technology Plan Implementation Responsibilities

The responsibility for implementation of the Technology Plan rests with the District Technology Solutions Steering Committee, i.e., the Superintendent's Cabinet. The Assistant Superintendent, Executive Director of Technology Services, Director of Curriculum and Professional Learning, and Director of Assessment will carry out the strategies in the Plan based on guidance from the Cabinet.

The Technology Plan Evaluation Process

The Plan includes measurements of progress for each objective—an indicator and target (See Action Plans) to help the determination of the effectiveness in meeting the District's objectives. The Core Technology Planning Team and their staffs will meet quarterly to review progress for each objective. This team will provide a quarterly report to The Assistant Superintendent, Executive Director of Technology Services, Director of Curriculum and Professional Learning, and Director of Assessment, who are responsible for overseeing the evaluation process. These leaders will provide updates to the Cabinet during its regularly scheduled meetings and will provide guidance to the Core Technology Planning Team, as appropriate. The Cabinet will utilize one of its regular meetings to annually review progress toward achieving the Technology Plan's goals and objectives. The Assistant Superintendent, Executive Director of Technology Services, Director of Curriculum and Professional Learning, and Director of Assessment will facilitate this review process with the Cabinet and other staff members. The annual evaluation will occur prior to the budget development cycle to identify budget priorities and any proposals for additional budgeting for new or deferred strategies in the Plan (See section 8, Budget). A report will be presented to the Superintendent after each formal annual review of the Plan. The Core Technology Planning Team will update the Technology Plan on an annual basis to reflect the district's current financial limitations, other resource constraints, or the advent of new technologies.

Technology Plan Evaluation Methods

The District uses student assessment data from various sources to measure its progress against overall District goals. The goals of the Technology Plan and the District goals are aligned. Thus, student assessment data is considered in developing technology goals and evaluating progress. Technology Services has developed a set of operational measures for evaluating the technical infrastructure and related services. Technology Services reviews operational statistics monthly and reports key indicators to the District Balanced Score Card. The Core Technology Planning Team will use indicators for each objective and associated strategies to measure periodic progress and use the results to recommend changes in strategies, focus, funds, personnel resources, and timelines.

11 APPENDICES

- 11.1 Glossary of Terms
- 11.2 Colorado Standards for Information Literacy
- 11.3 Standards for Students
- 11.4 Standards for Teachers
- 11.5 Standards for Administrators
- 11.6 District Assessment and Readiness of Technology
- 11.7 Business Systems

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11.1 Glossary of Terms

Assistive Technology Device

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of children with disabilities

Bandwidth

The capacity of a network or data connection to transmit data

Broadband

A class of technologies that offers high-speed Internet access to homes and businesses; DSL and Cable Modems are typical broadband technologies.

Broadcasting

Historically, “broadcasting” referred to the activity of radio and television stations. As cable, satellite, and the Internet have developed, it is often used to describe the simultaneous real-time distribution of any media from one source to many recipients, using any transport method.

Collaboratively Developed Technology Plan

Plan for the use of technology in a campus or district developed with active involvement of teachers, school staff, administrators, students, industry and other community representatives

Collaborative Learning

Instructional strategy in which several students and/or teachers work together on an assignment with individuals sharing responsibility for various tasks in an interactive process of ongoing dialogue

Community of Inquiry

All terms are used interchangeably to identify a group of persons engaged in ongoing dialogue about questions of shared interest or mutual concern for the purpose of generating workable, productive solutions to meaningful problems or adding enhancement to an existing knowledge base related to common interest.

Complex Thinking Strategies

Includes problem solving, decision-making, investigation and reflective thinking

Computer

A device that runs programs to display and manipulate text, graphics, symbols, audio, video and numbers

Computer Software

Software is a generic term for organized collections of computer data and instructions, often broken into two major categories: system software that provides the basic non-task-specific functions of the computer, and application software, which is used by users to accomplish specific tasks

Datacast

Delivery of program-related or non-program-related data files over a one-way broadcasting medium (like digital television). If communication is required from the viewer back to the broadcaster, an additional back channel is required

Dial-up Connectivity

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Computers cabled to a telephone port for Internet connectivity; somewhat slower than a direct connection to the Internet

Digital Content

Digitized multimedia materials requiring students to manipulate information creatively; may include video, software, websites, simulations, streamed discussion, databases and audio files

Direct Connection to the Internet

Computers connected to the Internet via a telephone line usually leased from a telephone company or similar means. At most district schools, there is a fiber optic connection, which goes to the Administrative Service Center through an Internet Service Provider and then out to the Internet. This service is much faster than a dial-up line. Many people have DSL or Cable connections to the Internet at home.

Distance Learning

An educational process delivered and supported by technology (Internet, satellite, videoconferencing, emerging technologies, etc.) in which the teacher and student are separated by time and/or space

District Information System

A database of district-wide information, which may include student, financial, or other administrative information necessary for local, state and federal reporting requirements

DTV

The general term for digital television, although first used to identify digital terrestrial broadcasting, it is sometimes used to describe any form of digital television including digital cable and DVD players. The Consumer Electronics Association even uses it to describe analog displays with component inputs.

Easy Internet Access

Ready access to a computer connected to the Internet with a priority of student use, located in reasonable proximity

Educator

Professional employee who holds a valid certificate or permit in order to deliver instruction to students; these employees may include classroom teachers, librarians, principals, counselors, or paraprofessionals delivering instruction under the direction of a certified teacher

eLearning

An umbrella term that refers to online or virtual courses, distance learning by other electronic methods and the use of technology to support teaching, learning, and professional development

Electronic Textbook (e-book)

Includes computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means

E-Rate

Federal discounts to assist schools and libraries to obtain affordable telecommunications and Internet access. Funded out of the Federal Universal Service Fund

Emerging Technologies

Newer, developing technologies; ever-changing digital equipment; convergence of technologies

Flexible Scheduling

A strategy for providing access to educational resources that permits use as needed rather than on a predetermined schedule

Higher Level Thinking

Thinking that takes place in the higher levels of the hierarchy of cognitive processing on a continuum from knowledge level to evaluation level (e.g., Bloom's Taxonomy); may include problem solving, decision making, investigation and reflective thinking

HTML

HyperText Markup Language, the coding language used to create hypertext documents for the World Wide Web. In HTML, a block of text can be surrounded with tags that indicate how it should appear (for example, in bold face or italics). In addition, in HTML, a word, a block of text or an image can be linked to another file on the Web. HTML files are viewed with a World Wide Web browser.

ICT

Information and Communication Technology Terminology used globally to define technology proficiencies

Inquiry-based Learning

Children learn by generating new hypotheses, by taking risks and by reflecting on their accomplishments and miscues. Children engage in inquiry when they investigate questions or issues they find compelling. These questions or issues may be related to a class theme or concept

Instructional Materials

Instructional materials means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.

Instructional Setting

Location where teaching and learning takes place

Integrated/Integration

Use of technology by students and teachers to enhance teaching and learning and to support curricular objectives

Internet

Global network of networks that connects worldwide computers through digital systems

Internet2

A consortium led by 207 universities working in partnership with industry and government to develop and deploy advanced network and applications technologies

Internet-connected, Multimedia Computer

A computer capable of presenting combinations of text, graphics, animation and streaming audio or video; the computer also should be connected to the Internet

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Interoperability

The ability of products, systems, or business processes to work together to accomplish a common task. The term can be defined in a technical way or in a broad way, taking into account social, political and organizational factors.

LAN (Local Area Network)

A network that connects computers in the same building

Librarians

Campus librarians are included in the term “teacher” used throughout the Dart Chart.

Local Funding

Funds derived from local budgets, district fees, bond issues, and other local initiatives.

Mobile Technology

Easily transported equipment such as cell phones, handheld devices, laptop computers and projectors that are wireless and battery operated

Multimedia

Combining text, graphics, full-motion video, sound and/or combining movies, music, lighting, CD-ROMs, DVDs and the Internet and/or combining television, radio, print and the Internet

Networked Connectivity

Computers are cabled to a data port for sharing files, storing files, printing and Internet connectivity

NCLB

No Child Left Behind Act of 2001 is the reauthorization of the Elementary and Secondary Education Act

On-Demand Access

Immediate access to technology tools as needed in all campus instructional settings

Online Databases

Internet accessible databases providing resources such as encyclopedias, periodicals, biographies, historical timelines, maps and atlases, almanacs, audio clips, video clips and student and teacher resources

Online Learning

Sometimes referred to as web-based learning, virtual learning, or e-learning, online learning is a highly interactive form of distance learning, which is primarily delivered via the Internet. Content and resources are accessed via the web, and communication, learning activities, and instructions from a teacher take place in a virtual (web-based) environment.

Open-Source Software

Computer software available with its source code and under an open source license to study, change, and improve its design

PDF

PDF (Portable Document Format) is a file format that has captured all the elements of a printed document as an electronic image that you can view, navigate, print, or forward to someone else. PDF files are created using Adobe Acrobat, Acrobat Capture, or similar products. To view and use the files, you need the free Acrobat Reader, which you can easily download. Once you have downloaded the Reader, it will start automatically whenever you want to look at a PDF file.

Portable Technologies

Technologies that are lightweight and small enough to carry such as laptop computers, hand-held devices, PDAs (Personal Digital Assistant)

Print/File Sharing Access

Both files and printers are available from the school or district network

Problem-Solving Strategies

Process by which learners identify goals and obstacles, identify/research alternative ways to solve the problem, select an alternative based on evaluation criteria, test the alternative and finally evaluate results

Professional Development

Also referred to as staff development or in-service training Includes the National Staff Development Council's major models of professional development: training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities and mentoring

Professional Development Follow-up

Teacher learns about and/or creates work, which is implemented, shared and discussed later; teacher may work with other teachers, technology specialists, or administrators to reflect upon their instructional practice for improving student instruction.

Replacement Cycle

School policy for purchase, replacement and upgrade cycle of technology equipment and software

Seamless Integration

Using technology as a natural tool; used routinely; becomes the way work is done

Section 508 of the U.S. Rehabilitation Act

Requires that electronic and information technology developed, procured, used, or maintained by all agencies and departments of the Federal Government be accessible both to Federal employees with disabilities and to members of the public with disabilities, and that these two groups have equal use of such technologies as federal employees and members of the public that do not have disabilities

Technology

Examples: computer workstations, laptop computers, wireless computers, handheld computers, servers of all types, interactive boards, digital projectors, digital cameras, probes, digital scanners, digital video cameras, DVD Player/Recorder, televisions, telephones, programmable calculators, audio enhancement system, and software applications and systems to support teaching and learning, instruction, administration, business, and technical or infrastructure requirements

Technology Accommodation

Ergonomic, accessible office furniture and computer workstation accessories such as keyboards, Braille readers, pointing devices, screen readers and speech recognition for all learners

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Technology Literacy

Responsible use of appropriate technology to communicate, problem-solve as well as to access, manage, integrate, evaluate and create information to improve learning in all subject areas in order to acquire 21st century knowledge and skills

Two-Way Interactive Video Distance Learning

Real time (synchronous) instruction via telecommunication lines, interaction with video and audio between two or more sites delivered to a videoconference room or portable videoconference unit

Ubiquitous

Being or seeming to be everywhere at the same time

Video Streaming

Video delivered to the computer desktop; video that can be viewed from the Web in real time as well as saved for later viewing

WAN (Wide Area Network)

A network in which two or more buildings are connected, such as campuses in a district or districts in a region

Web-Enabled

Web-enabled applications involve adding a Web interface to traditional applications that may have been created even before there was a Web

Wireless Connectivity

Computers with wireless capabilities to connect to the Internet when located near access points/boxes, which are connected to the data ports. The computers are not cabled to the data port.

11.2 Colorado Standards for Information Literacy

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

1

**Inquire, think critically,
and gain knowledge.**

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame the search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.



1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.



1.3 Responsibilities

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

2

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.



LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

3

Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

- 3.1.5 Connect learning to community issues.

- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

- 3.2.3 Demonstrate teamwork by working productively with others.

- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

- 3.3.4 Create products that apply to authentic, real-world contexts.

- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

- 3.3.6 Use information and knowledge in the service of democratic values.

- 3.3.7 Respect the principles of intellectual freedom.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

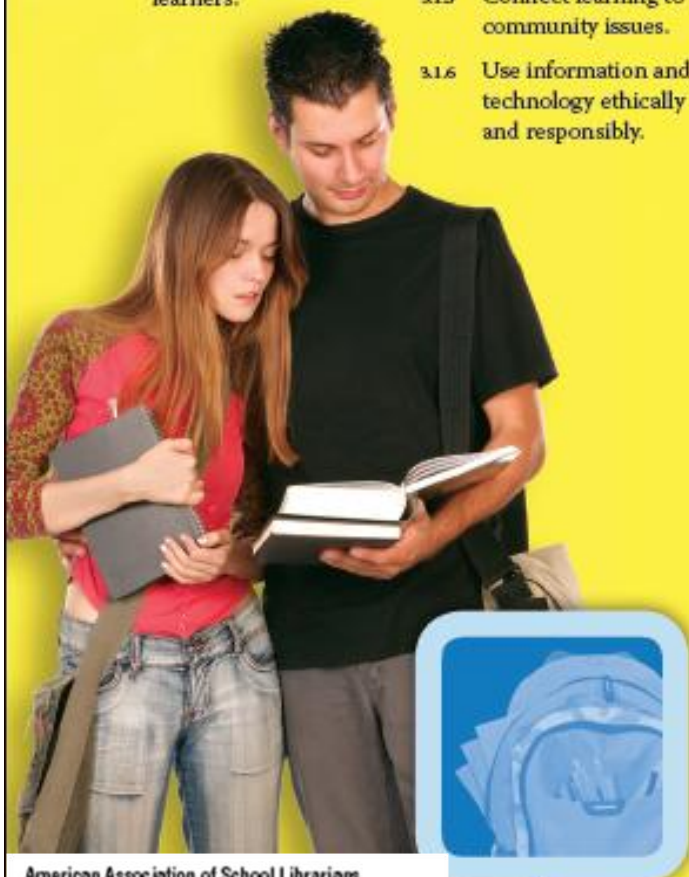
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

- 3.4.2 Assess the quality and effectiveness of the learning product.

- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.



LEARNERS USE SKILLS, RESOURCES, & TOOLS TO:

4

Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.



4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.
- 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

- 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.



4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.



- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

11.3 Technology Standards for Students with Evidences of Learning

Grade	Creativity and Innovation	Communication and Collaboration	Research and Information Fluency	Critical thinking, Problem-solving, decision making	Digital Citizenship	Technology operations and concepts
	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	Students apply digital tools to gather, evaluate, and use information.	Students use critical thinking skills to plan and conduct research, design and manage projects, solve problems, engineer solutions and make informed decisions using appropriate digital tools and resources.	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Students demonstrate a sound understanding of technology concepts, systems and operations.
Kindergarten	<ul style="list-style-type: none"> Students are introduced to drawing programs. Students are introduced to methods of organizing lists of ideas 	<ul style="list-style-type: none"> Students are introduced to a variety of available digital media choices. With assistance, students work collaboratively on a technology-oriented task. With assistance, students use digital media hardware and software applications to communicate ideas. 	<ul style="list-style-type: none"> With assistance, students can use teacher created links and school web pages sites to access specific websites. Students communicate information about the websites they visited. 	<ul style="list-style-type: none"> Students will be introduced to graphic organizer software applications. With assistance, students use appropriate software applications to collect, organize and analyze data. 	<ul style="list-style-type: none"> Students take turns using the computer. Students demonstrate positive, acceptable behavior at the computer. Students understand consequences of inappropriate use of technology. 	<ul style="list-style-type: none"> With assistance, students log on and off the network using their own username and password. Students identify hardware by proper name. (keyboard, monitor, computer, mouse, printer, etc.) Students interact with programs using keyboard and mouse. Students use window operations (icons, open, scroll, close). Students are introduced to the keyboard layout.
First	<ul style="list-style-type: none"> Students are introduced to multimedia to share ideas. Students use Word Art or drawing programs to represent innovative ideas. 	<ul style="list-style-type: none"> Students participate in the use of variety of available digital media choices to communicate. With assistance, students work collaboratively on a technology-oriented task to demonstrate knowledge. With assistance, students use digital media hardware and software applications to communicate ideas. 	<ul style="list-style-type: none"> With assistance, students can use teacher created links and school web pages to access specific websites. Students communicate information about the websites they visited. 	<ul style="list-style-type: none"> Students will interact with graphic organizer software applications. With assistance, students use appropriate software applications to collect, organize and analyze data. With assistance, students use software simulations or online activities which promote problem solving and critical thinking. 	<ul style="list-style-type: none"> Students take turns using the computer. Students demonstrate positive, acceptable behavior at the computer. Students only visit teacher-selected/approved websites and programs. Students understand consequences of inappropriate use of technology. 	<ul style="list-style-type: none"> Students log on and off the network using their own username and password. Students identify hardware by proper name. (keyboard, monitor, computer, mouse, printer, etc.) Students understand appropriate computer operations terminology (desktop, icons, shortcut, tool bar, ribbon) Students interact with keyboard with increased independence.
Second	<ul style="list-style-type: none"> Students participate in activities which use hardware and software applications for creative self-expression. 	<ul style="list-style-type: none"> Students participate in the use of variety of available digital media choices to communicate. Students work collaboratively on assigned specific tasks to collect and communicate information. With assistance, students use digital media hardware and software applications to communicate ideas. 	<ul style="list-style-type: none"> Students use district resources to retrieve information and materials. Students use teacher created links and school web pages to access specific websites. 	<ul style="list-style-type: none"> With assistance, students collect, organize and analyze data using Excel or other appropriate software applications. Students interact with software simulations or online activities which promote problem solving and critical thinking. Students interact with data collection devices to gather, record and analyze information. 	<ul style="list-style-type: none"> Students demonstrate appropriate behavior for technology use and show respect for technology equipment. Students respect the privacy of others' data and workspace. Students are introduced to internet safety issues and when to seek help. 	<ul style="list-style-type: none"> Students are able to format text, insert graphics and print/publish a completed work. Students are introduced to home-row position and shift keys for keyboarding.

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Third	<ul style="list-style-type: none"> Students independently select new ways to learn, present, and display information given a menu of hardware and software applications. 	<ul style="list-style-type: none"> Students use a variety of available digital media choices to communicate ideas. Students work collaboratively and/or individually on assigned specific tasks to collect and communicate information. 	<ul style="list-style-type: none"> Students interact with teacher selected media and district resources to retrieve pertinent information. Students are introduced to keywords and databases. Teacher introduces evaluation of resources for credibility and bias. 	<ul style="list-style-type: none"> Students identify and use appropriate technology tools to manage group and individual projects, i.e. shared network drives, folders, flash drives, graphic organizers, calendars, etc. With assistance, students plan and conduct research using teacher-selected media. Students use software simulations or online activities which promote problem solving and critical thinking. 	<ul style="list-style-type: none"> Students are introduced to copyright and plagiarism issues. Students are introduced to the practice of citing sources. Students identify internet safety issues and know when to seek help. 	<ul style="list-style-type: none"> Students interact with the computer utilizing correct posture and keyboarding technique. Students use basic formatting and grammatical tools. Students understand and use basic file management techniques (open, save, print, name files, access other drives.)
Fourth	<ul style="list-style-type: none"> Students independently select new ways to learn, present, and display information using a combination of hardware and software applications, e.g. graphics, sound, music, video. 	<ul style="list-style-type: none"> Students use a variety of available digital media choices to communicate ideas. Students are introduced to email and interactive messaging (within the school community) as a tool for collaboration and communication. Students work collaboratively and/or individually on assigned specific tasks to collect and communicate information to multiple audiences. 	<ul style="list-style-type: none"> Students identify keywords, phrases and other searching techniques to refine online searches. Students are familiar and able to recognize credibility and bias in resources. 	<ul style="list-style-type: none"> Students identify and use appropriate technology tools to manage group and individual projects, i.e. shared network drives, folders, flash drives, graphic organizers, calendars, etc. Students independently plan and conduct research using teacher-selected media. Students use software simulations or online activities which promote problem solving and critical thinking. 	<ul style="list-style-type: none"> Students are familiar with copyright and plagiarism issues and cite sources properly. Students identify internet safety issues and know when to seek help. Students are introduced to email etiquette. Students understand that technology impacts everyday life. 	<ul style="list-style-type: none"> Students are introduced to basic troubleshooting skills. Students consistently use proper keyboarding skills to build speed and accuracy. Students are introduced to and use basic layouts in word processing (alignment, margins, tabs, tables, etc.) Students are introduced to basic features, inputting data and creating graphs in a spreadsheet.
Fifth	<ul style="list-style-type: none"> Students are introduced to web design (creation of a page with at least two links) Students continue to learn and use new ways to present, and display information using a combination of hardware and software applications, e.g. graphics, sound, music, video. 	<ul style="list-style-type: none"> Students use a variety of available digital media choices to communicate ideas. Students participate via email and interactive messaging using advanced features. Students work collaboratively and/or individually on assigned specific tasks to collect and communicate information to multiple audiences. 	<ul style="list-style-type: none"> Students independently use keywords, phrases and other searching techniques to refine online searches. Students are able to recognize credibility and bias in resources. 	<ul style="list-style-type: none"> Students identify and use appropriate technology tools to manage group and individual projects. Students independently plan and conduct research using resources they find on their own. Students use software simulations or online activities which promote problem solving and critical thinking. 	<ul style="list-style-type: none"> Students demonstrate proper email etiquette. Students understand the consequences and abide by district Acceptable Use Agreement. Students are familiar with copyright and plagiarism issues and cite sources properly. Students identify internet safety issues and know when to seek help. 	<ul style="list-style-type: none"> Students demonstrate basic troubleshooting skills. Students consistently use proper keyboarding skills to build speed and accuracy. Students demonstrate layout options in word processing (alignment, margins, tabs, tables, etc.) Students input data and create graphs in a spreadsheet.

11.4 8th Grade Technology Literacy Exit Standards

A. Creativity and Innovation

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students create original works as a means of personal or group expression.
3. Use models and simulations to explore complex systems and issues.

B. Communication and Collaboration

1. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
2. Students use word processing to effectively communicate information and ideas.
3. Students use technology to enhance presentation and public speaking techniques.
4. Students use communication tools to collaborate with others.

C. Research and Information Fluency

1. Students apply digital tools to gather, evaluate, and use information.
2. Students use technology to locate, evaluate, and make use of information from a variety of sources.
3. Students can identify and use the appropriate technology for a specific task.

D. Critical Thinking, Problem-Solving & Decision-Making

1. Students use critical thinking skills to plan and conduct research, design and manage projects, solve problems, engineer solutions and make informed decisions using appropriate digital tools and resources.
2. Collect and analyze data to identify solutions and/ or make informed decisions.
3. Plan, design and manage activities to develop a solution or complete a project.

E. Digital Citizenship

1. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
2. Students understand and demonstrate ethical use of technology.
3. Students understand technology's effects on society.
4. Students practice safe and responsible use of technology.

F. Technology Operations and Concepts

1. Students demonstrate a sound understanding of technology concepts, systems and operations.
2. Students select and use applications effectively and productively.
3. Students understand computer and network systems.
4. Students are aware of a variety of existing and emerging technologies and their potential applications.
5. Students can troubleshoot basic hardware and software problems.

11.5 Technology Standards for Teachers

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

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

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

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

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

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

3. Model Digital-Age Work and Learning

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

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

4. Promote and Model Digital Citizenship and Responsibility

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

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

5. Engage in Professional Growth and Leadership

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

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

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11.6 District Assessment and Readiness of Technology

- Each of the three Focus Areas has Key Areas that are evaluated for their Level of Progress—Early Technology, Developing Technology, Proficient Technology, and Target/Advanced Technology. Only one Level of Progress may be selected that best describes the readiness. The color key for Level of Progress is below:

Target – Advanced Technology	
Proficient Technology	
Developing Technology	
Early Technology	

- The three Focus Areas and their defining areas are:
 - Teaching and Learning** - Directly Supports the Teaching and Learning Process. This focus area includes:
 - Curriculum Design
 - Instructional Design
 - Instructional Implementation
 - Assessment of outcomes
 - Instructional Systems
 - Library Systems
 - Assessment Systems

Overview of Teaching and Learning Focus Area and Key Areas

KEY AREA	FOCUS AREA - TEACHING & LEARNING					
Teaching and Learning	TL 1	TL 2	TL 3	TL 4		
	Patterns of Classroom Use	Patterns of Teacher Use	Design of Instructional Setting	Curriculum Areas		
Educator Preparation & Development	EP 1	EP 2	EP 3			
	Models of Professional Development	Content of Professional Development	Capabilities of Educators			
Leadership, Administration, & Instructional Support	L 1	L 2	L 3	L 4	L 5	L 6
	Leadership and Vision	Planning	Instructional Technology Support	Communication and Collaboration	Budget Allocated for Technology	Capabilities of Building Principals and District Administrators

ASSESSMENT OF THE FOCUS AREA: TEACHING AND LEARNING

Teaching & Learning	TL 1	TL 2	TL 3	TL 4
	Patterns of Classroom Use	Patterns of Teacher Use	Design of Instructional Setting	Curriculum Areas
Target - Advanced Tech	Mostly student-centered learning with teacher as mentor / facilitator Students use technology to communicate and collaborate outside of the classroom	85% of teachers integrate evolving technologies that transform the teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration, creativity, and content production	Seamlessly integrated throughout classes and content areas Technology is available anytime both in school and within the community	Technology is integrated into all curriculum areas across all grade levels
Proficient Tech	Mostly teacher-facilitated learning Students use technology for cooperative projects in their own classrooms	85% of teacher use technology for research, lesson planning, multimedia, and graphical presentations and simulations and share technology uses with colleagues	Labs, libraries, all classrooms, and portable technology (e.g. wireless laptops or handheld electronic devices) with flexible scheduling	Technology is integrated into most curriculum areas across all grade levels
Developing Tech	Mostly teacher-directed learning Students use technology to work on individual projects	85% of teachers explore using technology to support curriculum goals (e.g., research, lesson planning)	Labs, libraries, many classrooms, with flexible scheduling	Use of technology is minimal in a few curricular areas across grade levels
Early Tech	Mostly teacher-centered lectures Minimal student use of technology in instruction	85% of teachers use technology as a productivity tool (e.g., email, grades) and/or as a classroom supplement (e.g., drill and practice)	Mostly computer labs or libraries with scheduled use only	Limited to teaching technology skills at different grade levels

Educator Preparation & Development	EP 1	EP 2	EP 3
	Models of Professional Development	Content of Professional Development	Capabilities of Educators
Target - Advanced Tech	A culture of inquiry, sharing, and knowledge building Anytime learning available through a variety of delivery systems (e.g. Just-in-time support, mentoring, peer observation, Professional Learning Communities)	Most teachers participate in or mentor others in the development of strategies for creating new learning environments that empower students to think critically to solve real-world problems	90-100% meet ISTE or district teacher technology competencies and implement them into the school environment
Proficient Tech	Coaching, modeling best practices, district-based mentoring Involvement in a development / improvement process Use of Professional Learning Communities	Most teachers have completed professional development on integration of technology and use of proven strategies that facilitate the development of higher order thinking skills and collaboration with experts, peers, and parents	70-89% meet ISTE or district teacher technology competencies and implement them into the school environment
Developing Tech	Whole group, curriculum-based training with follow-up to facilitate classroom implementation	Most teachers have completed professional development on the integration of technology-specific to their content area and to increase productivity to accomplish a variety of instruction and management tasks	40-69% meet ISTE or district teacher technology competencies and implement them into the school environment
Early Tech	Whole group, skill-based training with minimal follow-up	Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications	0-39% meet ISTE or district teacher technology competencies and implement them into the school environment

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Leadership, Administration, & Instructional Support	L 1	L 2	L 3	L 4	L 5	L 6
	Leadership and Vision	Planning	Instructional Technology Support	Communication and Collaboration	Budget Allocated for Technology	Capabilities of Building Principals and District Administrators
Target - Advanced Tech	School leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement	School leadership team has a collaborative, technology-rich School Improvement Plan that is grounded in research and aligned with district strategic plan that is focused on student success	1 Technology Specialist per 90 staff A full time Instructional Technology Coordinator and a full time Online Coordinator	School uses a variety of media and formats, including telecommunications and the school website to communicate, interact, and collaborate with all education stakeholders	School discretionary funds and other resources are allocated to advance implementation of all of the technology strategies to meet goals and objectives outlined in the School Improvement Plan	Models communication, presentations, on-line collaborative projects, and management tasks, in daily work Develops a school culture that expects all teachers to use technology effectively
Proficient Tech	School leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement	School has a technology-rich School Improvement Plan along with a leadership team that sets annual technology benchmarks based on technology literacy standards	One Instructional Technology Specialist per 125 staff and a Full time Instructional Technology Coordinator	Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development	School discretionary funds and other resources are allocated to advance implementation of most of the technology strategies to meet goals and objectives outlined in the School Improvement Plan	Uses technology skills in daily work such as research and communication and models appropriately with staff Provides constructive feedback to teachers on their technology use
Developing Tech	School leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement	School has several technology goals and objectives that are incorporated into the School Improvement Plan	One Instructional Technology Specialist per 250 staff and a half time Instructional Technology Coordinator	School uses technology for communication and collaboration among colleagues, staff, parents, students, and the larger community	School discretionary funds and other resources are allocated to advance implementation of some technology strategies to meet goals and objectives outlined in the School Improvement Plan	Uses technology in daily work Approaching proficiency of ISTE national standards for administrators
Early Tech	School leadership has basic awareness of the potential of technology in education to lead to student achievement	School has few technology goals and objective incorporated in the School Improvement Plan	One Instructional Technology Specialist per 500 staff	School has limited use of technology to communicate with teachers and parents	School has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the School Improvement Plan	Minimal personal use of (email, word processing, internet browser use, etc.) Awareness of ISTE national standards for administrators

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2) **Administration & Support Services** - The business and administrative systems of the District and the means for employees to effectively perform their work, which ultimately supports the people, and systems in the Teaching and Learning Focus Area. This focus area includes:

Business Systems	Instructional Support and Management Systems	Common District-wide Office Applications
Administrative management software and systems, e.g., <ul style="list-style-type: none"> • Financial accounting • Staff attendance and payroll • Operations maintenance and planning • Facility management • Food service management • Purchasing • Inventory control • Decision support (District Dash / Data Warehouse) • Reporting • Substitute Management 	Instructional Support and Management Systems, e.g., <ul style="list-style-type: none"> • Grading • Testing • IEP management • Student information • Student attendance • Distance education • Learning Management Systems • Content Management Systems 	<ul style="list-style-type: none"> • Word Processor • Spreadsheet • Presentation • Publishing • Web Page Development • Instant Messaging • Forms Maker • Communication & Collaboration Tools

Overview of Administration & Support Services Focus Area and Key Areas

KEY AREA	FOCUS AREA - ADMINISTRATION & SUPPORT SERVICES					
Leadership and Management	LM 1	LM 2	LM 3	LM 4		
	Vision and Planning	Data Driven Decision-making	Communication and Collaboration	Budget Allocated for Technology		
Business Systems & Tools	B 1	B 2	B 3	B 4	B 5	B 6
	Business System Ownership, Vision, and Planning	Maintenance and Currency of System /software Release	System Administration	Data Integrity and Security	User Support	User Training

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ASSESSMENT OF THE FOCUS AREA: ADMINISTRATION & SUPPORT SERVICES

Leadership & Management	LM 1	LM 2	LM 3	LM 4
	Vision and Planning	Data-Driven Decision-making (DDDM)	Communication and Collaboration	Budget Allocated for Technology
Target - Advanced Tech	District Leadership Team promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement and employee productivity. Technology plan & vision are focused on improving student success based on needs, research and proven teaching & learning principles. Technology plan is collaboratively developed guiding policy & practice and updated annually.	District uses DDDM or a similar model as a means to inform decisions related to instructional and operational strategies and planning at the district, building, and classroom levels. Three or more electronic resources, such as a Data Warehouse, Data Analysis & Reporting System, Curriculum Management System, Instruction & Practice System, and Assessment & Diagnostic System are used to support DDDM.	District uses a variety of media and formats, including face-to-face, telecommunications, district website, school websites, and special collaboration tools to communicate, interact, and collaborate with all education stakeholders	The District uses a systematic approach to budgeting to achieve near- and long-term technology goals in the District Technology Plan. Funding levels for schools and departments provide sufficient discretionary funds to achieve improvement plans, which advance the implementation of all of the technology strategies to meet goals in their improvement plans.
Proficient Tech	District Leadership Team communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement and employee productivity. Technology Plan is integrated into district plan and is used for internal planning.	District uses DDDM or a similar model as a means to inform decisions related to instructional strategies and planning at the district and building levels. District use Business Systems to inform decisions related to operational strategy. Two or more electronic resources, such as a Data Warehouse, Data Analysis & Reporting System, Curriculum Management System, Instruction & Practice System, and Assessment & Diagnostic System are used to support DDDM.	Schools and departments use district and school web sites, email, voicemail, face-to-face, letters, and other paper documents for communication and collaboration among colleagues, staff, parents, students, and the larger community	The District uses a systematic approach to budgeting to achieve near- and long-term technology goals in the District Technology Plan. Funding levels for schools and departments provide discretionary funds to achieve improvement plans, which advance the implementation of most of the technology strategies to meet goals in their improvement plans.
Developing Tech	District Leadership Team develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement and employee productivity. Key stakeholders collaboratively develop technology plan.	District uses results from standard tests, observations, and District Business Systems to inform decisions related to instructional and operational strategies. One electronic system resource is used to support DDDM.	Schools and departments use a district web site, email, voicemail. Face-to-face, letters, and other paper documents for communication and collaboration among colleagues, staff, parents, students, and the larger community	The District provides discretionary funds to schools and departments to advance implementation of some technology strategies to meet goals in their improvement plans
Early Tech	District Leadership Team has basic awareness of the potential of technology to improve student achievement and employee productivity. Minimal technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, and Gradebook	District uses results from standard tests and observations to inform decisions related to instructional strategies and planning. Electronic system resources to support DDDM are not available.	Schools and departments use voicemail, face-to-face, letters and other paper documents to communicate with colleagues, staff, parents, students, and the larger community	The District provides discretionary funds to schools and departments to purchase some hardware, software, and professional development. Few schools and departments have improvement plans that address technology needs.

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Business Systems & Tools	B 1	B 2	B 3	B 4	B 5	B 6
Note: The major business systems are SASI, IFAS, Parent Bridge, & District Web Site	Business System Ownership, Vision, and Planning	Maintenance and Currency of System/software Release	System Administration	Data Integrity and Security	User Support	User Training
Target - Advanced Tech	All business systems have owners, and they understand their responsibilities Business process reviews are completed annually for all business systems	Major business systems are on the most recent release	Relevant system information and statistics are gathered and reported automatically; anomalies are immediately sent to system administrator	Relevant and necessary data is tracked accurately; variable levels of access are utilized; no compromises have occurred	Maintenance/support agreements for all business systems are current (if applicable); issues are tracked electronically, with follow-up on recently closed items All business systems have Support procedures, which system users understand and follow	All business systems have training programs for all staff updating data in the systems "On demand" training is available and complete (all modules and work processes have video; all documentation is available online; SharePoint sites are utilized and well maintained
Proficient Tech	Major business systems and more than half of all other business systems have owners, who understand their responsibilities Business process reviews are completed annually for major business systems	One or more of the major business systems is one version behind the current release	System administrators review system information and statistics on a regular basis, and perform system maintenance tasks regularly	Data is mostly accurate; all users are given the same access; a compromise is rare	Maintenance/support agreements for all business systems are current (if applicable); issues are tracked electronically Major business systems and more than half of other business systems have Support procedures, which the system users understand and follow	Major business systems and more than half of other business systems have training programs for all staff updating data in the systems Most documentation is available online; most major business systems have SharePoint sites
Developing Tech	Major business systems do not have owners and less than half of all other business systems have owners Business process reviews are not conducted Plans are made for improvements as a need presents itself	One or more of the major business systems is two versions behind the current release	System administrators review system information and statistics occasionally, and perform system maintenance tasks occasionally	Data is frequently inaccurate and not trust worthy; all users are given full access; compromises occur occasionally	Maintenance/support from vendors is poor; issues are not well tracked; issues are resolved but it is a struggle Formal support procedures do not exist. System User "Experts" are known and system users go to them for support before going to the help desk.	Training for system users of the business systems is only available by request to the help desk or another user. Some documentation is available online; less than half of major business systems have SharePoint sites
Early Tech	There are no business system owners; software/systems are not reviewed	One or more of the major business systems is more than two versions behind the current release	System administrators only review system information when an error is reported; periodic system maintenance is performed after problem occurs	Relevant and necessary data is not stored electronically; all users are given full access; compromises are frequent	Few, if any support / maintenance agreements exist; Users solve their own issues by trial and error. System experts are unknown. System users seek help from the help desk.	Training for system users of business systems is not available, even online. Documentation is generally unavailable.

- 3) **Technology Infrastructure and Support** - Provides the base upon which the other focus areas, Teaching and Learning and Administration & Support Services, can operate. This focus area includes:

Networks	Customer Service and Support	Security	Application Development and Implementation
<ul style="list-style-type: none"> • Data, Voice, Video backbone • Internet Access • Fiber, copper wire and cable, wireless • Servers, switches, routers, and hubs • Data Center, Power, & UPS and Disaster Recovery • Remote Access • MAN/WAN/LANs 	<ul style="list-style-type: none"> • Help Desk • Installation and Maintenance <ul style="list-style-type: none"> ○ End User Equipment— Installation and Repair of Desktop PC, laptops, network printers, telephones, scanners, wireless access points, mobile computer labs ○ Instructional applications & systems ○ Administration & Support applications & systems ○ Technology Infrastructure and Support applications and systems • Support <ul style="list-style-type: none"> ○ Instructional applications & systems ○ Administration & Support applications & systems ○ Technology Infrastructure and Support applications and systems 		

Overview of Technology Infrastructure and Support Focus Area and Key Areas

KEY AREA	FOCUS AREA - TECHNOLOGY INFRASTRUCTURE & SUPPORT					
Networks & Security	N 1	N 2	N 3	N 4	N 5	
	Backbone, Connectivity & Bandwidth	Network Transport Equipment	Data Center Physical Plant, Equipment & Environment	Disaster Recovery	System Tools & Security	
Management Policy & Procedure	MP 1	MP 2	MP 3	MP 4		
	Vision and Planning	Technology Acquisition Standards	Policies & Procedures	Planning and Implementation of Services		
Campus Technology Infrastructure	CINF 1	CINF 2	CINF 3	CINF 4	CINF 5	CINF 6
	Student and Teacher Computer Ratios	Internet Access Connectivity / Speed	Other Classroom Technology	Technical Staff per Computer	Local Area Network Wide Area Network	Distance Learning Capacity
Application Development & Implementation	AD 1	AD 2	AD 3	AD 4		
	Application Development Staff per Business System	Planning & Product Delivery	Software Development Standards	Software Development Environment		
Customer Service & Support	CS 1	CS 2	CS 3	CS 4	CS 5	CS 6
	Help Desk	Support Protocols and Standards	Deployment of New Equipment	Trouble Ticketing System	Quality Assurance and Customer Follow-up	Standard District Office Application Training

ASSESSMENT OF THE FOCUS AREA: TECHNOLOGY INFRASTRUCTURE & SUPPORT

Networks & Security	N 1	N 2	N 3	N 4	N 5
	Backbone, Connectivity, & Bandwidth	Network Transport Equipment	Data Center Physical Plant, Equipment, & Environment	Disaster Recovery	System Tools & Security
Target - Advanced Tech	Fiber Optic Backbone Internet Connectivity: 10 Kbps < Bandwidth per User ≤ 40 Kbps Back-up connectivity to the internet is available when primary is down.	Ethernet Switch technology with advanced remote management and diagnostics	Intel based micro processors win2003+ OS, SAN, NAS blade servers, VMware systems, disaster recovery systems and additional UPS	Full implementation of remote site disaster recovery of major systems with very limited vendor support	Network controlled imaging with network boot, full remote software with voice/video, appliance level security devices integrated with Domain policies at custom OU level
Proficient Tech	Fiber Optic Backbone Internet Connectivity: 3 Kbps ≤ bandwidth per User < 10 Kbps Back-up connectivity to the internet is available within 2 hours when primary is down	Ethernet Switch technology with some remote management and diagnostics	Intel based micro processors win2003 OS, SAN, NAS blade servers, UPS	Order new systems with district able to rebuild hardware and most systems, vendors needed to build business systems software	Network controlled imaging with network boot, full remote software with chat, OU level policies for Internet security
Developing Tech	Copper-based Cable Backbone Internet Connectivity: 1.5 Kbps ≤ Bandwidth per User < 3 Kbps Back-up connectivity to the internet is not available when primary is down	Hub and switched technology	DEC and Intel based micro processors NT OS server, conditioned computer power	Order new systems and rebuild with district having ability to recover some systems and vendor the rest	Basic imaging with disks, simple remote admin program, and domain polices for Internet
Early Tech	Copper-based Cable Backbone Internet Connectivity: Bandwidth per User < 1.5 Kbps Back-up connectivity to the internet is not available when primary is down	Hub technology	DEC minicomputer, limited data center access, office grade air conditioning, building power	Order new systems and rebuild with heavy vendor support	Built in OS remote desktop and security features within Internet explorer

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Management Policy & Procedures	MP 1	MP 2	MP 3	MP 4
	Vision and Planning	Technology Acquisition Standards	Policies & Procedures	Planning and Implementation of Services
Target - Advanced Tech	Information Technology (Infrastructure & Support) and Educational Technology plans are collaboratively developed and integrated into the district technology plan and updated annually. The district has a formal technology equipment replacement plan that is integrated into the long-range budget plan	Hardware and software standards are established for administrative, educational, and technical system use, and only the equipment and applications on "The List" are permitted to be acquired and supported.	Technology-related policies and procedures support the district's vision for the use of technology and district goals, which lead to increased student achievement and employee productivity. Policies are adequate to need and procedures are documented.	Full Project Management principles are in use for all development and implementation activities to ensure development and implementation activities are completed on time, within scope, and within budget
Proficient Tech	Information Technology and Educational Technology plans are developed and integrated into the district technology plan but are only used for departmental planning only. The district has an annual technology replacement plan that is integrated into the annual budget.	Hardware and software standards are established for administrative, educational, and technical system use. Equipment and installations are permitted outside the standard and some support may be provided.	Technology-related policies and procedures support the district's vision for the use of technology and district goals, which lead to increased student achievement and employee productivity. Policies are adequate to need and most procedures are documented.	Some Project Management principles are in use for all development and implementation activities. Most development and implementation activities are completed on time, within scope and within budget
Developing Tech	Information Technology and Educational Technology plans are developed and implemented separately. The district does not have an annual technology replacement plan.	Hardware and software standards are established for administrative, educational, and technical system use. Equipment and installations are permitted outside the standard, but no support is provided.	Technology-related policies and procedures support the district's vision for the use of technology and district goals but policies may be / are inadequate to need and most procedures are undocumented.	Some Project Management principles are in use for major development and implementation activities. Development and implementation activities are not always completed on time; scope creep and minor labor / cost over-runs frequently occur
Early Tech	No technology plan is developed for either Information Technology or Educational Technology. The district does not have an annual	Little to no hardware and software standards is established for administrative, educational, and technical system use.	Technology-related policies and procedures focus only on information technology and are inadequate to need and procedures are undocumented.	Project Management principles are not in use. Development and implementation activities experience problems with severe delays, unknown scope, and

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	technology replacement plan.			labor / cost over-runs
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Campus Technology Infrastructure	CINF 1	CINF 2	CINF 3	CINF 4	CINF 5	CINF 6
	Student and Teacher Computer Ratios	Internet Access Connectivity/Speed	Other Classroom Technology	Technical Staff per Computer	Local Area Network Wide Area Network	Distance Learning Capacity
Target - Advanced Tech	All students have 1-to-1 access to Internet-connected instructional computers when needed Teachers have their own laptop computer 4-year Replacement cycle	Direct connectivity to the Internet available at the campus in all rooms, including the library and with Internet Connectivity: 10 Kbps < Bandwidth per Student ≤ 40 Kbps	Fully-equipped classrooms with readily available technology to enhance student instruction, including all modern educational technology items included in school model, as well as some emerging technologies	At least 1 technical staff per 350 or fewer computers	All rooms connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, desktop videoconferencing, online assessment and data access 1 Gbps bandwidth for LAN/WAN connectivity	Simultaneous access to online learning with rich media & Web2.0 tools, such as streaming video, podcasts, blogs, applets, and animation, and sufficient bandwidth and storage to customize online instruction
Proficient Tech	4 or less students per Internet-connected instructional computer 1 dedicated computer per teacher, preferably a laptop for homework Replacement cycle of 6 years or less	Direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the library with Internet Connectivity: 3 Kbps ≤ Bandwidth per Students < 10 Kbps	Dedicated computer per educator with assigned use of technologies, such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive boards, projection systems, classroom sets of graphing calculators	At least 1 technical staff per 351 – 500 computers	Broadband access to the campus with most rooms connected to the LAN/WAN with access for teachers and students to print/share files and district-wide resources on the campus network 100 Mbps bandwidth for LAN/WAN connectivity	Simultaneous access to online learning with rich media & Web2.0 tools, such as streaming video, podcasts, blogs, applets, animation, etc.
Developing Tech	Between 5 and 9 students per Internet-connected instructional computer 2 or more teachers per designated teacher computer	Direct connectivity to the Internet available at the campus in at least 50% of the rooms, including the library with Internet Connectivity: 1.5 Kbps ≤ Bandwidth per Student < 3 Kbps	Dedicated computer per educator with shared use of technologies, such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive boards, projection systems, classroom sets of graphing calculators	At least 1 technical staff per 501 – 750 computers	At least half of the rooms connected to the LAN/WAN with access for teachers and students to print/share files, multiple applications, and district servers < 100 Mbps bandwidth for LAN/WAN connectivity	Scheduled access to online learning with rich media & Web2.0 tools, such as streaming video, podcasts, blogs, applets, animation, etc.
Early Tech	10 or more students per Internet-connected instructional computer Teachers share computers No firm computer replacement policy	Connectivity to the Internet is available at the campus level in less than 50% of the classrooms, including the library with Internet Connectivity:	Shared use of technologies, such as computers, digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive boards, projection systems,	1 technical staff per more than 750 computers	LAN/WAN provides teachers and students access to print/file sharing and some shared resources 10 Mbps bandwidth for LAN/WAN connectivity	Access to online learning: text-based with still images and audio

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	established by district	Bandwidth per Student < 1.5 Kbps	classroom sets of graphing calculators			
Application Development & Implementation	AD 1	AD 2	AD 3	AD 4		
	Application Development Staff per Business System	Planning & Product Delivery	Software Development Standards	Software Development Environment		
Target - Advanced Tech	At least two developers and one business analyst per major business system One developer per ten other business systems	Full Project Management principles are in use for all development and implementation activities to ensure development and implementation activities are completed on time, within scope, and within budget	Standards are created and adhered to for application development: Platform (computer, operating system, database, developer tools); Project management tools; Detailed procedures exist for all tasks	Standard Software development environment exists and is implemented so that applications are thoroughly tested before releasing; Live data is separate from test / development data; Production applications are separate from test / development applications; and software versioning is implemented		
Proficient Tech	One developer and one business analyst per major business system One developer per fifteen other business systems	Some Project Management principles are in use for all development and implementation activities Most development and implementation activities are completed on time, within scope and within budget	Standards are created and sometimes applied for application development: Platform (computer, operating system, database, developer tools) Project management tools; Procedures exist for major tasks	Standard Software development environment defined but not all components are implemented. Applications are well tested before releasing; testing can be performed with limited impacting to live data/applications; versioning is done by the developer making a copy of the file(s)		
Developing Tech	Two or more major business systems per developer and business analyst More than fifteen minor business systems per developer	Some Project Management principles are in use for major development and implementation activities Development and implementation activities are not completed on time; scope creep and cost over-runs are prevalent	Standards are created for operating system(s) and database(s); Developer tools are based on individual developer experience/preference Procedures are in progress for major tasks	Standard Software development environment defined but not all components are implemented. Applications are moderately tested by developer; no versioning is attempted		

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Early Tech	Limited development staff for all business systems	Project Management principles are not in use Development and implementation activities experience severe delays, unknown scope, and cost over-runs	Limited or no development standards and/or procedures exist	Standard Software development environment has not been defined and implemented. The end user in a live environment tests applications.
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Customer Service & Support	CS 1	CS 2	CS 3	CS 4	CS 5	CS 6
	Help Desk	Support Protocols and Standards	Deployment of New Equipment	Trouble Ticketing System	Quality Assurance and Customer Follow-up	Standard District Office Application Training
Target - Advanced Tech	Staff receives calls via online tracking system, email, phone and walk-in, using a tiered structure. Staff to user ratio is 1:400 or less.	A list of supported software and hardware is provided with clear differentiated processes for each set of software / hardware that are consistently used	Deployment of equipment is provided by the manufacturer or a vendor including imaging, asset tagging, setup, and network connections. Technical support functions are not interrupted	All technical issues are recorded and delegated to appropriate resources through an electronic ticketing system. All technical issues are tracked and evaluated through this system.	Each customer is notified when their request is complete and 75% or more are surveyed to ensure their call was handled in a timely and efficient manner.	Instructor-led courses offered "on-demand" and throughout the year and Online courses are available to all staff 24x7
Proficient Tech	Staff receives calls via online tracking system, email, phone and walk-in, using a tiered structure. Staff to user ratio is between 1:400 and 1:500.	A list of supported software and hardware is provided with clear differentiated processes, however, users and staff do not closely follow the processes	Imaging and tagging of equipment is done by the manufacturer or a vendor or in combination with technician, but setup is the responsibility of the technical staff. Technical support functions are interrupted.	A trouble ticketing system is in place and is used extensively for responding to technical issues. Analysis of issues, response times, and possible trends is not done.	Each customer is notified when their request is complete and 50% to 75% surveyed for customer satisfaction.	Instructor-led courses offered randomly throughout the year Training documentation is available online
Developing Tech	Staff receives calls via online tracking system, email, phone and walk-in. Staff to user ratio is between 1:600 and	A list of supported software and hardware is provided, but no differentiated processes are provided for limited support products	Deployment of new equipment is managed by the technical staff, requiring a reduction in technical support services.	A simple ticketing system is in place, but is not electronic and/or is simple in its implementation not allowing for universal tracking of issues and	Each customer is notified when their request is complete and 25% to 50% surveyed for customer satisfaction.	Instructor-led courses offered only in the summer Staff rely on help from "experts" within

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	1:750.			establishing trends		buildings
Early Tech	Helpdesk staff receive calls via email, phone and walk-in Staff to user ratio is 1:750 or above.	No lists of supported software and hardware are provided for users.	Deployment of new equipment is the responsibility of the school site and local staff	No trouble ticketing system exists	Customers are notified when calls are complete and less than 25% are surveyed for customer satisfaction.	No training--available Staff is self-taught.

11.7 Business Systems

System	Owner	Software Version	OS Version	DB Version
Purchased Packages				
EPES (SBA accounting)	Sylvia Diebold/Nancy Paregien	Accounting (16 bit): 5.61 & 4.24 Accounting (32 bit): 2.43 & 2.32 Student Fees (16 bit): 2.11 Student Fees (32 bit): 1.23	On school P\$ drives (nas2): Win 2003	FoxPro
Excent Tera (special education)	Judy Wicker/Judy Thornburg	Tera: 8.5.7 Go Global: 3.2.1.4389	Relay & License Server (excentw2k/Excent): Win 2003 R2 DB Server (SQL): Win 2003 App Servers (excent1 & excent2): Win 2003 R2 NEW: Migrated to Tera from Online summer 2008	SQL Server 2000
Food Service System	Terry Torres/Dan Sharp	VBoss (back office): 14.0.105 FastLane (front office): 14.0.108	FastLane and database server (foodserv1): Win 2003 VBoss and Terminal Services server: Win 2003	SQL Server 2000
IFAS	Nancy Paregien	7.7.2 build 67	App Servers (ifasprodap, ifastestap): Win 2003 DB Servers (ifasproddb, ifastestdb): Win 2003 7i Web Servers (ifassrv1, 2,3 for production; ifas4 for test): Win 2003 R2 Applicant Online - external: Win 2003 VPN Server (mesasnet): Win 2003 NEW: Replaced production 7i servers summer 2008; Plan to move to build 145 April 2008	SQLServer 2005
Principalm (student data on a handheld)	Tim Leon	Connect: 7.2.2 Data Extractor: 10.1.0.1	Client Install Only: Win XP Data Files on school P\$ drives (nas2): Win 2003	Palm DB

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SASI	Steve Schultz/ILT	9.1 IR3	App Server (adminnt5): Win 2003 DB Server (sasidb): Win 2003 Citrix Servers – Mesa Farm (bl2,3,4,5,6,7 & cxshield): Win 2003 NEW: Migrated to Mesa Farm summer 2008; Loaded newest release summer 2008; Implemented online course requests spring 2009 END OF LIFE: Support ends 8/1/2010	SQL Server 2005
System	Owner	Software Version	OS Version	DB Version
School Dude (maintenance)	Cal Clark	ASP, we access via IE browser session, vendor maintains all software and database		
SubFinder	Colleen Martin	5.6	Calling machine (subcaller): Win XP Database & Web Server (subweb): Win 2003	Pervasive
TransFinder	Dave Montoya	7.70.22	Client Install Only: Win XP Citrix Server (bl2 - external) for First Student staff: Win 2003	SQL Server 2000
In-House Developed Windows Applications				
Account Manager	Dan Wanczyk/Odus Harwood		Client Install Only: Win XP	SQL Server 2000
EPES Interface Programs	Sylvia Diebold/Nancy Paregien		Citrix Servers (bl3, cxshield): Win 2003	SQL Server 2005
Food Service Interface & Reports	Terry Torres/Dan Sharp		Citrix Servers (bl3, cxshield): Win 2003	SQL Server 2005
October Count Program (student count for CDE)	Marilyn Lyman		Citrix Servers (bl3, cxshield): Win 2003	SQL Server 2000
Phone Bill Program	Wendy Joy/Odus Harwood		Citrix Servers (bl3, cxshield): Win 2003	SQL Server 2000
PIG (procurement card)	Nancy Paregien		Citrix Servers (citrixxp13): Win 2003	SQL Server 2000
Restricted Checks	Nancy Paregien		Citrix Servers (bl3, citrixxp13, cxshield): Win 2003	SQL Server 2000
SASI Custom Programs	Steve Schultz		Citrix Servers (bl3, cxshield): Win 2003	SQL Server 2005
Special Education Staff & Student Programs (CDE reporting)	Alice Betts		Citrix Servers (bl3, cxshield): Win 2003 NEW: Overhauled fall 2008, to better utilize information and to match state reporting requirements	SQL Server 2000
SWIS Programs	Steve Schultz/Sean Taylor		Citrix Servers (bl3, cxshield): Win 2003	
PC Inventory	Paul Brenton/Odus Harwood		NEW: New application completed winter 2008	SQL Server 2000

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In-House Developed Web Applications				
Business Bridge	Teri Grant/Steve Schultz		Loki: Win 2003	SQL Server 2000
Business Bridge Admin	Teri Grant/Steve Schultz		Webnt2: Win 2003	SQL Server 2000
District Website	Jeff Kirkland		Loki: Win 2003	
Employee Directory	Christy McGee/Jeff Kirkland		Webnt2: Win 2003	SQL Server 2000
Internet Applications (not individually listed)	Various		Loki: Win 2003	SQL Server 2000
Intranet Applications (not individually listed)	Various		Webnt2: Win 2003	SQL Server 2000
System	Owner	Software Version	OS Version	DB Version
Mentor Website Forms and Tracking Record	Vicky Stites/Steve Schultz		Loki: Win 2003	SQL Server 2000
Online Kindergarten Report Cards	Rick Green (he's the only teacher using it currently)		Loki: Win 2003	SQL Server 2000
Parent Bridge	Steve Schultz / ILT		Loki: Win 2003	SQL Server 2000
Parent Bridge Admin	Steve Schultz / ILT		Webnt2: Win 2003	SQL Server 2000
Professional Learning (class signup for all types of staff development)	Alice Dunick		Loki: Win 2003	SQL Server 2000
Professional Leave Bank	Paul Van Camp (MVEA president)		Loki: Win 2003	SQL Server 2000
School Websites	School Principal (at each school)		Webnt1: Win 2000	
Training and Workshop (admin piece of Professional Learning)	Bette Edmonds Kathy Schlauger		Webnt2: Win 2003	SQL Server 2000
Web HR (SubFinder interface, HR reporting, CDE HR reporting)	Colleen Martin		Webnt2: Win 2003 NEW: Migrating from asp.net to Delphi, as time allows; started fall 2008	SQL Server 2000