

School District of DeSoto County



District Technology Plan

For The Period

July 01, 2012 – June 30, 2015

Table of Contents

School District of DeSoto County Mission Statement.....5

 Guiding Principles..... 5

 Goals 5

Technology Mission and Vision Statements6

 Technology Mission Statement..... 6

 Technology Vision Statement 6

 State of Florida Vision..... 6

General Introduction and Background7

 Technology for Students 7

 Technology for Staff 7

 District Profile..... 8

 Planning Process..... 10

 Collaboration with Adult Literacy Service Providers 10

 Workforce Education Division..... 11

Exceptional Student Education..... 13

 Needs Assessments 14

 Identification of needs..... 15

 District Technology Goals 22

Funding Plan.....26

 Funding Sources 26

 Sufficient Budget for Acquisition and Maintenance 27

Technology Acquisition Plan 28

Identification of Appropriate Technology 28

Access 30

Acquisition Timetable 30

Acceptable Use Policy..... 31

Student Network And Internet Acceptable Use And Safety 31

Technology Protection Measure 33

User Support Plan 33

Network Management 33

Equipment Maintenance and Replacement 34

Staff Training Plan 34

Professional Development Plans 34

Ongoing Training and Technical Assistance..... 36

Program Evaluation 37

Student Achievement 37

Mid-Course Correction 38

E-rate Program Planning..... 38

Goals and Strategies 39

Professional Development..... 40

Ongoing assessments 41

Evaluation Process..... 41

Contributors to this document: 42

2011/2012 District Technology Committee: 42

Appendix A ISTE /NETS..... 43

Technology Standards for School Administrators..... 43

Technology Standards and Performance Indicators for Teachers 46

Technology Standards for Students: The Next Generation..... 48

Appendix B Technology Acceptable Use 50

Access..... 50

Information and Uses 50

Prohibited Uses 51

Electronic Communication..... 53

Reasonability..... 54

Delivery 54

Student Technology Opt-Out Form 55

School District of DeSoto County Mission Statement

The mission of the School District of DeSoto is to prepare all students to be successful citizens and productive workers.

Guiding Principles

1. Students, the quality of instruction and services provided to students, and the needs of students will be central concerns in all decisions made in the School District of DeSoto.
2. Integrity, honesty, openness, and responsiveness are core values in the School District of DeSoto.
3. Decisions should be made as close to the point of implementation as possible and based on consideration of all available resources.
4. The schools belong to the community, whose input and partnerships are essential to effectively meet the needs of students.

Goals

1. To create a challenging, supportive educational environment that results in higher levels of achievement for all students which includes: reading with comprehension, writing clearly, computing accurately, thinking, reasoning, and using information to solve problems.
2. To provide leadership to agencies serving youth, ensuring family support and academic success.
3. To help all employees become educational leaders who provide responsible and innovative leadership to achieve effective instruction for all students.
4. To hold everyone in the school district accountable for contributing to the educational bottom line: student achievement.
5. To create an organizational culture that considers employees to be its most valuable resource and invests in their professional growth and development.
6. To create within the entire community a sense of ownership of the schools and a belief that a quality public school system is an investment in the continued growth and prosperity of DeSoto County.

Adopted by the School Board of DeSoto County
on August 14, 2007

Technology Mission and Vision Statements

Technology Mission Statement

The technology mission of the School District of DeSoto County is to promote the effective use of technology to implement the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS) to improve performance of all students. Technology in DeSoto County will be used to prepare every student to enter college or postsecondary technical training without the need of remedial instruction and/or enter the job market at a level significantly above minimum wage. All students will be instilled with knowledge of the democratic process; furthermore, the attitudes and values necessary to function as productive members of society.

We will foster a learning environment of 21st century technology learning opportunities that promote academic excellence leading to global collaboration, digital citizenship, and a love for learning.

Technology Vision Statement

Technology offers students an avenue to succeed as citizens in a global society in which information is growing at an incredible rate. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. The School District of DeSoto County will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education.

The School District of DeSoto County will be a proactive leader, identifying issues and offering innovative solutions to enable digital citizens to accomplish their goals and provide quality services to these citizens effectively and efficiently.

State of Florida Vision

As our society progresses into a global economy, which is increasingly dependent upon information, a critical component of education is the equitable and universal access to technology, media, and information resources.

General Introduction and Background

The School District of DeSoto County Technology Plan vision statement, goals, and objectives speak to the task of preparing all students of today for the future. To accomplish this task, broad areas of technology-driven curriculum are being integrated into the classroom to improve student achievement. They include improving the capabilities of teachers, administrators, and support personnel through professional development, applying technology to solve problems throughout the school district, and designing an equitable instructional program that will facilitate and permit each student to reach his/her intellectual potential and individual success.

DeSoto County teachers realize that in order to prepare their students to succeed in the "Information Age" they must use new approaches and tools in their classrooms. Students must actively seek knowledge, not just passively receive it. Students must learn to become more responsible for managing their own learning as they live in an age that will require productive citizens to engage in life-long learning.

Technological tools are essential in the learning experiences of students who will live all their working lives in today's technology-driven environment. These tools include computers, the Internet, video, remote databases, electronic mail, distance learning, and more technologies currently under development. To support these goals, every staff member must be dedicated to providing technology rich curriculum to all students.

Technology for Students

DeSoto County will promote the effective use of technology in the classroom as a tool to enhance student achievement through: research, creativity, productivity, communication, and entertainment. DeSoto County believes that by providing standards-based high-quality on-line resources for the students and their families, a sense of ownership and community will enhance the critical reading and research skills necessary for a successful future.

Technology for Staff

DeSoto County believes it is essential that all staff develop the same technology-enriched work-place tools that students are encouraged to use. Staff members who are involved in the learning process will increase productivity, communication, and daily management skills. DeSoto County is committed to providing effective tools and learning experiences to all staff members. A wide range of professional development efforts are provided for all staff.

District Profile

DeSoto County is a rural community located in the southwest portion of Florida, fifty miles from the Gulf of Mexico. It is bordered by Highlands County to the east, Hardee County to the north, Manatee and Sarasota Counties to the west, and Charlotte County to the south. Arcadia is the only incorporated city in the county. Located at the geographic center of the county, it serves as a focal point containing all of the county's governmental buildings and most of the commercial activity, and serves as the junction point for all major roads in the county.

DeSoto County's local economy is heavily reliant upon agriculture and renewable energy. Primary agriculture elements include citrus, cattle and watermelons. With an annual average temperature of 72 degrees, the climate is conducive to the production of citrus and cattle, which play a vital role in the county's economy, accounting for more than \$54 million in cash receipts each year. DeSoto County is fifth largest out of 67 counties for heads of cattle. This climate also provides for pleasant year-round living for residents and visitors alike. During the winter months the population increases tremendously from the northern visitors and the migrant seasonal workers.

Although Arcadia is at least 50 miles from any major metropolitan areas, this has not been a handicap but rather an impetus to the use of technology by the School District and the business community. The historic Arcadia downtown has a host of antique, country arts, and crafts shops, as well as quaint country restaurants. Many people traveling between the east and west coasts of Florida discover the charm and desirability of our community every day. They also observe cowboys on horses herding cattle and harvesters picking citrus by hand. To the casual observer, little use of technology is in evidence.

To the contrary, DeSoto County is home to a 90,000 panel solar plant, the largest in the country. This Next Generation Solar Energy Center is estimated to generate about 42,000 megawatt-hours or enough power to serve about 3,000 homes. Over 30 years, the solar facility will prevent the emission of more than 575,000 tons of greenhouse gases. According to the U.S. Environmental Protection Agency, this is the equivalent of removing more than 4,500 cars from the road every year for the entire life of the project.

The ranching and renewable energy industries both rely heavily on the computer for management decisions, marketing information, maintaining inventories, scheduling, payroll, weather forecasts, and commodity trading. Engineering, designing, and installing irrigation systems requires computer assisted drafting and laser equipment. Even the smallest businesses and restaurants in our community rely heavily on technology to maintain records and operate their businesses.

Therefore, the School District of DeSoto County is committed to providing every student with current technological skills needed for entry into the workforce, or to continue to postsecondary educational programs. It is the intent of the district to provide high wage opportunities to all students. There are many opportunities within and outside of our community that involve the use of technology.

Additionally, more and more businesses are discovering the charm of DeSoto County, and are cognizant of business ventures that can be managed through the Internet from remote locations.

The School District also sees the Internet as providing a panoramic view of the world and society. Students are exposed to many opportunities that exist outside of DeSoto County and have a broader base to make future career decisions.

The rough edges of all students can be smoothed and polished as they can experience the arts, music, and other cultural experiences from the major centers of the world through distance learning activities made available through the Internet and satellite receivers.

The student enrollment as of October 2011 was 4,750. The district employs approximately 640 people. There is one high school, one middle school, three elementary schools, one prekindergarten school, one alternative school, and one adult education center.

Race/Ethnic Groups (October 2011)	
White	44.6%
Black	12.7%
Hispanic	39.3%
Asian	0.8%
American Indian	0.1%
Multi-racial	2.5%

Gender Groups (October 2011)	
Male	53%
Female	47%

Students on Free/Reduced Lunch (October 2011): 66.7%

Dropout Rate (2009-2010): 5.2%

Graduation Rate (2009-2010): 59.9%

Planning Process

Technology planning is accomplished by a combination of the district and school planning. The District Technology Planning Committee will provide the organizational leadership to produce the district technology plan and any revision to the plan. This committee will consist of a broad representation across the district. The plan will be re-written in its entirety every three years and will be reviewed annually by the committee for necessary revisions and/or additions.

The planning process will consist of:

- Appointing members to the District Technology Planning Committee to include members of the community, business and industry.
- Individual school advisory councils or special technology committees at each school level accomplish school technology planning.
- Evaluating the current plan.
- Conducting a needs assessment.
- Establishing long-term and short-term goals which will include but not be limited to integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities, administrative needs and funding needs.
- Identifying funding sources.
- Writing the final plan.

Through the hard work of all stakeholders, many goals of the previous technology plan have been met. With technology changing at a rapid pace, Desoto County is still in need of a paradigm shift to truly infuse technology into the curriculum.

The technology plan will be reviewed and approved by the District Technology Committee prior to approval by the School District of Desoto County School board. Following approval by the School Board the plan will be submitted to the Florida Department of Education Office of Instructional Technology for final approval.

Collaboration with Adult Literacy Service Providers

Adult literacy services are provided to district residents who are 18 years or older through the DeSoto Adult Education Center with its main site housed at the Family Service Center. These programs are provided through the Division of Career and Adult Education.

Workforce Education Division

The Workforce Education Division provides reinforcement to the Career and Technical Education Programs at DeSoto Middle School and DeSoto High School and to the general adult population of the county. The programs offered have been identified as those, which are high skill, high wage or high demand. The programs offered at the Family Service Center are offered day and evening. The School District of DeSoto County has an interagency arrangement with South Florida Community College, which allows us to maximize the utilization of technology and project resources.

The faculty works to secure grants, assists in the securing well-qualified instructors, provides staff development opportunities, and insures that programs comply with state rules, regulations and mandates.

There are four Career and Technology Educational Teachers (CTE) located at the Middle School. Teachers utilize modules, simulation software and work based projects to afford students a realistic view of the tasks performed in diverse businesses and industries. Carl Perkins Federal Vocational funds are secured each year by the District to furnish the supplementary tools, equipment, technology, materials and supplies to simulate these experiences.

These programs supply a career pathway as to the course of study to consider each semester to prepare them to enter a chosen occupation after high school or carry on their occupational goal through additional postsecondary educational activity at our Family Service Center, other Vocational Technical School, Community or State College, or University.

At DeSoto County High School, there are nine CTE teachers furnished by the District and four supplied by South Florida Community College. There are opportunities for students to earn dual enrollment credits through South Florida Community College (SFCC). Through an Interagency Articulation Agreement prepared by the Division, students receive credits required for high school graduation, which can be applied to postsecondary education credentialing and/or Associate Degree programs at SFCC. These programs are an excellent representation of cooperation and collaboration between the two organizations in which facilities, grant funds, and state funds are utilized for the benefit of the students.

Dual enrollment programs offered at the High School prepare students to work in Air Conditioning, Heating and Refrigeration Service occupations. The District offers a Lineman Electrical Distribution program housed at the High School and College Campus. Students completing this program are highly sought after by major power companies upon completion of this program. DeSoto County High School was the first high school in the nation to house such a program. Students are bused by the district to the South Florida Community College Arcadia Campus to participate in the dual enrollment programs that also include Automotive Body Repair and Automotive Technology Service. Both of these programs are industry certified.

The Information and Technology (IT) staff furnishes technical assistance, maintenance, network, hardware, and software support to the adult education programs as well as the Workforce Education Division programs. Staff development activities are available to all members of the adult education staff. A computer lab is provided by Workforce Development at the Family Service Center for instructional

technology training, instructional staff development, and for use in providing beginning and intermediate computer and software applications programs for the community. The IT Department also provides a lab for staff development at the district office complex.

Exceptional Student Education

The Department of Exceptional Student Education assists the schools by providing a free and appropriate public education for all students with disabilities, ages 3-21. The Individuals with Disabilities Education Act require that all students be provided with assistive technology as needed for delivery of a free and appropriate education. The Individual Educational Plan team decides which approach to take based on the student's needs.

There are 869 students in all Exceptional Student Education programs. This includes 140 students in the gifted program. Many of these students mainstream into regular classes.

Technology for students with exceptional needs goes beyond a computer. In the Exceptional Student world, technology is any assistive, adaptive, or augmentative device that permits a student to access education. Resources, including software and hardware, will be provided to these students, Exceptional Student Education contacts, Psychologists, and Speech Pathologists. Resources provided to staff members will be used to help provide the best possible learning environment in the least restrictive environment.

The mission of the Department of Exceptional Student Education is to identify and meet the unique educational needs of exceptional students, and in addition provide support and resources to enhance educational opportunities so they may become productive citizens.

Exceptional Student Education programs and services address the unique needs of students who are gifted in kindergarten through 12th grade and those with mild, moderate and severe disabilities from age three until they graduate with a regular diploma or through their 21st birthday. These programs and services are designed to assist students in reaching their educational goals using instructional and behavioral approaches, which are research-based and exemplify best practices. Creative technology is infused to meet student needs as they progress.

Exceptional Student Education services are available at all district schools for students who have mild to moderate disabilities. Gifted students and students with more significant disabilities are served in cluster programs at selected sites.

Needs Assessments

The District Technology Committee reviews the needs assessment information communicated by stakeholders. Instruments for gathering that input include but are not limited to the following:

- Comprehensive planning process.
- Division of Technology work order system.
- Florida Innovates Survey.
- Input from District / School Technology Committees.
- Input from School Technology Resource Teacher meetings.
- Inventory of Teacher Technology Skills (ITTS).
- Professional development survey.
- Project list/facility requests.
- Technology survey of district departments.
- Technology survey of schools.
- Technology survey of teachers.

The leadership for the needs assessment process will be provided by the District Technology Committee. Major aspects of the process will include, but are not limited to:

- Analyzing all data collected.
- Assessing the integration of technology in all areas of the Curriculum, ESOL, and Special Needs, including students with disabilities.
- Assessing the numbers and types of technology and telecommunications available to students and staff members.
- Assessing the training needs of personnel.
- Developing partnerships with community, business and industry.
- Seeking input from district and school staff related to their major concerns.
- Using an involvement process to make a final determination of short and long term goals.

Identification of needs

Area	Administrative	Instructional
<p>Telecommunication Services</p>	<ul style="list-style-type: none"> • Add GPS capability to buses, with real time mapping and child welfare reporting. • Continue providing cell phones with 2-way connection and dialup. • Continue providing mobile broadband access to email for emergencies • Expand fiber back bone and network to 10gigE standards • Explore alternative forms of communications –RIF, microwave, 3/4G/LGE, etc. • Explore BPL – broadband over power lines • Purchase VOIP telephone system. • Maintain/update internet access and e-mail for all personnel and students • Provide and/or expand video conferencing. • Provide emergency satellite phones at each school and D.O. • Use Internet capability for fingerprinting and background checks • Wireless and wireless mesh networking 	<ul style="list-style-type: none"> • Complete the webpage policy for teachers and students. • Establish a student e-mail policy for implementation and use. • Provide and/or expand video conferencing. • Provide televisions with closed captioning capability. • Upgrade broadcasting capabilities for satellite and/or cable programs. • Upgrade television studios.

Area	Administrative	Instructional
<p>Programming</p>	<ul style="list-style-type: none"> • Develop electronic forms (field trips, etc.) • Establish a data warehouse. • Revise the electronic personnel action form (EPAF). • Tailor the SIS Student information System (Genesis) to district needs - elementary report cards, grade calculation for secondary, teacher certification determination. • Update website to include an online application process. 	<ul style="list-style-type: none"> • Host teacher web pages. • Provide online and face-to-face professional development.

Area	Administrative	Instructional
<h1>Technology Infrastructure</h1>	<ul style="list-style-type: none"> • Conduct electrical evaluations of schools. • Ensure that each school LAN is adequately maintained to support the demand. • Expand network throughput to 100 Mbps at all location. • Expand wide area wireless network to all primary locations with possible wireless mesh. • Explore alternate network technology. • Prepare for electronic texted book technology. • Prepare for student owned technology, own network. • Prepare for wired / wireless charging. • Provide the ability to accommodate steaming video to the desktop. • Upgrade telephone system to latest technology VOIP • Replace aging servers district wide. • Replace current network category 5 cabling with current network cabling technology. • Replace fiber optic cabling at district offices, and school campuses. • Replace routers at each location to ensure they are in step with the current needs. • Upgrade network for power of Ethernet. • Move to more cloud based computing and SAS (software as a service) platforms. 	<ul style="list-style-type: none"> • Establish standards for secure wireless access for each location. • Adhere to industry standards for secure wireless access for each location. • Ensure that all new or remodeled structures comply with current technology standards. • Expand school access speed as needed. • Expand the internet access speed as needed. • Train staff as to the topological lay out of the network to provide better understanding of computers and networks.

Area	Administrative	Instructional
<h1 style="text-align: center;">Technical Support</h1>	<ul style="list-style-type: none"> • Improve district level technical support. • Increase the use of remote assistance. • Maintain staffed helpdesk support. 	<ul style="list-style-type: none"> • Obtain a Technology Resource Teacher position as 100% with no additional duties. • Provide more school level technical support.
<h1 style="text-align: center;">Training</h1>	<ul style="list-style-type: none"> • Adopt technology standards for teachers, students and administrators. • Establish community technology centers that include opportunities for parents and community members to learn and become aware of resources provided by the district/schools and provide access to computers for educational use. • Expand the use of electronic staff development records to include in-service offerings, announcements, signup, and assessment. • Maintain/expand on-line training. • Provide different delivery methods of training (video conferencing, web training). • Provide training and modeling on the effective integration of technology. • Provide training based on needs as indicated by surveys, data and legislative mandates. • Provide training for new employees on key software programs. • Provide training on cyber hostilities. • Provide training on security. • Provide trainings that include an effective follow up method. • Recognize (administration) the importance of teacher training and the need for students, teachers and administrators to meet technology standards. • Train administration on how to check usage reports to determine the level use of technology by teachers (electronic AIP's, grade books, lesson plans, etc.). • Train administration on how to evaluate teacher technology skills. 	<ul style="list-style-type: none"> • Adopt technology standards for teachers and students. • Convert some face-to-face technology trainings to online. • Expand the use of electronic staff development records to include in-service offerings, announcements, signup, and assessment. • Maintain/expand on-line training. • Provide adequate funding for substitutes or stipends. • Provide different delivery methods of training (video conferencing, web training). • Provide time for training during the school day or financial reimbursement for off school time. • Provide training and lesson plans regarding bullying and intimidations across multiple platforms. • Provide training and modeling on the effective integration of technology. • Provide training based on needs as indicated by surveys, data and legislative mandates. • Provide training on key software programs to new teachers to DeSoto County. • Provide trainings that include an effective follow up method.

Area	Administrative	Instructional
<p>Equipment</p>	<ul style="list-style-type: none"> • Build out virtualization solutions. • Cost effective use of printers. • Ensure computer desktop security and appropriate web usage. • Establish plans (by schools and district departments) for updating and/or replacing computers used for administrative purposes (bookkeeping, Genesis users, etc.). • Expand the use of virtual servers and disaster recovery. • Keep accurate records on technology inventory. • Provide security using video surveillance equipment and other means. • Utilize funding to build out cloud based computing and SAS (software as a service) platforms. • Utilize funding to provide dedicated teacher workstations. 	<ul style="list-style-type: none"> • Cost effective use of printers with recommended printer standards. • Establish equipment plans at the schools to ensure that obsolete equipment is upgraded or replaced as needed. • Provide all teachers with a dedicated teacher workstation with minimum requirements to run required DCSS teacher programs.

Area	Administrative	Instructional
<h1>Software</h1>	<ul style="list-style-type: none"> • Continue development of electronic forms. • Develop a web portal, with single sign on to all critical content. Establish a process for identifying/specifying software needs, reviewing choices, implementation and evaluating results. • Establish a data warehouse. • Establish a process for identifying/specifying software needs, reviewing choices, implementation and evaluating results. • Establish a timeline/cycle for district software upgrades. • Implement district-wide software purchases for standardization. • Increase use of Navigator Plus website. • Investigate/purchase software for maintenance and inventory records for fuel, supplies, services, and parts. • Provide web conferencing for Professional Development. • Purchase electronic textbook software. • Purchase software and camera for the print shop for creation of photo identification cards. 	<ul style="list-style-type: none"> • Establish a data warehouse. • Establish a process for identifying/specifying software needs, reviewing choices, implementation and evaluating results. • Explore ways to merge data from different sources into one location. Establish a process for identifying/specifying software needs, reviewing choices, implementation and evaluating results. • Provide for web conferencing to use in classroom instruction. • Purchase software for curriculum mapping. • Utilize the Software Evaluation Tool for identifying/specifying software needs, reviewing choices, implementation and evaluating results.

Area	Administrative	Instructional
<p>Assistive Technology</p>	<ul style="list-style-type: none"> • Comply with ADA requirements. • Increase awareness and demonstrate use of available assistive software and features. • Provide awareness sessions, training and flyers for administration and teachers to inform them of the availability and use of assistive technology. 	<ul style="list-style-type: none"> • Insure access for all students using currently available OS features. • Provide free screen readers. • Provide large screen monitors. • Provide word prediction software.

District Technology Goals

Goal I: *Improve student academic achievement through the use of technology.*

Short Term Goals:

1. Continue the ongoing promotion of the effective use of technology to implement the Next Generation Sunshine State Standards (herein NGSSS) and Common Core State Standards (CCSS) to improve the performance of all students.
2. Continue to promote the availability of assistive technology to meet the educational requirements of No Child Left Behind (herein NCLB) in assisting all students, including those with special needs.
3. Develop a district-wide evaluative process to determine current software products that meet student academic needs and align to the NGSSS and CCSS.
4. Develop business partnerships to remain informed of current trends involving technological advancements.
5. Develop Software Evaluation Tool.
6. Establish a data warehouse that facilitates data analysis for instructional improvement.
7. Evaluate/inventory current software products to determine their effectiveness.
8. Increase utilization of current vocational and business applications to prepare students for real-world experiences (productivity software products, graphic software, etc.).
9. Provide students access to a variety of current instructional technology and resources.
10. Research the development or adoption of a scope and sequence curriculum based on the NGSSS and National Educational Technology Standards (herein NETS).
11. Select and implement the utilization of an electronic curriculum mapping tool to provide focus and direction for instruction.
12. Select instructional materials that integrate technology.
 - a. Teachers will facilitate the use of project-based learning and student-centered activities which incorporate technology to increase student achievement.
 - b. Teachers will utilize technology in their classrooms to provide individual accommodations so that all students can make adequate progress toward performance standards and outcomes.
 - c. Teachers will work with students to use technology as presentation tools for curriculum assignments (e.g., presentation software, spreadsheets, and database).
13. Use progress monitoring programs to monitor student progress.

Goal II: *Ensure equitable and effective access to technology for all school, district and community stakeholders.*

Short Term Goals:

1. Comply with ADA requirements (i.e., keyboard pads, mice, ergonomically correct equipment, chairs, desks, etc.).
2. Conduct electrical evaluations of schools and district buildings.
3. Continue to provide cell phones with 2-way connection to facilitate communication between district support staff and schools.
4. Develop a district-wide replacement plan for hardware based on a 3-5 year cycle.
5. Develop a plan to provide video conferencing for instructional and training purposes.
6. Develop standards for secure wireless access for each location.
7. Ensure that each school and district office LAN is adequately maintained to support the demand by replacing network equipment and network cabling with current technology and optimizing network topologies.
8. Ensure the availability of assistive technology resources to meet the requirements of students or staff with special needs.
9. Expand network bandwidth to all location to a range of 10 GbE speeds.
10. Explore alternate network technology.
11. Explore utilization of Video on Demand (VoD)
12. Utilization of Voice over Internet Protocol (VoIP).
13. Increase district-level technical support as demand increases.
14. Maintain and improve server infrastructure for reliability and disaster recovery.
15. Maintain and increase technology security through use of software and education.
16. Maintain and increase technology security through use of software and education. Two-factor authentication for critical systems (i.e., Fingerprint verification).
17. Maintain and update Internet and e-mail access. Migrate from IP v4 to IP v6.
18. Pilot the use of electronic books (Interactive).
19. Pilot the use of virtual desktops.
20. Progress toward achieving 1:1 ratio of computer to student.
21. Provide closed captioning capabilities on all televisions.
22. Provide dedicated computer workstations to all personnel that meet minimum specifications as determined by Information Technology Department.
23. Provide training to staff on use of technology devices to comply with ADA requirements.
24. Provide/acquire computers and bandwidth for online testing as required by Florida Department of Education without hindering current instructional technology access.
25. Pursue additional sources of funding.

Goal III: *Increase technological knowledge and use for all school, district and community stakeholders.*

Short Term Goals:

1. Adopt and implement National Educational Technology Standards (NETS) for teachers, students and administrators. (Appendix A)
2. Allocate equitable funding/time for training of all stakeholders.
3. Continue to fund allocations for school and district level Computer Resource Technicians or Technology Resource Teachers.
4. Continue with the train the trainer model, incorporating varied methods of delivery, providing all areas of the educational system with trained personnel creating a network of knowledgeable professionals.
5. Create an initiative for training and modeling the effective integration of technology into current teaching methods.
6. Ensure that training facilities and resources are available and equitable to all stakeholders.
7. Ensure the accountability of staff development by developing a process for evaluating the effectiveness of technology staff development methods including train the trainer, documenting a method of follow up, and ensuring that training is delivered to the intended audience.
8. Explore the creation of community technology centers that include opportunities for parents and community members to learn and become aware of resources provided by the district/schools and provide access to computers for educational use.
9. Promote the use of technology in day to day activities in the educational environment by using:
 - a. electronic forms, surveys, evaluations and calendars
 - a. electronic methods of recordkeeping and data management
 - b. productivity software for book reports, graphing and other student assignments
 - c. technology tools and resources for managing and communicating personal/professional information (i.e. finances, schedules, addresses, purchases, correspondence, etc.)
10. Provide staff development for employees on safe use of online resources.
11. Provide students direct instruction on safe use of online resources. (i.e., Internet, email, blogs, chat rooms, and online games).
12. Provide training on the use of assistive technology resources for all stakeholders.
13. Revise instructional evaluation instruments to include technology literacy.

Goal IV: *Increase productivity and efficiency through the use of technology.**Short Term Goals:*

1. Achieve 75-100% participation of administrators and supporting clerical staff in technology-related training annually with the focus of training on integration of technology in current position.
2. Achieve 75-100% participation of teachers in technology-related training annually with the focus of training on technology/curriculum integration.
3. Adopt a plan to ensure existing school software (i.e., Accelerated Reader, Read 180, and Fastforward etc.) is at the same release levels throughout the district and continue upgrading and enhancing existing software.
4. Build and maintain a fiber optic Wide Area Network and continue building wide area wireless network with sufficient broadband to meet instructional and administrative needs.
5. Continue building local area wireless network at all primary locations.
6. Continue development of policies and procedures for all electronic media tools (i.e., web pages, student e-mail, internet use, etc.).
7. Continue offering more on-line and on-demand classes for Professional Development.
8. Continue to progress towards more electronic data collection, analysis, forms, inventorying, processing, filing, information, etc. For example:
 - a. Application Extender (scanning documents).
 - b. Background checking software.
 - c. Bar code scanning for food service and media centers.
 - d. Data warehouse.
 - e. Electronic fieldtrip form.
 - f. On line application.
 - g. Photo ID camera and software.
 - h. Print Shop work order tracking system.
 - i. Routing and mapping software.
 - j. Textbook inventory scanning.
 - k. Web conferencing for professional development.
9. Continue to review processes to determine whether using technology can increase productivity.
10. Develop a plan to educate and inform administration of the importance for teacher training and the need for everyone (students, teachers, and administrators) to meet technology standards and provide adequate funding for substitutes or stipends.
11. Develop a process for identifying/specifying software needs, reviewing choices and evaluating results.
12. Expand and encourage the use of existing software (i.e., Gradebook, lesson plans, Genesis, Skyward, PEER, etc.) through training personnel.

13. Explore and adopt a plan for using a system with one domain to house all user data and user profiles.
14. Maintenance and inventory records electronically entered and stored (fuel, supplies, and services, parts, etc.).
15. Improve campus and transportation safety by continuing to update telecommunications technology services such as adding GPS on buses, surveillance video cameras in schools, etc.
16. Increase technical support to meet district demands.

Funding Plan

Funding Sources

The District uses a combination of multiple funding sources for district-wide technology needs. These include both recurring and nonrecurring funds from the general fund, capital outlay funds, and Federal funding. Funding for additional technology acquisitions and training has been provided from state professional development funds, Federal Title II funds, School Recognition funds, Federal Title I funds, the Federal 21st Century Learning Grant, and both the entitlement and competitive EETT grant programs. The District will continue to use these (and other) funding sources in the implementation of the District Technology Plan.

The funding plan is updated annually to insure that a sufficient budget is provided to acquire, support, and maintain essential hardware, software, professional development and other services needed to implement strategies identified for improving educational services. The identification of priority technology funding needs is determined during the annual comprehensive planning and budgeting process and annual review of the district technology plan and needs assessment. This process begins at the local school level and culminates at the district level with input from school improvement committees, district level administration, school board members and business and community leaders.

The schools in DeSoto County are connected to the metropolitan area network utilizing a number of different mediums. All classrooms have access to the Internet which allows use of the Internet for classroom instruction. The School District of DeSoto County will be moving the metropolitan area network over to a fiber optic medium to enhance this connectivity. E-rate funding is utilized to support this connectivity. The District's portion of the cost is funded from Capital Outlay funds.

Each school is allocated one Computer Resource Technician position. The Computer Resource Technician provides instructional support and training for the classroom teachers. The District Office is allocated one District Instructional Technology Specialist position to provide support and training for instructional and non-instructional employees. The District Office is also allocated one Data Analyst which provides support to the schools and the district by processing data needed for data driven decision making.

Sufficient Budget for Acquisition and Maintenance

The identification of priorities for technology spending occurs through the annual planning and budgeting process.

The following areas are considered in the budgeting process for acquisition and maintenance:

- All district schools are connected to the district's wide area network, and all schools have local area networks. Most classrooms have access to the Internet through FIRN which allows use of the Internet for classroom instruction. All administrative areas have adequate equipment and access to the wide area network and the Internet. All schools have high-speed connectivity. The district will apply for E-Rate funds and use district discretionary funds to support these lines.
- The district uses the Genesis School application from Heartland Data Systems, Inc. for its student information system (SIS). An annual contract between the district and Heartland provides support, training, and software updates. Genesis School is housed on a Microsoft SQL 2000 server, and the client PCs used to access the system need to be higher-quality machines with powerful processors and an abundant amount of RAM.
- The district has implemented Global Scholar's Pinnacle and Gradebook2 as a district-wide electronic gradebook program. The district will continue to maintain and service this product for all K-12 schools.
- The district uses Microsoft Outlook to provide e-mail access for all personnel. Upgrades to our Microsoft Exchange Server will be made as necessary to provide for growth and enhancements in such features as intranet instant messaging capability and Internet access to shared calendar folders.
- The district has purchased site licenses for instructional and administrative software. These site licenses will continue to be supported.
- Training needs are met in a variety of ways. Schools schedule their own training, district technical staff provides training, vendors provide specialized training, and the Latitudes website provides on-demand training and support. Additionally, district wide technology workshops are scheduled on an as-needed basis.
- The district currently employs the following staff members to assist schools in the area of technology: Director of IT, Assistant Director of IT (Infrastructure), Facilitator of IT (One District level computer resource technician, five school level computer resource technicians, one data technician and one hourly computer resource technician.

Technology Acquisition Plan

Identification of Appropriate Technology

Current, emerging and future technology, including hardware, web-based applications, and software, will be evaluated and applied to the goals and needs of the district as identified in the district technology plan and school improvement plans. Data-driven decisions will be made from all tools listed in the needs assessment and goals section in an effort to increase achievement of the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS), improve school accountability factors such as discipline and attendance, and implement innovative practices that encourage students to stay in school. Local and long distance telephone services are essential tools for communicating with parents regarding student progress in meeting standards, as well as discipline and attendance issues. With the assistance of district personnel, each principal will analyze school-level data and develop strategies to meet school improvement goals cooperatively developed with the school advisory council to identify appropriate technology.

- Appropriate instructional technologies will also be identified using the following:
 - District-wide instructional software evaluative tool will be developed and used when purchasing instructional software.
 - Using the evaluation tool, schools will determine if current software addresses the NGSSS, CCSS, and National Educational Technology Standards (here in NETS) and has a positive impact on student achievement.
 - The evaluation tool will be used for future purchases of instructional software.
 - School/State data will be a determining factor in the acquisition of instructional software.
- Using the district-wide evaluation tool, instructional software will be assessed based by its ability to:
 - Align to the NGSSS and CCSS.
 - Meet the identified instructional needs of targeted students.
 - Meet the needs of students with varying learning styles and assist those with special needs and students with disabilities.
- Acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate students and staff needs for instruction and assessment will be determined annually through the needs assessment process or as needed throughout the school year.

- Using the district-wide software evaluation tool, identified DSCCS Minimum Workstation Requirements, and list of district-supported software future technology acquisitions will:
 - Standardize the district's technology acquisition process across the county.
 - Ensure that software and hardware meet minimum district requirements and are supported by the district's IT technical department.
 - Align with the NGSSS, CCSS, and NETS for students, teachers, and administrative staff.
- Strategic technology related purchasing acquisitions will be determined by:
 - Guidelines set forth in the District Technology Plan and school technology plans.
 - Recommendations made by the District's Technology Committee and / or Technology Division.
 - Guidelines listed in the DSCCS Minimum Workstation Requirements.
 - District-wide software evaluation tool.
 - NGSSS, CCSS, and NETS.
 - Comprehensive planning process.

Access

Viable educational components and technology tools must be available with access for all. Teachers, students, and staff members should have high speed access to the Internet. Teachers, students, staff members, and parents must have access in order to utilize technology effectively as an instructional tool. Technology-based instructional lessons and units that support the NGSSS and CCSS are encouraged by all principals for each program: basic, exceptional, English for Speakers of Other Languages (ESOL), dropout prevention, and vocational.

The district provides equitable and effective accesses to telecommunications and other technologies to support teaching and learning by:

- Providing network access to every classroom and administrative office.
- Providing computer workstations that meet current minimum specifications for teachers and staff.
- Providing access to online instructional and training resources for students, teachers, staff and parents.
- Providing access, software and equipment to students with special needs as identified through the IEP (Individual Education Program) process or individual evaluation and or observation.
- Identifying and addressing school and district level needs through the annual comprehensive planning process and needs assessment.
- Providing access to data for decision making from school, district and state level databases.

Acquisition Timetable

The superintendent and staff will allocate discretionary funds in a manner designed to achieve the best possible student outcomes and in an equitable fashion. As demonstrated in the funding plan section, many fund sources can be used to enhance technology. Input will be received from principals, based on their school technology team's efforts. Proposals will be entertained whenever funds become available. The superintendent will consider equitable access for students, the outcomes from previous allocations (Is the technology used and was student achievement positively impacted?), and the commitment of the school to utilize the hardware, software, or training provided.

Acceptable Use Policy

The District has defined acceptable use policies for access to all systems including the Internet/World Wide Web. (See Appendix B) These policies and procedures are defined in the following documents: School Board of DeSoto County Policy - Telecommunication Plan and Electronic Communications Use

- Code of Student Conduct – Violating Internet Policy, Rules and Regulations or Inappropriate Use of the Network
- School Board of DeSoto County – Student Network Access Permission & Internet Safety Contract
- School Board of DeSoto County – Non-Student Network Access Permission & Internet Safety Contract
- School Board of DeSoto County – *Network Access Request*
- IT Policies and Procedures Manual and Receipt (The manual is a separate document and is not included in the appendix.)

Student Network And Internet Acceptable Use And Safety

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning to harness and utilize the vast, diverse, and unique resources available on the Internet. The District is pleased to provide Internet services to its students. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The District has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

The District encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the

Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the District may not be able to technologically limit access to services through the District's Internet connection to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness, access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The District has implemented technology protection, utilizing software and hardware measures which monitor, block, and filter Internet access to visual displays that are obscene, pornographic, or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the School Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

Students and staff members are responsible for good behavior on the District's computers and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The School District of DeSoto County does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures. Users who disregard this policy and its accompanying procedures may have their user privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying procedures.

Technology Protection Measure

The District provides a technology protection measure that blocks and filters Internet access to visual depictions that are obscene, pornographic, or harmful to minors which complies with the Child Internet Protection Act (CIPA). In addition, the District provides educational material for classroom instruction on awareness and response to Cyber bullying, social networking and appropriate online behavior.

User Support Plan

Network Management

The wide area network includes an online interactive network management protocol. Built-in software on Cisco and other switches at main locations provides information on port-level statistics and management. Switches and routers can be managed from any internal location. Unmanaged switches will be replaced with managed switches at main locations on an ongoing basis.

End user management is accomplished with remote access software. This allows technicians control of end users' equipment in order to perform software installs and troubleshooting. Using remote management software allows for faster repairs and maximum uptime.

Network monitoring to ensure performance and security is accomplished with protocol analyzers, system logs, and bandwidth tools.

Internet access is restricted utilizing content filtering software to comply with the Child Internet Protection Act (CIPA).

Stateful hardware firewalls are employed to protect our internal network from viruses, Internet attacks, and malware (malicious software). This increases performance on access to our network and the Internet, and mitigates downtime.

Symantec Endpoint products are further utilized to prevent undesired system changes to hard drives, disaster recovery and duplication purposes. We have also installed real-time backup software to ensure that mission-critical systems have alternative, offsite backup hardware that can failover and instantaneously assume the role of a server that has gone down.

Equipment Maintenance and Replacement

Equipment standardization will be maintained to ensure compatibility, minimize downtime, and provide an efficacious service level.

Equipment maintenance, initiated by a technical work order system, is provided by the Information and Technology (IT) division. An IT technician is available during school hours. The Information and Technology division will make decisions on whether equipment should be repaired or replaced.

The continual reduction in cost of new hardware has resulted in quicker replacement and less repair of hardware. Major repairs often cost more than the purchase cost of a new or refurbished hardware.

The district IT department maintains all administrative hardware and software, and purchases computers for administrative level staff. Using district specifications hardware for site administrators is replaced by the school. All other school level replacements are determined by school technology plans.

The Director of IT and staff members are available to personnel to assist making technology purchasing decisions. Recommendations from vendors and consultants will also be used. Final purchasing decisions will be reviewed by appropriate instructional and IT staff prior to submission to the Superintendent for his review and approval.

Staff Training Plan

Professional Development Plans

Staff development is a key component to get teachers to utilize technology daily in the classroom. In turn, the effective use will not only help students achieve the NGSSS and CCSS, but also replicate the real world dependence on technology as evidenced in the new millennium.

An increasing number of staff development opportunities offered by the district include infusion of technology into the subject matter. Instructors in the Cultural and Language Learning portions of the training will be expecting all teachers to utilize the Internet as a means of developing an understanding of other cultures. In addition the district provides educational material for class room instruction on awareness and response to Cyber bullying, social networking and appropriate online behavior.

Provisions for increasing the use of technology in the classroom and media center will include:

- Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs.
- District and school level technology leaders will work with teachers and administrators to identify appropriate software for the integration of technology. Efforts will be made to better utilize existing programs.

- Media Specialists will use media center resources to help teachers integrate technology where applicable. Training in the area of integrating technology into the curriculum will be provided to media specialists as needed.
- The integration of technology as a meaningful component within all curriculum training and district-level coordination of training and support;
- The IT Department, Curriculum Department and Human Resources/Staff Development Department will work together to ensure that curriculum training offerings include the integration of technology where applicable.
- The district will integrate NETS standards for administration, teachers, and students.

Ensuring adequate facilities, instructors, materials, equipment and funding for staff development;

- Outside consultants are hired to provide training when needed.
- The Curriculum Department includes one district level Instructional Technology Specialist.
- Funds are provided to pay stipends, pay substitutes and provide materials.
- The IT Department maintains a training facility.
- Every school will be allocated one Technology Resource position.
- Identification and acquisition of technology-based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner.
- The train-the-trainer model currently being used provides schools with a highly qualified trainer that can deliver content on campus during non-student contact times.
- Online resources, i.e., Microsoft Electronic Learning, Links for Educators on school web sites are provided and accessible on demand. Expand the usage of Latitudes.
- Different methods of delivering content will be explored; i.e., videotaping training sessions, development of web-based training, etc.

Ongoing Training and Technical Assistance

Sources of ongoing training and technical assistance made available to teachers and administrators served by the district are:

- Latitudes
- Microsoft Electronic Learning
- South Florida Community College (SFCC)
- Heartland Education Consortium (HEC)
- Florida Center for Instructional Technology (FCIT)
- Outside consultants and vendor-provided training
- Conferences and workshops such as the Florida Educational Technology Conference
- The Florida Learning Alliance grant at the Heartland Educational Consortium
- Program-specific workshops offered by the IT Department for non-instructional personnel (i.e., word processing, spreadsheets, database)
- Program-specific workshops offered by the IT Department for instructional personnel (i.e., Integrating Technology into Language Arts, Math, Science, and Social Studies; web page development)
- Edison Community College
- Other programs and grants at the Heartland Educational Consortium such as the Suncoast Area Center for Educational Enhancement, FDLRS, Title I Technical Assistance Center, and 21st Century.

A list of ongoing trainings is available to teachers and other staff members at the district Staff Development Office, the district website, and on the Heartland Educational Consortium website.

Program Evaluation

The impact of technology throughout the district will be measured using a variety of tools. An increased number of computer generated reports or technology-centered student assignments will reflect growth in the use of technology. The newly revised performance appraisal instrument evaluates teacher effectiveness in integrating technology into the classroom. Many teachers have chosen to include integration of technology into the classroom as a goal in their professional development plan.

The ongoing evaluation of how acquired technologies are being integrated into the school curriculum will also include but not be limited to:

- Annual Florida Innovates survey
- Teacher technology survey
- Usage reports
- ITTS Inventory of Teacher Technology Skills
- Classroom observations
- Lesson plan documentation
- Technology resource teacher survey
- 8th grade technology assessment (ST2L) Student Tool for Technology Literacy

Student Achievement

The ongoing evaluation of how technologies are affecting student achievement and progress toward meeting the educational goals of the Sunshine State Standards will include but not be limited to:

- Improvement in FCAT scores
- Improvement in graduation rate
- Technology usage report
- Student evaluation software reports
- Progress Monitoring Reporting Network (PMRN) reports
- Professional development report
- 8th grade technology assessment (ST2L) Student Tool for Technology Literacy

Mid-Course Correction

The process used to facilitate mid-course corrections in response to new developments and opportunities as they arise will include:

- Input from monthly technology resource and administrative meetings
- Quarterly District Technology Committee meetings
- Input from annual district comprehensive planning process
- Changes in legislation and/or School Board policy

E-rate Program Planning

DeSoto County Schools are using the following telecommunication services to improve education:

- Fiber optics
- Point to point T1s
- Metro Ethernet
- Wireless Wide Area Network (WWAN)
- Cellular Phone Service
- Broadband cellular / data services
- Local and Long Distance Telephone Service

Goals and Strategies

- *Fiber Optics /Point to Point T1s Metro Ethernet, and WWAN*

The addition of a higher speed network allows DeSoto County Schools to meet many of the goals and objectives established for the students and staff in the district technology plan. The higher bandwidth with voice/data/video capabilities enables several district-wide programs to be used to improve education: AIP (Academic Improvement Plan), FCAT Explorer, IEP (Individual Educational Plan), Pinnacle Gradebook, Exchange e-mail system, and the PMRN (Progress Monitoring and Reporting Network). Genesis enables the district to store all student data and provides access to student data by district and school staff. Skyward allows financial information to be readily accessible to appropriate district and school staff. Navigator Plus allows instructional staff to keep track of professional development training.

The high bandwidth with voice/data/video capabilities enables the following goals to be addressed more effectively and efficiently:

- Goal I: Improve student academic achievement through the use of technology.
- Goal II: Ensure equitable and effective access to technology for all school, district and community stakeholders.
- Goal III: Increase technological knowledge and use for all school, district and community stakeholders.

Cell Phones

Cell Phones with two-way radio capabilities enable communications to occur in a timely manner between district office staff and school staff. This ability allows problems and questions related to software, hardware, student information, staff development, and finance to be taken care of judiciously. The cell phones also assist in providing a safe school environment that is conducive to learning. Use of cell phones for technical support and a safe school environment supports the following goal:

- Goal IV: Increase productivity and efficiency through the use of technology.

Local and Long Distance Telephone Service

Local and long distance telephone service provides a sufficient resource to meet staff and student needs. The service enables staff at different locations to communicate concerning the many issues that affect students (i.e. curriculum, attendance, grades, school events, and facilities). Effective communication is enabled between district staff and school staff regarding staff issues (i.e. finance, payroll, retirement, staff development). Staff at the district and school levels are able to communicate with parents and students about matters of concern (i.e. grades, attendance, homework assignments, student illness, and participation in school events).

This service helps to meet the following goals:

- Goal I: Improve student academic achievement through the use of technology.
- Goal II: Ensure equitable and effective access to technology for all school, district and community stakeholders.
- Goal IV: Increase productivity and efficiency through the use of technology.

Professional Development

Several different strategies are utilized to ensure that personnel know how to use the new technologies to improve education.

Fiber Optics

One strategy is to use a train-the-trainer model to provide training in new technologies. The technology committee meets monthly. The school technology contacts receive training in new technologies and software applications. In turn, the contacts provide the training to their individual school staffs. Training has been provided in the use of several different programs that have been made possible by the installation of fiber optics: AIP (Academic Improvement Plan), FCAT Explorer, IEP (Individual Educational Plan), Pinnacle Gradebook, Exchange, and the PMRN (Progress Monitoring and Reporting Network).

District technology resource technicians and IT staff provide training to the district office staff on the use of new technologies. Online training provides another strategy for professional development. Through the use of Electronic Learning, teachers and staff are able to receive training in the use of various software titles that can be used to enhance student achievement.

Cell phones

Training is provided by an outside source as needed. The vendor provides training in the use of the cell phones to each person who receives a cell phone. The training covers all the features of the phone: answering a call, ending a call, storing phone numbers for easy access, editing numbers, deleting numbers, and use of the two-way radio feature.

Telephone Service

The telephone service provider provides training in the use of the telephone system. Staff at the district office and at each individual school train new employees.

Ongoing assessments

Assessments are conducted annually and indicators evaluated for improvement of educational needs. Of particular importance to determine the telecommunications services, hardware, software, and other services needed are:

- Florida Innovates (School Technology and Readiness) Survey
- DeSoto County Schools Technology Survey
- Technology Status/Needs Survey
- Input from the District Technology Committee

Evaluation Process

The IT Department in conjunction with Instructional Services will coordinate monitoring of the implementation of this plan. A checklist will be used by each school quarterly to provide data which can be reviewed by the district to assess implementation progress. Use of FCAT Explorer reports, the DOE staff development database and state testing reports will also be used to assess the impact of E Rate and other funds on staff preparedness and student achievement of academic and technology goals. Attendance data will be monitored by the district. Additional assessments that are conducted annually in order to provide needed information importance to determine the telecommunications services, hardware, software, and other services needed include:

- Inventory of Teacher Technology Skills (ITTS) (School Technology and Readiness) Survey
- Student Tool for Technology Literacy (ST2L)
- DeSoto County Schools Technology Survey
- Technology Status/Needs Survey
- Input from the District Technology Committee

Information from all assessment sources is analyzed to help the district determine the telecommunications services, hardware, software, and other services available, and the additional services that are needed to improve education. NCLB: Enhancing Education Through Technology (EETT)

The School District of DeSoto County has participated in the NCLB EETT Grant Program for the past eight years. The Title II, Part D: Enhancing Education Through Technology (E2T2) had been a major funding source for staff training and materials along with some additional district funds. However, the federal government has eliminated E2T2 funding for 2011-2012. Remaining E2T2 competitive funds from 2010-2011 will be carried over until September 2011 with a no-cost extension granted from the Florida Department of Education.

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Appendix A ISTE /NETS

Technology Standards for School Administrators Framework, Standards, and Performance Indicators

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

Educational leaders:

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

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

Educational leaders:

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

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

Educational leaders:

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

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

Educational leaders:

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

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

Educational leaders:

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

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

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

This material was originally produced as a project of the Technology Standards for School Administrators Collaborative. (<http://cnets.iste.org/tssa/>)

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Technology Standards and Performance Indicators for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

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

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

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

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

III. TEACHING, LEARNING, AND THE CURRICULUM

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

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

IV. ASSESSMENT AND EVALUATION

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

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

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

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:

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

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Technology Standards for Students: The Next Generation

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

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

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

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

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

3. Research and Information Fluency

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

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

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

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

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

5. Digital Citizenship

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

Students:

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

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Appendix B Technology Acceptable Use

Access

The School District of DeSoto County offers access to network resources and the Internet. The use of the network and the Internet must be in support of educational and professional activities that are consistent with the educational goals and policies of the School District of DeSoto County. The user is responsible at all times for its proper use. Superintendent or designee may examine files to determine if a user is acting in violation of any district policies, including the Student Code of Conduct. Failure to comply with these policies may result in disciplinary action, legal action and/or cancellation of access.

Information and Uses

While the School District recognizes the importance of technology in our society, and the importance of integrating technology into our classrooms, the School District also requires students to use technology in an appropriate and responsible way. Misuse of any electronic devices will be handled with strict enforcement.

IT IS REQUESTED THAT PARENTS ASSIST WITH THE IMPLEMENTATION OF THIS IMPORTANT POLICY.

Students have the privilege of using school/district computers, which include the internet, unless said privilege has been revoked in writing by parental opt-out form or suspension of privileges for violations of Student Code of Conduct. Access to and the use of school/district computers shall be under the direction of a school staff member and monitored as an educational activity. Although a conscious effort is made to deter access to materials that are inappropriate in the school environment through the use of internet filters, no safeguard is foolproof. Students are responsible for avoiding access to inappropriate material and reporting incidents should they occur. Disciplinary action shall consist of any combination of consequences as listed in the Student Code of Conduct Section of each individual school sites Student Handbook under Computer Misuse and the Technology Acceptable Use Policy.

Prohibited Uses

Students should take precautions to protect access to their account(s) and must not compromise the privacy of their password by giving it to others or exposing it to public view. All security issues should be reported to school staff immediately.

Prohibited use includes, but is not limited to:

- (1.) Violations of federal, state and local laws and regulations regarding:
 - a. Copyrighted and/or trademarked material
 - b. Threatening, obscene or profane material
 - c. Licensing agreements
 - d. Plagiarism
- (2.) Vandalism, which is defined as a malicious attempt to harm or destroy network resources, data of another user, the Internet, or other networks. This includes the creation of, or uploading of, computer viruses on the Internet or host site;
- (3.) Cyberbullying which is defined as Bullying or harassment of any student through the use of data or computer software that is accessed through a computer, computer system, or computer network to systematically and chronically inflicting physical hurt or psychological distress on one or more students using any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee. And in accordance with “Jeffrey Johnston Stand Up for All Students Act.”
- (4.) Cyberstalking which is defined as an engagement in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- (5.) Taking, sending, forwarding or receiving pictures of a sexual nature via an electronic device is against the law and could get a student into serious trouble, not only in school, but with the law as well. If a student forwards such a picture of someone (even him/herself), he/she could face pornography charges. Students must report receiving pornographic materials to the school’s administration.
- (6.) Any laser device, not authorized for use as a learning tool, is **strictly** prohibited on school grounds or school buses and possession of such device will result in confiscation and possible disciplinary action;
- (7.) Use of the Internet or network for financial gain or illegal activity of any description;
- (8.) Unauthorized use of another individual’s network access including use of another individual’s network username and password;

- (9.) Consuming large amounts of bandwidth, resulting in disruption of the network, including but not limited to:
- a. Network/Internet games
 - b. Streaming video and audio
 - c. Non-educational teleconferencing
 - d. Downloading very large files without prior approval of technology staff
- (10.) Hacking or any attempt to gain access to networks, including but not limited to:
- a. Browsing networks to obtain IP addresses and other network information
 - b. Accessing the networks without prior authorization
 - c. Using network resources or other resources with the intent of preventing or interfering with the transmission of voice, data, pictures, or anything that can be transmitted over the network
 - d. Trespassing on others' work, files or folders, and attempting to, or taking action to access, modify, harm or destroy data of another user
 - e. Circumventing proxy servers, firewalls or other filtering software.
- (11.) It is expected that students using the internet will ONLY access it through the School District of DeSoto County network.

NOTE: If a communication device is used in a criminal act while the student is on school property or in attendance at a school function, there is the possibility of disciplinary action by the school or criminal penalties by a court of law. (Florida Statute 1006.07(2)(e))

Note: SDDC is not financially responsible for electronic or wireless devices that are lost or stolen on campus.

SDDC is not responsible for any data lost while connected to our network.

SDDC maintains the right to disable any device connected to the network.

Electronic or Wireless Communication Devices are defined as follows:

Electronic devices are those, which provide communication by text, word, voice or picture such as cell phones, palm pilots, iPods, iPads, Smart phones, thumb drives, game machines, laptop computers, book readers, tablet computer, eBooks and the like.

Electronic Communication

Student use of cellular phones or other electronic or wireless devices is strictly prohibited at any time once the school day begins unless specific permission is granted by a teacher or administrator or is specific to an IEP or 504 plans. Cellular phones or other communication devices used during the school day or on the school bus without specific permission will be confiscated. Confiscated devices will be released only to the parent/guardian at the end of the academic day that the incident occurs or before or after school in the days following. Repeated misuse may result in loss of privileges as determined by the principal or his/her designee.

Electronic Communication includes, but is not limited to, email, blogs, podcasts, discussion boards, web sites, video conferencing, virtual classrooms, and any other online collaboration tools.

Sharing of student information, including but not limited to: home address (es), phone number(s), social security number, full name of family members or other personal information is prohibited.

Unauthorized use includes, but is not limited to:

- (1.) The creation and exchange of offensive, harassing, obscene, or threatening communication;
- (2.) The creation and exchange of communication that uses impolite, abusive, or objectionable language;
- (3.) The exchange of privileged, confidential, or sensitive information outside of the organization or outside the defined privileged group;
- (4.) The creation and exchange of advertisements, solicitations, chain letters, SPAM and other unsolicited e-mail;
- (5.) The creation, storage, or exchange of information in violation of copyright laws;
- (6.) Reading or sending communication from another user's account, except under proper delegate arrangements;
- (7.) Altering or copying a communication or attachment belonging to another user without the permission of the originator;
- (8.) Using electronic communication in ways that violate School Board policies, the Student Code of Conduct, or district procedures;
- (9.) Activities which cause congestion of the network or otherwise interfere with the work of others;
- (10.) Impersonating any other person, entity, or organization or misrepresenting your affiliation with any other person, entity, or organization;
- (11.) Representing personal views as those of the School District of DeSoto County.

Reasonability

School staff must be notified immediately of any unauthorized use of your account or any other breach of security. Unauthorized use resulting from negligence in maintaining security will be the responsibility of the user.

Delivery

All minors will receive instruction on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Instruction may take several formats depending on age level appropriateness and content. In addition, informational resource will be available on the districts website.

FORM TO BE RETURNED TO SCHOOL

Student Technology Opt-Out Form

Student Name:

(Please Print)	Last Name	First Name	MI	Student ID# <small>(not Social Security number)</small>	Grade
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Date of Birth _____ **School** _____

Students will have the privileges listed below unless this Technology Opt-Out Form is submitted by the Parent/Guardian.

Please place a check in the blank provided if you do **NOT** want your child to participate and sign at the end of this document.

My child does not have my permission to access the school/district networked computers, which include the Internet.

The School District of DeSoto County provides Internet filters and takes great care to block access to inappropriate material. Although a conscious effort is made to deter access to materials that are inappropriate in the school environment, no safeguard is foolproof. Students are responsible for avoiding access to inappropriate material.

By checking above, your child will not be able to access important and valuable educational resources such as the school/district online library card catalog, email, instructional software (*i.e.*, AR, Read 180, Compass, FCAT Explorer, LMS, *etc.*) and resources for research and printing.

The Technology Opt-Out Form will become a part of the student’s cumulative record.

Parent/Guardian Name(s) (Please Print)	Last Name	First Name	MI
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Parent/Guardian Signature(s) _____ **Date** _____

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June 15, 2012

DeSoto County School District
Attn: Mr. Jeff Wood
530 LaSolona Ave
Arcadia, FL 34266

Dear Mr. Wood:

The Florida Department of Education has completed its review of the DeSoto County School District's Technology Plan for the designated period of approval: July 1, 2012 through June 30, 2015. It is my pleasure to inform you that your school plan has been approved and the plan meets the requirements for participation in the Federal E-Rate Program as understood by the Department from the Universal Service Administrative Company/ Schools and Libraries (USAC/SL) checklist "Appendix A-Sample Technology Plan Approval Form" provided as an attachment. I recommend you look at the most recent guidance on technology planning at the USAC/SL website on an annual basis and update your technology plan with an addendum if necessary for each Funding Year to remain compliant with Federal E-Rate policy. If you are filing 470s for new services, an addendum to your existing approved plan must be approved. This addendum must be accompanied by a cover letter submitted by the superintendent or agency head certifying that any new services are formally incorporated in the technology plan. Please visit the above-referenced website at <http://www.usac.org/sl/applicants/step02/>

Children's Internet Protection Act (CIPA) compliance is now required in order for schools to receive E-Rate funding for Internet Access and Internal Connections as of Year 4 of the E-Rate program. However, the Department of Education cannot certify your school as being CIPA compliant; we have only approved your technology plan. Each entity is responsible for its own certification of CIPA compliance. You can find more information regarding CIPA by visiting the USAC/SL website at <http://www.usac.org/sl/applicants/step10/>.

If you have questions regarding E-Rate, please contact me at (850) 245-0510 or through email at ted.duncan@fldoe.org

Sincerely,

A handwritten signature in blue ink, appearing to read "Ted Duncan".

Ted Duncan
Deputy Chief Information Officer

TED DUNCAN

DEPUTY CHIEF INFORMATION OFFICER, OFFICE OF TECHNOLOGY AND INFORMATION SERVICES

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