

## **Maine School Administrative District #75 Computer Equity Plan**

**Introduction.** Stable, Reliable, Accessible and Sustainable technology access must be made available to all staff and students. The technology department has divided the computer equity plan into short-term and long-term goals. The short-term plan involves stabilizing growth, ensuring computer equity, and most importantly ensuring that all staff and students have access to technology services. The equitable distribution of hardware is the first step in ensuring all staff and students have appropriate and sufficient access to technology. Current deployment of computer resources is not equitable. Sites and locations with a disproportionate number of machines require more service and funding to maintain systems. The equity plan is designed to ensure all staff and students have appropriate access to technology services. The short-term goals provide only the items considered to be foundational that must be delivered equitably and as soon as possible. An additional document is required that identifies long-term goals. Long-term goals may specify particular age groups, sites, curriculum areas, etc.

### **Short-Term Goals**

#### **1. Hardware:**

- 1 adequate computer device per instructional area
- 1 adequate computer per administrative area
- 1 complete fixed lab of 24 devices available per school. Lab includes network laser printer and LCD projector.

- Middle School            1 Mobile sign up lab

- 1 fixed dedicated lab

- 1 fixed open lab

- High School    4 fixed open labs

- 1 special services mini-lab

- 1 mini research computer lab available in each library with network laser printer

#### **2. Software (Additional software to be added)**

- Access to district standard of desktop productivity software (AppleWorks, Office)

- Internet Browser

- Acrobat Reader

#### **3. Services (Additional services to be added)**

- Network and Internet access

- 1 shared network laser printer accessible from each instructional area

- 1 network file and print server available to staff and students

- Print and Online User Documentation

- Access to staff development and training on use of core applications and systems

- Access to technology support personnel

- Email Client – GroupWise

- Online Library Card Catalog

4. **Strategies for achieving short term goals. FY04-05 budget.** District funding is critical in ensuring success. The proposed FY04-05 budget provides the foundation to implement this plan. Additional resources and strategies are necessary to ensure success.
- a) Site allocations. Use of building site allocations to cover new purchases of computers consistent with the district standards.
  - b) Zero growth of infrastructure. A zero growth of infrastructure concept is embedded in this plan. This requires all new computers from the sources identified in this document be used to replace existing devices in an equitable manner taking into consideration staff and student populations and basic the needs of all locations.
  - c) Relocate adequate computers. Opportunities in the district exist where more than one adequate computer is available in an instructional space and where more than one lab is available per school. These situations will be assessed to determine the advantages and disadvantages of relocating devices. When analyzing each individual case, a greater priority is placed on providing one adequate computer in every location versus maintaining multiple adequate computers in one location.
  - d) Identification of replaced computers. Opportunities in reducing current budgetary needs can be found in identifying devices that have already gone through the replacement procedure. These devices can often be found in locations where there are one or two adequate computers and several older models still in use. Once identified, replaced computers will not be targeted for additional replacement. This will eventually lead to a negative growth of the infrastructure and allow the district to reduce the current cost of the infrastructure, freeing up resources to provide support services and to fund long-term goals. The result will be a reduced cost of ownership and stable, reliable, accessible and sustainable technology services.
  - e) Removal of replaced computers. Opportunities for the equitable distribution of support can be found in reducing the total installed infrastructure. Removing replaced computers from service will subsequently reduce the total cost of technology ownership district wide and release support staff from continuing to maintain outdated hardware which can often prove difficult and time consuming. Additionally, the advancements in technology from new software versions, increased availability of online district applications and the utilization of the Internet can be difficult to impossible to support on aged infrastructure.
  - f) Curriculum resources. Utilization of curriculum and department resources to fulfill the equity plan requirements.
  - g) Grant Management. Grants must be designed to support the needs of the technology and equity plans. Grant resources must be distributed in a manner that is equitable and obtained in such a way that the district can provide the

required short term and long term requirements from staffing, training, software, network services to eventual grant funded service and equipment replacement.

- h) New purchases replacing old computers. New purchases of computers used to replace existing devices on a one-to-one level. This includes all district funding sources including student activity, departmental, curriculum, site allocation, technology budgets, etc.
- i) Acceptance of donations. The use of donations can be a valuable part of the short-term solution, provided the equipment is of sufficient quality, compatible with the districts systems and standards, and sufficient years of useful life remain.

### **Long-Term Goals**

1. **District organizational structure aligned in support of technology integration.**
2. **Ensure future technology system requirements and needs are defined by the people within the new structure and meet the needs they identify as critical components of providing education to District students.** No longer defining the hardware, then defining the need!
3. **Ensure funding for all aspects of the technology system**

### **Technology Organizational Structure**

**Students** They're responsible to leave the district as fluent learners, critical thinkers and creative contributors to our society. Students should be comfortable and capable of using technology to solve problems, develop and communicate ideas, and continue to expand their potential.

**Teachers** They have the primary responsibility of delivering instruction using technology. Teachers will use technology as part of the writing and research process. Provide support to reinforce best practices and basic skills introduced in training sessions: correct posture, fostering keyboarding, file structure concepts, general system utility use, proper formatting of documents, and using the Internet. Meet core competencies.

**School Curriculum Leader(s)** They have the primary responsibility of delivering the District framework for technology integration needs/requirements. Duties include providing support and staff development using common assessments for technology. Meet core competencies.

**Focus Groups** to have primary responsibility for discussing district wide framework for technology integration needs/requirements. Provide common assessments using technology, staff development opportunities for staff, provide funding to purchase and support technology services. Meet core competencies.

**School Administration** to have primary responsibility for ensuring staff are delivering curriculum using technology consistent with the standards set by the curriculum leaders. Assist in the support of technology services through allocation of financial resources and

ensuring technology Ed Techs (see Technology Support Technicians below) have adequate time to support technology infrastructure and needs of staff and students. Meet core competencies.

**District Curriculum Leader(s)** This position(s) has the primary responsibility for deciding on, and communicating district wide framework for technology integration needs/requirements. Meet core competencies.

**District Technology Integrator** This position would work with curriculum focus groups to define strategies for integrating technology into their curriculum and assist with effecting those goals. Additionally, the individual would serve as a mentor to provide training of the integration strategies and methods to teachers. Meet core competencies.

**District Web Master** This position has the primary responsibility of organizing and disseminating information to students, staff, and the community. Because the District sponsors publicly accessible web pages that are subject to Federal regulations it requires a position to manage the information published. This position is responsible for ensuring compliance with the Section 508 regulations concerning handicap accessible web pages, pre-screening web pages for FERPA and Child Internet Protection Act violations before publication, and checking the content to ensure the documents are designed for efficiency and speed minimize their network bandwidth requirement.

**Technology Department** has the primary responsibility for ensuring that information systems are capable of delivering the required end user functionality and support services. The department will work closely with administration and curriculum leaders to ensure systems are planned and appropriately funded, staffed, and supported. A systems perspective will be used whenever analyzing existing projects or evaluating new initiatives. The organization should support the following functions:

1. **Director** The role of the Technology Director is to serve as the chief advisor to the District Superintendent and the School Board in all technology matters concerning the District including policies and projects. The position serves as the central manager of the technology staff, providing guidance and determining policy and procedures within department to direct efforts in support of District goals. The Director is responsible for planning and executing the Department's budget as well as providing recommendations on technology purchases initiated outside the Technology Department to ensure they meet with desired goals and are able to integrate with the existing infrastructure with attention to existing capacity and future capacity.
2. **Server Manager** The Server Manager is responsible for the maintenance and configuration of all servers supporting the District. Responsibilities include backup and recovery, service integrity, post office support for the e-mail repository, and other activities that ensure daily operation of services.
3. **Network Manager** The Network Manager is responsible for the maintenance and configuration of all District owned network hardware across the wide area network and communicates with the commercial service provider to re-establish failed links. The position also manages the static (fixed) Internet Protocol Addresses that are assigned to equipment as needed to avoid network address contention.

4. **Database Administrator** The Database Administrator controls access to the data stored in various School Information Systems, designs and integrates systems as necessary, and ensures backups of data files and logs are maintained.
5. **Help Desk Manager** This position is responsible for managing the automated Help Desk, assigning work to and supervising the Customer Support Technicians, and analyzing the data to identify training requirements for District staff and technicians.
6. **Customer Support Technicians (Technology Ed Techs)** These staff members are on the “front lines” of technology support within their respective schools and need the flexibility to respond to the needs of teachers and students in a minutes notice. They have the primary responsibility of working with teachers and students to support the delivery of technology to students and provide ongoing informal staff development as required. Responsibilities include the daily management of resources (student accounts, inventory, repair, deployment), provide basic training to staff and students on computer strategies using applications and network services, and support of classroom and lab activities (per request of teacher). Ed techs will have flexible schedules during the day to provide support where needed and can commit to meet with teachers on a scheduled basis. They will respond to problems as they are submitted to the District HelpDesk system or as they are assigned within their respective school. They are responsible for resolving problems at the workstation and assisting with troubleshooting problems with the network or technology services. A goal of the Technology Department to provide equitable service across the District is to have a technician assigned to each site who can provide reliable, responsive support and meet core technology competencies.
7. **MLTI Project Manager** This is position necessary to manage the State initiative where there is a potential for deploying over 1800 laptops in support of one-to-one computing. Duties of this position include inventory management of the laptops, chargers, and batteries, as well as the wireless base stations and switches provided by the state, hard drive image configuration management as local requirements are added to the image provided from the state, and responding to student and teacher issues that are outside the scope of general support.

**School Board of Directors** Sets policy, education, support, skills, new hire (tech ability or training requirements), defining/setting goals of technology, teacher skill sin technology, setting expectation that staff will deliver technology, Making technology a primary initiative to allow focus.

**Technology Advisory Committee** Helps guide the policy and decisions for school district technology by providing a broad base of input to the technology plan including community, administration. The committee is advisory in nature, enabling the district to gather ideas and information to help meet the technology challenges facing the district.