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Clinton School District # 32 Technology Plan

Clinton School Mission Statement

It is the mission of our school to provide an equal opportunity for all students to receive a quality education that challenges each student's individual abilities. Parents, quality staff, and the community work together to foster critical thinkers, problem solvers and ultimately citizens with a lifelong interest in learning.

"CHILDREN ARE FRAGILE; WE HANDLE WITH CARE."

Clinton School Board's Vision

The Board of Trustees' vision for Clinton School is to provide a physically and emotionally safe learning environment. Trustees will promote communications within the community. Mutual respect and positive attitudes will be nurtured as each individual student is challenged to achieve through creative learning which is exciting, enthusiastic, humorous and fun. The Board will strive whenever possible to maintain a low student/teacher ratio.

The Clinton School District and the Clinton Technology/Textbook Integration Team realizes that time changes and so must be our approach to education. Our society is becoming more complex and the educational needs of our students are more demanding. As technological advancements continue, we must evaluate these developments and implement those we feel have merit into our educational plan. Our objective is to find those pieces of technology that fit our long-term curricular goals to help us achieve our goals more effectively and efficiently, while giving our students adequate skills to use the technology available to them. The Clinton Technology/Textbook Integration Team believes that:

- technology should be introduced and incorporated into the instructional process beginning as early as kindergarten.
- use of technology should be taught and encouraged throughout each grade.
- teachers need to develop their knowledge and skills in using the various technologies used at their grade level.
- teachers need to increase proficiency to make optimum use of the technologies available to them.
- teachers' need assistance and modeling of integrating technology into all subject areas.
- the computer and other technological equipment in each classroom will be used in our 5-Year plan to meet curriculum standards
- teachers will become facilitators of learning and will encourage higher level thinking processes.

- use of a variety of technologies for different instructional purposes should be planned and goals will be set to acquire the hardware and software to insure equitable access to technology by students and staff.

Along with using technologies as a learning tool, other goals will be established to direct the acquisition and use of technologies. i.e. developing basic skills including staff and students; providing opportunities to meet the academic needs of individual students, developing problem solving strategies in students; aiding teachers in record keeping, research, and curriculum enrichment; and instilling in students the motivation to be a lifelong learner and user of technology.

Vision of Technology's Role in Education

The Clinton School District believes that technology is an integral part of today's workforce; therefore, must serve as a fundamental element of the learning environment. It will enhance the independent learning process and promote student-centered learning. This district is committed to promoting lifelong learning skills and developing productive members of society by using classroom technology for management, assessment, communications, and instruction.

In developing our vision we strive to be creative, yet realistic. While considering the inclusion of technology in the learning process, we reflect on the following:

- Students and clients to be served
- Community & staff resources available
- Commitment & willingness of staff & students to use technology
- Facility, funding & infrastructure

We are aware that a vision of learning is never complete, changes and adjustments will occur and disagreements will be numerous. The members of this team are committed to a shared vision.

District Goal for Curriculum

Clinton School District works cooperatively to develop curriculum with the Missoula Curriculum Consortium. Students, parents, and teachers are also involved in the curriculum development process. To date the consortium has developed curriculum in the following core areas: Communication Arts, Guidance, Mathematics, Music, Health Enhancement, Science, Social Studies and Visual Arts. The Technology/Textbook Integration Team is working to design ways of incorporating the use of technology as an effective tool in each of these curricular areas.

The Missoula Curriculum Consortium has incorporated the use of the Measure of Academic Progress (MAP) testing to measure the effectiveness of instruction. The MAP tests are taken on the computer and the difficulty of each question varies based on the student's previous response. MAP testing makes it possible to give each student a test appropriate to his or her current achievement level and to measure growth from year to year. It also helps know whether instructional programs are working effectively. MAP tests have the following features; 1) the tests are aligned with the curriculum, 2)

MAP tests are calibrated to the curriculum, and 3) MAP tests adjust to the level of difficulty of each student.

I. Goals and Strategies for Use of Technology and Telecommunication

A. Goals

Technology Goals By Grade Level

As we develop curriculum in each of our subject areas we will integrate technology into the standards for standards based education. The following are our **Technology Goals,** which will be integrated into all standard based education curricula.

GRADES K-2 TECHNOLOGY GOALS

COMMUNICATION

1. Students will use technology to communicate effectively and creatively.

- Create documents using word processing skills and simple publish programs.
- Create graphics.
- Create tables, graphs and charts.

2. Students will communicate visually, graphically, and artistically through multimedia presentations.

- Produce a videotape using a camcorder with assistance.
- Use audio equipment with assistance.

3. Students will communicate through networks and telecommunication

- Use network communication systems(email, intranet chat, and blogging) and classroom telephones.

GRADES 3-5 TECHNOLOGY GOALS

COMMUNICATION
Students will use technology to communicate effectively and creatively

1. Students will communicate through application software
- Create written documents using word processing skills, writing process steps, and publishing programs.
- Use electronic spell checker/thesaurus.

- Use computer graphic programs.
- Create databases and spreadsheets to manage information and create reports.
- Use publishing software and scanners to produce layouts.
- Integrate databases, graphics and spreadsheets into work-processed documents.

2. Students will communicate visually, graphically, and artistically through multi-media

- Produce short movies and presentations using presentation software and hardware
- Produce a videotape using camcorder and video-editing equipment
- Produce audio presentations

3. Students will communicate through networks and telecommunication

- Use network communication systems(email, intranet chat, and blogging) and classroom telephones

MANAGEMENT & ASSESSMENT

Students will use technology to access, retrieve, evaluate and interpret visual/auditory information

1. Students will access and retrieve electronic information

- Use search strategies
- Use electronic encyclopedias, almanacs, indexes and catalogs.
- Use hand-held electronic dictionary/thesaurus and calculators
- Use remote control devices (laser disc player)
- Use strategies to locate visuals on a laser disc
- Use cable and modem delivered services
- Use databases to search for information
- Use local area network to locate information
- Use fax machine to access and send information

2. Students will use information to support learning in all content areas

INSTRUCTION

Students will use technology and its applications to maximize productivity and effectiveness

1. Students will use technology to enhance their productivity

- Use software for drill and practice and to strengthen skill development
- If appropriate, use software for computer assisted instruction
- Develop strategies for problem solving and critical thinking

2. Students will develop basic technology skills

- Select and use technology appropriate to needs
- Develop keyboarding skills at 20+ wpm with hands on home row keys at least 80% of the time
- Operate peripheral devices
- Use an expanded technology vocabulary
- Care for technology equipment and use it safely

- Follow copyright laws

GRADES 6-8 TECHNOLOGY GOALS

COMMUNICATION

Students will use technology to communicate effectively and creatively

1. Students will communicate through applications software

- Use graphic programs
- Produce a document using word processing incorporating both text and graphics and following the writing process steps
- Create databases and spreadsheets and integrate them into reports
- Collect, manipulate and interpret data
- Use publishing software and scanners to produce page layouts
- Use electronic spell checkers, thesauruses and grammar checkers

2. Students will communicate visually, graphically, and artistically through multi-media and computer assisted design tools

- Produce videotape using a camcorder and video-editing equipment
- Use audio equipment
- Produce short movies and presentations using presentation software and hardware
- Use copier to reproduce original work for dissemination to others

INFORMATION MANAGEMENT & ACCESS

Students will use technology to access, retrieve, evaluate and interpret visual/auditory information

1. Students will access and retrieve electronic information

- Use search strategies to retrieve electronic information
- Use electronic encyclopedias, almanacs, indexes and catalogs to retrieve, and select pertinent information
- Use a variety of calculators including graphic calculators
- Use cable and modem delivered services to access information from TV and other electronic databases
- Use local area networks

2. Students will use information to support learning in all content areas

INSTRUCTION

Students will use technology and its applications to maximize productivity and effectiveness

1. Students will use technology to enhance their understanding and development of basic skills

- Use technology to develop learning skills and basic skills
- If appropriate, use software for computer assisted instruction

- Use software to gain new concepts
- Develop strategies for problem solving, critical and creative thinking

2. Students will develop basic technology skills
- Operate peripheral devices
- Care for technology hardware and use it safely
- Understand copyright laws and other ethical issues pertaining to use of technology in society
- Understand basic capabilities and limitations of technology's hardware and software

Special Needs Learners

Clinton School understands the need for meeting the needs of all learners. Below are the considerations that will be made when revising curriculum, hardware acquisition, professional development and instruction.

Visual Impairments
Speech synthesizers
Large monitors
Talking computers
Braille embossers and printers
Scanners and scan-reading software

Physical Impairments
Voice recognition systems
On-Screen keyboards
Enlarged or mini keyboards
Morse Code sip & puff switches

Hearing/Speech Impairments
Communications Software
Dialog Computer Screens
Speech Output devices
Visual Displays and printouts
On line discussion & news groups

Exceptional Students
Weather maps & forecasting
Astronomy & Geography
Electronic publishing & on-line technology
Music, art and literature

The computer needs of students with disabilities are unique to each student and the need is for computer systems, which provide options for several accommodations and adaptations.

The goal is to strive for universal access, which refers to the design of products, such as computers, with an eye to provide the greatest accessibility with or without modification to the basic product.

Alignment of Clinton Technology Plan with Goals & Objectives of OPI Technology Plan

This technology plan was developed in compliance with the E-rate Technology Plan District Statement of Assurances.

The Clinton School District uses various types of data collection, analysis and reporting. The technology committee feels that the following guidelines are important:

• always have a purpose for collecting data
• collect only data needed
• make sure that your data is complete and accurate
• collect in an unobtrusive manner
• maintain confidentiality of respondents
• make participation voluntary
• use questions that do not restrict input
• questions are sensitive to diversity
• keep surveys short and easy to interpret
• use data to discover, describe, & provide information

Data Collection:

- Evaluations (formative and summative collecting quantitative and qualitative data)
- TAGLIT (Staff and Students)
- Orchard Software
- ITBS Tests
- Classroom Observation Tools
- MontCas Criterion-Referenced Tests
- Student, Parent and Community "School Report Card" Data

Analysis:

The administrators will analyze the above data. The technology committee and curriculum committee will respond to the analysis of the above tools and make recommendations based on the evaluations.

Reporting:

Testing results are reported by administrators to be considered in future decision-making.

1. **Analysis of student academic achievement data**

The primary focus of the districts technology plan, goals, objectives and activities is to seamlessly integrate technology across the curriculum to affect student's academic achievement. The data from the ITBS and MontCAS yearly tests will be evaluated annually. After evaluating the student needs, software and courseware will be used to improve students' skills. The Clinton School Technology Plan will be updated to reflect these needs.

2. **Analysis of student technological proficiency data**

Students are administered the TAGLIT assessment twice a year, which measures student's technology skills on basic tools, multimedia tools, communication tools, and research/problem solving tools. It also evaluates how technology is used in the

classroom. After the students are assessed, the district technology committee evaluates the results and arranges for professional development for staff, which will be centered on the low scores of the TAGLIT. Workshops are not only based on technology skills,
but how to integrated technology across the curriculum to impact areas where students scored low. This data affects the staff development, equipment purchase and software purchase of the technology plan when the data is reviewed by the Technology
Committee and decisions are made from the data to arrange staff development, purchase of equipment and software.

3. **Analysis of teacher technology proficiency data**

Teachers will be assessed using TAGLIT twice a year to determine their expertise with basic tools, multimedia tools, communication tools and research/problem solving tools. This data will be used by administrators and the technology committee to provide staff development where needed in the district. The technology plan's staff development section will continue to be up-dated to reflect any new training needed and completed. In addition, the goals, objectives and activities will reflect any changes needed because of teacher's advancement in technology proficiency.

4. **Analysis of teacher technology use and integration into curriculum and instruction data.**

Teachers will be assessed using TAGLIT twice a year to measure their use of technology and integration into curriculum. This data will be used by administrators and the technology committee to provide staff development where needed in the district. The technology plan's staff development section will continue to be up-dated to reflect any new training needed and completed. In addition, the goals, objectives and activities will reflect any changes needed because of teacher's advancement in technology use and integration.

5. **Ongoing analysis of hardware, software, and telecommunication needs.**

An extensive hardware, software inventory with equipment, acquisition year, purchase price, description, serial number, room number and staff person is constantly revised and assessed for outdated hardware and software. The technology upgrade and acquisition plan is reviewed by the district technology coordinator and the technology committee for purchase and replacement needs.

6. **Evaluation timeline including plan revision and school board approval**

Clinton School will use a variety of quantitative and qualitative methods of evaluation, such as surveys, questionnaires, interviews, and observations. The district will use formative and summative evaluations, which are essential to the success of staff development. As training is provided and the staff moves through the process of integrating technology into the curriculum, we will continue to collect quantitative and qualitative data, which will document the changes in the active learning of the staff in ways that are meaningful, natural and powerful and will affect the learning of students.
The Clinton School Technology Plan will be reviewed periodically and submitted to the board for approval.

<u>School Board Approval</u>

The Clinton School District Board has reviewed the District's technology plan and is in full accord and agreement with the contents and direction of the plan. It is our belief that student learning and effective teaching are enhanced with the use of computer
technologies. Our commitment in this plan is to provide equal access for the learning community, the development of lifelong learners, integration of technology into the curriculum and classroom, and the building of a culture of continuous learning for staff.

7. Compliance with Children's Internet Protection Act (CIPA)

The district has an Internet Safety Policy in place that addresses CIPA issues. The district has in use, a *SonicWall Content Security Management 3200*, a hardware and software filter to block and filter Internet access, content and monitor online activities of minors. The district must have provided reasonable public notice and held at least one public hearing to address the proposed Technology Protection Measure and Internet Safety Policy.

B. Academic Achievement

5-Year Comprehensive Plan Goals

Achievement

Staff and students share the belief that all can succeed to the very best of their ability in learning environments that are characterized by high academic standards.

- To increase the percentage of students who score at the proficient level in reading, Math, Language Arts, Science, and Social studies by 7% each year by the year 2010.

- To increase the percentage of students who score at the advance level in reading, Math, Language Arts, Science, and Social studies by 3% each year by the year 2010.

Climate

Clinton School will continue to create an emotionally and physically safe environment that fosters stronger relationships, shared responsibility and respect for diverse needs and abilities.

- By 2010 the percentage of Clinton seventh and eighth grade students who report having used alcohol and drugs in the last 30 days, will decrease to 10% as measured by the Drug and Alcohol survey given by the 21st Century Grant.

Parent and community

Parents, quality staff, and the community work together to foster critical thinkers, problem solvers and ultimately citizens with a lifelong interest in learning.

- To maintain the current level of community support as measured by the Victoria Bernhardt Survey

Technology

Clinton School strives to provide technology-enriched environments in order to develop and apply skills in the areas of Communication, Information Processing, and Productivity, as well as the ability to determine what technology to use.

C. Student and Teacher Technology Literacy

Goal No. 1

Integrating Technology into Curriculum and Instruction: All district teachers will be effective and efficient integrators of Technology into their curriculum and instruction.

Measurable Objective 1.1: Eighty-five percent of district teachers will rate themselves by the Teachers' Technology Use in Technology and Learning section of the Taking a Good Look at Instructional Technology (TAGLIT) by spring, 2010.

Goal No. 2

Integrating Technology into Curriculum and Instruction: All district teachers will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standards for Students.

Measurable Objective 2.1: Eighty-five percent of district teachers K-12 will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 3 by spring, 2010.

Measurable Objective 2.2: Eighty-five percent of district teachers K-12 will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 6 by spring 2010.

Measurable Objective 2.3: Eighty-five percent of district teachers K-12 will know, understand and be able to teach the content knowledge required by the Montana Technology Content and Performance Standard 2 by spring 2010.

Goal No. 3

Increasing the ability of Teachers to Teach Utilizing Technology: All district teachers and principals will be technologically proficient.

Measurable Objective 3.1: Eighty-five percent of district teachers will rate themselves as a "3" or better as measured by the Teachers' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the Taking a Good Look at Instructional Technology (TAGLIT) by spring 2010.

Goal No. 4

Enabling Students to meet Challenging State Standards: All district students will be technologically proficient by eighth grade.

Measurable Objective 4.1: Eighty-five percent of district students will rate themselves as a "3" or better as measured by the Students' Technology Skills section (basic tools, multimedia tools, communication tools, research/problem-solving tools) of the Taking a Good Look at Instructional Technology (TAGLIT) by spring 2010.

II. Strategies

A. Promotion of research-based curricula and Teaching Strategies that Integrate Technology

Plan: Guiding Concepts

- Be an organized and continuous process, use a simple straightforward planning model, and result in a document that improves how technology is used for instruction, management, assessment, and communications.
- Take into account the mission and philosophy of the organization and be "owned" by that organization, its administrators, and instructors.
- Apply perspective and knowledgeable opinions to the technology planning process; the process must have the commitment of decision-makers and staff.
- Be broad but realistic in scope, with economical and technically feasible solutions.
- Involve all the stakeholders–including administrators, instructors, staff members, students, parents, community leaders, and technology experts–with experience in education.
- Identify the strengths and weaknesses of the organization and how each will impact the implementation of technology.
- Formalize the procedures and methods for making technology decisions, including the setting of priorities and the purchase, evaluation, upgrading, and use of technology.
- Be driven by educational goals and objectives rather than by technological developments.

The Clinton School District understands the impact that our local economy has had upon students, parents, and community members. We feel that it is crucial that we prepare our students to be technologically sound entrepreneurs and citizens. The district and technology team understands the importance of preparing students for a technology-based work force to allow students preparation beyond rural Montana. The team is committed to finding projects which will offer a creative, new vision for using technology in assessing and acquiring information through telecommunications to help all students, preschool to adults, learn to exchange insights, concerns, opinions, and information and to solve environmental problems relevant to them locally and globally.

Curriculum

The standard based curriculum, with performance assessment, that has been developed by the Missoula Area Curriculum Consortium provides a logical and effective basis for the introduction of technology literacy and its practical and creative applications to the district. The proposed plan develops an approach of on-going staff development, community-inclusion and training, curriculum development, and continued technology enhancement.

The technology coordinator will help design and implement flexible and appropriate staff development, initiating the project by providing faculty with the appropriate skills to begin integrating technology with actual classroom instruction. The technology coordinator will individually counsel and plan with teachers to encourage effective instructional use of equipment. Individualized planning supports the teacher at her or his point of need. The technology coordinator in collaboration with trained staff will provide training for community members and increased access to multimedia with available lab application sessions.

As teachers participate in progressive training and receive support on integrating hardware, software and telecommunications into standard-based curriculum development and school reform, incentives will be used to ensure ongoing and sustained professional development for teachers, administrators and library media personnel. The use of renewal units through the Office of Public Instruction, additional technology for individual classrooms, and release time for training will be components of the incentive program.

1. Based on Review of Relevant Research

Multiple Intelligences and Technology

Howard Gardner, a professor of education at Harvard University, has developed a theory of seven or more “multiple intelligences” that are of equal importance in human beings. These separate intelligences develop at different times and in different ways in different individuals. Teachers find these different types of intelligence are synergistic: when one changes, others might be affected.

According to Garner, "the ways in which intelligences combine and blend are as varied as the faces and personalities of individuals." Many of the current strategies used to expand human development are based on his theory.

Gardner notes that our educational system is slanted heavily in favor of logical-mathematical and linguistic learners. Stating that all of the intelligences work in concert, not in isolation, he advocates changes in curriculum design and delivery so that all of the intelligences are addressed.

One of the great promises of educational technology is that it will help us find individual pathways into and out of our students' brains. Recent advances in the quality of both software and hardware offer educators a real possibility of developing the potential of all students.

Matching Technology to the Intelligence Traits

1. Verbal/Linguistic Intelligence: The capacity to use words effectively, either orally or in writing.

Students may benefit from:
- word processing programs that allow voice annotations
- programs with speech output
- programs which encourage them to create poetry, essays, etc.
- Multimedia authoring
- tape recorders
- telecommunications/electronic networking
- typing tutors
- desktop publishing programs
- electronic libraries
- interactive storybooks
- word games

Highly developed in: storytellers, orators, politicians, poets, playwrights, editors, and journalists.

Students with a high degree (of verbal linguistic intelligence): think in words; Learn by listening, reading, and verbalizing; Enjoy writing; Like books, records, and tapes; Have a good memory for verse, lyrics, or trivia.

2. Logical-Mathematical Intelligence: The capacity to use numbers effectively and to reason well

Students may benefit from:
- math skills tutorials
- computer programming tutors
- logic games

- science programs
- critical thinking programs
- database and spreadsheet programs
- problem solving software
- strategy game formats/simulations
- calculators
- Multimedia authoring programs

Highly developed in: mathematicians, tax accountants, statisticians, scientists, computer programmers, and logicians

Students with a high degree (of logical/mathematical intelligence): Reason things out logically and clearly; Look for abstract patterns and relationships; Like brain teasers, logical puzzles, and strategy games; Like to use computers; Like to classify and categorize

3. Visual/Spatial Intelligence: The ability to perceive the world accurately and to perform transformations upon one's perceptions.

Students may benefit from:
- animation programs
- draw-and-paint programs
- electronic chess games
- spatial problem-solving games
- electronic puzzle kits
- clip-art programs
- geometry programs
- graphic presentations of knowledge
- reading programs that use visual clues such as rebus method or color coding
- programs, which allow them, to see information as maps, charts, or diagrams
- charting capability of spreadsheet program
- Multimedia programs
- science probeware

Highly developed in: guides, interior designers, architects, artists, and inventors

Students with a high degree (of spatial intelligence): Think in images and pictures; Like mazes and jigsaw puzzles; Like to draw and design things; Like films, slides, videos, diagrams,

4. Bodily-Kinesthetic Intelligence: Expertise in using one's whole body to express ideas and feelings, and expertise in using ones hands to produce or transform things.

Students may benefit from:

- hands-on construction kits that interface with computers
- motion-simulation games
- virtual-reality system software
- eye-hand coordination games
- tools that plug into computers
- keyboarding and word processing programs
- animation programs
- programs which allow them to move objects around the screen
- science probeware

Highly developed in: actors, mimes, athletes, dancers, sculptors, mechanics, and surgeons

Students with a high degree:(of bodily-kinesthetic intelligence): Process knowledge through bodily sensations; Move, twitch, tap, or fidget while sitting in a chair; Learn by touching, manipulating, and moving; Like role playing, creative movement

5. Musical Intelligence: The capacity to perceive, discriminate, transform, and express musical forms

Students may benefit from:
- music literature tutors
- composition software
- tone recognition and melody memory enhancers
- musical instrument digital interfaces–i.e., MIDI
- programs that combine stories with songs
- reading programs which associate letter/sounds with music
- programs which allow them to create their own song
- constructing presentations using CD audio discs
- sing-along programs that display word "karaoke" style

Highly developed in: musical performers, aficionados, and critics

Students with a high degree (of musical intelligence): Learn through rhythm and melody; Play a musical instrument; May need music to study; Notice nonverbal sounds in the environment; Learn things more easily if sung, tapped out, or whistled

6. Interpersonal Intelligence: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people

Students may benefit from:
- electronic bulletin boards
- simulation games
- telecommunications programs
- programs that address social issues

- programs which include presentations or decision making
- games which require two or more players
- TV production with a team approach

Intelligence can include: sensitivity to facial expressions, voice, and gestures, as well as the ability to respond effectively to such cues.

Students with a high degree:(of interpersonal intelligence): Understand and care about people; Like to socialize; Learn more easily by relating and cooperating; Are good at teaching other students.

7. Intrapersonal Intelligence: Self-knowledge and the ability to act adaptively on the basis of that knowledge.

Students may benefit from:
- personal choice software
- career counseling software
- computer assisted self-paced program
- instructional games in which the opponent is the computer
- programs which encourage self-awareness or build self-improvement skills
- any programs which allow them to work independently
- brainstorming or problem solving software

Intelligence can include: having an accurate picture of one's strengths and limitations, awareness of one's moods and motivations, and the capacity for self-discipline.

Students with a high degree (of intrapersonal intelligence): Seem to be self-motivating; Need their own quiet space; March to the beat of a different drummer; Learn more easily with independent study, self-paced instruction, and individualized projects and games.

References for more information on MULTIPLE INTELLIGENCES:

http://k12.cnidr.org:90/edref.me.intro.html
http://www.eng.morgan.edu/~mahmud/ed.html#2
http://www.cms.k12.nc.us/Allschools/Sharon/Multiple.htm
http://www.cyberspace.com/~building/rech_mi.html
http://www.firn.edu/~face/about/dec95/mult_int.html
http://168.223.2.3/sjmga/ggrow/7In/Table2.html
http://telis.org/telis/web/saarmst.htm

Schools based on MI theory:
http://www.norfolk.k12.ma.us/MI/miintr.htm

http://www2.ncsu.edu/ncsu/cep/ligon/MI/MAKL.html

2. Aligned to Montana Content and Performance Standards

Teachers will review and analyze the content of technology applications to determine if the introduced skills and knowledge align with the Montana Content and Performance Standards.

Activities:

Teachers will examine the Montana Content and Performance Standards.
Teachers will align the technology standards, benchmarks, and learning objectives with their lesson plans.
Teachers will select appropriate technology to assist in instruction.

3. Proven to improve student academic achievement

Program Outcomes

The following learning outcomes will be supported by the use of technology:

1. Demonstrate proficiency in reading, writing, speaking, and listening skills.
2. Apply appropriate learning strategies to refine written, oral and visual communication.
3. Acquire knowledge of and appreciation for social and cultural interrelationships through the study of literature.
4. Work cooperatively and show respect for the worth and dignity of others through thoughtful communication.
5. Work independently and confidently, accepting responsibility for their own behaviors and achievements.
6. Interpret and evaluate media as critical consumers of what they hear, read, and observe.
7. Access and process information from a variety of sources to support creative and critical thinking, problem-solving, and decision-making.
8. Communicate ideas and information to diverse audiences using multiple resources, contemporary technologies, and appropriate tools.
9. Integrate reading, writing, speaking, and listening for personal growth, creative expression and enjoyment.
10. Integrate communication arts across the curriculum and in the library media program.

Instructional Focus

Instruction is based on our personal education goals and learning activities are highly relevant to students and the instructional goals. All materials and resources, including print media, software and hardware, support instructional goals and promote engaged learners.

Most teacher training classes are designed to give teachers a familiarity with the computer skills that help them improve their professional productivity: basic computer operation, word processing, telecommunication, record keeping, etc. But if technology is to realize its powerful potential for improving education, it must be used for more than just automating the traditional methods and practices of teaching.

The rubrics below are designed to help teachers move to a new level of professional computer use. Rather than the computer simply being a tool, which allows a common task to be done more efficiently, these skills fundamentally change how instruction is deliver, how student performance is measured, and how teachers view themselves as professionals. The technology is used to actually restructure the educational process to allow it to do things it has never been able to do before. These include using technology to assure:

- all students master the basic skills of writing, reading and computation
- all students practice authentic information literacy and research skills, and higher order thinking skills inherent in them
- all students have access to top quality resources, including human resources, regardless of location
- all teachers can use technology to provide students and parents
- individual education plans
- continuous feedback on how well students are meeting their learning goals
- opportunities for virtual student performance assessments
- all teachers have the tools and ability:
  to locate the research findings that will guide their use of technology
  to collect the data that measures the effectiveness of their practices

B. Access for teachers and students

1: The District will provide current technology for all students and staff and will continue to fund through the Technology Levy, Title IID, Timber Harvest, Grant Funding, and the General Fund.

2: All teachers and students will have adequate computers in a lab environment and classrooms to complete technology integration projects.

3**:** Each teacher will be provided with a computer that has a current operating system which supports contemporary software applications (ie. Internet/Email, management and production software).

4**:** All students will have equal access to technology in classroom, lab(see Appendix B Lab schedule), and after-school open lab.

Activities:

The technology committee will administer yearly needs assessments to insure that all students and staff have adequate hardware and software.

The "TAGLIT" will be administered to all teachers to insure that the "Technology Plan" is revised according to individual needs and that all teachers' proficiency increases.

The District will purchase the current version of software recommended by the technology committee.

The Network Administrator will continue to assess the need to upgrade and replace hardware as needed.

The technology committee will review and recommend upgrades for classroom inventory as budget allows.

The District will continue to maintain the network infrastructure and upgrade as needed or as the budget allows.

The technology committee will prepare for technology trainings.

Pre/Post-training assessments will be completed by all staff.

TAGLIT scores will be reviewed and analyzed for future technology training decisions.

The technology committee will review the District website to ensure that it continues to meet the needs of the students, staff, parents, and community.

The network administrator will assess electrical capacities, server, and security issues and make on-going recommendations to the administration and board.

The network administrator will monitor and ensure CIPA requirements are being met.

The District will provide adult education classes and access to technology to the community as determined by community wide needs assessments.

Teachers will receive individual training as instructors in technology skills.

C. Innovative instructional delivery strategies

Teachers will use technology to increase student engagement, including:

Activities:

Teachers will use a projector, television, graphing calculators, digital cameras/camcorders, software, etc.dvd/vcr, digital microscopes,
Students will use network resources to access assignments and class materials.
Teachers will use video streaming and simulations to present concepts.

D. Timeline

Clinton School District 3 Year Implementation Timeline	
A. Promotion of Research-Based Curricula and Teaching Strategies to Integrate Technology	
Strategies & Activities	**TIME**
Strategy 1: Teachers will attend local and state wide conferences.	
Activities:	**Timeline**
Teachers will attend technology-based conferences.	Yearly
Teachers will attend MEA and other conferences.	Yearly
Teachers will provide staff with technology in-service training.	As Needed
Teachers will present technology content to staff from technology conferences.	Yearly
Strategy 2: Teachers will review and analyze the content of technology applications to determine if the introduced skills and knowledge align with the Montana Content and Performance Standards.	
Activities:	**Timeline**
Teachers will examine the Montana Content and Performance Standards.	Yearly
Teachers will align the technology standards, benchmarks, and learning objectives with their lesson plans.	Yearly
Teachers will select appropriate technology to assist in instruction.	On going
Strategy 3: Students will use technology to improve ITBS, MontCAS CRT, MAPS, and classroom performance through technology integration.	
Activities:	**Timeline**
Students will complete webquests in content areas across the curriculum to promote higher-level thinking.	Yearly
Students will use software applications to reinforce content-specific concepts	On-going
Students will use courseware for remediation and enhancement.	On-going

Strategy 4: Teachers will use the local essential learnings based on the Montana Content and Performance Standards which align to District's Technology Plans, Goals, Objectives, and Strategies.	
Activities:	**Timeline**
Curriculum will be developed according to the rotating schedule of the Missoula County Curriculum Consortium in the content areas with the integration of the Montana Technology Standards.	Summer
Teachers will attend early-out training on integration of technology across all curricular areas and the use of the OPI "Montana Content Standards Integration Charts."	Yearly
All teachers will take the Taking a Good Look at Instructional Technology (TAGLIT) assessment.	Yearly
Strategy 1: The District will provide current technology for all students and staff and will continue to fund through the Technology Levy, Title IID, Timber Harvest, Grant Funding, and the General Fund. **Strategy 2:** All teachers and students will have adequate computers in a lab environment and classrooms to complete technology integration projects. **Strategy 3:** Each teacher will be provided with a computer that has a current operating system which supports contemporary software applications (ie. Internet/Email, management and production software). **Strategy 4:** All students will have equal access to technology in classroom, lab(see Appendix B Lab schedule), and after-school open lab.	
Activities:	
The technology committee will administer yearly needs assessments to insure that all students and staff have adequate hardware and software.	**Timeline**
The "TAGLIT" will be administered to all teachers to insure that the "Technology Plan" is revised according to individual needs and that all teachers' proficiency increases.	Yearly
The District will purchase the current version of software recommended by the technology committee.	Yearly
The Network Administrator will continue to assess the need to upgrade and replace hardware as needed.	Yearly
The technology committee will review and recommend upgrades for classroom inventory as budget allows.	Yearly
The District will continue to maintain the network infrastructure and upgrade as needed or as the budget allows.	Yearly
The technology committee will prepare for technology trainings.	Yearly
Pre/Post-training assessments will be completed by all staff.	On-going
TAGLIT scores will be reviewed and analyzed for future technology training decisions.	On-going
The technology committee will review the District website to ensure that it continues to meet the needs of the students, staff, parents, and community.	Yearly
The network administrator will assess electrical capacities, server, and security issues and make on-going recommendations to the administration and board.	Yearly
The network administrator will monitor and ensure CIPA requirements are	Yearly

being met.	
The District will provide adult education classes and access to technology to the community as determined by community wide needs assessments.	Yearly
Teachers will receive individual training as instructors in technology skills.	On-going
Strategy 1: Teachers will use technology to increase student engagement, including:	
Activities:	
Teachers will use a projector, television, graphing calculators, digital cameras/camcorders, software, etc.dvd/vcr, digital microscopes,	**Timeline**
Students will use network resources to access assignments and class materials.	On going
Teachers will use video-streaming and simulations to present concepts.	On going

E. Parent Involvement & Communication

Detailed below is a list of how the district will utilize technology to improve parent involvement and communication with parents:

- Webpage - The district website is maintained weekly to inform parents in the following areas:
  - Calendar of activities which include parent nights, student activities, board meetings, grading dates, extra/co-curricular activities and class schedules
  - Faculty page which includes phone extensions, e-mail addresses, position and links to classroom WebPages
  - School board agenda and board policy
  - Parent/teacher handbook
  - Resource page with web links for parents and students
  - Lunch/Breakfast Menu and contact information

- Open House – Orients parents to the classroom, student work and introduction to the district and classroom websites.

- Technology Night- Yearly, we will host a K-8 technology night for parents. Students will display and or present technology projects they have done throughout the year. This gives parents a chance to see what students have done and the benefits provided by the technology levy.

- Parent Survey – Assesses parents feelings toward their child's education and school environment.

- Parent/Teacher Conferences – Teacher, students and parents meet to discuss student's successes and challenges.

- Community Volunteers – Each year community volunteers are recruited through a survey. These community members are asked to assist with open-lab and adult education classes.
- Adult Education classes – The community is surveyed at open house and through the community newsletter to determine the types of Adult Education classes that should be offered.

District Web site: http://www.clintoncougars.com
The district web site includes information on the district including school newsletters, weekly bulletins, school calendar and school menus, and staff. There are also links to teacher web pages and teacher contact information for parents. Additionally, parents will be able to access information about what's happening in the classroom and homework assignments on an on-going basis.

Newsletter/Weekly Bulletins

The district newsletter is mailed to all families monthly. The newsletter and bulletins are also available on-line.
In addition, teachers will share information about the application of technology in the curriculum at parent- teacher conferences. Parents can attend regularly scheduled open lab nights to see first hand what their child is doing.

F. Adult Literacy and Adult Education

Adult Education Classes offered, aligned to the community needs. Such classes include:

- Word Processing
- Spreadsheets
- Databases
- Desktop Publishing
- Basic Computing
- Introduction to Internet and Email
- Typing
- Digital Photography
- Editing & Scanning of Photos

Community as Life-Long Learners
As stated previously, the district is committed to offering adult education classes that meet the needs of the community. The district promotes an open relationship with other organizations and community members. The district will continue to collaborate with other service providers to provide technological training. Adult literacy is a wonderful beginning; however, this team feels that with the inclusion of technology, we can truly prepare this population for the advanced workforce that they will be entering. Classes are offered, free of charge, on a variety of technology topics. Night classes currently being offered include basic computer skills, spreadsheets, presentation, web site development, and word processing.

There is an on-going effort to gather feedback on the classes and data about community needs through TAGLIT-based assessment tools. Others classes will be offered based on the information received from the community and parents. It will be the intention that the adult education program will provide open lab nights for assistance with personal projects and assistance with computer problems.

III. Professional Development

There will be a number of in-service opportunities provided for staff development in technology yearly. These classes are optional for teachers, but teachers receive a stipend and/or OPI renewal unit for attending. They take place outside of the regular school calendar. Each class is structured to facilitate technology skill development and integration. A needs assessment is conducted with staff members (certified and classified) using questionnaires. Staff development classes are set up based upon those needs. We have funds in the technology budget to provide these trainings each year. This helps keep teachers up to date with the technology available at our school. They are also able to learn new skills to integrate technology into their curriculum and instruction.

A. Teacher technology proficiency

TAGLIT Technology Skills assessment scores for Clinton School teachers:

Teachers' Tech Skills – Basic Tools: 2.8
Teachers' Tech Skills – Multimedia Tools: 2.5
Teachers' Tech Skills – Communication Tools: 3.2
Teachers' Tech Skills – Research/Problem-Solving Tools: 3.2

B. Teachers technology use and integration

TAGLIT Technology Use in Teaching and Learning assessment scores for Clinton School teachers:

Teachers' Tech Skills – Basic Tools: 2.3
Teachers' Tech Skills – Multimedia Tools: 2.2
Teachers' Tech Skills – Communication Tools: 2
Teachers' Tech Skills – Research/Problem-Solving Tools: 1.5

C. Resources to support professional development

Clinton School will use and promote staff development consistent with the National Standards for staff development:

Context Standards:

- Requires and fosters a norm of continuous improvement
- Requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- Is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Provides adequate time during the workday for staff members to learn and work together to accomplish the school's mission and goals.
- Is an innovation in itself that requires study of the change process?

Process Standards:

- Provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Is based on knowledge about human learning and development.
- Provides for the three phases of the change process: initiation, implementation and institutionalization.
- Bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- Uses content that has proven value in increasing student learning and development.
- Provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Requires an evaluation process that is ongoing, includes multiple sources of information, and focus on all levels of the organization.
- Uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Provides the follow up necessary to ensure improvement.
- Requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegiality.
- Requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content Standards:

- Increases administrators' and teachers' understanding of how school environment and instruction are responsive to developmental needs of students.
- Facilitates the development and implementation of school and classroom-based management, which maximizes student learning.
- Addresses diversity by providing awareness and training related to knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning.
- Prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Facilitates staff collaboration with and support of families for improving student performance.
- Prepares teachers to use various types of performance assessment in their classroom.

Effective staff development:

- Prepares educators to combine academic student learning goals with service to the community.
- Increases administrators' and teachers' ability to prove guidance and advisement to adolescents.

Effective middle level staff development:

- Increases staff knowledge and practice of interdisciplinary team organization and instruction.

Principles for Effective Professional Development:
(The Department of Education: http://www.ed.gov/)

- Focus on the teacher as central in school reform with an emphasis on both content and pedagogy; and an embodiment of good research and practice.

- Professional development should be seen as a long-term commitment and should be embedded in the regular routine of the school.

- Professional development should be sustained and intensive, in contrast to the superficial, one-shot training session that teachers too often receive.

- Effective professional development helps teachers integrate technology into their regular instruction. It encourages teachers to view technology as a tool to improve all facets of their professional lives.

- Professional development with and about technology is unlikely to have a sustained impact unless teachers have regular access to the technologies they are studying. Realistic, hands-on training, with the hardware and software teachers will actually use, is most effective

- Professional development is more likely to be effective when the school culture values technology and when congruous changes are made in the school organization. "This has to be long-term change, and it has to be something that's part of the natural basis of schools.

- Teachers need ample time to engage in professional development, share ideas, and practice and experiment with technology.

- The above guidelines will continue to be the focus of the technology team and the Clinton School District.

D. Training in technology based delivery of specialized and rigorous academic content

1. Summer Staff Development Courses
   All classes are available for 6 OPI renewal units & teachers are compensated for attendance.
   a. Beginning and Advanced Website design to assist teachers with development of their own web pages on www.clintoncougars.com
   b. Adobe Photoshop, Scanning & Digital Cameras
   c. Introduction to EdClass Software
   d. Movie making and editing
   e. Microsoft Office applications
   f. Other applications as needed
2. Superintendent has made it mandatory that all teachers have a webpage on www.clintoncougars.com with a minimum requirement of information
3. Clinton School has also committed 3 teachers to the TicToc Grant Program at Superior School, which involves teachers from multiple districts around Western Montana in a collaborative technology exchange.

4. Clinton School teachers will participate in the Intel Teach to the Future to promote technology integration in to the classroom.
5. Clinton School teachers will attend local and statewide conferences.

IV. Assessment of Needs

The technology staff development and student instructional needs assessment were done through the TAGLIT assessment and locally developed surveys. The TAGLIT assessment is administered twice a year, and measures student's technology skills on basic tools, multimedia tools, communication tools, and research/problem solving tools. It also evaluates how technology is used in the classroom.

Teachers will be assessed using TAGLIT twice a year to determine their expertise with basic tools, multimedia tools, communication tools and research/problem solving tools. Administrators and the technology committee will provide staff development where needed in the district.

A. Hardware

Technology Hardware, Inventory & Replacement Schedule

Room	Room #	Model	Operating System	Memory	Processing Speed	Date Acquired	Date to be replace
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Collins	11	Dell 4700	XP	512	3.2GHz	Nov-04	Jun-10
Mrs. Collins	11	Toshiba	XP	256	2.4	2004	Jun-10
Mrs. Lysons	13	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Lysons	13	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Lysons	13	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Lysons	13	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Mather	14	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Mather	14	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Mather	14	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Mather	14	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Mather	14	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Nurse's Office	15	Dell GX 280	XP	512	2.8 GHz	April 05	Jun-11
Mr. Smith	16	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mr. Smith	16	1800 MHz	XP	512	1.8 GHz	2006	Jun-10

Mr. Smith	16	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Cooke	21	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Cooke	21	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Cooke	21	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Cooke	21	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Cooke	21	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Heyer	22	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Heyer	22	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Heyer	22	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Heyer	22	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Kindergarten	23	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Kindergarten	23	HPdc5000	XP	512	2.8 GHz	2005	Jun-11
Art Room	24	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms J-S	31	HP Compaq d330 uT	XP	512	2.4 GHz	Sep-03	Jun-11
Ms J-S	31	HP Compaq d330 uT	XP	512	2.4 GHz	Sep-03	Jun-11
Ms J-S	31	HP dc5000	XP	512	2.8GHz	Sep-04	Jun-11
Ms J-S	31	HP dc5000	XP	512	2.8GHz	Sep-04	Jun-11
Mrs. Morlock	32	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Morlock	32	HP Compaq d330 uT	XP	512	2.4 GHz	Sep-03	Jun-11
Mrs. Morlock	32	HP Compaq d330 uT	XP	512	2.4 Ghz	Sep-03	Jun-11
Mrs. Morlock	32	HPdc5000	XP	512	2.8 GHz	Jun-04	Jun-11
Speech Counselor	33	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Counselor	34	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10

Mrs. Latrielle	35	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Mrs. Latrielle	35	HP zv5000t Laptop	XP	512	2.8 GHz	Feb-05	Jun-08
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	ACER 6800 V	XP	1 GB	3.2 GHz	2006	Jun-12
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Lab	36	HP XW4300	XP	2 GB	3.2 GHz	2006	Jun-12
Lab	36	Dell Poweredge Server 4600	XP	4 GB	(2) 1.8 GHz	2006	Jun-11
Lab	36	Gateway Laptop	XP	1 GB	1.7 GHz	2006	Jun-12

Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. Walker	37	Dell 4700	XP	1000	3.2GHZ	Nov-04	Jun-12
Ms. Walker	37	Dell Latitude	XP	512	800MHz	2006	Jun-10
Ms. Walker	37	Toshiba	XP	256	2.4	Oct-03	Jun-11
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Edwards	38	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Library	39	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Library	39	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Library	39	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Library	39	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Library	39	Dell GX 280	XP	512	2.8 GHz	April 05	Jun-11
Kitchen	kitchen	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Kaiser	modular north	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Kaiser	modular north	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Kaiser	modular north	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. Kaiser	modular north	1800 MHz	XP	512	1.8 GHz	2006	Jun-10
Ms. McGill	modular south	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. McGill	modular south	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. McGill	modular south	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. McGill	modular south	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11
Ms. McGill	modular south	HPdc5000	XP	512 MB	2.8 GHz	Jun-04	Jun-11

Ms. McGill	modular south	Dell 4700	XP	1000	3.2GHz	Nov-04	Jun-12
Ms. McGill	modular south	Toshiba	XP	256	2.4	2004	Jun-11
Shelia's Office	Office	HPdc5000	XP	512	2.8 GHz	2004	Jun-11
Clerk	Office	HP d330 uT	XP	512	2.8 GHz	Apr-04	Jun-11
Mr. Latrielle	Office	HP d330 uT	XP	504	2.8	Apr-04	Jun-11
Principal's Office	Office	HPdc5000	XP	512	2.8 GHz	Jun-04	Jun-11
Clerk	Office	HP zv5000t Laptop	XP	512	2.8 GHz	Feb-05	Jun-11
Server Room	Server Room	Dell PowerEdge 2400	Windows 2000 Server b2195 SP 4	1024	600	2000	Jun-08
Server Room	Server Room	HP Server	MS Server 2003	4.0 GB	(2) 3.2 GHz	2006	Jun-13
Teacher's Lounge	Teacher's Lounge	1800 MHz	XP	512	1.8 GHz	2006	Jun-10

3-Year Anticipated Inventory Additions

Quantity	Type		OS	Memory	Processor	Timeline	Compatible
10	Laptop		Windows Vista	1 GB	2.2 GHz + Dual Core	2008-2010	Yes
30	Flat Panel Monitor					2008	Yes
10	Projectors					2008-2010	Yes
5	SmartBoards					2008-2010	Yes
45	Desktop		Windows Vista	1-2GB	3.0 + Dual Core	2008-2010	Yes

B. Software

Computer Software List 2007 - 2010

Software	Compatible with Software	Compatible with Hardware
Windows XP	**Y**	**Y**
Windows Vista	**Y**	**Y**
Microsoft Office 2003	**Y**	**Y**
Microsoft Office 2007	**Y**	**Y**
Orchard	**Y**	**Y**
Taylor Reading Plus	**Y**	**Y**
Astroword	**Y**	**Y**
Ed Class	**Y**	**Y**
Math Programs Folder		
▪ Geometry Sketchpad	**Y**	**Y**
▪ Green Globs	**Y**	**Y**

▪ Grouping & Place Value	**Y**	**Y**
▪ How the West Was 1+3x4	**Y**	**Y**
▪ Math and Monster Workshop - Purple	**Y**	**Y**
▪ Monster Maker Number Drop - Green	**Y**	**Y**
▪ Monster Maker Math - Blue	**Y**	**Y**
▪ Safari Search	**Y**	**Y**
▪ TesselMania! Deluxe	**Y**	**Y**
▪ The Factory Deluxe	**Y**	**Y**
Multimedia Programs		
▪ Dreamweaver	**Y**	**Y**
▪ Fireworks	**Y**	**Y**
▪ Inspiration –	**Y**	**Y**
▪ KidPix –	**Y**	**Y**
▪ PageMaker w/Distiller	**Y**	**Y**
▪ Paint	**Y**	**Y**
▪ Photoshop	**Y**	**Y**
▪ Publisher	**Y**	**Y**
▪ Windows Movie Maker	**Y**	**Y**
Music Programs		
▪ Print Music	**Y**	**Y**
Reading Programs		
▪ A to Zap	**Y**	**Y**
▪ Creepy Cave	**Y**	**Y**
▪ Taylor Reading	**Y**	**Y**
▪ Lexia	**Y**	**Y**
➢ Reading SOS	**Y**	**Y**
➢ Phonics	**Y**	**Y**
▪ Max's Attic	**Y**	**Y**
▪ Phython Path	**Y**	**Y**
▪ Reading Who? Reading You!	**Y**	**Y**
▪ Sunken Treasure	**Y**	**Y**
Science Programs		
▪ A Field Trip to the Earth	**Y**	**Y**
▪ A Field Trip to the Sky	**Y**	**Y**
▪ A Field Trip to the Sea	**Y**	**Y**
▪ Everything Weather	**Y**	**Y**
▪ Grade 3 Science	**Y**	**Y**
▪ Grade 4 Science	**Y**	**Y**
▪ Grade 5 Science	**Y**	**Y**
▪ The Animals	**Y**	**Y**

▪ Thinking Things 1	**Y**	**Y**
▪ Thinking Things 2	**Y**	**Y**
▪ Magic Schoolbus – 9 cd's	**Y**	**Y**
Typing Programs		
▪ Keychamp	**Y**	**Y**
▪ Micro Pace Pro	**Y**	**Y**
▪ Microtype Multimedia	**Y**	**Y**
▪ Paws	**Y**	**Y**
▪ Skillbusters	**Y**	**Y**
▪ Type for Fun	**Y**	**Y**
Social Studies		
▪ ArcView GIS	**Y**	**Y**
▪ Oregon Trail	**Y**	**Y**
▪ Trivia Muncher	**Y**	**Y**

C. Telecommunications

E-rate pays a portion of the Clinton School partial T-1 line and Blackfoot Telephone local and long distance. The EEE program has provided hardware such as printers and televisions to allow for better multimedia presentations and communications. Clinton School has included a full T-1 line from Blackfoot Communications on their 2005 470 E-rate application to alleviate the network traffic because of the increased number of users accessing outside resources.

D. Other Services

The district provides a full time technology coordinator. The district uses a portion of the funds generated by the technology levy to maintain this position. In addition to the technology levy the district utilizes funds from the federal Title II D competitive grant and the general fund. A large portion, 50% to 75%, of the Title II D funds are use to provide staff development in the area of technology.

At this time Clinton School has nearly one computer for every student. With this technology comes a need for maintenance, upgrades, and replacement. The District has established a technology funding cycle for replacement and uses First Call Computer Solutions in Missoula to assist when needed with maintenance, cleaning, and upgrades to the hardware and network. Additionally, Clinton School includes software in the technology funding cycle to stay current in that area as well. Finally, the district also has a maintenance schedule for other related equipment such as VCRs, televisions, projectors and laptops.

V. Budget

A. Demonstrated sufficiency to support the plan and
B. Document coordination of funds from all sources

Federal Funding

Historical Use of Title II, Part D Funding

In the past, the Title II, part D allocation for Clinton School has ranges from $1800 to $3500. Those funds had been used for staff development and hardware and software upgrades. Historically, the funds have been divided 50-75% for staff development, 25-50% for hardware.

E-rate

E-rate pays 65-70% of the Internet T-1 line. Each year Blackfoot, Montana Electric and Energy Partners donate equipment through the EEE Program.

Title I

A portion of the Title I funding supports technology, as it relates to students who are disabled or who qualify for Title I services and are deficient academically.

Local Funding

Annually, the Missoula Electric Cooperative donates $1000-$1500, which supports improvement in school district technology software, hardware and training.

In the spring of 2003, the voters of Clinton School District approved a permissive technology levy in the amount of $20,000 annually.

In the spring of 2006, the voters of Clinton School District approved an additional permissive technology levy in the amount of $20,000 annually.

Voluntary Impact Fee ($26,000).

Budget Items

Item	Function	2007-2008	2008-2009	2009-2010	Funding Source
Hardware					
· Computers (15+ yearly)	Goal 1,2,3	$20,000	$20,000	$20,000	District, Tech Fund
· Printers (2-4 yearly)	Goal 1,2,3	$2,000	$2,000	$2,000	District, Tech Fund
· Accessories, Peripheral Equip	Goal 1,2,3	$5,000	$6,000	$7,000	District, Tech Fund
Software	Goal 1,2,3	$6,000	$6,000	$6,000	District, Tech Fund, E-Rate
Prof Development/ Training	Goal 1,2,3	$3,000	$3,000	$3,000	Title IID, District
Internet Connection	Goal 1,2,4	$8,100	$9,000	$10,000	E-Rate, District
Telephone					
· Local Service	Goal 1,2	$3,000	$4,000	$5,000	E-Rate, District
· Long Distance	Goal 1,2	$2,500	$3,000	$3,500	E-Rate, District
Maintenance/Repairs	Goal 1,2	$3,000	$3,000	$3,000	District, Tech Fund
Tech Coor Salary	Goal 1-4	$26,000	$27,000	$28,000	Tech Fund
Total Budgets		**$78,600**	**$83,000**	**$87,500**	

C. Documentation that federal funds utilized will supplement and not supplant

All federal funds supplement technology and will not supplant any of the technology programs at Clinton School.

VI. Evaluation & Accountability

A. Analysis of student academic achievement data [Ed Tech L][E-Rate 5A]

The ITBS and CRT results are from spring testing of 2006.

4th Grade	Reading % Prof/Adv	Language %Prof/Adv	Math %Prof/Adv
ITBS Exam	83	84	89
CRT Exam	77		77

8th Grade	Reading % Prof/Adv	Language %Prof/Adv	Math %Prof/Adv
ITBS Exam	90	86	86
CRT Exam	91		64

As shown by the above results, we have at least 50% of our students who score at the proficient or advanced proficient levels. Our goal is to increase those percentages to 80% or higher in the next five years and 90-100% by the year 2012 in accordance with the "No Child Left Behind" mandate.

B. Analysis of student technological proficiency data [Ed Tech L] [E-Rate 5A]

Clinton School students performed on the Students' Technology Skills section of the TAGLIT as follows:

Students' Tech Skills – Basic Tools:	2.2
Students' Tech Skills – Multimedia Tools:	2.6
Students' Tech Skills – Communication Tools:	2.4
Students' Tech Skills – Research/Problem Solving Tools:	2.5

The results above indicate that Clinton School students are in need of additional skill development in technology proficiency. An average score of 3.0 would indicate proficient skills.

C. Analysis of teacher technological proficiency data [Ed Tech L][E-Rate 5A]

Clinton School teachers performed on the Teachers' Technology Skills section of the TAGLIT as follows:

Teachers' Tech Skills – Basic Tools:	2.8
Teachers' Tech Skills – Multimedia Tools:	2.5
Teachers' Tech Skills – Communication Tools:	3.2
Teachers' Tech Skills – Research/Problem Solving Tools:	3.2

The results above indicate that the Clinton School Teachers are in need of additional professional development in technology proficiency (Basic and Multimedia Tools). An average score of 3.0 would indicate proficient skills.

D. Analysis of teacher technology use and integration into curriculum and instruction data [Ed Tech L][E-Rate 5A]

Clinton School teachers performed on the Teachers' Technology Use in Teaching and Learning section of the TAGLIT as follows:

Teachers' Tech Use – Basic Tools:	2.3
Teachers' Tech Use – Multimedia Tools:	2.2
Teachers' Tech Use – Communication Tools:	2.0
Teachers' Tech Use – Research/Problem Solving Tools:	1.5

The results above indicate that the Clinton School teachers are in need of additional professional development in technology use and integration. An average score of 3.0 would indicate proficient skills.

E. Ongoing Analysis of hardware, software, and telecommunication needs [Ed Tech L][E-Rate 5A]

Clinton School has made a conscious effort in maintaining current technology equipment and software. The Technology Inventory and Replacement Schedule indicates that most equipment and software has been purchased within the last 4 years. Equipment older than 4 years will be analyzed for replacement and replaced if necessary. With our technology fund, E-Rate, and Title II D funds, we will maintain current technology equipment and software.

F. Evaluation of timeline including plan revision and school board approval [Ed Tech L][E-Rate 5A]

The Clinton School District Technology Committee will reevaluate the Technology Plan on an on-going basis. Included in the evaluation and assessment will be the annual assessments of administrative, teacher and student computer needs, knowledge and utilization using TAGLIT. Performance tasks assessments will measure students' abilities to solve problems using new technologies in a collaborative environment. Information literacy and student investigations will be assessed as the use of

technologies are extended. A constant updating of the district equipment and software inventory will continue. These elements will be used to determine the progress achieved for increased technology availability and utilization. Reporting recommendations to the School Board will follow the annual evaluations reviews. The Technology Committee will convene regularly to provide a continuous review of the progress of the Technology Plan.

SCHOOL BOARD APPROVAL

The Clinton School District Board has reviewed the District's technology plan and is in full accord and agreement with contents and direction of the plan. It is our belief that student learning and effective teaching are enhanced with the use of computer technologies.

Our commitment in this plan is to provide equal access for the learning community, the development of lifelong learners, the integration of technology into the curriculum and classroom, and the building of a culture of continuous learning for staff.

The board has also agreed to support:

1. ongoing effort to implement the elements of this plan and
2. ongoing efforts to maintain currency within the plan through regularly scheduled reviews.

The District's technology plan does, to the best of our knowledge, comply with the criteria established for state approval.

_____	_____
School Board Chair	Date
_____	_____
Superintendent	Date
_____	_____
Technology Committee Chair	Date

G. Compliance with Children's Internet Protection Act (CIPA) (E-Rate and Ed Tech Program requirements)

REQUIREMENTS FOR **CIPA** COMPLIANCE

Internet Safety Policy

The District must have an Internet Safety Policy in place that addresses the following issues:
Access by minors to inappropriate matter on the Internet and World Wide Web;
The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
Measures designed to restrict minors' access to materials harmful to minors.

Technology Protection Measure

The District must have in use, a filter to block or filter Internet access and monitor online activities of minors. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or with respect to use of computers with Internet access by minors – harmful to minors. The filter may be disabled for adults engaged in bona fide research or other lawful purposes.

Public Notice and Hearing

The District must have provided reasonable public notice and held at least one public hearing to address the proposed Technology Protection Measure and Internet Safety Policy.

The Technology sub-committee has reviewed the state compliance regulations and finds:

The "Acceptable Use of Technology" (board packet), in which you are reviewing, for its first reading, in compliance with items listed above.

The District has installed a Symantec 440 Gateway Firewall appliance and SonicWall Content Security Manager 3200 to filter internet content and access to meet CIPA requirements.

With the final reading, the proposed Technology Protection Measure and Internet Safety Policy's public notice and hearing will have been accomplished.

INTERNET ACCESS CONDUCT AGREEMENT
Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the District's policy regarding District-provided Access to Electronic Information, Services and Networks (Policy N. 3612). Should I commit any violation or in any way misuse my access to the District's computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (Student) (Print): _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron ____ I am 18 or Older ____ I am under 18

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian (If applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement). As the parent or legal guardian of the above named student, I have read, understand and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services and Networks for the student's access to the District's computer network and/or the internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the District, the Trustees, Administrators, teachers and other staff against all claims, damages, losses, and costs, of whatever kind that may result from my child's use of his/her access to such networks or his/her violation of the District's policy. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet.

Parent/Legal Guardian (Print): _____

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.state.mt.us

E-RATE TECHNOLOGY PLAN
DISTRICT STATEMENT OF ASSURANCES
(E-RATE PLANS MAY NOT BE APPLICABLE TO OTHER TECHNOLOGY PROGRAMS)

School District: Clinton School - District #32 **County: Missoula** **LE: 0595**

School Years Covered by the Technology Plan (example, 2004-2007) _____2007-2010_____
Web Site Address for Technology Plan_____www.clintoncougars.org_____

Successful technology plans align the overall education improvement objectives with the following criteria. To qualify as an approved Technology Plan for a Universal Service Program discount, the plan must meet the criteria. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be connections between the proposed physical infrastructure of the information technology and the plan for professional development, curriculum reform, and library service improvements. Technology plans may be approved for up to three years for funding under the E-Rate program. The Schools and Libraries Division (SLD) of the Universal Services Administrative Company, which is overseen by the Federal Communications Commission, administers the E-Rate program.

For E-Rate program information: http://www.sl.universalservice.org/ and/or http://www.opi.state.mt.us/ERate2.html

TECHNOLOGY PLAN CRITERIA	PAGE NUMBER REFERENCES
Clear Goals and a Realistic Strategy for using Telecommunications The plan establishes **clear goals** and a realistic strategy for using telecommunications and information technology to improve education or library services.	List the page numbers from the district technology plan where the information for the specific criteria can be found.
Minimum Criteria	
✓ Clear technology/education goals are articulated for the use of technology to improve education,	See Page(s): _4-7_____
✓ A realistic strategy is designed and implemented for meeting the goals to improve education, and	See Page(s):__13-26___
✓ Goals are articulated for the current and each future year that the plan covers. Plans may be approved for up to three years for funding under the E-Rate program.	See Page(s): _4-7_____
Best Practice Recommendations	
✓ District technology goals are aligned with the district's Five-Year Comprehensive Education Plan and other school improvement goals.	See Page(s):__10-12___
Professional Development Strategy The plan has a **professional development strategy** to ensure that staff knows how to use the new technologies to improve education or library services.	List the page numbers from the district technology plan where the information for the specific criteria can be found.
Minimum Criteria	
✓ Professional development strategy includes information on district professional development opportunities, professional development available locally (through local/regional providers) and/or participation in curriculum, technology or professional development consortiums, and	See Page(s): __27-30_____
✓ Professional development strategy is articulated for the current and each future year that the plan covers. Plans may be approved for up to three years for funding under the E-Rate program.	See Page(s): __27-30_____
Best Practice Recommendations	
✓ Data utilized to determine professional development topics, and	See Page(s): __27_____
✓ Assessment methods to determine effectiveness of professional development experiences are included.	See Page(s): __27_____

Assessment of Telecommunication, Hardware, Software and Other Services

The plan includes an assessment of the **telecommunication services, hardware, software** and **other services** that will be needed to improve education or library services.

List the page numbers from the district technology plan where the information for the specific criteria can be found.

See Page(s): __31-37____

Minimum Criteria

- ✓ Hardware, software and other services are included in a district assessment of telecommunication services needed to improve education, — See Page(s):___37_____
- ✓ Services such as professional development, wiring and technical support needed are included, — See Page(s): __37_____
- ✓ Assessment of services needed is clearly linked to the district's technology and education goals, and — See Page(s): __37_____
- ✓ Assessment of services needed is articulated for the current and each future year that the plan covers. Plans may be approved for up to three years for funding under the E-Rate program.

Sufficient Budget

The plan provides for a **sufficient budget** to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategies.

List the page numbers from the district technology plan where the information for the specific criteria can be found.

See Page(s): __38,39____

Minimum Criteria

- ✓ District articulated local budget, including funds from all sources, that will provide the necessary support for the services included in the technology plan including the district portion of the discounted services requested under the E-Rate program is included, and
- ✓ Budget is articulated for the current and each future year that the plan covers. Plans may be approved for up to three years for funding under the E-Rate program. — See Page(s):___39____

Evaluation Process

The plan includes an **evaluation process** that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

List the page numbers from the district technology plan where the information for the specific criteria can be found.

See Page(s):__41,42_____

Minimum Criteria

- ✓ Process must include information on the evaluation process, e.g., who reviews the plan (technology committee, school board, etc.), how often the plan is reviewed, the information that is utilized to review the plan and the reviewer's ability to make changes to the plan as needed.

Certification: I certify that the E-Rate Technology Plan Statement of Assurances is accepted as a basic condition for local participation in the E-Rate program. The district hereby assures the Office of Public Instruction that all of the requirements itemized above have been met. Further, the district acknowledges that both the OPI and the Schools and Library Division conduct audits and that the technology plan, meeting the criteria, must be made available immediately upon request.

Printed Name of Designated Authorized Representative	__XX_Superintendent _____Principal if there is no superintendent. _____County Superintendent, if there is no superintendent or Principal	
Mark Latrielle		
Signature of Designated Authorized Representative	District Name Clinton School District 32	Date 10/06/06

Retain a copy of this document for your records.	**Return this document completed with the page number references, district information, and signature to:** **Montana Office of Public Instruction** **Attn: Michael Hall** **PO Box 202501** **Helena, MT 59620-2501**	**Return only the completed and signed document to the OPI.**