



**Technology Plan
2007 – 2014**

Adopted on 3/19/2007
Revised 2/8/2010

Bogalusa City Schools Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Name	Title
Ruth A. Horne	Superintendent
Michael Applewhite	Board President
Adam Kemp	Board Vice-President
Eleanor Duke	Board Member
Rev. Raymond Mims	Board Member
Paul Kates	Board Member
Robin Simmons	Board Member
Brad Williams	Board Member

Bogalusa City Schools Technology Plan

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Bogalusa City Schools Technology Plan

INTRODUCTION/OVERVIEW

Bogalusa City Schools is comprised of 8 schools. There is one Pre-K, three K-4 schools, two middle schools and two high schools. Every school currently has broad-band Internet access and wireless Internet capabilities. One middle school and one high school is a technology school that incorporates model classrooms and uses one to one technology in a project-based curriculum.

The technology schools have community partners that serve as role models and support agencies. During presentations given by the students at the technology schools these community partners sit on review boards for the presentations.

The district is currently served by one technology coordinator, five technology facilitators, and one computer technician. All of these positions are funded through the General Fund, Federal Programs and Education Excellence Funds.

The district currently maintains approximately 1300 computers of which Ninety-Five (95%) have Internet access. Ninety-Seven percent (97%) of the 1300 plus computers are running Windows 2000 or higher. One Hundred percent (100%) of all classrooms have Internet Access.

Five of nine school principals have been LEADTech trained and four central office administrators are LEADTech trained.

This seven year plan is aligned with the State Technology Plan and addresses the technology needs of the Bogalusa City School System.

Action Steps 1: Strengthen Leadership

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

Current Status:

- 55% of school administrators and 4 central office administrators have completed the Louisiana LEADTech training.
- Information is disseminated to the schools regarding technology funding opportunities.
- 100% of administrators attend at least one technology professional development training per year.
- Leadership implemented a teacher technology integration incentive plan BESTBUCS (Bogalusa Excels in School Technology By Utilizing Curriculum Strategies)

Benchmarks, Target year 2014:

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A).
2. All current educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. All current educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All newly appointed educational administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
5. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
6. All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, and school and district intranet) as primary sources of communication.
7. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
8. All educational administrators/leaders will support, evaluate, coordinate, and modify their district and school technology plans and/or school improvement plan annually to ensure alignment with overall federal, state and district educational technology and accountability goals.
9. The district and schools will use innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.
10. Educational administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated *Comprehensive Curriculum* or locally adopted curriculum.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	April - July
Enrollment and or completion of LEADTech	Annual	May
Reports to school board	Ongoing	Monthly meetings when appropriate
Lesson plans are reviewed for technology integration	Ongoing	August - May
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	Spring
Enrollment in the state leadership network programs (LELN)	Annual	Fall, Spring, Summer
District- and school-level monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring

Strategies:

- Establish and maintain district-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Recommend implementation of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.

- Continue using web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend leaders at all levels model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Recommend school webpages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level.

Action Step 2: Improve Teacher Training

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Current Status:

- Technology facilitators meet monthly with the Region II Teaching, Learning and Technology Center Facilitator to gain knowledge on implementing high quality technology professional development.
- Online K-12 database resources and accompanying professional development on using these resources are available.
- Online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the *Louisiana Comprehensive Curriculum*, are accessible statewide through Making Connections.
- A district developed GLE technology resource page and district developed technology lessons are posted on the district website for teacher use.
- Learning Communities that facilitate the integration of technology into student learning between the districts fourth through twelfth grade have been established.
- The district's teacher technology proficiency rate is above the state average.
- There are currently four technology facilitators funded through Title I/II serving the district's K-12 teachers.
- District teachers currently use software programs to record attendance, keep grades, and create lesson plans and web pages.

Benchmarks, target year 2014:

1. All teachers will engage in professional development activities offered locally or through regional TLTCs that demonstrate how to integrate technology into the *Comprehensive Curriculum* or the locally adopted curriculum.
2. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
3. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
5. All Bogalusa City School teachers will be proficient in the use of technology to enhance student learning by 2014.
6. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. All teachers will know how to use data to personalize/individualize instruction.
8. All PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.
9. Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the *LA Pupil Appraisal Handbook, Bulletin 1508* will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist for each district.

10. All teachers and teacher preparation faculty will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., digital records, such as electronic gradebooks, *IEP Maker*, attendance, planning)
11. All teachers will have anytime/anywhere Internet access to their electronic gradebooks, lesson plans, websites, etc.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	April - July
Reports to school board	Ongoing	Monthly meetings when appropriate
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	Spring Review
Certificates or sign in sheets showing participation in teacher professional development opportunities-	Ongoing	Fall, Spring, Summer
Technology Facilitator Tracking Forms	Ongoing	August - May
District- and school-level monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Teacher Professional Development Portfolios	Ongoing	August - May
Classroom Observations	Ongoing	August - May
Teacher presentations at conferences	Ongoing	July - June

Strategies:

- Allocate sufficient funds and resources for professional development and technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Utilize e-mail as the official source of communication.
- Encourage teachers to learn and use correct technology vocabulary.
- Require all teachers complete appropriate technology integration training(s) to become technology proficient by 2014.
- Provide teachers with access to appropriate software and hardware in order to integrate technology into daily instruction to facilitate and enhance student learning.

- Include components of effective technology integration in the development of lesson plans.
- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend monthly grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Provide access to a school-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend a Technology Liaison serve as a member of the school improvement committee.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/ curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.

Action Step 3: Support E-Learning and Virtual Schools

In the past five years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental courses or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.

Current Status:

- The Louisiana Virtual High School (LVS) provides access to high quality teachers and courses for students and schools across the state.
- Bogalusa High School has increased the number of students enrolled in LVS every year.
- Both Bogalusa High School and Bogalusa New Tech High students can now access courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the Louisiana Virtual High School.
- Algebra 1 online courses are available to students in areas of the state experiencing certified teacher deficiencies.
- Online professional development courses are offered at the local level.
- Bogalusa City Schools has distance learning equipment in place.
- The district offers online professional development courses for teachers every year.
- The district adopted Moodle (freeware) to deliver online professional development courses and forum discussions.

Benchmarks, Target Year, 2014:

1. Bogalusa City School will expand enrollment in LVS by 3% each year to meet the curriculum needs of Louisiana students.
2. All Bogalusa City Schools teachers will have completed at least one online professional development course.
3. Fifty percent of BCS teachers will have completed the state initiative online course Proficiency express.
4. BCS will partner with other organizations to offer distance learning professional development course.
5. BCS will continue to offer and make available the LVS in the district as an effective channel for equal access to educational programs.
6. BCS will continue to provide LVS for the needs of both students and teachers through an array of curriculum and online staff development programs that support the educational goals of schools/districts.
7. BCS will continue to provide LVS as an exemplary model for online instruction in the K-12 environment as LVS continues to redesign courses that meet the evolving needs of Louisiana students.
8. BCS will continue to provide LVS, through its online professional development activities, highly qualified instructors to Louisiana students within the district.
9. BCS will continue to offer LVS to expand course offerings based on needs (including advanced placement courses and dual enrollment courses)

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Number of teachers that complete an online professional development course	Annual	May
Number of CLU's awarded for online professional development courses	Annual	May
Carnegie Units awarded for LVS course offerings annually	Annual	Fall, Spring, Summer*
*When Summer school is offered.		

Strategies:

- Inform district and school administrators, teachers, and students of e-learning opportunities provided for them by the district and state.
- Allocate federal, state and local funds and resources for e-learning.
- Offer students the opportunity to take e-learning courses during the summer school sessions.
- Disseminate LVS information and promote the enrollment of students in the Louisiana Virtual School.
- Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- Create e-learning opportunities that support goals and benchmarks provided by the state, district, and local levels.
- Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating e-learning opportunities and resources.
- Encourage teachers and principals to participate in state initiatives that provide e-learning experiences.
- Provide after-hour access to technology resources.
- Collaborate with district policymakers, legislators, and community members to secure annual funds to support e-learning.
- Offer incentives to teachers and administrators who complete e-learning classes and/or workshops.
- Provide all high school students with the opportunity to complete one online learning experience prior to graduation.

Action Step 4: Encourage Improved Access and Technology Usage

Most public schools, colleges and universities now have access to high-speed, high-capacity hardware, software, and broadband communications. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching.

Current Status:

- Over 99% of BCS classrooms have Internet access.
- The district has adopted a Technology Acceptable Use Policy that addresses online safety, Fair Use, intellectual property, and privacy issues. This policy also addresses the district's CIPA compliance. These policies are reviewed by the technology committee annually and presented to the Board if changes are made.
- Training opportunities and sharing of information on E-Rate and other funding resources to help with broadband and network support are available.
- Integrated data systems provide educators with access to (1) school performance data and analysis tools, (2) different type of student-level data, and (3) resources to assist in the analysis and use of data.
- Bogalusa New Tech High and Northside Technology Middle School students currently have a one to one computer setting in model classrooms as defined by the State of Louisiana.

Benchmarks, Target Year 2014:

1. All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. Every school in BCS will have broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs in the BCS.
4. At least eighty percent (80%) of all instructional spaces in PK-12 classrooms and teacher preparation method courses will exhibit a minimal ratio of 4:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
5. At least eighty five percent (85%) of students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
7. BCS will establish recurring funding for technology in all public and nonpublic schools.
8. BCS will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.

9. BCS will continue to seek recurring funding sources to support systems and schools in implementing their technology plans and also encourage strategic system level convergence of funds.
10. All students in BCS will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
11. All instructional spaces will have wireless Internet Access capability.
12. All schools will have a minimum of 2 wireless labs.
13. After school lab access will be made available for students.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization of districts/schools	Annual	Late Spring
School and System Technology Survey Report Data	Annual	Spring, Summer
System/School technology plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Semi-annual	Fall and late Spring
Human resource records of IT personnel	Annual	Late Spring
Classroom observations and evaluations by faculty/principals	As designated by system	As Conducted

Strategies:

- Seek local funding such as property tax and sales tax.
- Participate in State Contract purchasing opportunities that support schools systems.
- Continue to support school system budgeted line items for technology bandwidth and infrastructure.
- Collaborate with other local and state educational entities for purchasing power by establishing a clearinghouse for local bids that can be accessed by schools and systems.
- Participate in e-rate to maximize the funds available for technology.
- Seek federal, state and corporate grant funding for technology where available.
- Encourage tracking of bandwidth utilization for district and school network environments.
- Continue to expand the computer education courses of study for students.
- Use data from both administrative and instructional systems to understand relationship between decisions, allocation of resources and student achievement.

GLOSSARY

Assistive Technology The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term excludes medical devices that are surgically implanted, or the replacement of such devices.

[20 U.S.C. Section 602.1]

Broadband Data transmission scheme that sends multiple pieces of data over a single medium. Often refers to high-speed data transfer speeds when benchmarked with dial-up. FCC defines (2004) broadband speeds to be upstream/downstream data flow of a MINIMUM OF 200 kbps.

CoSN Consortium of School Networking

DLT Division of Leadership and Technology – Office of Educator Support

GEE Graduate Exit Exam

INTECH An intense, research-based, content-rich, hands-on, 56-hour staff development program for educators. An adaptation of the Georgia InTech model, it provides teachers with many examples of effective technology-based strategies that support and enhance curriculum and that can serve as catalysts for fundamental change in overall teaching and learning processes.

ISTE International Society for Technology in Education. A nonprofit professional organization with a worldwide membership of leaders in educational technology dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education.

K-12 Online Database Resources Free, unlimited access to quality information resources via the Internet offered to all of Louisiana’s public and non-public schools through the Louisiana Department of Education. This project was funded with State Classroom-Based Technology Grant funds. This database includes reference resources of the *GALE Group* and *World Book, Inc.*

LEADTECH Technology high quality professional development training designed for superintendents and principals. This project is administered by the Division of Leadership and Technology.

LVS Louisiana Virtual School. A Louisiana Department of Education project funded through a 8(g) grant) to provide Louisiana high school students access to

standards-based high school courses delivered by Louisiana teachers via a web-based online learning environment.

Making Connections A web-based resource that has been termed a “one-stop shop” for educators across the state of Louisiana. It links lesson plans, web site resources, and software product previews to the Louisiana Content Standards and Benchmarks and to the statewide accountability assessment items (LEAP21) in the areas of mathematics, science, social studies, English, language arts, foreign languages, and fine arts.

NETS National Educational Technology Standards. The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States.

TLTC Teaching, Learning and Technology Centers located regionally around the state and designed to offer technology training and support to the districts within each region. They serve as extensions of the Louisiana Center for Educational Technology.

Universal Design for Learning (UDL) A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies (Assistive Technology Act 105-394, § 2432 (iv)(2)(a)(1)).

APPENDIX A
System Name
NEEDS ASSESSMENT DATA

Included below are some guidance questions for the system to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

GUIDANCE QUESTIONS FOR THE SYSTEM NEEDS ASSESSMENT

1. What do school and system data reveal about the following:
 - Distance learning opportunities for students and teachers
 - Student-to-computer ratio
 - Professional development opportunities in instructional technology
 - Technical support for teachers and schools
 - Number of instructional classrooms with at least one multimedia computer with internet access
 - Online database and other web resources utilized within the classroom
 - Technical skill level of teachers
 - Teacher and principal quality relative to integrating technology into the curriculum
 - Budgetary support of technology in teaching and learning
2. What are the system's strengths and weaknesses as identified by the data?
3. What patterns and trends emerge from the data?
4. What are the areas of weakness that must be affected to help the system accomplish the technology plan goal and objectives?
5. How will the system set priorities to address the needs revealed by the weaknesses?
6. Which of the needs have the greatest potential for influencing student learning?

The Needs Assessment Summary follows. The purpose of the summary page is to provide a "snapshot" of the system's strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the system.

STEPS FOR COMPLETING NEEDS ASSESSMENT

1. Identify and gather all pertinent sources of data including those indicated above.
2. Conduct systematic analysis of all data.
3. Complete Needs Assessment Summary page.

NEEDS ASSESSMENT SUMMARY

List the System's strengths and weaknesses as identified by data collected.

System's Strengths	System's Weaknesses
<ul style="list-style-type: none"> • Four instructional technology facilitators serving school district • Most classrooms have more than one computer with the Internet in the classroom • 50+ technology integration professional development sessions conducted each year • Online professional development offered to teachers every year • Already established strong LVS participation, including summer school offerings • Algebra I online participants • 55% of school administrators are LEADTech trained • Infrastructure is relatively new • Teacher proficiency rate is above the state average • United Streaming is funded for K-12 schools • Teachers have been trained in state supplied online resources (World Book and EBSCO) • Teachers have anytime, any where access to lesson planning software • 95% of teachers have created a website that contains contact information, activities, and homework • Teachers have <i>school</i> access to an electronic gradebook • Online professional development tracking/evaluation program in place 	<ul style="list-style-type: none"> • Only one technician for 1000+ computers • Only 1 facilitator for all three K-3 schools • No facilitator for Pre-K • Limited Funds/No Budget • No Anti-Virus software • No K-3 principals are LEADTech trained • More educational software is needed • More wireless labs are needed • Teachers can not access grading module from home • Presently there is no technology evaluation component in district developed observations/evaluations • Antiquated equipment • Lack of electrical capacity • Need for more instructional support technology (projectors, document cameras, printers) • Most teachers purchase their own ink

APPENDIX B
System Name
System Review Assurance

By signing this form, you confirm that your school board reviewed and approved the system technology plan for 2007-2014. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

WE HEREBY ACKNOWLEDGE THIS ____ DAY OF _____ 2010, THAT WE HAVE REVIEWED AND APPROVED
THE SYSTEM TECHNOLOGY PLAN
FOR BOGALUSA CITY SCHOOLS.

SUPERINTENDENT

SCHOOL BOARD PRESIDENT

APPENDIX D
System Name
TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

List the names and occupations of team members serving on your system's Technology Plan Development Team.

Dates of Meetings: February 9 & 23, March 6, 2007

NAME	OCCUPATION
Shelley K. Gill	Technology Coordinator Bogalusa City Schools
April Nobles	Technology Facilitator K-3 Schools
David Marcus	Education Coordinator/Northshore EMS
Billy Rawls	EMT-B/Northshore EMS
Wilton Hunt	General Manager/Hunt Brothers Communications
Becky Crawford	Pre-K/LA-4 Teacher
Phyllis Bryant	Resource Teacher Bogalusa Middle
Barbara Greely	Principal Denhamtown
Bruce M. Thomas	Principal Bogalusa Middle
Ben Poolson	Owner/The Computer Guy
Mia Kennerson	Technology Facilitator Bogalusa Middle School
Debbie Adams	Special Education Supervisor
Lonne Stinnet	H.R. Manager/Temple Inland
Jerry O. Payne	Superintendent Bogalusa City Schools
Tara Poolson	Technology Facilitator Bogalusa High School
Tonyah Jefferson	Technology Facilitator Pleasant Hill
Gavin Vitter	H.R. Director Bogalusa City Schools
Alva Martin	Supervisor Curriculum & Instruction Bogalusa City Schools
Pamela Ard	Principal Superior Avenue
Willie Breaux	Supervisor Federal Programs Bogalusa City Schools
Jennifer Beninato	Teacher/Century 21 Coordinator Bogalusa City Schools
Lorie Vernon	Parent of Bogalusa City Schools Student

APPENDIX E

System Name

E-rate budget

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

SYSTEM: Bogalusa City Schools	FUNDING YEAR: 2007 - 2008
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Prepared by: Shelley K. Gill

Date: January 19, 2007

Specific E-Rate Service(s) Requested: Telecommunications – Phone local and long distance, cellular, Internet Access, Internal Connections – Wireless Access Points, Basic Maintenance of Internal Connections

E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

Action Step One

Benchmark 6

Strategy Bullet: 1, 13

Action Step Two

Strategy Bullet: 4, 11

Action Four

Benchmark: 1, 2

Strategy Bullet 5

Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):

These goals will be measured by the annual system technology survey, the school(s) technology surveys, and the technology proficiency assessment.

Current level/amount of service:	Level after E-Rate request is filled:	Budget\$ for system's share (for each charge involved in the service):	Planned budget source or line item for each amount:

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Computers/Peripherals	1,095,000.00	200,000.00	200,000.00	District Operating Funds, State Funds, Federal Funds

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
School software	151,000.00	16,000.00	16,000.00	District Operating Funds, State Funds, Federal Funds

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
Professional Development	44,200.00	37,000.00	37,000.00	District Operating Funds, State Funds, Federal Funds

Retrofitting required	Budgeted \$:	Source of funds:
rebuilding Katrina damaged schools	1,000,000.00	District Operating Funds, State Funds, Federal Funds, Restart, FEMA, and Insurance

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:

APPENDIX F
Bogalusa City Schools
Critical E-Rate Components to Technology Plan

Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.

E-RATE CRITERIA FOR THE TECHNOLOGY PLAN

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide 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 strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**E-Rate Technology Plan Component
System Bogalusa City Schools
Funding Year 2007 – 2008
Updated: January 2007**

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share 10%)	Assessment	Evaluation
Local and Long distance Telephone Service (2 PRI's and 200 lines)	Services are used to facilitate and enhance communication between school staff, parents, students and other education stakeholders.	Staff has been and will continue to be trained in the use of existing services. They will have access to other services as needed to enhance service use.	Revenues will come from the system annual operating budgets and assistance from E-Rate. The system will pay all ineligible costs and the non-discount share. (Total Cost: approx \$3,557.23)	District/School Staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.	Technology Coordinator will evaluate the need for increase or decrease by surveying superintendents, clerical and/or other staff annually.
Cellular Services (40 Lines)	Service is used for fast, on-demand communication services for eligible school personnel while at school, in transit, on field trips and other education activities	Training is held each year for employees on as needed basis. Training will continue as services are enhanced.	Revenues will come from the system annual operating budgets and assistance from E-Rate. The system will pay all ineligible costs and the non-discount share. (Total Cost: approx \$2747.44)	School accounting and staff will monitor the monthly usage to determine if amount of minutes need to be increased or decreased annually.	Technology staff will survey the end-users utilizing cell phones to determine the communication strategies being used for students and teachers. These strategies will be evaluated to determine effectiveness of this method of communication for entities.
Internet Access WAN/LAN 90 MBPS 250 Burst Metro Ethernet	See technology plan for student achievement goals and strategies. Service will be used to provide adequate bandwidth to the Internet	See technology plan for professional development strategies to ensure student academic success. Technology coordinator will train necessary staff to conduct speed test and use of monitoring software.	Revenues will come from the system annual operating budgets and assistance from E-Rate. The system will pay all ineligible costs and the non-discount share. (Total Cost: Approx. \$23,563.40)	Staff and provider will monitor annually and report to the school's technology committee actual use, recommend changes to enhance the productivity and effectiveness of these services.	The evaluation of the effectiveness of Internet Access and circuits will be measured in multiple ways including proficiency of staff and students, measurable learning outcomes as measured by application software programs. (See Entire Technology Plan for additional measurement)