



Diocese of Springfield Technology Plan

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July 1, 2010 - June 30, 2011
July 1, 2011 - June 30, 2012
July 1, 2012 - June 30, 2013

This plan was written to broadly cover all participating schools in the Springfield Diocese. While this plan should be kept intact, each school may personalize any section by adding additional information.

TABLE OF CONTENTS

SECTION 2 - ACKNOWLEDGEMENTS AND STAKEHOLDER INVOLVEMENT	3
SECTION 3 - DIOCESE AND COMMUNITY PROFILE	11
SECTION 4 - VISION	13
SECTION 5 - DATA COLLECTION AND ANALYSIS.....	14
SECTION 6 - INTRODUCTION.....	15
Section 6A - COMMUNITY INVOLVEMENT	16
SECTION 6B - CURRICULUM AND INSTRUCTION.....	21
SECTION 6C - PROFESSIONAL DEVELOPMENT	24
SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY	29
SECTION 7 - POLICIES AND PROCEDURES	34
SECTION 8 - SUPPORTING DOCUMENTS.....	35
SECTION 9 - GLOSSARY OF TERMS.....	41
SECTION 10 - SIGNATURE PAGE.....	46

Section 2 - Acknowledgements and Stakeholder Involvement

SECTION 2 - ACKNOWLEDGEMENTS AND STAKEHOLDER INVOLVEMENT

Following ISBE guidelines, and to reflect the composition of the wider community, invitations were extended by school personnel for membership on the stakeholder committee. The purpose of this committee was to develop a technology statement and implement a plan for choosing and setting up technology in the school. Stakeholders have been involved in creating, advising, editing, writing and implementing the current technology plan. They meet or are surveyed annually to evaluate and redefine the plan. Additional groups that could not attend meetings were surveyed to obtain their opinions. A hardcopy of the plan is provided to those unable to attend.

2010/2013 Springfield Diocese Stakeholder Committee					
Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Agard, Jeff	Technology Coordinator	Quincy Notre Dame High School, Quincy		Participated in the evaluation of the Technology Plan.	
Alberta, Sr. Mary	Software Consultant	Sacred Heart Griffin High School High, Springfield		Participated in the planning and evaluation of the Technology Plan.	Springfield Art Association
Archdiocese of Chicago	Office of Catholic Schools	Chicago, IL		Consultation	
Ash, Earline	Technology Coordinator	St. Paul, Highland		Participated in the evaluation of the Technology Plan.	
Ballinger, Kyla	Technology Coordinator	St. Mary, Mattoon		Participated in the evaluation of the Technology Plan.	
Baalman - Friedel, Rachael	Principal/Teacher	St. Norbert School	Yes	Participated in the planning and evaluation of the Technology Plan.	
Bell, Karin	Technology Coordinator	Our Saviour, Jacksonville		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy
Belz, Lisa	Former Computer Teacher	Blessed Sacrament, Springfield	Yes	Participated in the planning and evaluation of the Technology Plan.	St. Joseph Home Volunteer, Mercy Communities Board Member
Benning, Diana	Technology Coordinator	Christ the King, Springfield		Participated in the writing, planning and evaluation of the Technology Plan.	Adult Literacy Provider
Bequette, Beth	Special Education Teacher for Bethalto CUSD #8	St. Michael's, Staunton		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider
Berning, Alison	Technology Coordinator	St. Teresa High, Decatur		Participated in the planning and evaluation of the Technology Plan.	

Section 2 - Acknowledgements and Stakeholder Involvement

Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Bick, Janet	Principal	St. Peter, Quincy		Participated in the evaluation of the Technology Plan.	
Blickhan, Sally	Computer Teacher	St. Peter, Quincy		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider, ADJ Faculty William Woods University
Bloemker, Marsha	Technology Coordinator	Sacred Heart, Effingham		Participated in the evaluation of the Technology Plan.	
Bodinet, Peg	Principal	St. Mary, Edwardsville		Participated in the planning and evaluation of the Technology Plan.	Community Theater
Bridich, Deron	Technology Coordinator	Holy Family, Granite City		Participated in the planning and evaluation of the Technology Plan.	
Buerster, Michele	Principal	St. Mary, Mattoon		Participated in the evaluation of the Technology Plan.	
Burke, Jennifer	Principal	St. Joseph, Springfield		Participated in the evaluation of the Technology Plan.	
Byers, Mary Lynn	Principal	St. Anthony of Padua Grade School, Effingham		Participated in the evaluation of the Technology Plan.	
Cantrell, Carissa	Principal	Little Flower, Springfield	Yes	Participated in the evaluation of the Technology Plan.	
Carney, Rita	Principal	Our Saviour, Jacksonville		Participated in the evaluation of the Technology Plan	
Chausse, Sr. Ruth, SSND	Principal	St. Louis, Nokomis		Participated in the evaluation of the Technology Plan.	
Christian, Janet	Technology Coordinator	Ss. Peter and Paul, Collinsville		Participated in the planning and evaluation of the Technology Plan.	
Clark, Joe	Technology Coordinator	St. John, Carrollton		Participated in the evaluation of the Technology Plan.	
Clark, Susan	Technology Coordinator	Little Flower, Springfield		Participated in the evaluation of the Technology Plan.	
Clayton, Gary	Technology Coordinator	St. Mary, Mt. Sterling		Participated in the evaluation of the Technology Plan.	
Clergy	Pastor/Priest/Monsignor	All Parishes in the Springfield Diocese		Participated in surveys	N/A

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Collins, Barbara	Teacher Technology Coordinator Tech Plan Developer	Our Lady Queen of Peace, Bethalto Ss. Peter and Paul, Alton		Participated in the planning and evaluation of the Technology Plan.	Catholic Conference of Illinois, Diocesan Representative
Crosby, Marian	Principal	Cathedral Grade School, Springfield		Participated in the evaluation of the Technology Plan.	
Daly, Larry	Assistant Principal	St. Teresa, Decatur	Yes	Participated in the planning and evaluation of the Technology Plan.	
Diocese of Belleville	Office of Education	Belleville, IL		Consultation	
Diocese of Joliet	Office of Education	Joliet, IL		Consultation	
Diocese of Peoria	Office of Education	Peoria, IL		Consultation	
Diocese of Rockford	Office of Education	Rockford, IL		Consultation	
Eggerling, Katy	Technology Coordinator	St. John Neumann, Maryville		Participated in the evaluation of the Technology Plan.	
Etzkorn, Marsha	Technology Coordinator	St. Mary, Edwardsville		Participated in the planning and evaluation of the Technology Plan.	Edwardsville Municipal Band Madison County Band Directors Association Treasurer
Fischer, Melinda	Principal	SS. Peter and Paul, Alton		Participated in the planning and evaluation of the Technology Plan.	Precinct Committeemen- Alton 28, Treasurer - Alton Township Democratic Party, Deputy Register - Voter Registration
Flanigan, Sr. Anna	Principal	St. Boniface, Edwardsville		Participated in the evaluation of the Technology Plan.	
Flint, Alison	Technology Coordinator	St. Teresa H.S. Decatur		Participated in the evaluation of the Technology Plan.	
Fritts, Darren	Director of Technology	St. Louis, Nokomis	Yes	Participated in the planning and evaluation of the Technology Plan.	
Fuchs, Rita	Technology Coordinator	Cathedral, Springfield	Yes	Participated in the planning and evaluation of the Technology Plan.	
Goben, Janet	Principal	St. Francis/Holy Ghost, Jerseyville		Participated in the planning and evaluation of the Technology Plan.	

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Goodreau, Jason	Technology Coordinator	Sacred Heart-Griffin Springfield		Participated in the evaluation of the Technology Plan.	
Gowin, Joan	Computer Teacher	St. Francis/Holy Ghost, Jerseyville	Yes	Participated in the planning and evaluation of the Technology Plan.	
Grueter, Sr. Margaret Joanne, O.P.	Principal	Sacred Heart-Griffin Springfield		Participated in the evaluation of the Technology Plan.	
Guidish, Michael	Principal	Sacred Heart, Pana		Participated in the evaluation of the Technology Plan.	
Hagenbach, Maryrose	Principal	Our Lady of Lourdes, Decatur		Participated in the evaluation of the Technology Plan.	
Haug, Matt	Technology Coordinator	St. Norbert, Hardin		Participated in the evaluation of the Technology Plan.	
Heilmann, Raymond	Principal	Quincy Notre Dame, Quincy		Participated in the evaluation of the Technology Plan.	
Helmke, Carla	Technology Coordinator, Business and Technology Instructor	Quincy Notre Dame, Quincy		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider, College Professor
Hendriksen, Dr. Ken	Principal	St. Teresa H.S., Decatur		Participated in the evaluation of the Technology Plan.	
Hengehold, Sharon	Technology Coordinator	St. Boniface Edwardsville		Participated in the planning and evaluation of the Technology Plan.	
Hoffman, Lee	Principal	St. Francis Solanus, Quincy		Participated in the evaluation of the Technology Plan.	
Hofner, Mike	Technology Coordinator	St. Patrick, Springfield		Participated in the evaluation of the Technology Plan.	
Holmes, Jack	Principal	St. John Neumann, Maryville		Participated in the evaluation of the Technology Plan.	
Holton - Moy, Barbara	Former Principal	St. Mary, Paris		Participated in the planning and evaluation of the Technology Plan.	
Howell, Kathy	Technology Teacher/Coordinator	St. Agnes, Springfield		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider
Hughes, Amy	Technology Coordinator	St. Mary, Taylorville		Participated in the planning and evaluation of the Technology Plan.	
Jakich, Karen	Principal	St. Elizabeth, Granite City		Participated in the evaluation of the Technology Plan.	

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Johnson, Jean	Superintendent of Catholic Schools	Office for Catechesis (Education)	Yes	Participated in the writing, planning and evaluation of the Technology Plan.	Adult Literacy Provider
Johnson, Michelle	Computer Teacher	SS. Peter and Paul, Alton	Yes	Participated in the planning and evaluation of the Technology Plan.	Small Business owner
Jones, Jennifer	Technology Coordinator	St. Boniface, Edwardsville		Participated in the evaluation of the Technology Plan.	
Joyce, Dennis	Technology Coordinator	St. Elizabeth, Granite City		Participated in the evaluation of the Technology Plan.	
Kauffman, Amy	Technology Coordinator	Blessed Sacrament, Quincy		Participated in the evaluation of the Technology Plan.	
Kelley, Sue	Principal	St. Dominic, Quincy		Participated in the evaluation of the Technology Plan.	
Kemper, Sr. Geraldine, O.P.	Principal	Holy Family, Decatur		Participated in the evaluation of the Technology Plan.	
Kennedy, Janet	Software Coordinator	St. Anthony of Padua, Effingham	Yes	Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider
Kennedy, Jean	Principal	St. Aloysius, Springfield	Yes	Participated in the writing, planning and evaluation of the Technology Plan.	Adult Literacy Provider
Knuffman, Ann	Technology Teacher/Title I	Blessed Sacrament, Quincy	Yes	Participated in the planning and evaluation of the Technology Plan	Adult Literacy Provider
Koch, Charlotte	Principal	St. Mary, Mt. Sterling		Participated in the planning and evaluation of the Technology Plan.	
Koester, Irene	Principal	St. Michael the Archangel, Sigel		Participated in the evaluation of the Technology Plan.	
Kolb, Jeanine	Principal	Christ the King, Springfield		Participated in the evaluation of the Technology Plan.	
Larimer, Marianne	Principal	St. Anthony of Padua High School, Effingham		Participated in the evaluation of the Technology Plan.	
Lenane, Dee	Technology Coordinator	St. Dominic, Quincy		Participated in the evaluation of the Technology Plan.	
Logsdon, Cindy	Technology Coordinator	St. Aloysius, Springfield		Participated in the evaluation of the Technology Plan.	
Loveless, Lori	Principal/Technology Coordinator/Teacher	St. John, Carrollton		Participated in the evaluation of the Technology Plan.	

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Luchtefeld, Judy	Principal	Sacred Heart, Effingham		Participated in the evaluation of the Technology Plan.	
McCormick, Stan	Technology Coordinator	Our Lady of Lourdes, Decatur	Yes	Participated in the planning and evaluation of the Technology Plan.	Boy Scout Board Member
McGarrahan, Cathy	Principal	St. Ambrose, Godfrey		Participated in the evaluation of the Technology Plan.	
Mehelic, Robert	Former Principal	St. Boniface, Edwardsville		Participated in the planning and evaluation of the Technology Plan.	
Mersinger, Rose	Former Director	Office for Catholic Education		Participated in the planning and evaluation of the Technology Plan.	
Missel, Marilyn	Associate Superintendent	Diocese of Springfield		Participated in the evaluation and updating of the Technology Plan	
Moore, Carla	Principal/Teacher	St. Michael Staunton	Yes	Participated in the planning and evaluation of the Technology Plan.	
Myers, Ross	Former Principal/Technology Coordinator	Little Flower, Springfield		Participated in the planning and evaluation of the Technology Plan.	Lions Club
Nash, Dan	Technology Coordinator	Routt H.S. Jacksonville		Participated in the planning and evaluation of the Technology Plan.	
Nixon, Kim	Computer Teacher/Coordinator	St. Francis Solanus, Quincy		Participated in the planning and evaluation of the Technology Plan.	
Norris, Patricia	Librarian, Il. State Library	Sacred Heart Griffin, Springfield		Consultation and Review	
Oseland, Lynise	Technology Coordinator	Marquette H.S. Alton		Participated in the evaluation of Technology Plan.	
Oungst, Peggy	Principal	St. Mary, Alton		Participated in the evaluation of the Technology Plan.	
Palmer, Michael	Principal	Ss. Peter & Paul, Collinsville		Participated in the evaluation of the Technology Plan.	
Paynic, Brenda	Principal/ Teacher Technology Coordinator	St. Mary, Brussels	Yes	Participated in the planning and evaluation of the Technology Plan.	
Pennell, Margaret	Principal	Holy Family, Granite City		Participated in the evaluation of the Technology Plan	
Rantanen, Angela	Fifth and Sixth Grade Teacher	St. Michael, Staunton	Yes	Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Ratkewicz, Renee	Technology Coordinator	St. Elizabeth, Granite City		Participated in the planning and evaluation of the Technology Plan.	
Reichert, Christine	Principal	Blessed Sacrament, Quincy		Participated in the evaluation of the Technology Plan.	
Reiser, Laura	Computer Teacher	Blessed Sacrament, Springfield	Yes	Participated in the planning and evaluation of the Technology Plan.	Girl Scout Leader
Remiszewski, Eve	Principal	Our Lady Queen of Peace, Bethalto		Participated in the evaluation of the Technology Plan.	
Robertson, Cathy	Principal	St. Mary, Taylorville		Participated in the evaluation of the Technology Plan.	
Schaeffer, Cathy	Teacher/Technology Coordinator	St. Mary, Taylorville	Yes	Participated in the planning and evaluation of the Technology Plan.	Beta Sigma Phi
Shay, Billie	Music K - 8 Technology Coordinator	St. Patrick Decatur		Participated in the planning and evaluation of the Technology Plan.	
Siegert, Sheila	Teacher Technology Coordinator	Sacred Heart, Pana	Yes	Participated in the planning and evaluation of the Technology Plan.	
Slaughter, Michael	Principal	Marquette H.S., Alton		Participated in the evaluation of the Technology Plan.	
Sorge, Sr. Joan O.P.	Principal	St. Agnes, Springfield		Participated in the evaluation of the Technology Plan.	
Staff	N/A	All Elementary and High Schools in the Springfield Diocese		Participated in surveys	N/A
Stimler, John	Former Principal	Ursuline Academy, Springfield		Participated in the planning and evaluation of the Technology Plan.	
Story, Mary	Computer Teacher	St. Joseph Springfield		Participated in the planning and evaluation of the Technology Plan.	Adult Literacy Provider
Students	N/A	All Elementary and High Schools in the Springfield Diocese		Participated in surveys	N/A
Sullivan, Greg	Technology Coordinator	St. Mary, Paris		Participated in the evaluation of the Technology Plan.	
Sweet, Jan	Principal	St. Patrick, Decatur		Participated in the evaluation of the Technology Plan.	
Teachers	N/A	All Elementary and High Schools in the Springfield Diocese		Participated in surveys	N/A

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Name	Title/Organization	School/City	Parent	Contribution	Civic Activities
Tebbe, Glenn	Technology Coordinator	St. Michael the Archangel, Staunton		Participated in the evaluation of the Technology Plan.	
Thies, Kenny	Technology Coordinator	St. Anthony G.S and High School, Effingham		Participated in the evaluation of the Technology Plan.	
Thompson, Judy	Technology Coordinator	St. Ambrose, Godfrey		Participated in the evaluation of the Technology Plan.	
Thoroman, Gale	Principal	Routt High School, Jacksonville		Participated in the evaluation of the Technology Plan.	
Timmermann, David	Principal	St. Paul, Highland		Participated in the evaluation of the Technology Plan.	
Vahle, Melissa	First Grade Teacher/Technology Coordinator	St Francis/Holy Ghost, Jerseyville	Yes	Participated in the planning and evaluation of the Technology Plan.	Boy Scout Troop #93
Wagner, Elaine	Teacher	St. Louis, Nokomis	Yes	Participated in the planning and evaluation of the Technology Plan.	
Wear, Kathy	Principal	Blessed Sacrament, Springfield		Participated in the evaluation of the Technology Plan.	
Wenthe, Vicki	Principal Technology Coordinator	St. Thomas the Apostle, Newton		Participated in the evaluation of the Technology Plan.	
Wiggins, Kayla	Technology Coordinator	Holy Family, Decatur		Participated in the planning and evaluation of the Technology Plan.	
Wildrick, Dude	Assistant Principal/Technology Coordinator	Routt Catholic, Jacksonville		Participated in the planning and evaluation of the Technology Plan.	Jacksonville Art Guild
Woods, Vicky	Teacher/Technology Coordinator	St. Thomas the Apostle. Newton	Yes	Participated in the planning and evaluation of the Technology Plan.	

SECTION 3 - DIOCESE AND COMMUNITY PROFILE

Size and Location

The Diocese of Springfield in Illinois (the "Diocese") covers 15,139 square miles of central Illinois. It was established in 1853. Its northern boundary abuts the Diocese of Peoria. Its eastern boundary is the state line of Illinois and Indiana. Its southern boundary abuts the Diocese of Belleville. Its western boundary is the state line of Illinois and Missouri. The Diocese includes 28 counties: Adams, Bond, Brown, Calhoun, Cass, Christian, Clark, Coles, Crawford, Cumberland, Douglas, Edgar, Effingham, Fayette, Greene, Jasper, Jersey, Macon, Macoupin, Madison, Menard, Montgomery, Morgan, Moultrie, Pike, Sangamon, Scott, and Shelby.

Economic Status

Our Diocese includes Springfield, the capital of the state of Illinois. Outside of Springfield and the Metro-East area (across the Mississippi River from St. Louis), much of the Diocese's area is rural. There are several large businesses interspersed throughout the diocese, but much of the area is dotted with small towns and little industry. The economic environment varies widely, but all of our schools are suffering economic loss due to cuts in state and federal education funding.

Diocesan Statistics

According to the 2008-2009 NCEA Report:

- 42 elementary schools employing 728 professional staff and serving 9,319 students.
- 6 high schools employing 232 professional staff and serving 2,174 students.
- 30% of our schools are in Urban areas
- 9.3% of our schools are in Inner-City areas
- 16.2% of our schools are in Suburban areas
- 44.1% of our schools are in Rural areas
- 36 schools have a preschool and one preschool is stand alone
- 36 schools have an extended care program
- 8.12% of elementary students and 10.13% of high school students are non-Catholic.
- Lay teachers comprise 96.2% of elementary positions and 92.68% of high school positions, while religious comprise 3.8% of elementary positions and 7.32% of high school positions.
- The range of high school tuition is \$2700 to \$6075.
- The range of elementary school tuition is \$650 to \$3018.
- There are 170,000 Catholics in the Diocese's 28-county area.
- The Diocese includes 131 parishes.

Section 3 - Diocese and Community Profile

Ethnic Diversity

The Diocesan student population (11,493) is comprised of the following ethnic groups:

- .06% Native American
- 1.12% Asian
- 2.31% Black
- .90% Hispanic
- .17% Native Hawaiian
- 94.03% White
- 1.41% Multi-Racial

Poverty Level

The poverty level is based on figures from our 38 schools with students qualifying for free/reduced lunches in the 2008-2009 school year range from .19% to 87.84% of their student populations qualifying for free/reduced lunch; the average for these schools is 10.80%. Ten of our schools do not participate in the free/reduced lunch program.

Challenges

As the Diocesan population of students continues to decrease, it becomes more difficult for our schools to continue providing all the services/ programs due to budget constraints. In addition, the increase in numbers of students from dysfunctional and non-traditional families presents challenges to the schools to provide programs for these students when the schools are forced to cut back services/programs to maintain balanced budgets. The reduction in state and federal education funds, reimbursements, and services only adds to this problem. Parish budgets are being impacted as well. The economic conditions lead more students to seek needs-based assistance while costs to run schools continue to rise due to salaries, benefits, and costs of materials and services.

Attributes

In spite of the above mentioned challenges, our schools continue to offer quality educational programs and to see the students excel academically. The elementary schools consistently score well on their achievement assessments, the TerraNova Complete Battery, Third Edition, Plus and InView, Second Edition, which is administered to grades 3, 5, and 7. The 2008 fall testing results for the elementary schools in our diocese show that for the Total Score, 25.4% of the students in grade three scored at the top quartile. In grade five, 27.8% of the students scored in the top quartile. In grade seven, 44.0% of the students scored in the top quartile. The Catholic high schools also offer a strong academic curriculum. 95.6% of the high school graduates go on to college. The average score for high school students on the ACT is 23 with more than 96.6% of eligible students testing. All of our schools are recognized by the State of Illinois. The high schools are also accredited by the AdvancEd/North Central Association.

SECTION 4 - VISION

The following vision was articulated at a meeting of stakeholders on August 2, 2006 at St. Mary Parish in Farmersville through a series of questions and answers related to technology and education. It was finalized at the February 7, 2007 Stakeholders Meeting and at follow-up committee meetings. In 2009, the vision was re-approved by the stakeholders.

The Diocese of Springfield schools and its stakeholders are committed to providing learners with equal access to educational excellence through technology within the school setting. Schools will assist in the development of talents and encourage students to realize their potential so that they may grow in faith and choose to serve others in Jesus' name. An attitude of life-long learning and a working knowledge of technology are vital tools in preparing students for a world which is constantly changing and advancing technologically. Students utilize critical and moral thinking skills along with computer and media skills to access, process, manipulate and evaluate information in hopes of creating a better self, as well as, family, school, city, state, country and global communities.

SECTION 5 - DATA COLLECTION AND ANALYSIS

DATA COLLECTION

Data was collected from 6 high schools and 42 elementary schools. Once data was collected and tallied, it was reviewed by the Diocesan Technology Planning Team. This information was used in articulating the current reality, gaps, and goals for this plan. The tools used are listed below.

- Minutes from Stakeholder Meetings
- Poverty Certification
- Diocesan Technology Survey
- Diocesan Employee Survey
- Diocesan Student Survey
- Diocesan Employee Survey Results
- Diocesan Student Survey Results
- School Hardware Summary
- School Software Summary
- Diocesan ACT High School Profile
- Springfield Diocese Test Results (Terra Nova)

Additionally, individual schools have School Improvement plans to consult when completing their portion of the plan. Educators are required to be degreed from an accredited college or university and have at least 16 semester hours of credit in professional education. They are to hold the appropriate certificate issued by the Certification Section of the Illinois State Board of Education. Individual schools will review their educators' needs in choosing goals and strategies from this plan.

SECTION 6 - INTRODUCTION

In developing Section 6, we felt that our Diocese was very diverse. Because of the differences, we felt that each school needed choices in the goals and strategies they used from this tech plan. To accomplish this, Section 6 has blanks that will be filled out by each individual school and returned to the Diocese.

Each school is required to complete all cells in Section 6. They must make sure that they have chosen at least one goal in each section, (A, B, C and D) and strategies that cover three years for each goal. These blanks are Time Frame, Person Responsible, Budget and Funding Source. Each school must name the person(s) responsible; ascertain the needed cost, and the source of those funds.

Section 6 and the checklist must be printed and returned to the diocese. Each school must also print a copy of its technology plan including the completed section 6 choices. Attach the items listed in Section 8 and keep this in a binder for reference and for educational review.

Section 6A - COMMUNITY INVOLVEMENT GOAL 1 of 3							
Current Reality:		100% of our schools have web sites. 100% of the Schools' administrators and teachers are currently using e-mail. 100% of students have access to the Internet in school, and 92% of students have access to the Internet outside of school.					
Goal 1 of 3:		To improve communication between the School and the Community by providing parents and the community with 24-hour access to school information.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Maintain Office for Catechesis website.	2010 - 2013	OCAT webmaster	\$2,700 per year	Diocesan budget	There is a web site Information is current	N/A
2.	Maintain a school website.	2010-2013	Teacher	\$4500.00	School Budget	There is a web site The URL	Agree
3.	Create and or develop classroom teacher websites.	2010-2013	Teacher	Time	-----	There are classroom web pages on the school website	Agree
4.	Diocese communicates with administrators through e-mail on a regular basis.	2010 - 2013	OCAT	N/A Time commitment	N/A	Information sent via e-mail Monthly communication	N/A
5.	Administrators communicate with staff through e-mail on a regular basis.	2010-2013	Principal	\$200.00	Tech Budget	Information sent via e-mail Regular communication	Agree
6.	Determine need, cost and effectiveness of a voicemail system.	2010-2013	Technology Comm.	Time	-----	Quotes are obtained and reviewed Copies of quotes and decision notes are on file	-----
7.	Implement decision regarding a voice-mail system.	2010-2013	Technology Comm.	Time	Tech Budget	Method for leaving a message Decision is implemented	-----
8.	Maintain voice-mail system	2010-2013	Technology Coord.	-----	Tech Budget	Method for leaving a message Current and available	-----
9.	Communicate with various community constituencies.	2010-2013	Technology Comm.	\$	-----	Information sent via email Communications sent/made available on a regular basis	-----

#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
10.	Determine need and cost for school management system (online grade book, attendance, report cards etc.)	2010-2013	Principal	Time	-----	Quotes are obtained and reviewed Copies of quotes and decision notes are on file	Agree
11.	Implement decision regarding a school management system.	2010-2013	Principal	\$2500.00	School Budget	Method for electronic management of student information.	Agree
12.	Maintain student management system.	2010-2013	Principal	\$3000.00	School Budget	Method for electronic management of student information Parents have access to students' assignments and grades	Agree
13.	Provide ongoing training for parents and teachers in use of the school management system.	2010-2013	Principal	\$1500.00	School Budget	View Flyer inviting participants Parent and teacher participation	-----
14.	Determine need and cost for online audio /video streaming.	2010-2013	Principal	Time	-----	Track usage Successful use of system	-----
15.	Implement decision regarding online audio /video streaming and integrate across the curriculum.	2010-2013	Principal	█	School Budget	Decision is implemented	-----

SECTION 6A - COMMUNITY INVOLVEMENT Goal 2 of 3							
Current Reality:	Parishes and communities need to be kept informed of the technology being used in their schools. Information needs to be provided to the community that identifies the School's policies on technology, its use of technology and its technical needs. In particular, information about Internet safety, ethics, and morals should be provided and reinforced with students, parents, and community members.						
Goal 2 of 3:	To inform and educate the School, the Parish, and the Community on issues relating to the use of technology.						
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Provide administrators with current information on available technology opportunities (grants, professional development, purchasing etc...).	2010 - 2013	O CAT	\$0 - \$500 per year	Diocese/ Individual School	Speakers, training, mailings, e-mailing, etc. Information is distributed	N/A
2.	Current links to school websites are found on the Diocesan website.	2010 - 2013	Diocesan webmaster	Time commitment	N/A	View Diocesan web site Links exist and work	N/A
3.	Provide school web sites and contact information on Parish bulletins.	2010-2013	Other			View bulletins Information exists	Agree
4.	Incorporate technology information to school families.	2010-2013	Principal	\$500.00	School Budget	View communications- flyers, bulletins, mailings, e-mailing Technology issues are incorporated	Agree
5.	Communicate and promote technology projects within classrooms or labs through newsletters, publications and websites.	2010-2013	Teacher	\$500.00	School Budget	Copies of publications are on file A broad range of groups are contacted	Agree
6.	Survey parents and other adults to determine topics for adult technology classes.	2010-2013	Principal	Time		Surveys Data from Surveys	
7.	Provide and promote classes for parents and interested adults to learn technology skills.	2010-2013	Teacher	\$3000	School Budget	Schedule and list of participants are on file Attendance	

#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
8.	Provide a technology open house where community members can view how technology is being used in the school.	2010-2013	Teacher	Time	-----	View communications, flyers, bulletins or other advertisement Attendance	Agree
9.	Provide internet safety program for parents and other interested adults.	2010-2013	Teacher	Time	-----	View flyer inviting adults to the program Attendance	-----
10.	Provide Internet safety links and parent tips on school website.	2010-2013	Teacher	Time	-----	Website has links to Internet Safety Information	Agree
11.	Identify areas of the curriculum that provide opportunity for local businesses to participate in the learning experience.	2010-2013	-----	Time	-----	Documentation of contact and shared information is available	-----

SECTION 6A - COMMUNITY INVOLVEMENT Goal 3 of 3							
Current Reality:		Some schools do not have a structured Technology Committee that evaluates and guides the use of technology. Other schools face the need to continually seek new members. An active knowledgeable committee can be invaluable in promoting and sustaining the schools technology needs.					
Goal 3 of 3:		To continue to cultivate a diverse group of technology advisors with a range of technical knowledge and provide opportunities for their involvement in visioning, discussing, and guiding the direction for technology in the schools.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies Success Indicators	Local School Decision
1.	Seek out parent and community resources with technology expertise for volunteer help in maintaining the school's technology.	2010-2013	Technology Comm	Time	-----	Open house, surveys, registration packets, church bulletins, etc. A list is developed of resource people and their particular expertise in the area of technology A core group of committed volunteers is developed	Agree
2.	Provide a forum for input from various sources in the Parish community to determine the future direction of technology in the school.	2010-2013	Technology Comm	Time	-----	Minutes of the meetings and/or survey results Input is available from Technology Committee, Parent organizations, School advisory committee, staff meetings, surveys etc.	Agree
3.	Solicit volunteer help in broadening the school's technology.	2010-2013	Technology Comm	Time	-----	View solicitation Volunteer committee	Agree
4.	Seek grants and alternative sources of funding for technology	2010-2013	Other	Time	-----	Copies of grant applications, etc. on file Additional funding sources for technology are received	Agree

SECTION 6B - CURRICULUM AND INSTRUCTION Goal 1 of 2							
Current Reality:	All students currently have access to computers in our Schools and many have access at home. However, the use of computers has changed substantially in the past several years. It has moved from drill & practice and word processing to research and communication. There needs to be more instruction on effective use of the Internet as well as safe and ethical use of these new resources.						
Goal 1 of 2:	To stress the teaching of safe, ethical and moral use of technology for lifetime learning (i.e. plagiarism, inappropriate material, releasing of personal information, and validity of information, as part of stand-alone courses or incorporated into current courses.)						
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies Success Indicators	Local School Decision
1.	Ensure that students understand and abide by the school AUP.	2010 - 2013	Principal	Time	-----	View the Acceptable Use Policy Signed AUP	Agree
2.	Annually review and update the school AUP	2010 - 2013	Principal	Time	-----	Acceptable Use Policy will list revision dates. Updated document on file in the school office	Agree
3.	Promote personal safety awareness in students when using technology.	2010-2013	Teacher	Time	-----	Lesson Plans/School communications/Lesson completed/ information distributed	Agree
4.	Develop and implement an Internet safety curriculum for students.	2010-2011	Teacher	Time	-----	Lesson Plans/School Communications/Strategies for curriculum is available/Lesson completed/ information distributed	Agree
5.	Instruct students in Internet safety using the developed Internet safety curriculum.	2010-2013	Teacher	Time	-----	Lesson Plans/School Communications/Lesson completed/ information distributed	Agree
6.	Instill Christian values in the use of technology.	2010-2013	Teacher	Time	-----	Lesson Plans/School communications/Lesson completed/ information distributed	Agree
7.	Instill ethical use of the intellectual property.	2010-2013	Select Person	Time	-----	Lesson Plans/School communications/Lesson completed/ information distributed	Agree

SECTION 6B - CURRICULUM AND INSTRUCTION Goal 2 of 2							
Current Reality:		Most schools have made great strides in technology proficiency. Some schools have technology curriculums that integrate technology into the general curriculum. All students should view technology as a tool, not a separate subject. 90% of students felt photo editing was an area they would like to learn more about.					
Goal 2 of 2:		To provide students with skills that allow them to use technology appropriately, effectively, and confidently using Six Essential Learnings in a Technological Society , NETS , 21st Century Skills , or the school's improvement plan.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	The school's technology curriculum will be built upon the framework of the Diocesan Technology curriculum (in progress)	2010-2013	Teacher			Lesson plans, portfolios of student work/Lessons and student work will contain a technology literacy component	Agree
2.	Student technology use will be tied directly to classroom curriculum.	2010-2013	Teacher	Time		Lessons will include a technology component/Student work shows connection	Agree
3.	Student projects will be open ended so as to allow for choices in the use of technology to develop their end product.	2010-2013	Teacher	Time	School Budget	Review portfolios of student work and teacher lesson plans/Student work will use varied technology resources	
4.	Students will be exposed to and encouraged to use productivity software when completing their assignments.	2010-2013	Other	\$500.00	Tech Budget	Review portfolios of student work and teacher lesson plans/Students will use software creatively and consistently	Agree
5.	Students will be given opportunities to produce relevant high quality projects that address authentic problems.	2010-2013	Select Person	\$0000.00	Select	Review portfolios of student work and teacher lesson plans/Student work	
6.	Technology will be used to identify, assist and support at risk and special needs students.	2010-2013	Principal	Time	School Budget	Review Curricular units and student work/Student work is completed with technology	
7.	Determine need and cost for a distance learning system.	2010-2013	Technology Comm	Time	Tech Budget	Decision is documented	

#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
8.	Implement decision regarding a distance learning system.	2010-2013	Technology Coord	unknown	Tech Budget	Implementation is documented	-----
9.	Maintain and integrate distance learning system across the curriculum.	2010-2013	Technology Coord	unknown	Tech Budget	Successful use is documented	-----

SECTION 6C - PROFESSIONAL DEVELOPMENT Goal 1 of 4							
Current Reality:	There is not enough time or resources dedicated to professional development in the technology area, at the Diocesan level or at the School level. Teachers, administrators and staff expressed a need for further education.						
Goal 1 of 4:	To promote Diocesan and School support of technology-related staff development opportunities for all staff members. These opportunities will advance the use of technology as a learning tool for students to achieve learning standards, and provide teachers with the means to fulfill requirements of re-certification.						
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Conduct yearly surveys to determine staff technical needs and competencies.	2010-2013	Teacher	Time	-----	View surveys/Surveys completed, analyzed, and used	Agree
2.	Investigate the cost-effectiveness of offering professional development opportunities/resources for teachers and administrators.	2010-2013	Principal	\$3000.00	School Budget	Presenters identified, topics researched, costs reviewed A decision is made	Agree
3.	Offer professional development opportunities/resources for integrating technology.	2010-2013	Principal	\$3000.00	School Budget	Hands-on workshops, speakers, conferences, etc. Staff attends offerings	Agree
4.	Develop/promote staff awareness of school's technology and possible uses.	2010-2013	Teacher	Time	-----	In-services, staff meetings, handouts. Staff uses technology effectively	Agree
5.	Include a technology integration component as part of annual staff evaluations.	2010 - 2013	OCAT Principal	Time commitment	N/A	Staff evaluations form Technology integration component exists	N/A
6.	Include a technology component in new staff orientations.	2010 - 2013	OCAT Principal	Time commitment	N/A	New staff orientations/ personal hands-on training Agendas include a technology component/new staff members are aware of available school technology	N/A

#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
7.	Teachers should develop technology-related goals as a component of their annual professional goals.	2010-2013	Principal	Time		Goal sheets, teacher self evaluation forms, principal's teacher evaluation forms Each teacher has established at least one technology related goal for the year	Agree

SECTION 6C - PROFESSIONAL DEVELOPMENT Goal 2 of 4							
Current Reality:		All Teachers currently have access to computers in our Schools and many have access at home. However, the use of computers has changed substantially in the past several years. It has moved from drill & practice and word processing to research and communication. Faculty need to develop instruction on effective use of the Internet, as well as safe and ethical use of these new resources.					
Goal 2 of 4:		To stress the teaching of safe, ethical and moral use of technology for lifetime learning (i.e. plagiarism, inappropriate material, releasing of personal information, and validity of information, as part of stand-alone courses or incorporated into current courses.)					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Ensure that teachers understand and abide by the school AUP.	2010 - 2013	Principal	Time	-----	AUP handout Signed AUP	Agree
2.	Train teachers in developing personal safety awareness in students when using technology.	2010-2013	Principal	Time	-----	Lesson Plans/School communications/Lesson completed/information distributed	Agree
3.	Train teachers on using the school's Internet safety curriculum with their students.	2010-2013	Principal	Time	-----	Lesson Plans/School Communications/Lesson completed/information distributed	Agree
4.	Instill Christian values in the use of technology.	2010-2013	Principal	█	-----	Lesson Plans/School communications/Lesson completed/information distributed	Agree
5.	Instill ethical use of the intellectual property.	2010-2013	Principal	█	-----	Lesson Plans/School communications Lesson completed/ information distributed	Agree

SECTION 6C - PROFESSIONAL DEVELOPMENT Goal 3 of 4							
Current Reality:		Some schools integrate technology into all classrooms and subjects. However, most schools view technology as a separate subject. Technology should support learning in all areas and subject matter. Students should view technology as a tool to aid in the learning process and in developing their product.					
Goal 3 of 4:		Technology integration should support student learning and achievement within all disciplines.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Develop a Technology Curriculum based on the Diocesan Technology Standards.	2010-2013	Technology Comm	Time	-----	View Curriculum A curriculum exists	Agree
2.	Adopt and implement the Technology curriculum.	2010-2013	Principal	Time	-----	A curriculum exists	Agree
3.	Maintain and update a Technology Curriculum.	2010-2013	Teacher	Time	-----	At least yearly review Updates are frequent	Agree
4.	Provide in-service that reflects the relationship between technology and the general curriculum.	2010-2013	Principal	Unknown	School Budget	View handouts from in-services In-services include a technology component	Agree
5.	Each teacher will adapt curricular units to integrate technology.	2010-2013	Principal	Time	-----	View lesson plans Lessons include a technology component	Agree
6.	Technology Coordinators meet regularly with teachers to assist in developing strategies in existing curriculum.	2010-2013	Teacher	Time	-----	Time working together is documented Curriculum includes a technology component	Agree

Section 6C - PROFESSIONAL DEVELOPMENT Goal 4 of 4							
Current Reality:		Administrators, Teachers, Librarians and other staff receive some training but this needs to be ongoing.					
Goal 4 of 4:		Administrators, Teachers, Librarians, Specialists and Support Staff demonstrate competencies in technology skills and practices related to their responsibilities.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Provide and publicize staff training opportunities.	2010-2013	Principal	\$500	School Budget	View fliers, newsletters, and brochures. Staff demonstrates improved competencies	Agree
2.	Provide print resources for technology understanding, maintenance and best practices.	2010-2013	Principal	\$100.00	Tech Budget	View printed resources Staff demonstrates improved competencies	Agree

SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY Goal 1 of 5							
Current Reality:		All schools offer Internet access to students and/or faculty. Some school's find their Internet connection to be inadequate.					
Goal 1 of 5:		To ensure that each building has sufficient Internet Access.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Maintain adequate/improve Internet access.	2010-2013	Technology Coord.	\$1000.00	Tech Budget	Documentation of adequate access Adequate internet access	Agree
2.	Improve and upgrade internet access as necessary	2010-2013	Technology Coord.	unknown	-----	Documentation of study to determine need Adequate internet access	Agree

SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY Goal 2 of 5							
Current Reality:		Many schools do have a written deployment plan that addresses acquisition, maintenance, and disposal of hardware and software.					
Goal 2 of 5:		Maintain and update written policies and procedures for procurement, maintenance, deployment and disposal of technology equipment. These policies and procedures will provide equitable access to all staff and students, and technical support necessary to develop and expand educational goals.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Maintain technology support.	2010 - 2013	Technology Coord.	\$1000.00	School Budget	Documentation of support Work orders completed	Agree
2.	Upgrade, maintain, and acquire hardware and software on a regular basis.	2010-2013	Principal	\$10000.00	Tech Budget	Deployment plan Hardware and software is current	Agree

SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY Goal 3 of 5							
Current Reality:		The Human Resources Department requires each employee to sign the Diocesan IT policy. In addition, each school should have an AUP that is followed by all staff and students. The Children's Internet Protection Act (CIPA) requires that Internet filtering be in place at all schools.					
Goal 3 of 5:		To acquire, maintain, and enforce an Acceptable Use Policy and Internet filtering.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Review and update school AUP yearly.	2010 - 2013	Principal	time	-----	Handbook Published in handbook	Agree
2.	Review and update school filtering policy yearly.	2010 - 2013	Principal	time	-----	Handbook Published in Handbook	Agree
3.	Review and update a picture permission form for school use of student pictures yearly.	2010 - 2013	Principal	time	-----	Handbook Published in Handbook	Agree
4.	Maintain filtering of Internet content.	2010 - 2013	Technology Coord.	400.00	Tech Budget	Filtering policy or software Internet filtering exists	Agree
5.	Verify that all staff and students have read, understand, and will abide by the Acceptable Use Policy.	2010 - 2013	Principal	time	-----	Verification signature on AUP document All staff and students verify understanding of the AUP	Agree

SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY Goal 4 of 5							
Current Reality:		Schools are continually adding hardware and software for student, teacher, and administrator use. Schools need current information in order to make informed decisions on purchases and repairs. Since funding of technology is a key issue, hardware and software information needs to be kept current.					
Goal 4 of 5:		To maintain reports necessary for making informed decisions on equipment purchases, and to make the most effective use of funds available for technology.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Conduct yearly updates of the hardware inventory.	2010 - 2013	Technology Coordinator	time	-----	Hardware inventory form Form updated	Agree
2.	Conduct yearly updates of the software inventory.	2010 - 2013	Technology Coordinator	time	-----	Software inventory form Form updated	Agree
3.	Conduct yearly updates of the software licensing inventory.	2010-2013	Technology Coordinator	time	-----	Licensing inventory form, purchase agreements. Form updated, licenses are up to date	Agree
4.	Evaluate and plan for adequate power to support existing and future technology resources.	2010 - 2013	Technology Coordinator	time	-----	Assurance marked on the Checklist School's electrical capacity meets needs and form is updated	Agree
5.	Review and evaluate policies and procedures for procurement, maintenance, deployment, and disposal of technology equipment yearly.	2010 - 2013	Principal	time	-----	Review Deployment Plan Deployment plan is updated	Agree
6.	Purchase of new equipment. (list below)	2010-2013	Principal	\$8000.00	Tech Budget	Inventory Equipment is up to date	Agree

SECTION 6D - TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY Goal 5 of 5							
Current Reality:		Receiving technology monies from outside sources is an important part of each School's technology budget.					
Goal 5 of 5:		To apply for E-rate funding and other grant opportunities.					
#	Strategies for Closing the Gap	Time Frame	Person(s) Responsible	Estimated Cost	Funding Source	Assessment Strategies and Success Indicators	Local School Decision
1.	Provide information, guidance, and support for completing the School's technology plan and filing for e-rate funding.	2010 - 2013	O CAT	N/A	N/A	E-rate report, meetings, documentation Technology plan approved and e-rate funding received	N/A
2.	Provide information, guidance, and support for government funding that could support technology initiatives.	2010 - 2013	O CAT	N/A	N/A	Meetings, communications, application forms Funding applications correctly filled out and submitted	N/A
3.	Schools pursue funding through E-rate and other government grants and funding.	2010-2011	Principal	time	-----	E-rate and grant forms Funding is received	Agree
4.	Apply for any/all funding (local, state, national)	2010-2013	Technology Comm.	Time	-----	Internet research, contact other school's, local businesses, and organizations, E-Rate	-----
5.	Keep an archive and documentation of any/all technology funding received.	2010-2013	Technology Comm.	Time	-----	Documentation created and on file in the office	-----

(Individual schools may add their own goals and strategies)

SECTION 7 - POLICIES AND PROCEDURES

School policies can be found in the individual school's Faculty Handbook and School Family Handbook. These policies must be congruent with the policies of the Office for Catechesis.

Diocesan policies can be found in the Handbook of Catholic Education Policies approved by the Board of Catholic Education of the Diocese of Springfield in Illinois and in the Principal's Handbook developed by the Office for Catechesis.

Diocesan policies are formulated, reviewed, evaluated, revised and adopted by the Board of Catholic Education of the Diocese of Springfield in Illinois.

SECTION 8 - SUPPORTING DOCUMENTS

Each participating school is required to keep documentation of the following (within this printed and bound plan):

- A. Poverty Level of Individual Schools
- B. Proof of Electrical Capacity
- C. Hardware Inventory
- D. Software Inventory
- E. Acceptable Use Policy
 - o School
 - o Diocese
- F. Image Release Policy
- G. Filtering Policy
- H. E-rate Addendum

Supporting Documents H - E-Rate Addendum

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

“been treating technology plans approved under the [United States] Department of Education’s Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, **USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims**, including technology training, software, and other elements outside the coverage of the Commission’s support program.”

PART 1: Identification, Certification, and Signatures

E-rate Year:	July 1, _____ - June 30, _____ Year _____	
School District or Local Educational Agency (LEA):		
CDS Code Number:		
Authorized E-rate Contact:		
Authorized E-rate Contact’s Signature:		Date:
Certification:	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure the financial resources</u> listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
District Superintendent’s Name:		
District Superintendent’s Signature:		Date:

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan:
Description of Specific E-Rate Service(s):

PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:	
EETT Technology Plan Goal(s) addressed by E-Rate:	Page in Plan

PART 4: Description of Level/Amount of Service Change			
Describe current level/amount of service:	Describe new level after E-Rate request is filled:	Budget amount for district's share (for each charge involved in the service):	Planned budget source or line item for each amount:

PART 5: Analysis of Non E-rate Eligible Resources Required to Meet EETT Technology Plan Goals			
<p>This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. <u>This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.</u></p>			
<p>Check the current SLD/USAC Eligible Services List at: http://www.sl.universalservice.org/reference/eligible.asp</p>			
Part 5 a			
Infrastructure required to achieve EETT Technology Plan:			
E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

Part 5 b Hardware required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
	\$:	\$:		
	%:	%:		
Part 5 c Software required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non-E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items to be purchased, and/or refer to page number in tech plan.
	\$:	\$:		
	%:	%:		
Part 5 d Professional development required to achieve EETT Technology Plan:				
Total Budgeted Cost of Training:	Source of funds:	Number of Staff:	Description of Training: Reference page in technology plan.	Services or Contracts to be purchased, and/or refer to page number in tech plan.
\$:				
Part 5 e Retrofitting required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.
	\$:	\$:		Inside-wiring:
	%:	%:		Construction:
Part 5 f Maintenance required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.
	\$:	\$:		
	%:	%:		

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant's EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant's EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter "NONE."

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, "cell phone service" and "interactive video service" are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

Recommendation: complete this E-rate supplement annually and retain it locally for audit purposes.

Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan (continued):

- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service. (Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

5.f: For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

This is a sample document only.

A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.

SECTION 9 - GLOSSARY OF TERMS

CIPA

The Children's Internet Protection Act (CIPA)

CIPA: Technology Protection Measure, TPM (Filtering)

Q: What are the basic requirements of the law?

A: There are two basic requirements in the legislation. In brief they are:

1. A school or library must have some type of filter or blocking technology on all of its computers with Internet access. The filters must protect against access to certain visual depictions described in section III A below (CIPA requirement).
2. A school or library must have an Internet safety policy and hold a public meeting to review the policy. The policy must incorporate the criteria described in section III B below (NCIPA requirement).

Q: What does the law mean by "technology protection measure" (TPM)?

A: The term "technology protection measure" appears throughout the law. The best way to define this is to review the actual text of the act itself which says, "The term 'technology protection measure' means a specific technology that blocks or filters Internet access to visual depictions" defined in the act. In this FAQ Technology Protection Measure and filter are used interchangeably. A TPM may include other options, besides commercial Internet blocking and filtering software. For example, newer versions of Netscape and IE have their own content rating or labeling systems integrated into the browser (Content Advisor in IE and NetWatch in Netscape). Whether such browser content rating systems meet the letter of the law is open to interpretation.

Q: What has to be filtered or subject to the TPM?

A: The law does not require the filtering of text. But the TPM must protect against access to visual depictions that are:

1. *Obscene*: This is defined in a reference to section 1460 of title 18, U.S. Code.
2. *Child pornography*: This is defined in a reference to section 2256 of title 18, U.S. Code.
3. *Harmful to minors*: This is applicable only to Internet access by minors. It is defined in CIPA and means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole, appeals to a prurient interest in nudity, sex, or excretion;

- b. depicts, describes, or represents, in a patently offensive way, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political, or scientific value.

In its April 2001 rules, the FCC declined to elaborate on the banned visual depictions beyond what is already stated in the law (FCC regulations, ¶48). In addition to sexually explicit content, most commercial filtering programs have a variety of categories by which they can filter, including Web content related to games, gambling, drug use, violence, etc. Whether a school or library filters any content besides the visual depictions defined in the law is a local decision. However, libraries that filter other content open themselves to potential legal challenges based on the blocking of constitutionally protected content.

The law, while defining the type of images that need to be blocked, does not specify any particular software (client) programs, such as a Web browser, email, or chat software which must come under the scrutiny of the TPM.

GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply

to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

SECTION 10 - SIGNATURE PAGE

Initial each item and sign the bottom.

_____ To the best of our knowledge, the electrical capacity in our school is sufficient to support the choices we have made in this plan.

_____ We certify that money exists (will exist) in the school budget to cover items chosen

_____ We certify that our school poverty level is documented and on file at our school.

_____ We certify that our school will consider state/federal programs for funding.

_____ We certify that a comprehensive inventory of technology hardware and software has been completed

_____ We certify that the school/diocese has an AUP (Acceptable Use Policy) for teachers and students

_____ We certify that the school is CIPA (Children's Internet Protection Act) compliant

_____ We certify that the school is GEPA (General Education Provisions Act) compliant - this indicates compliance with all applicable federal and state nondiscrimination laws.

_____ We certify that the school has completed the E-rate Technology Plan Amendment.

_____ We certify that all required documents, including supporting documents have been printed, bound (3- ring) and placed in the school office for reference.

_____ We certify that all required documents (Section 6) have been completed and sent to the diocese along with the signature page.

Principal

Date

 Pastor Technology Coordinator Other:

Date