

River Valley School District



TECHNOLOGY PLAN 2008 – 2011

www.rivervalleyschools.org/techplan.html

TECHNOLOGY PLAN SUMMARY SHEET

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Years covered by this plan: 2008 to 2011		

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RIVER VALLEY SCHOOL DISTRICT

DISTRICT PROFILE

- ✚ County: Berrien
- ✚ Intermediate School District: Berrien County ISD
- ✚ School Locations: Three Oaks, Sawyer



School Buildings

- ◆ River Valley Middle/High School; 15480 S. Three Oaks Rd; Three Oaks, MI 49128
- ◆ RV Elementary - Chikaming Campus; 13742 Three Oaks Rd; Sawyer, MI 49125
- ◆ RV Elementary - Three Oaks Campus; 100 Oak St; Three Oaks, MI 49128

Mission Statement

The Mission of the River Valley School District, embracing our unique location, cultural opportunities, and community, is to produce responsible, contributing life-long learners through instilling value in self and others, enriching our curriculum, and meeting the demands of a changing world.

GUIDING DOCUMENTS FOR A MICHIGAN TECHNOLOGY PLAN

1. Required elements of a technology plan
<http://techplan.org>
2. State of Michigan Five Year Technology Plan
<http://www.mde.state.mi.us/tplan/final.shtml>
3. National Educational Technology Standards Project
<http://cnets.iste.org/>
4. Michigan Curriculum Framework <http://www.mde.state.mi.us/reports/>
5. Instructional Technology Across the Curriculum (ITAC) adapted through BCISD formatted for Teachers and Students.
<http://www.remc11.k12.mi.us/bcisd/classres/bcisdtech.pdf>
6. Technology content standards and benchmarks
http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html
7. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium (<http://www.ncrel.org>)

TECHNOLOGY PLAN INTRODUCTION

PHILOSOPHY STATEMENT

The River Valley Board of Education has adopted the following Adult Life Roles in concert with the District Mission Statement. The Adult Life Roles describe various key skills that River Valley graduates are expected to possess. They describe, in part, what our students should be able to do with their education.

- **Responsible Citizens who:**
 - Contribute to improve the welfare of the community and environment
 - Demonstrate responsibility for self
 - Respect others and their property

- **Productive Team Members who:**
 - Share ideas
 - Solve problems
 - Work cooperatively together

- **Critical Thinkers who:**
 - Demonstrate skills learned from the River Valley Core Curriculum
 - Use a variety of methods in the decision-making process
 - Develop and complete a plan of action

- **Self-Directed Learners who:**
 - Read for personal gain or enjoyment
 - Extend learning beyond the required
 - Have a vision and set goals for their future
 - Engage in cultural, creative, practical or other leisure time activities

- **Effective Communicators who:**
 - Listen objectively
 - Express thoughts, ideas and feelings appropriately to all audiences in written, oral and non-verbal forms

- **Caring Individuals who:**
 - Appreciate and value others
 - Respect diversity
 - Demonstrate compassion and sensitivity to the need of others

VISION STATEMENT

We will inspire all learners in their development of lifelong skills needed to become productive, contributing members of an evolving society. Fundamental to this learning process will be technology integration into all instructional and learning practices.

The use of technology enhances students' attainment of the Adult Life Roles, and therefore our Mission. Students enhance their continued success after graduation by possessing a high degree of technology use skills and being able to apply those skills to the variety of challenges they will face in the future. Development and implementation of a technology plan is vital to the success of our students becoming responsible, contributing members of society.

To meet our vision, our students will:

- Be provided with access to technology so that they will be able to master appropriate literacy skills as engaged learners for citizenship and lifelong learners
- Be given increased access to computers in various settings along with connectivity to other technology
- Be provided with a technology curriculum with identified courses and programs that integrate vocational and academic areas through technology to strengthen the school-to-work connection
- Be provided with distance learning technologies including those with interactive capabilities

To meet our vision, our staff will:

- Be offered comprehensive staff development at various learning levels in the use of computers and other technologies for all district staff
- Be given increased access to computers in various settings along with connectivity to other technology
- See an increased investment in training, staffing, software and equipment to accomplish significant integration of the technology and teacher/learning
- Continue to explore the uses of emerging technologies

To meet our vision, our district administration will:

- Provide district-wide technology support personnel to provide adequate support and assistance for complicated technology problems and daily operations
- Provide ITF (Instructional Technology Facilitator) personnel to provide support and assistance to both staff and students.
- Provide infrastructure, including hardware and software essential to achieve our goals
- Continue to explore the uses of emerging technologies

To meet our vision, new ways will be developed to provide access and support for community and school-to-home connections through technology.

TECHNOLOGY PLANNING TEAM

Name:

Position:

Jay Yech	District Technology Coordinator
Garry Lange	RV Elementary principal
Jim Nevil	MS/HS teacher
Michelle Sykora	MS/HS teacher
Paula Donner	RV Elementary - Chikaming Campus teacher
Sherrie Bender	RV Elementary - Chikaming Campus teacher
Jane Ringler	RV Elementary – Three Oaks Campus teacher
Heidi Clark	RV Elementary – Three Oaks Campus teacher
Jeanne Carter	RV Elementary – Three Oaks Campus secretary

CURRICULUM

River Valley School District has aligned our technology goals and strategies with the National Educational Technology Standards created by the International Society for Technology in Education (ISTE). The technology foundation standards for students are divided into six broad categories. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

ISTE Educational Technology Standards:

1. Creativity and Innovation

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

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

2. Communication and Collaboration

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

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

3. Research and Information Fluency

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

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

4. Critical Thinking, Problem Solving, and Decision Making

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

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

5. Digital Citizenship

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

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

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Technology Integration into All Content Areas

The following are grade level guidelines for integrating technology into the curricula. These guidelines are based on the research hosted by the Berrien County Intermediate School District and developed as part of the Teachers Helping Teachers project funded by a 1997-98 Technology Literacy Challenge Grant from the Michigan Department of Education. These guidelines will meet the MDE Educational Technology Standards and Expectations (http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html)

Kindergarten Student Technology Skills Guidelines

Keyboarding

Familiar with keyboard

Word Processing

Familiar with menu

Compose

Add Graphic

Print

Grade 1 Student Technology Skills Guidelines

Keyboarding

Left/right hand position

Word Processing

File menu: open, save and print

Keys: delete, return, arrow

Use mouse to insert cursor

Grade 2 Student Technology Skills Guidelines

Keyboarding

Home row hand position

Key/finger accuracy

5 words per minute

50% accuracy

Word Processing

Review (grade 1)

File menu: open, save and print

Keys: delete, return, arrow

Use mouse to insert cursor

File, menu, quit

Font selection/size

Desktop Publishing

Type text

Choose graphic

Edit and print

Grade 3 Student Technology Skills Guidelines

Keyboarding

10 words per minute

80% accuracy

Minimum: cover all letter keys, shift, space bar and punctuation

Word Processing

File menu: new, open, close, save as (title of document), print preview and print

Edit menu: undo

Document menu: spelling and thesaurus

Tab Key

Select server or printer when networked

Desktop Publishing

File menu: new, open, close save as, print preview and print

Edit menu: undo

Reference menu: spelling and thesaurus

Picture menu: add graphics

Text menu: size

Telecommunications

Introduce on-line

Access through signing on and off

Learn acceptable use of communication

Knowledge of individual software

Multimedia

Learn to organize and arrange information for multimedia presentation

Learn how to create and import imagery from a variety of sources

Learn how to create and import sound

Knowledge of individual software

Grade 4 Student Technology Skills Guidelines

Keyboarding

15 words per minute

85% accuracy

Left/right hand position

Home row hand position

Correct key/finder

Word Processing

Review (grade 3)

File menu: new, open, close, save as (title of document), print preview and print

Edit menu: undo

Document menu: spelling and thesaurus

Tab Key

Select server or printer when networked

Access template

Edit menu: cut, paste, select all

Justification and style

Font and size

Desktop Publishing

Access template

Text menu: font, alignment and style (Optional: border and color)

Class newspaper (minimum of 2 entries per student)

Telecommunications

Access through signing on and off
Learn acceptable use of communication
Knowledge of individual software

Multimedia

Learn to organize and arrange information for multimedia presentation
Learn how to create and import imagery from a variety of sources
Learn how to create and import sound
Knowledge of individual software

Grade 5 Student Technology Skills Guidelines**Keyboarding**

20 words per minute
90% accuracy

Word Processing

Review previous: File, menus, quit
Font selection/size
Edit menu: cut, copy, paste, select all
Justification and style
Set margins
Create folders and classify own documents
Use the computer to compose, edit and publish a creative writing story

Desktop Publishing

Set margins and tabs
Individual project based on research topics, including electronic resources, from science, social studies or school theme

Telecommunications

Review (grade 4)
Access through signing on and off
Learn acceptable use of communication
Knowledge of individual software

Multimedia

Review (grade 4)
Learn to organize and arrange information for multimedia presentation
Learn how to create and import imagery from a variety of sources
Learn how to create and import sound
Knowledge of individual software

Grade 6 Student Technology Skills Guidelines**Keyboarding**

Practice throughout the curriculum

Word Processing

Master the use of system commands or a computer program to control a technological system.
Master the use of tabs and columns within a report.

Telecommunications

Review (grade 5)
Access through signing on and off
Learn acceptable use of communication
Knowledge of individual software

Multimedia

Review (grade 5)

Learn to organize and arrange information for multimedia presentation

Learn how to create and import imagery from a variety of sources

Learn how to create and import sound

Knowledge of individual software

Grade 7 Student Technology Skills Guidelines

Keyboarding

Practice throughout the curriculum

Multimedia

Multimedia used as a tool for organizing, arranging and storing information by creating buttons, fields, cards and stacks.

Introduce technology media (computer, laser disc, telecommunications, still and live video, to effectively search, collect, process and store information.

Apply technologies to interpret, analyze, synthesize and evaluate data information.

Use information technologies as tools for creative expression and communication of ideas.

Telecommunications

Review (grade 6)

Review acceptable use of communication

Knowledge of individual software

Grade 8 Student Technology Skills Guidelines

Keyboarding

Practice throughout the curriculum

Database and Spreadsheets

Master the more advanced features of database computer applications in hand-on problem solving.

Introduce spreadsheet/computer application and use learning activities to answer "what if" questions by manipulating numeric data formulas

Use pre-existing databases to collect research

Telecommunications

Research Strategies:

- ✓ To brainstorm possible topics and narrow the focus by asking questions which identify a "driving question."
- ✓ To develop a search strategy using keywords which define the topic.
- ✓ To learn strategies for online searching which aid in the management and movement of data.
- ✓ To explain and use online resources that are appropriate for the learner and the topic.
- ✓ To organize and analyze information in order to draw conclusions and implications based in the online investigation.
- ✓ To utilize other print and non-print sources as necessary.
- ✓ To produce a product using online sources combines with other resources.
- ✓ To evaluate search results making a decision about accuracy of data and reformulate the search if necessary.

Online Communications

To learn to evaluate a web site

To become familiar with Internet procedure

To practice electronic mail skills to communicate with the online community.

To learn and to model ethical, legal and responsible behavior in the online community.

Middle School Technology Skills Guidelines

Keyboarding

Practice throughout the curriculum

Word Processing

Word processing, spell check, thesaurus, and grammar checking software used in the writing process.

Outline/brainstorm software and CD-ROMs for writing

Desktop publishing of newspaper

Desktop publishing of documents, reports and other published materials

Desktop publishing of travel brochures and reports

Subject Specific Technology

Reinforce basic skills with computer software

Simulation software used in problem solving.

Graphing calculators to discover concepts visually.

Instructional resources on videotape and instruction television

Multimedia

Multimedia projects with graphics, text, and sound.

Simulations

Still video and digitizing peripherals used in student projects

Spreadsheets and Databases

Spreadsheets to solve problems

Computer generated graphs

Database and telecommunications for research.

Telecommunications

Database and telecommunications for research.

Download and analyze data from NASA and other related Internet Sites

Nationwide collaboration via telecommunications

Research Strategies:

To brainstorm possible topics and narrow the focus by asking questions which identify a "driving question."

To develop a search strategy using keywords which define the topic.

To learn strategies for online searching which aid in the management and movement of data.

To explain and use online resources that are appropriate for the learner and the topic.

To organize and analyze information in order to draw conclusions and implications based in the online investigation.

To utilize other print and non-print sources as necessary.

To produce a product using online sources combines with other resources.

To evaluate search results making a decision about accuracy of data and reformulate the search if necessary.

Online Communications

To learn to evaluate a web site

To become familiar with Internet procedure

To practice electronic mail skills to communicate with the online community.

To learn and to model ethical, legal and responsible behavior in the online community.

High School English Technology Skills Guidelines

Word Processing 9-10

Well-written, visually pleasing documents using basic word processing skills

Reports created on a computer with title page, outline, text , works cited and parenthetical referencing.

Indenting

Use of a variety of sizes and fonts

Centering, setting margins

Spell check

Thesaurus

Tabs, tab stops

Pagination

Spacing

Word Processing 11-12

Well-written, visually pleasing documents using basic word processing skills

Reports created on a computer with title page, outline, text , works cited and parenthetical referencing.

All of the above (grade 9-10) plus:

Moving blocks to text

Deleting blocks of text

Multimedia 9-12

To compose, communicate, illustrate and illuminate their ideas.

To research , interpret and communicate concepts and ideas.

To compose meaningful images, videos and sound

To demonstrate and understanding of various techniques used to create a multimedia presentation

Application Ideas

Word processing, spell check, thesaurus, and grammar checking software used in writing process

Database and telecommunications for research

Outline/brainstorm software for writing

Multimedia projects with graphics, text and sound

Creations of timelines of events

Desktop publishing of newspapers and yearbook on computer

Enhance photographs

High School Math Technology Skills Guidelines

Spreadsheet

Algebra

- Master formatting of cells and editing and clearing cells
- Use formulas to perform calculations
- Enter and correct data in a spreadsheet
- Format cells

Geometry

- Master formula writing with multiple cells
- Display answers in a variety of ways.
- Master the CUT, COPY, and PASTE functions
- Write formulas using many cells
- Copy formulas using FILL DOWN

Advanced Algebra

- Master the PMT function to calculate the periodic payments for an installment loan when given the interest rate, number of payments to be made and the amount of the loan
- Format cells for dollar amounts
- Produce an amortization table displaying interest, principal and payments.

Functions, Statistics and TRIG

- Master graphing functions for the spreadsheet
- Create pie charts, line graphs, and bar graphs to represent data

PreCalculus Discrete Math

- Create spreadsheets to solve complicated mathematical situations

High School Science Technology Skills Guidelines

Spreadsheet

Physical Science and Chemistry

- Learn to place actual lab data on a compatible spreadsheet and use charting and presentation features to produce a presentation level document

Physics and Anatomy

- Use of advanced graphing to produce graphical regressions.

Database

General Science

- Learn to navigate a university-based bulletin board to gain access to current data and information
- Contribute to high school level data gathering services and extract compiled results.

Biology

- Learn to navigate a university-based bulletin board to gain access to current data and information
- Contribute to high school level data gathering services and extract compiled results.

Application Ideas

- Database and telecommunications for research
- Multimedia projects with graphics, text, and sound
- Computer probes for measurement/analysis
- Optical technologies for research and analysis
- Computer interface with lab instruments
- Gravity, projectile motion and other simulation
- Download and analyze data from weather satellite
- Troubleshooting to solve problems
- Nationwide collaboration via telecommunications

9-12 Social Studies Technology Skills Guidelines

Research and Telecommunications

Search for information online
Publish documents online
Establish online conferences with remote sites
Demonstrate legal, ethical and responsible behaviors online.
Use electronic mail
Demonstrate the ability to access and filter information resources

Application Ideas

Atlas/map making
Telecommunications to use online resources
Multimedia projects with graphics, text, and sound
Databases on compact disk
Simulations

Technology Delivery

River Valley School District is integrating specialized and rigorous courses and curricula through the use of technology, including distance-learning technologies.

Our district actively participates in the Michigan Virtual High School (MiVU) allowing our High School students access to online classes that are unavailable in our district.

Distance learning is increasingly utilized in all buildings district-wide. Our goal is to increase the use of distance learning with the help of building-level advocates that will help promote the possibilities for integration and when possible assist with project creation and integration. As a District we are part of the RUS grant (U.S. Department of Agriculture Rural Utilities Service Distance Learning and Telemedicine Grant 2005)through the BCISD, increasing Distance Learning in all buildings.

Another resource available Pk-12 is United Streaming, an online system whereby faculty can find interactive videos that they can integrate into their classrooms.

Our District offers extended learning opportunities utilizing technology resources.

Parental Communications and Community Relations

River Valley School District realizes the importance of parental involvement and wishes to increase communication with parents and the community. A copy of this plan is posted on the District Web site at www.rivervalleyschools.org/technology/08-11.pdf, which will be highlighted, to parents and the community via our building newsletters.

We will continue to develop and update daily our District Web site at www.rivervalleyschools.org. Parents and interested community members can log on to our site and find out information ranging from calendars, newsletters, menus and handbooks to employment opportunities and Board of Education minutes.

In addition, it is our goal to allow parents to view grades for Middle and High School students via the Web. River Valley School District is piloted this capability for our 6th graders with the goal to implement to grades 6-12.

Our new telephone system also allows for increased communication. We now have phones in all classrooms and all staff have voicemail.

Parents and community members are involved in planning for technology. Our goal is to recruit more parents and community members to have a regular role in planning and evaluating how we use technology.

COLLABORATIONS

River Valley School District is actively involved in with BCISD and their Instructional Technology team.

River Valley's BPA organization plans to offer adult computer literacy workshops in the evening.

We are also actively involved with the Bridges to Digital Excellence program in Berrien County offering onsite classes to qualifying families in our district.

Our elementary school campuses work together to put together a program broadcast on the local radio station, WHRC Radio Harbor Country (106.7) called "It's Elementary" heard twice a week.

Professional Development

River Valley School District places importance on ensuring that our staff is successfully and effectively using technology. Our goal is to have an Instructional Technology Facilitator (ITF) that meets regularly with the District technology department, building principal, staff and students and helps staff integrate technology into the curriculum.

The ITF currently reports to the building Principal regarding technology responsibilities. This serves our teachers by providing a direct link between the Technology Department and those helping to integrate technology into the curriculum.

During the first month of each school year, the building ITF will survey all staff to help determine what professional development offerings need to be scheduled for the year and send a copy of all completed surveys to the ITF or building principal. In addition, the Berrien County Intermediate School District offers many professional development opportunities throughout the school year. The BCISD offers an online catalog, weekly emails, and a monthly calendar highlighting activities.

The District will commit funds, as available, to send the members of the tech team(or their designee) to the annual Michigan Association of Computer Users in Learning (MACUL) in addition to other staff members and the Technology Coordinator.

The following standards serve as our goal for each member of our River Valley staff.

ISTE National Educations Technology Standards (NETS) & Performance Indicators Educational Technology Foundation for all Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

C. identify and locate technology resources and evaluate them for accuracy and suitability.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

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

A. facilitate technology-enhanced experiences that address content standards and student technology

standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students' higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

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

Teachers:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

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

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

Technology Standards for School Administrators TSSA Draft Framework, Standards, and Performance Indicators (v4.0)

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

Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.

B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.

C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

D. use data in making leadership decisions.

E. advocate for research-based effective practices in use of technology.

F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

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

Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.

B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

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

Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement

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

Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

B. implement and use integrated technology-based management and operations systems.

C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

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

Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

D. use technology to assess, evaluate, and manage administrative and operational systems.

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

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

"This material was originally produced as a project of the Technology Standards for School Administrators Collaborative."

District Staff Technology Assessment

Name: _____

1 --I need to learn how to do this or need further instruction

2--I can do this with support

3--I do this as part of my regular job

General Computer Use	# that applies
1 I can open and close a program.	
2 I can have more than one program open at a time and move between them.	
3 I can decide where on the hard drive to save a file, how to change directories to save a file, or how to choose to save to a disc/flash drive.	
4 I can choose to print using a printer other than the default.	
5 I can use the help programs to figure something out.	
6 I can use the find feature to find a lost file.	
Word Processing	
7 I know how to use the "My Computer" and "Windows Explorer" features to find files and programs.	
8 I know how to use "save as" command to change file names and types.	
9 I know how to create my own folders to keep files organized.	
10 I know how to edit a previously typed document in order to select, insert, delete or otherwise alter text.	
11 I know how to use spell-check, thesaurus and grammar check features.	
12 I know how to change formats of a previously typed document.	
13 I know how to format documents (font characteristics, tabs, margins, etc).	
14 I know how to add page numbers, headers, footers, date when formatting.	
Spreadsheets	
15 I can format cells in a spreadsheet (change fonts, style, etc).	
16 I can change the row height and column width.	
17 I can sort data in cells.	
18 I can change the display (bold line, remove column headings, etc).	
19 I can input formulas into cells in a spreadsheet.	
Internet and Email	
20 I can effectively use a search engine.	
21 I can use a URL to locate a specific website address.	
22 I can make a bookmark.	
23 I can organize my bookmarks.	

24 I can copy blocks of text from the internet and paste them into a document.	
25 I can copy images from the internet and paste them into a document.	
26 I can save an image from the internet.	
27 I can use the internet to help find resources for my classroom instruction.	
28 I know how to do a Boolean search.	
29 I can save web content onto local storage devices.	
30 I can edit simple HTML when creating web pages.	
31 I email regularly.	
32 I can use "cc" and "bcc" when sending email.	
33 I know how to forward an email and send the same mail to multiple people.	
34 I can request a 'read receipt' when sending email.	
35 I know how to set my account options to change the appearance of my mail.	
I understand and use the "Back", "Forward", "Go", and other buttons when using the	
36 internet.	
37 I can open more than one browser window, moving between them to work on a project.	
38 I know how to set a Homepage.	
39 I know how to add an attachment	
Presentation Software/Misc	
40 I can use desktop publishing software to create documents such as newsletters.	
41 I know how to use the digital camera.	
I can create lessons based on state content standards that integrate technology at my	
42 grade level.	
43 I can troubleshoot minor problems with the computer and other tech equipment.	
44 I make effective use of network resources to enhance instruction.	
45 I understand the use of freeware, shareware, software licenses, etc.	
46 I would attend before or after school work sessions to learn to better use Word.	yes no
47 I would attend training sessions using spreadsheets (Excel).	yes no
48 I would attend training sessions on how to better use the Internet in the classroom.	yes no
49 I would like further training to improve my ability to utilize email.	yes no
I would be interested in learning & willing to come in early or stay after school to improve my skills	
50 in.... _____	

51 I work most like to see a workshop on: _____
 What would you see as your personal **technology** goal for the current school year?

What can our tech staff do to help you meet this goal?

Training Levels:

Entry Level (44-72 points) – This level is designed to ensure that district personnel become familiar with basic computer components, basic computer terminology, basic computer usage and maintenance, as well as the basic usage of word processing, database, spreadsheet, graphic, internet/email, and multimedia applications. This level is also designed to help district personnel gain an awareness of the application of technology and telecommunications in the education process.

Progressive Level (73-116 points) – This level is designed to ensure that district personnel develop confidence with computer and basic accessory usage, advanced usage of word processing, database, spreadsheet, graphic, internet/email, and multimedia applications. This level is also designed to ensure that district personnel develop confidence in assisting students and staff in the use of technology to enhance curriculum and explore new uses of technology in the classroom.

Advanced Level (117-132) – This level is designed to ensure that district personnel become very confident in utilizing advanced hardware and software, such as using advanced features of word processing, database, spreadsheet, graphic, internet/email, and multimedia applications to create complex products that will enhance all areas of the curriculum. This level of training will challenge district personnel to seek out and develop innovative applications utilizing technology, investigate new/cutting edge forms of technology, evaluate/recommend software and hardware applicable to colleagues, as well as take a leadership role in the integration of technology into the curriculum.

Training Implementation Plan:

- *Establish and maintain a district objective that addresses the development of skills in technology and integration of technology in the instructional program.
- *Coordinate staff development in technology with the state framework cycles.
- *Make use of available training and demonstration centers at local, regional and state locations including area vendors, REMCs, workshops, and SDE sponsored events.
- *Provide a site-based network of peer support.
- *Provide adequate resource assistance to ensure ongoing training.
- *Recognize staff that demonstrates the effective use of technology in their classrooms.
- *Include technology training as a component of the District School Improvement Plan.

COORDINATING/ SUPPORTING RESOURCES

In order to implement the activities and acquisitions prescribed in this technology plan, the Technology Department requests that the Board of Education continues to fund technology via the technology budgets as presented in this plan.

In addition, River Valley School District will continue to apply for Universal Service Fund grants (e-Rate) each year. The e-Rate program allows River Valley School District to receive discounts on certain technology items based on our Free/Reduced lunch percentages.

The Berrien County Intermediate School District also approves grants to cover portions of the cost of distance learning events as well.

It is our goal to seek out and apply for grants that would help in our continued efforts to become a more technologically advanced school district.

River Valley School District has a variety of resources that ensure successful and effective uses of technology:

1. Video lending library – access to REMC materials
2. Informational school web site at <http://www.rivervalleyschools.org>
3. Berrien County ISD Distance Learning Catalog at <http://www.remc11.k12.mi.us/dl/>
4. Access to Moodle Learning software at http://www.remc11.k12.mi.us/bcisid/p_d.html
5. Berrien County ISD Instructional Technology Team – available to help River Valley School District use technology effectively.
6. Aesop Online – online program utilized by certified staff when absent to request substitute teachers for the day.

It is the goal of River Valley School District to acquire, or continue to use, these additional resources to ensure that technology is being successfully integrated:

1. Copyright Manuals – one for each building
2. District-wide subscription to United Streaming
3. MVHS – MOIS (Michigan Occupational Information System)
4. Windows XP on all workstations
5. Office 2003 on all workstations

Online card catalogs are being utilized in most River Valley School buildings to give students and staff access from not only the library computers but from their own classroom systems.

We will continue to update our school websites with the community in mind. Each site will contain, at a minimum, information on the school handbook, monthly school calendars, Acceptable Use Policy, historical information about the school itself and the surrounding area, points-of-pride, lunch menus. Staff members will be encouraged to have their own up-to-date web page. These web pages will be linked to from the school site.

INFRASTRUCTURE NEEDS / TECHNICAL SPECIFICATION

River Valley School District's buildings are connected via a wide area network (WAN). Chikaming and Three Oaks campuses are connected to the Middle/High School via 36 MB wireless links. Currently all Internet access is delivered via a T-1 line from the Berrien County Intermediate School District that is connected to our WAN at the Middle/High School.

With few exceptions, all network electronics within the District are manufactured by Cisco Systems. Our telephone system is a Comdial system with the main cabinets located in the Middle/High School. Our telephone system consists of PBXs with a block of 200 DIDs and 20 phone lines. Building telephone systems are connected to the Middle/High School via IP trunking.

The district currently has 4 smart cellular phones. We intend to purchase more smart cellular phones as the need arises. The smart phone function maintains communication with parents and staff when computer access is not available and can be used for emergency purposes to maintain a safe environment. For the Internet function, the educational staff could:

- ✓ Locate test results or other local student data during a meeting or parental discussion;
- ✓ Invoke the MDE website for contact information;
- ✓ Access information from the district web site;
- ✓ Identify curricular goals, objectives, and instructional methodologies available on national, state, or local web sites;
- ✓ Access student web-based data.

It is our goal that elementary student workstations should have the following licensed software available:

- ✓ Type to Learn3
- ✓ Type to Learn Jr
- ✓ KidPix Studio Deluxe
- ✓ Kidspiration / Inspiration
- ✓ Microsoft Office – Word, Excel, PowerPoint, FrontPage, Publisher
- ✓ Successmaker
- ✓ I Spy
- ✓ I Spy, Jr
- ✓ Liberty Library software
- ✓ Accelerated Reader
- ✓ Star Reading
- ✓ Adobe Audition 1.5

A contracted Technology Coordinator provides technical support for the District. The district out sources maintenance for existing telco/LAN infrastructure (test, replace, repair) cable and/or electronics for the district.

Our elementary buildings will have access to the Instructional Technology Facilitator. This position is necessary for all students and teaching staff to assist in the integration of technology into lessons and to meet the state adopted Technology Skills and Standards.

Currently the District has two file servers and one content server that are in need of being replaced due to hardware aging and operating system update requirements. It is our goal to replace all three with two new servers.

Telephone and other contracted services will be frequently evaluated and bid out on a regular basis to make sure the District is receiving the most up-to-date options and to determine if they meet the needs of the District.

Increased Access

In order for teachers and students to have increased access to technology, River Valley School District plans to implement a District-wide Intranet whereby common forms and documents can be retrieved. The Intranet will be a place where files and information can be shared and will have separate sections for students and staff. A complete inventory of technology items (i.e., projectors, digital cameras, etc) will be posted to ensure all staff know of the technology available via our Media Centers. Currently RV Elementary utilizes both a staff Intranet and a student Intranet while the Middle/High school has a staff Intranet.

To facilitate the increased demand of Internet access and distance learning, the District will be increasing the Internet bandwidth by moving to a new ISP. This new ISP will provide a minimum of 15 Mbps download and 2 Mbps upload bandwidth, compare to the current bandwidth of less than 1.5 Mbps each way.

TECHNOLOGY BUDGET

ITEM	2008-2009	2009-2010	2010-2011
Contracted Technology Coordinator	\$30,000	\$30,500	\$31,000
Instructional Technology Facilitator	\$30,475	\$31,000	\$31,500
BCISD Consortium Internet	\$4,500	\$3,600	\$3,800
Telephone	\$21,000	\$21,000	\$21,000
Travel - Local			
Conference Expenses	\$1,500	\$1,500	\$1,500
Supplies – Misc	\$500	\$500	\$500
Equip Maintenance	\$9,000	\$9,000	\$9,000
Dues & Fees (software licenses)	\$10,000	\$10,000	\$10,000
United Streaming License	\$1,500	\$1,600	\$1,700
Workstation Replacement	\$30,000	\$30,000	\$30,000
Workstation Maintenance/Upgrades	\$2,000	\$2,000	\$2,000

Future Budget Requirements

Our budget must reflect provisions for:

- ✓ Software
- ✓ Replacement of hardware
- ✓ Staff Development
- ✓ Upgrades
- ✓ New hardware
- ✓ Continued licensing
- ✓ Continued contracted services for Technology Coordinator
- ✓ Elementary Instructional Technology Facilitator

Proposed Additional Future Expenditures:

- ✓ Instructional Technology Facilitator in the elementary – extended time
- ✓ Additional digital camera(s)
- ✓ Additional printers (color laser per building)
- ✓ LCD Projectors
- ✓ Smart Technologies
- ✓ Sound amplification systems
- ✓ Document camera(s)
- ✓ Curricula specific hardware/software
- ✓ Classroom Response Systems

Acceptable Use Policy for the District Computer Network

The River Valley School District offers access to computers in many classrooms. Along with this access comes availability to the district computer network for electronic mail and the Internet. To gain access to Email and the Internet, all students must obtain parental permission and must sign and return the Student Account Agreement to the High School librarian, or classroom teacher.

River Valley School District is in compliance with the Children's Internet Protection Act (CIPA) and filters all Internet access by means of an 8e6 R2000 system provided via the Berrien County Intermediate School District (BCISD).

The District Computer Network has been established for educational purposes. Students will have access to the World Wide Web information resources through their classroom, library, or computer lab. You and your parent must read this policy and sign the Agreement before you will be granted access to the Internet. Your parent can withdraw their approval at any time.

You will not post personal contact information about yourself or others. Personal contact information includes your complete name, address, telephone, school address, work address, etc. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

You will not try to gain access to the Internet or email services if not authorized to do so. This includes attempting to log on using another person's account or accessing another person's files. You will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to others. All information accessed by using the District network should be assumed to be copyrighted material.

Any use to disrupt the network, the hardware or software by destroying, modifying, or abusing it in any way is prohibited. Users infecting the network with a virus will be held liable for all damages. You will not download or install software on district computers.

Users of the Internet will not access or process pornographic materials, sexually explicit, suggestive or inappropriate files. Inappropriate files could include sites or materials that promote illegal acts, violence, or discrimination towards other people. If you mistakenly access inappropriate information, you should tell your teacher or other school employee.

You are responsible for your individual account and should take all precautions to prevent others from being able to use your account. Do NOT provide your password to another person. If you feel that your account is being used by someone else you will report that to your teacher or school employee. Students are responsible for good behavior on District computer networks just as they are in the classroom. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for student to conduct research and communicate with others, for educational purposes only. Access to the District network is a privilege, not a right. With this access comes responsibility. Email accounts will be given out by the School District. The email name and password will be provided by the school librarian, or other school employee. These will NOT be changed by the student or their access to email will be removed. Because the email account provided to you is for educational purposes, as is all access to the Internet, you should expect only limited privacy in the contents of your personal files on the District system. The situation is similar to the rights you have in the privacy of your locker. Routine maintenance and monitoring of the District computer network may lead to the discovery that you have violated this Agreement. Your parents have the right to request to see the contents of your email files. Email accounts given by the District will not be used for anything personal in nature, including but not limited to, writing to family members, boyfriends, girlfriends, or subscribing to membership services offered on the Internet during school hours. The High School/Middle School library will have computers set aside during designated times before and after school for personal computer use. The District reserves the right to inspect and control the use of all information in and out of our site. You will not open a second email account or bring an account already established from home to use on the District network.

Parents will be notified of any violations to this agreement. Violations may result in loss of access as well as other disciplinary or legal action as outlined in the District handbooks. Violations could mean suspension or expulsion from school and prosecution by local law enforcement agencies.

*Approved by the River Valley Board of Education, June 21, 2001

EVALUATION PLAN

River Valley School District is committed to evaluating how we are using technology in our District. It is important that we evaluate the extent to which activities are effective in integrating technology into curricula and instruction, the extent that we are increasing the ability of teachers to teach, and the extent to which we are enabling students to reach challenging state and national academic standards.

The District's Technology Team comprised of the District Technology Coordinator, the building Instructional Technology Facilitator, an Administrator, and various faculty members will evaluate the plan at the end of each school year. As a result of this evaluation, the team will recommend any necessary changes or updates for the upcoming year.

In order to meet unmet goals, the Technology Team will work with the Administrative Council, Curriculum Council, and Superintendent of Schools to ensure goals are consistently met.

River Valley School District Job Description

Title: District Technology Coordinator

Qualifications:

- ✓ High School Diploma or it's equivalency
- ✓ Extensive knowledge of computer hardware, software (operating systems and applications) and network operations and administration
- ✓ Ability to communicate effectively with staff, students, parents, and community members
- ✓ Demonstrated successful work experience that includes: good character, organization and work attitude; cooperative; physically fit; self-directed; and high standards of performance in his/her work
- ✓ Ability to provide instructional leadership, direction for instructional computing, and technology applications, including hardware, software training, assist in technology curriculum and assistance with overall district technology planning

Reports to: Superintendent

Term of Employment: 240 days per year

Performance Responsibilities include but are not limited to:

- Supervise ongoing installation, upgrade, repair and maintenance support for hardware: workstations, file servers, and network equipment and telecommunications equipment
- Supervise ongoing installation, upgrade, repair and maintenance support for software: network operating systems, workstation operating systems and applications, curriculum software, virus protection, and internet screening
- Coordinate the administration of network servers: manage users, issue passwords, maintain systems security, backup and do general maintenance on servers and other network components
- Provide leadership in refining, developing and implementing the District's Technology Plan
- Work with the Finance Coordinator and the Technology Team in the following areas of technology:
 - Budget development and management
 - Decision making related to all areas of voice, video, data, hardware, software, cabling infrastructure
 - Planning and directing the centralized acquisition and processing of technology resources
 - Directing, planning, and evaluating the work of contracted vendors
- Facilitate and maintain an accurate inventory of all technology hardware and software in the District. Track software licenses
- Assist to provide adequate virus protection and security of all technology systems and placement of equipment
- Keep informed of technology resource developments and remain current on trends and development regarding their use
- Work with the building Instructional Technology Facilitators to keep them current on technology developments and training opportunities
- Is able to work flexible hours and be called in for emergency repair and maintenance work

Preferred:

- Has at least an associate's degree or two (2) years of college in related technology area, i.e., instructional systems, management information systems
- Has networking certification
- Has experience in using technology for managing work
- Has grant writing experience
- Completion of at least 5 hours of professional development training per year

RIVER VALLEY SCHOOL DISTRICT JOB DESCRIPTION

Title: Instructional Technology Facilitator/Resource Person/Technician

Qualifications:

- ✓ High School Diploma or equivalency
- ✓ Basic knowledge of computer hardware, software (OS & applications) and network operation and administration
- ✓ Ability to provide instructional leadership and curriculum integration assistance
- ✓ Leadership and organizational skills
- ✓ Ability to effectively relate to students
- ✓ Ability to maintain effective working relationships with co-workers

Preferred:

- ✓ Has at least an Associates Degree or two (2) years of college in related technology area or equivalent SBCEU's
- ✓ Experience in a school setting

Reports to: Building Principal and Technology Coordinator

Term of Employment: 200 days per year/6 hours per day/Salary based on qualifications

Performance Responsibilities include but are not limited to:

- Troubleshoot hardware and software problems within the building
- Coordinate with the District Technology department to schedule maintenance, diagnostics, repair, cleaning
- Install software, configure systems
- Administer network servers: manage users, issue passwords, maintain system security, backup and do general maintenance on servers and other network components
- Provide communication to parents, staff, community regarding the program and the district technology plan
- Website maintenance
- Develop and coordinate implementation of the school technology plan
- Assist to determine the needs to technology training for staff.
- Participate in staff development training provided and/or promoted by the district
- Design, coordinate and provide instructional technology in-service opportunities for school-based personnel
- Recommend budget requirements for an effective school technology plan
- Contribute to the design of the total school curriculum and instructional program
- Provide leadership on the school technology committee
- Establish an environment which encourages creative and independent use of instructional technology throughout the school
- Contribute to student's development of skills in the use of instructional technology program
- Assist educators in planning for the use and integration of technology in the instructional program
- Model effective uses of appropriate instructional technology in the classroom and the school media center for teachers and students.
- Assist teachers in the use of computers in their classroom and in the use of a computer lab, as appropriate
- Provide the staff with information about new technology developments in their specific area of responsibility
- Provide staff with district goals relating to technology

Professional Development:

- The District will require completion of at least 3 hours of training per year. Documentation will be kept of completion.



River Valley School District Publication Release Form 2007-08 School year

Dear Parent or Guardian:

As your student participates in school activities, we may have opportunities to put his/her picture and/or name in district publications, such as, our district website and district/school newsletters to give credit for his/her part in school activities. Opportunities during the school year might include:

- Student names, pictures and/or work used in local newspapers
- Student work/thoughts, voice and first name may be used on the local radio station during the broadcast "It's Elementary".
- Video Conferencing/Distance Learning activities that would match up students in our school with students from another school in the country/world. Their images, first names and work would be viewed by the participating classes via video camera
- Email/regular mail pen pals, collaboration with another school via controlled/supervised Instant Messaging (again using only first names and no personal information)

There is no monetary compensation for using the student's picture, name, or activity in any of these publications.

AS PERTAINING TO SCHOOL NEWSLETTERS, NEWSPAPER ARTICLES, WEBSITE, OTHER DISTRICT PUBLICATIONS, RADIO SHOW, VIDEO CONFERENCING AND CLASSROOM COLLABORATIONS:

PLEASE CHECK ALL THAT APPLY

I give permission for the following to be released for my child:

- Picture/Image (if using video equipment)
- First Name
- Last Name
- Student-created Work

I also give permission for my child to participate in:

- Video Conferences/Distance Learning Activities
- "It's Elementary" radio program
- Pen pals (email and regular mail), Supervised Instant Messaging used for a project with another classroom.

STUDENT'S NAME (Please Print): _____

PARENT/GUARDIAN: (Please Print) _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

River Valley Schools Addendum to 2008-2011 Technology Plan

- Creation Date: January 14, 2010
- The district intends to upgrade or replace the wireless links between the buildings during the 2010-2011 school year. Currently, we have three towers; the main one is at the high school and then each elementary school has one. The towers currently have 54mb bandwidth with some data getting dropped at one school.
- The district intends to replace, expand, or upgrade all network switches during the 2010-2011 school year.

The district intends to upgrade or replace the phone system during the 2010-2011 school year. We currently have a Comdial system that is about six years old. There is a PBX to three buildings, with the main one at the high school. We need about 200 DID numbers total.