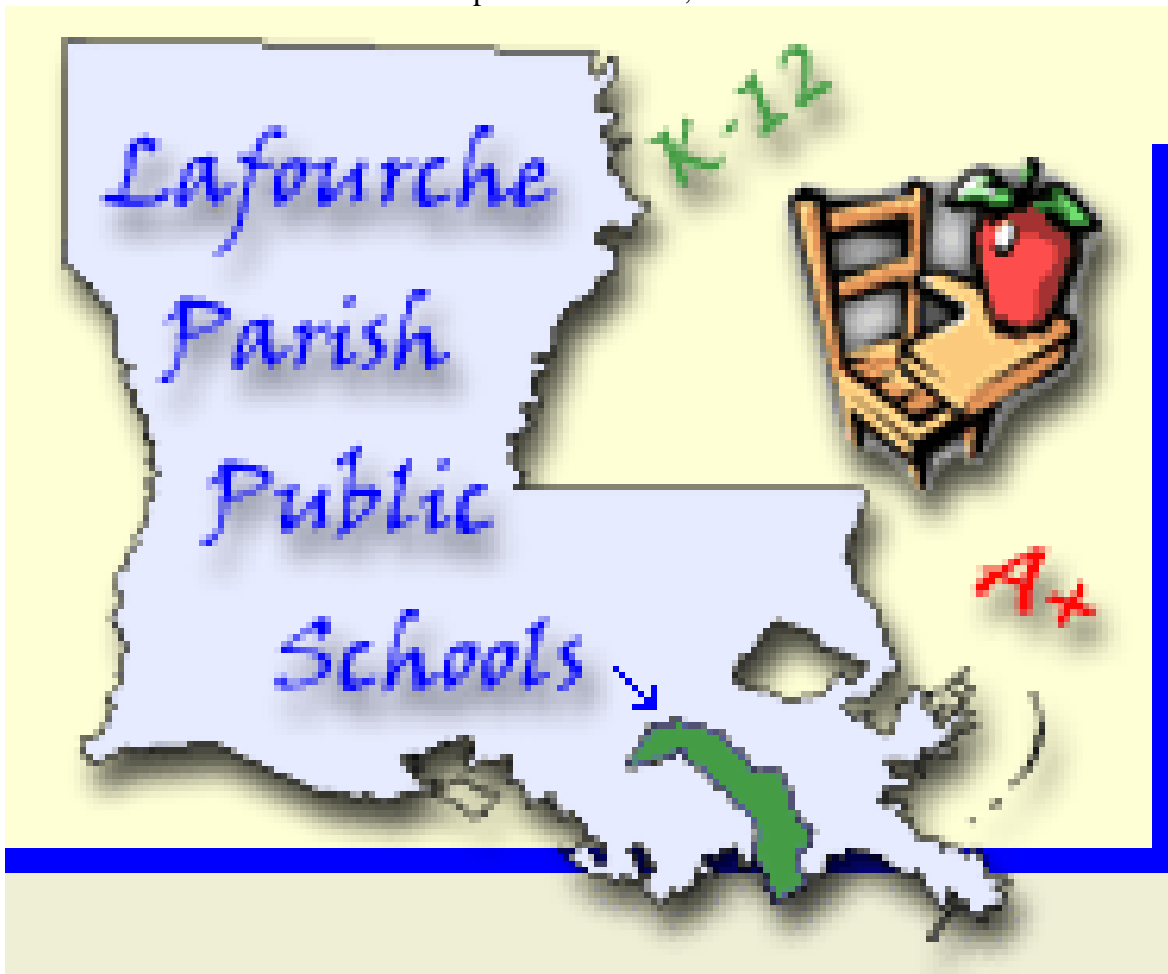


Lafourche Parish School Board

System Technology Plan

Adopted on March 7, 2007



Lafourche Parish Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Jo Ann Matthews -- Superintendent

Louis E. Thibodaux -- Board President					
Rhoda Caldwell -- Board Vice President					
District 1	Louis E. Thibodaux	District 6	G. A. Rodrigue, Jr.	District 11	Roy Landry
District 2	Rhoda Caldwell	District 7	Gary Foret	District 12	Jon Callais
District 3	Richmond Boyd, Jr.	District 8	Ronald J. Pere	District 13	Al Archer
District 4	Robert P. Naquin	District 9	Julie M. Breaux	District 14	Larry Pitre
District 5	Stella C. Lasseigne	District 10	Dennis Jean Chiasson	District 15	Lawrence M. Mounic



Seated from left: Rhoda Caldwell (Vice President); Jo Ann Matthews (Superintendent); Louis E. Thibodaux (President); Julie M. Breaux; Stella Lasseigne. Standing from left: Richmond Boyd, Jr.; Larry Pitre; Al Archer; Gary Foret; Lawrence M. Mounic; Robert Naquin; G. A. Rodrigue, Jr.; Jon Callais; Ronald J. Pere; Roy Landry; Dennis Jean Chiasson.

Lafourche Parish Technology Plan

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Lafourche Parish Technology Plan

INTRODUCTION/OVERVIEW

Delivering quality instruction is a driving force of the Lafourche Parish School System. Preparing students to be productive in the technological world of today requires a new initiative and is critical to the economical and social growth of our state and nation. We are committed to changing the teacher/learning process in our schools by acquiring instructional technologies, training teachers, and assisting students as they expand their knowledge in preparing to meet the challenges of the 21st Century.

Lafourche Parish has made great strides in keeping its schools up-to-date technologically. The student to computer ratio parish wide is about 2.5:1. All schools have a school-wide LAN connected to the district wireless WAN at 24 MB speed, which is partially subsidized through the Federal Government's e-rate program. All classrooms have at least one multimedia computer that is connected to the LAN as well as the Internet. The Parish utilizes Surf Control filtering software to protect our students and employees. Our Parish has also adopted its own Internet/Email Use Agreement that all faculty, staff and students sign annually.

Professional development has always been stressed in our Parish. INTECH (Integrating Technology into the Curriculum) sessions occur throughout the summer, including elementary and secondary teachers. Currently over 65% of our teachers have successfully completed this 56 hour training. In-services are also offered throughout the year after school hours on individual software programs and services.

All three high schools have the CLK (Computers for Louisiana's Kids) program in place, offering students the opportunity to learn computer architecture and computer repair as well as networking. This program also supplies an unlimited supply of refurbished computers and printers for use within our schools. The high schools also offer multiple office technology courses, including keyboarding, word processing, desktop publishing, multimedia creation, and web authoring.

Action Steps 1: Strengthen Leadership

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

Current Status:

- Administrative leadership preparatory programs for institutions of higher learning have been re-designed and submitted for evaluation and approval.
- The Louisiana Educational Leaders Network builds the administrative and instructional skills of teacher leaders, new principals, mentors and veteran administrators through a series of coordinated programs.
- Information is disseminated at the district and state levels regarding E-rate, EETT allocations, EETT competitive grants, and other funding opportunities.
- The state sponsors LaLeads, an annual statewide in-service, to provide updates, pertinent information and offer a variety of sessions spotlighting exemplary programs across the state.

Benchmarks, Target year 2014:

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

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Survey	Annual	May
State Technology Proficiency Self-Assessment	Annual	May
System/School Technology Surveys	Annual	May - July
Reports to Lafourche Parish School Board or other state agencies	Ongoing	Monthly meetings when appropriate
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	
District- and school-level monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring
Appropriate state and system reports (i.e., NCLB consolidated monitoring reports)	Annual	July
Budget Reports (federal and/or state grants)	Annual	Fall, Spring

Strategies:

- Establish and maintain district-wide systems of communication that support the effective use of electronic communication.
- Provide funding and technical support for leaders at all levels to enable participation in ongoing professional development activities such as, but not limited to: LEADTECH, TechTools for Administrators, Educational Leader Induction, and LA LEADS.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences such as, but not limited to the state LaLeads Conference.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Develop and enhance technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Move toward web-based lesson plans to communicate more effectively with parents and provide them with access to information relative to student learning and classroom activities.
- Recommend leaders at all levels model technology integration.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Recommend school web pages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/school level.

Action Step 2: *Improve Teacher Training*

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

Current Status:

- Regional Education Service Centers and Assistive Technology Centers offer professional development opportunities throughout the state.
- Federal competitive EETT grants fund eight regional Teaching, Learning and Technology Centers which provide access to high quality technology professional development.
- Online K-12 database resources and accompanying professional development on using these resources are available.
- Assistive Technology Regional Centers provide educators with training and support for addressing increased accessibility for all students through technology.
- Online lesson plan resources and lesson planning tools focused on integration of technology into the curricula, including the *Louisiana Comprehensive Curriculum*, are accessible statewide through Making Connections.

University teacher preparation programs are promoting technology integration through content based methods courses including assistive technologies, developing and implementing technology-connected lessons in field experiences.

Benchmarks, target year 2014:

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

least one Assistive Technology Specialist and/or Augmentative Communication Specialist for each district.

11. All teachers will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., digital records, such as electronic gradebooks, electronic *IEP*'s, attendance, planning)

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District/School Technology Proficiency Self-Assessment	Annual	May
District/School Technology Surveys	Annual	April - July
Reports to BESE or other state agencies	Ongoing	Monthly meetings when appropriate
System/School Technology Plan associated with grant and/or E-Rate applications	Annual	
Intranet records/sign in sheets showing participation in teacher professional development opportunities	Ongoing	Fall, Spring, Summer
Appropriate district reports (i.e., NCLB consolidated monitoring reports)	Annual	July
District- and school-level monitoring of professional development plans as it relates to educational technology leadership	Annual	Fall, Spring
Federal Monitoring Reports	Annual	Fall, Spring
Teacher Professional Development Portfolios	Ongoing	
Classroom Observations	According to district-approved cycle	Fall, Spring
Teacher presentations at conferences	Ongoing	

Strategies:

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

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

Action Step 3: Support E-Learning and Virtual Schools

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

Current Status:

- The Louisiana Virtual High School (LVS) provides access to high quality teachers and courses for students and schools across the state.
- Louisiana students can now access courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the Louisiana Virtual High School, if their district does not offer the course.
- Algebra 1 online courses are available to students in areas of the state experiencing certified teacher deficiencies.
- Online professional development courses are offered through state agencies, schools and universities.

Benchmarks, Target Year, 2014:

1. Lafourche Parish will expand enrollment of students in LVS by 10% each year to meet the curriculum needs of its students.
2. Lafourche Parish will ensure that the LVS will remain available to schools as an effective channel for equal access to educational programs.
3. Lafourche Parish will facilitate the LVS in continuing to provide for the needs of both students and teachers through an array of curriculum and online staff development programs that support the educational goals of schools/districts.
4. Lafourche Parish will assist the LVS to become an exemplary model for online instruction in the K-12 environment through continued redesign of courses that meet the evolving needs of its students.
5. Lafourche Parish will assist the LVS, through its online professional development activities, in continuing to provide highly qualified instructors to its students.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings numbers	Annual	Fall, Spring, Summer*
Carnegie Units awarded for LVS course offerings annually	Annual	Fall, Spring, Summer*
*When Summer school is offered.		

Strategies:

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

Action Step 4: Encourage Improved Access and Technology Usage

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

Current Status:

- 100% of Lafourche classrooms have Internet access, although most lack sufficient bandwidth.
- Training opportunities (through LRCE and DLT) and sharing of information on E-Rate and other funding resources to help with broadband and network support are available.
- Integrated data systems provide educators with access to (1) school performance data and analysis tools, (2) different type of student-level data, and (3) resources to assist in the analysis and use of data.

Benchmarks, Target Year 2014:

1. All students, teachers and administrators will have access to computers and appropriate connectivity in educational settings.
2. Every school will have broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.
3. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
4. At least eighty percent (80%) of all instructional spaces in PK-12 classrooms will exhibit a minimal ratio of 4:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
5. At least eighty five percent (85%) of students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
6. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
7. Every district will adopt a Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual property, and privacy issues.
8. The district/schools will establish recurring funding for technology in all public schools.
9. The district/schools will restructure budgets to reveal cost savings and will reallocate monies to maximize technology resources.
10. The district will continue to seek recurring funding sources to support systems and schools in implementing their technology plans and also encourage strategic system level convergence of funds
11. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization of district/schools	Annual	Late Spring
School and System Technology Survey Report Data	Annual	Spring, Summer
District/School technology plan updates	Annual	Spring
Technology Proficiency Self-Assessment	Semi-annual	Fall and late Spring
Human resource records of IT personnel	Annual	Late Spring
Appropriate state and system reports (i.e., NCLB consolidated monitoring reports)	Annual	Late Spring
Student teacher and supervising teacher electronic portfolios	Annual	End of Semester
Classroom observations and evaluations by faculty/principals	As designated by system	As Conducted

Strategies:

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

Action Step 5: *Improve Parent and Community Involvement*

All of the public schools in Lafourche Parish have business partners in the communities that they serve, and most of them have active parent organizations. However, improved communications with parents and partners could lead to a viable additional funding source for technology needs, as well as greater involvement in the use of technology in the classrooms and across the school.

Current Status:

- 100% of Lafourche schools have at least one business partner, and some have over 10.
- Several Lafourche schools, especially at the middle and high school level, have little parental involvement in the technology needs of the schools.
- Some Lafourche schools receive regular technical assistance from community members and parents in repairing and upgrading computer equipment and wiring.
- Some Lafourche schools receive substantial donations from private industry in the area, especially for vocational technology.
- Few Lafourche schools have an up-to-date web page, with timely information for parents and community members.
- Few Lafourche schools sponsor Technology Showcase events, where parents and the public are invited to visit the school, and view student creations with technology.
- The Lafourche Education Foundation, through its grant program, provides funding for technology in classrooms, when applied for by our teachers.

Benchmarks, Target Year 2014:

1. All schools will identify and cultivate business partners who can assist with the technology needs of the school.
2. All schools will increase parental involvement, as regards technology needs.
3. All Lafourche schools will develop community and parental resources who can assist with repairs, upgrades, wiring, etc., especially during the Summer months.
4. All Lafourche schools will strive to increase technology donations from private industry and the community in general.
5. All Lafourche schools will maintain current school web pages, for the benefit of the parents and the community.
6. All Lafourche schools will annually (at least at Open House) display student technology creations to parents and to the public.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Survey of active school business partners	Annual	Late Spring
Review of School web pages by District webmaster	Annual	Spring
District/School technology plan updates	Annual	Spring
Survey of School Technology Fairs/Showcases	Annual	Late Spring
School records of volunteer IT personnel	Annual	Summer
Appropriate state and system reports	Annual	Late Spring
Student teacher and supervising teacher electronic portfolios	Annual	End of Semester
Classroom observations and evaluations by faculty/principals	As designated by system	As Conducted

Strategies:

- Make site visits to businesses that are heavy technology users.
- Invite business leaders, including Chambers of Commerce, to visit schools, to observe the current level of technology usage.
- Submit school-based articles about technology usage to local news media.
- Present technology needs and accomplishments to Retired Teachers organization, as well as community service organizations.
- Ensure that each school has a dedicated, trained webmaster with the proper tools and resources to maintain the school web site.
- Assign the District webmaster to periodically review every school web site for timeliness and content.
- Establish a quarterly District Technology newsletter that will highlight the use of technology in the classrooms.
- Encourage businesses and civic organizations to include links to District and School web pages on their web sites.

APPENDIX A

Lafourche Parish

NEEDS ASSESSMENT SUMMARY

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

System's Strengths	System's Weaknesses
ON GOING, ESTABLISHED LOCAL BUDGET SOURCE FOR TECHNOLOGY	SOME SCHOOL/DISTRICT LEADERS ARE NOT PROFICIENT IN UTILIZING/MODELING TECHNOLOGY
EXCELLENT POOL OF TEACHER EDUCATORS WHO CAN PROVIDE IN-HOUSE TECHNICAL TRAINING AND SUPPORT	THE GEOGRAPHY OF THE PARISH LENDS ITSELF TO INEQUALITIES IN STUDENT AND STAFF ACCESS TO TECHNOLOGY
STRONG TECHNICAL SUPPORT INFRASTRUCTURE- FROM THE DISTRICT TO THE CLASSROOM	LIMITED DISTANCE LEARNING EQUIPMENT AND OPPORTUNITIES FOR STUDENTS AND TEACHERS
WIDE VARIETY OF DISTRICT-PROVIDED SOFTWARE OFFERINGS	FAR FEWER TECHNOLOGY FACILITATORS THAN RECOMMENDED BY STATE AND FEDERAL AGENCIES
STANDARDIZED HARDWARE, SOFTWARE AND COMMUNICATIONS DISTRICT WIDE	FAR TOO FEW MODEL CLASSROOMS
CENTRALLY LOCATED STATE-OF-THE-ART TECHNOLOGY TRAINING FACILITY AT OUR MEDIA CENTER	INSUFFICIENT ELECTRICAL POWER TO IMPLEMENT TECHNOLOGY IN MANY BUILDINGS
ONLINE DISTRICT-CREATED TEACHER RESOURCE DATABASE	LIMITED RELEASE TIME FOR TEACHER TECHNOLOGY TRAINING
EXCELLENT DISTRICT-CREATED AND MAINTAINED WEB PAGE AND INTRANET, INCLUDING ONLINE SUPPORT FEATURES	NO COMPUTER LAB FACILITATORS TO ASSIST TEACHERS WITH MONITORING COMPUTER LAB USAGE
IN-HOUSE DEVELOPED ADMINISTRATIVE SOFTWARE FACILITATING NUMEROUS RECORD KEEPING FUNCTIONS	INSUFFICIENT FUNDING TO REPLACE HUNDREDS OF ANCIENT (PRE-1999) COMPUTERS

APPENDIX B

Lafourche Parish

System Review Assurance

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

WE HEREBY ACKNOWLEDGE THIS 7TH DAY OF MARCH, 2007, THAT WE HAVE REVIEWED
AND APPROVED THE SYSTEM TECHNOLOGY PLAN FOR LAFOURCHE PARISH.

SUPERINTENDENT

SCHOOL BOARD PRESIDENT

APPENDIX C

School Review Assurance

By signing this form, you confirm that you were issued a copy of the system technology plan for 2007-2014.

WE HEREBY ACKNOWLEDGE THIS 7TH DAY OF MARCH, 2007, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR LAFOURCHE PARISH. WE UNDERSTAND THAT OUR SCHOOL TECHNOLOGY PLAN SHOULD MIRROR THE SYSTEM'S PLAN AND SHOULD BE ON FILE WITH THE SYSTEM.

SUPERINTENDENT

Principal Name	Signature	School Name
JOHN DANIGOLE		BAYOU BLUE ELEMENTARY
KENN ROBICHAUX		BAYOU BOEUF ELEMENTARY
ROBBY LEE		CHACKBAY ELEMENTARY
DEBORAH GRIFFIN		CUT OFF ELEMENTARY
RAGAN LORRAINE		GALLIANO ELEMENTARY
LINDA A. D. GUIDRY		GOLDEN MEADOW LOWER
KEN FRIEDLANDER		GOLDEN MEADOW UPPER
ARLENE ADAMS		W. S. LAFARGUE ELEMENTARY
RACHEL CROSBY		LAROSE LOWER ELEMENTARY
TAMMY SHAW		LAROSE UPPER ELEMENTARY
MYRA OUGEL		LOCKPORT LOWER ELEM.
ANN HODSON-FORET		LOCKPORT UPPER ELEM.
CYNTHIA ELISER		RACELAND LOWER ELEM.
BERNITA DEVILLE		RACELAND UPPER ELEM.
SANDRA HOLLOWAY		ST. CHARLES ELEMENTARY
MARLA TABOR		SIXTH WARD MIDDLE
DIANE SMITH		SOUTH THIBODAU ELEM.
BRENDA GAUTREAU		THIBODAU ELEMENTARY
SHARON DUGAS		BAYOU BLUE MIDDLE
GERARD LOTZ		EAST THIBODAU MIDDLE
LONNIE ROUSSE		GOLDEN MEADOW MIDDLE
MATTHEW HODSON		LAROSE-CUT OFF MIDDLE
ROBERT ROME		LOCKPORT MIDDLE
ANN DANOS		RACELAND MIDDLE
EDMOND ADAMS, JR.		WEST THIBODAU MIDDLE
JIMMY LEDET		CENTRAL LAFOURCHE HIGH
MARY CUROLE		SOUTH LAFOURCHE HIGH
SHELBA HARLAN		THIBODAU HIGH

APPENDIX D

Lafourche Parish

TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

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

Dates of Meetings: _____

NAME	OCCUPATION
Britt Ledet	Data Processing/Technology Director
Dean Guidry	District Technology Coordinator
Nicole Daigle	Teacher
Yvette Dufrene	Media Specialist
Mary Breaux	Teacher
Mary Curole	Principal
Holly Knight	Media Specialist
Joan Guidry	Teacher
Matt Hodson	Principal
Julie Bourgeois	Supervisor
Gerard Rodrigue	Principal (Non-Public Schools)
Chris Bowman	Supervisor

APPENDIX E
Lafourche Parish School Board
E-rate budget

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

SYSTEM: LAFOURCHE	FUNDING YEAR: 07-08
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Prepared by: BRITT LEDET

Date: 2/26/2007

Specific E-Rate Service(s) Requested: Telecommunications, Internet
E2T2 Goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description): Indicators 2.1 and 3.2
Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):
Data sources, collection methods, and timelines for collecting data on indicators 2.1 and 3.2.

Current level/amount of service:	Level after E-Rate request is filled:	Budget\$ for system's share (for each charge involved in the service):	Planned budget source or line item for each amount:
38 Sites w/ WAN/Internet 280 Cell Phones 213 Phone Lines Local/LD	38 Sites w/ WAN/Internet 280 Cell Phones 213 Phone Lines Local/LD	\$157,572.47	General Fund

NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:
Computers	5500		\$600,000.00	General Fund

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
Microsoft Licenses	5500		\$200,000.00	General Fund

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
INTECH	650	30	\$73,160.00	Education Excellence Funds

Retrofitting required	Budgeted \$:	Source of funds:
N/A		

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:
Computers	5500	38 Sites	\$135,000.00	General Fund

Total amount budgeted for Non-Eligible Requirements: \$1,008,160.000

APPENDIX F
E-Rate Technology Plan Component
System LAFOURCHE
Funding Year 07 - 08
Updated: March 7, 2007

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share ___%)	Assessment	Evaluation
Local & Long Distance Telephone Service	Services are used to facilitate and enhance communication between school staff, parents, students & other education stakeholders.	Staff has been & will continue to be trained in the use of existing services. They will have access to other services as needed to enhance service use.	Revenues will come from the District's annual operating budgets and assistance from Erate. The district will pay the undiscounted portion of \$44,870.16; and E-Rate will pay \$146,044.44	District / School staff will review monthly the actual use and recommend changes to enhance the cost efficiency of these services.	District / School staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.
Cellular Services	Wireless services are used for fast, on-demand communication services for our various administrative, staff, support and transportation personnel while at the school, in transit, on field trips and other educational activities. The services enhance communication, speed up service and tech assistance requests and enhance school safety.	Training is held each year for employees on as needed basis. Training will continue as services are enhanced.	Revenues will come from the District's annual operating budgets and assistance from Erate. The district will pay the undiscounted portion of \$28,008.23; and E-Rate will pay \$88,692.73.	District staff members will review monthly the actual use and recommend changes to enhance the cost efficiency of these services.	District / School staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.
Internet Services	Internet service is used to facilitate electronic communication such as e-mail, list-serves, intranet, etc. between the classrooms and administrative office. It is also vital for student and faculty research, using online sources, such as	Staff development is conducted throughout the school year for administrators and teachers for utilization of these internet services.	Revenues will come from the District's annual operating budgets and assistance from Erate. The district will pay the undiscounted portion of \$10,650.24; and E-Rate will pay \$33,725.76.	District staff members will review monthly the actual use and recommend changes to enhance the cost efficiency of these services.	District staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.

	periodical databases, video streaming on demand and timely current events reporting.				
Wide Area Network	Wide Area Network is implemented as a vehicle to obtain internet access and used to facilitate electronic communication such as e-mail, list-serves, intranet, etc. between the classrooms and administrative office. It is also vital for student and faculty research, using online sources, such as periodical databases, video streaming on demand and timely current events reporting.	Staff development is conducted throughout the school year for administrators and teachers for utilization of these WAN services.	Revenues will come from the District's annual operating budgets and assistance from E-rate. The district will pay the undiscounted portion of \$74,043.84; and E-Rate will pay \$309,912.00	District staff members will review monthly the actual use and recommend changes to enhance the cost efficiency of these services.	District staff will monitor annually, at minimum, actual use, recommend changes to enhance the productivity and effectiveness of these services.