

Washington Parish School System

System Technology Plan

2007-2014

Revised on December 15, 2009



Washington Parish Technology Plan

SCHOOL BOARD and SUPERINTENDENT

Name	Title
Darrell Fairburn	Superintendent
Dan Slocum	School Board District 1
Karl Bickham	School Board District 2
Bruce Brown	School Board District 3
John Breland	School Board District 4
Mary Adams	School Board District 5
Dewitt Perry	School Board District 6
Lee Alan McCain	School Board District 7
Matthew Tate	School Board District 8
Freddie Jefferson	School Board District 9

Washington Parish Technology Plan

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Washington Parish Technology Plan

INTRODUCTION/OVERVIEW

The Washington Parish School District wishes to disclose their support for and of the State of Louisiana's thrust in the area of technology. As a small rural district with limited resources, the collaboration of the state has been imperative in the overall success of the technology base for our students. Through the past expenditures of the EETT allocated grants, EETT competitive grants, 8g competitive grants, Title I, E-rate, teacher grants, and anticipated revenues generated through the state for the future, we feel our students can compete and place well in comparison with students from all geographic regions in the state.

The path to an enhanced technological world begins with a student's first encounter with technology. Faculties and facilities need to be prepared to provide this knowledge inception. Enhancements of existing programs along with an expectation of technology integration in every subject must be sought. Greater demands will be placed on the student, the teacher, and the facility to provide this changing environment. All contributors must enhance their knowledge base to keep pace with the evolution of modern technology. As a result, everyone must augment his/her holding in the technology area.

We do place a level of expectation on our students and faculties in the technology areas. Based on these expectations, we feel the use of, implementation of, and overall performance in the technology arena will prepare our students for future enhancement in the workplace and post secondary education. Additionally, we feel that our faculties will increase teachers' base knowledge and as a result, enhance their effectiveness as a classroom teacher.

As our District moves forward, the necessity of technology in all facets has been established. Our goal is to prepare every student to embrace the world with the prerequisites needed to fulfill their dreams and desires.

The District has adopted the following technology goals that are in alignment with the State standards:

- Teachers and students will use technology communications to enhance the education experience.
- Teachers and students will use technology tools for problem-solving, decision making, and other processes.
- Teachers and students will use technology tools to increase productivity, enhance learning, and to promote creativity.
- Teachers and students will use technology research tools to link and generate knowledge.
- Teachers and students will practice social and ethical responsibility in using technology that promotes lifelong learning.

- Teachers and students will become proficient in basic operations and concepts of technology use.

The vision of the Washington Parish School System is to become one of the premier rural, integrated, technology based systems in the nation. Overall, our students will acquire the knowledge, skills, and values necessary to live rich and full lives as productive, enlightened members of a global society.

The key to this vision is the implication that ALL children will learn, including those who are in special programs of any type. With community and parental involvement, along with the empowerment of teachers and educators, the vision statement serves a template by which all new policies, practices, and resource allocations will be judged.

The mission of the Washington Parish School System is to ensure that each student achieves his/her highest personal potential. The School District of Washington Parish is one of the most diverse districts in the nation and with the leadership of the School Board and School Superintendent; we proudly educate nearly 5,200 K-12 students.

The Washington Parish School Board operates an Adult Education program which is designed to allow eligible individuals to continue their education to at least the level of completion of secondary school. The Adult Education program shall be administered and conducted in accordance with regulations and content standards established by the Louisiana Board of Elementary and Secondary Education (BESE).

The Adult Education program shall serve to provide instruction to adults who are sixteen (16) years of age and older, not enrolled in the K-12 educational system and have less than a high school education. The purposes of the Adult Education program shall be to assist adults to:

1. become literate;
2. obtain knowledge and skills for employment and self-sufficiency;
3. obtain the educational skills necessary to become full partners in their children's educational development; or
4. complete their secondary school education

Action Step 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:

- 6 of 12 Principals are LEAD Tech trained; training is made available to current and new principals.
- 8 of 17 central office coordinators and supervisors are LEAD Tech trained.
- 5 additional school/ teacher leaders are LEAD Tech trained.
- 61% of current administrators are proficient on DLT administrator proficiency survey.
- Administrators attend and support technology conferences and teacher training (Lacue, Intech, Model School Conference, SREB, NECC).
- District Administrators and Coordinators apply for available funding sources through Erate, EETT competitive and allocated funds, other grants and funding sources.
- All district supervisors and school principals have PDAs.
- All schools have access to Oncourse for lesson planning.
- All schools utilize JGradebook for grade management and parent communication.
- All schools have access to School Messenger and district email to communicate with parents and faculty.

Benchmarks, Target year 2014:

1. At least 90% of district 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. 100% of district administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. All district educational administrators/leaders will use technology to effectively monitor and evaluate teachers.
4. All newly appointed District 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 district educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
6. All District educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, School Messenger, Oncourse, JPAMS Parent Command Center, District Webpage and school and district intranet) as primary sources of communication with faculty and parents.
7. All educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.
8. District educational administrators/leaders will ensure that school technology plans are aligned with school improvement plans.
9. The District and schools will use innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.

10. District educational administrators/leaders and curriculum specialists will ensure the integration of educational technology into the state-mandated or locally adopted curriculum.

Strategies:

- Maintain and upgrade district-wide systems of communication that support the effective use of electronic communication (emails, District Webpage, School Messenger, JPAMS Parent Command Center).
- 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, Tech Tools for Administrators, LELI Assistant Principal Program, and Educational Leader Induction.
- Provide funding and technical support for leaders at all levels to participate in leadership conferences.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use as funds allow.
- Conduct a technology needs assessment of each school and establish a plan for technology professional development for leaders/aspiring leaders.
- Systematically update equipment which keeps pace with the changing world of technology as funds allow.
- 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.
- Utilize technology-based applications (JGradebook) for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- Require web-based lesson plans using OnCourse to communicate more effectively with administrators and provide them with access to information relative to student learning and classroom activities.
- Require leaders at all levels to model technology integration.
- Consider technology skills of returning and newly hired personnel.
- Insure that school webpages are current and up-to-date with information for faculty and parents that includes 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.
- Use School Messenger and Parent Command Center for communicating with parents/guardians.
- Provide all district/school leaders with PDAs to insure the accessibility of immediate communication between the central office and the local schools.
- Encourage technology based, creative and supportive partnerships between schools, higher education, businesses and the community.
- Provide opportunities for parents to interact with various technologies used in the different schools through Parent Technology nights and/or Open House.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District monitoring of technology usage and strategy implementation	Ongoing	August - May
System/ School Technology Surveys	Annual	May
State Technology Proficiency Self Assessment	Annual	May
District and School Technology Plans associated with grants and /or E-Rate applications	Annual	Review yearly, revise every 3 years
District and school level monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring
Appropriate District and School reports	Annual	July
Budget Reports	Annual	Fall, Spring
Reports to Local School Board	Annual	Summer

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:

District and schools support professional development offered at regional and district levels.

Online database resources are monitored and school level professional development available (i.e. DIBELS, AIMsWeb)

Online lesson plan resources and district level lesson plan electronic template are accessible to all teachers.

34.56% of District teachers are effective in technology integration and utilization according to District Checklist.

60.13% of teachers are Technology Proficient according to DLT self assessment survey.

School level professional development is conducted after school & during in-school focus groups.

Each district teacher has an online webpage that provides parents with current class information and homework assignments.

District teachers use JPAMS to maintain grades, attendance, and/or behavior referrals.

District teachers receive training for intervention programs, such as System 44, Read 180, Phonis Blitz and Phonics Boost.

Through professional learning communities, faculty trained in state technology initiatives model effective strategies incorporating technology (i.e. INTECH, Proficiency Express).

Benchmarks, target year 2014:

- 1) Annually, district teachers and our staff will engage in online or hands-on professional development activities that demonstrate proficient technology integration as evidenced by district CLUs, agendas, and sign-ins.
2. District teachers will engage in state professional development opportunities through online or hands-on professional development activities that demonstrate proficient technology integration as evidenced by courseware and other registration documentation (i.e., LACUE certificates or agendas)
3. School technology coaches will quarterly participate in professional learning communities to facilitate curriculum and technology integration into student instruction and learning as evidenced by agendas and sign-ins.
4. District teachers will participate in ongoing professional development to integrate technology into instruction and support technology into the curriculum and support the establishment of highly qualified teachers in Louisiana as evidenced by district highly qualified teacher certifications.
5. District teachers will be 85% technology proficient, according to DLT Self Assessment Survey; in addition, teachers will be 40% effective in technology integration and utilization, according to District Checklist, to enhance student learning by 2014.
6. District teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. District teachers will use data to individualize instruction.
8. All PK-12 teachers will receive instructional technology support on an on-going basis from a school/district technology facilitator so that there will be at least one half-time support person to support every site or every 20-30 teachers.
9. Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the LA Pupil Appraisal Handbook, Bulletin 1508 will be provided by at least one Assistive Technology Specialist (Pupil Appraisal Coordinator) and/or Augmentative Communication Specialist for each district.
10. All teachers and staff will receive training on software and/or online database that uses technology to compile student data and records efficiently. (i.e., digital records, such as electronic grade books, SER IEP, attendance, planning, LEAP Web).
11. Technology trainings after school and during focus groups will model effective integration strategies developed from state technology incentives such as INTech, Proficiency Express, and World Book Online.
12. Beginning in August 2010, initial staff development will focus on individual school technology needs and include various levels of technology, lesson plans, and instructional resources.

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 that all teachers complete appropriate technology integration training(s) to become technology proficient by 2014.
- Provide teachers with access to appropriate software and hardware as funds are available 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.
- Effectively evaluate the technology strand in teacher evaluations in line with Louisiana Components of Effective Teaching so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend monthly grade-level meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school and district.
- Provide access to a school-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend a Washington Parish Tech team member to 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.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/ curriculum into professional development initiatives.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District Technology Survey	Annual	May
State Technology Proficiency Assessment	Annual	May
School Technology Surveys	Annual	May
Reports to Local School Board	Annual	Summer
District and School Technology Plan associated with grant and/or E-Rate applications	Annual	Review yearly, revise every 3 years
Sign in sheets showing professional development opportunities	Ongoing	Fall, Spring, Summer
Appropriate system and school reports, including Budget	Annual	July
School Level monitoring of professional growth plans as it relates to educational technology	Annual	Fall, spring
Classroom Observations/ OnCourse Plans (lesson plans)	According to District Policy	Fall, Spring

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:

- District high school students enroll in the Louisiana Virtual High School (LVS).
- District students are provided access to courses required for the Louisiana TOPS Opportunity Scholarship Core Curriculum through the LVS if their high school does not offer the course.
- Students at the 4 district high schools enroll in Dual Enrollment courses for college credit through state universities, including Advanced Placement (AP) courses.
- District students participate in on-line assessments such as End Of Course (EOC) testing.
- One district school received an EETT stimulus grant to provide 1:1 technology using the iPod touch for enhanced instruction and increased student engagement.
- Students have the opportunity to participate in Credit Recovery through an on-line based program (PLATO).
- Students in the District Alternative School receive instruction through an on-line based program (PLATO)

- Teachers participate in online professional development courses that are offered through state agencies, schools, and universities.
 - Examples include: PD-360, INTEL, LEAD Tech, LRCE Video Conferencing, Google Docs On-line Focus Groups, Harry Wong's Classroom Management, LaTech University Online Classes, LELI,
- For the 2008-2009 school year, only 30% of 8th grade students were proficient on the state survey.

Benchmarks, Target Year - 2014:

1. The District will continue to participate in Louisiana Virtual Schools (LVS) and expand enrollment by 10% on a district-wide level to help meet the curriculum needs of the Washington Parish students.
2. The Louisiana Virtual School (LVS) will continue to meet the needs of both students and teachers through an array of online curriculum and online staff development programs that support the educational goals of the schools.
3. The district will continue to provide for the identified needs of both students and teachers through an array of online curriculum and online staff development programs that support the educational goals of the school and district.
4. Eighth grade students will continue to take the state proficiency survey at the end of each school year with a 5% district-wide increase annually (i.e.: from 30% for 2008-2009 school year to 35% for 2009-2010 school year).
5. District level administrators will continue to take the state proficiency survey at the end of each school year with a 5% district-wide increase annually (i.e.: from 47% for 2008-2009 school year to 52% for 2009-2010 school year).
6. School level administrators will continue to take the state proficiency survey at the end of each school year with a 5% district-wide increase annually (i.e.: from 69% for 2008-2009 school year to 74% for 2009-2010 school year).
7. Teachers will continue to take the state proficiency survey at the end of each school year with a 5% district-wide increase annually (i.e.: from 60% for 2008-2009 school year to 65% for 2009-2010 school year).

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 information about Louisiana Virtual School (LVS), Dual Enrollment Opportunities, Advanced Placement (AP) Courses, and promote the enrollment of students in these programs.
- Disseminate information about Credit Recovery to educate students and parents about the program in an effort to prevent dropouts.

- Disseminate End Of Course (EOC) Testing to students and parents to educate about the required EOC assessment system.
- Offer low-income students the opportunity to have AP exam fees reimbursed through the Advanced Placement Test Fee Reimbursement Program.
- Collaborate with Local School Board and other policymakers to identify and secure funds to support e-learning.
- Collaborate with district policymakers, legislators, and community members to secure annual 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.
- Provide all high school students with the opportunity to complete a minimum of one online learning experience prior to graduation.
- All district students will complete technology portfolio projects and 8th graders will take the online state student survey.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
District enrollment in LVS courses	Annual	Fall, Spring, Summer*
Carnegie Units offered for LVS course offerings	Annual	Fall, Spring, Summer*
Number of students receiving college credit for Dual Enrollment and Advanced Placement (AP) courses	Annual	Spring
Number of teachers participating in online professional development, end of year school survey	Annual	Spring
Number of students receiving credit through on-line credit recovery program	Annual	Fall, Spring, Summer
Number of teachers becoming certified through LCRE	Annual	Spring
Number of administrators, teachers, students scoring proficient on the state proficiency survey	Annual	Spring

Action Step 4: *Encourage Improved Access and Technology Usage*

Most Washington Parish schools 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:

- All 12 schools in Washington Parish have Internet access.
- 99% of Washington Parish classrooms have Internet access.
- E-rate and other funding resources are used to help with broadband and network support as available.
- District training is provided to administrators and teachers to use data systems provided by the State to improve school performance and analyze student data.
- The District has and maintains an IP videoconferencing infrastructure for teacher professional development.
- Email accounts are provided to all employees and to students on an as needed basis.
- Current bandwidth to internet is 300 Mbps.
- Currently 30 wireless labs across the district.
- According to section 1116 of Title I there are no schools currently in Corrective Action (School Improvement) I for 2009-2010.
- There are 16 paraprofessionals/teachers across the District that help teachers with technology integration.
- 15% of instructional spaces in PreK–12 classrooms are model classrooms.
- All schools are utilizing the Follett Destiny Program for library and textbooks.

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 including Zoom Text, Zoom Twix, and large print and talking calculators, touch computer screens, magnifying eyeglasses, and Kurzweil reader.
4. At least fifty percent (50%) 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 ninety percent (90%) 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. The District/schools will maintain the District Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual property, and privacy issues. Plan is reviewed and revised as needed annually.
8. The District will establish recurring funding for technology to help fulfill this plan at the District and school levels. According to the United States Court of Appeals 5th circuit No. 03-30627 the district is not required to support our 1 nonpublic school.
9. The District 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 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.

Strategies:

- Participate in State Contract purchasing opportunities.
- Continue to support school system budgeted line-items for technology bandwidth and infrastructure.
- 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 the 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 the relationship between decisions, allocation of resources and student achievement.
- The District Technology Coordinators will hold an annual review of the Acceptable Use Policy with Technology Team members, administrators, and public with corrections to be made as needed.
- Collaborate with state educational entities for purchasing power for local bids that can be accessed by schools and systems.
- Utilized 75% of Ed-Tech funds to acquire wireless access and teacher workstations at all campuses that are interoperable with the current components.
- The District will coordinate activities funded through Ed-Tech programs supported with funds from Title I, IDEA, EEF, and General Funds as well as plan through district collaboration of tech and curriculum teams and central office staff.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking of bandwidth and Internet hits by the schools and District	Annual	April
School and System Technology Survey report	Annual	Spring
System and School technology plans and updates	Annual	Summer
Technology Proficiency Self-Assessment	Annual	Spring

Human Resources records of IT personnel	Annual	Spring
Student Technology Portfolios	Annual	May
Appropriate System Reports	Annual	Late Spring
Classroom observations by faculty/principal	Annual	As conducted
Annual Review/Public Hearing of Acceptable Use Policy	Annual	Spring
District Budget	Annual	Fall

APPENDIX A
Washington Parish School System.
NEEDS ASSESSMENT SUMMARY

System's Strengths	System's Weaknesses
<ul style="list-style-type: none"> ▪ All schools are equipped with Internet accessible computer labs, classroom computers, and other technological peripherals. ▪ District use of paperless records: grades, lesson plans, JPAMS. ▪ Trained coordinators and teachers district wide that can offer district and school professional development. ▪ Participation in LVS at all 4 high schools. ▪ Student interest in technology is high along with its relation to the current world. ▪ Online resources are provided by State and District Funding. 	<ul style="list-style-type: none"> ▪ Time, money, and priority for technology related professional development for all. ▪ Lack of District Facilitators. ▪ Lack of District Technicians. ▪ No uniformity throughout Departments and schools in purchasing of technology equipment and software. ▪ Understanding and implementation of classroom integration. ▪ Designated system funding to update equipment on a regular cycle. ▪ Designated system funding for support of technology professional development and activities. ▪ Students/teachers do not have equal access.

APPENDIX B
Washington Parish School System
System Review Assurance

By signing this form, you confirm that your school board reviewed and approved the system technology plan for 2010-2014. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

WE HEREBY ACKNOWLEDGE THIS ____ DAY OF _____, _____, THAT WE HAVE REVIEWED AND APPROVED THE SYSTEM TECHNOLOGY PLAN FOR WASHINGTON PARISH.

SUPERINTENDENT

SCHOOL BOARD PRESIDENT

APPENDIX C
Washington Parish School System
School Review Assurance

By signing this form, you confirm that you were issued a copy of the system technology plan for 2010-2014.

WE HEREBY ACKNOWLEDGE THIS 16TH DAY OF DECEMBER, 2009, THAT WE HAVE REVIEWED AND ARE FAMILIAR WITH THE SYSTEM TECHNOLOGY PLAN FOR WASHINGTON 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
RANDY BRANCH		ANGIE JUNIOR HIGH
JACKIE BOONE		ENON ELEMENTARY
AYLENE CRAIN		FRANKLINTON PRIMARY
POLLY THIGPEN		FRANKLINTON ELEMENTARY
PAULINE BANKSTON		FRANKLINTON JUNIOR HIGH
LISA TANNER		FRANKLINTON HIGH SCHOOL
RUTH STOUDENMIER		MT. HERMON SCHOOL
GEARY MCKENZIE		PINE SCHOOL
STEVE KNIGHT		THOMAS ELEMENTARY
GINGER CHAMPAGNE		VARNADO ELEMENTARY
EMMA ROSS		VARNADO HIGH SCHOOL
DOROTHY YOUNG		WESLEY RAY ELEMENTARY

APPENDIX D
Washington Parish School System
TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS

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

NAME	OCCUPATION
Patty Alford	Coordinator, WPSS Central Office
Jimmy Thigpen	Chief Technology Technician, WPSS
Candace Stewart	Technology Facilitator, Angie
Karen Ballard	Tech Team, teacher, Enon
Keri Crowe	Tech Team, teacher, FPS
Kristi Crain	Tech Team, teacher, FJHS
Chara Thiebaud	Paraprofessional , FES
Sheryl Holliday	Behavior Interventionist
Jackie Jenkins	Coordinator, WPSS Central Office
Joni Fanguy	Paraprofessional, MHS
Rikki Anthony	Tech Team, teacher, MHS
Jenny McElveen	Tech Team, teacher, PS
Melissa Stubbs	Tech Team, teacher, TES
Lisa Cryer	Tech Team, counselor, VES
Katherine Jenkins	Tech Team, librarian, VHS
Rhonda Gunnell	Teacher, VHS
Belinda Jackson	Tech Team, teacher, WRE
Beth Fussell	WPSS Financial Supervisor
Leah Stogner	FHS Student
Lance Barber	PS student
Tommy Thiebaud	Parent
Carol Magee	Parent
Vicki Anders	Parent
Tiffany Hughes-Smith	Tech Team, Assistant Principal, FJHS