

**THE GLENBROOK HIGH SCHOOLS**  
Northfield High School District #225  
Serving Northbrook and Glenview, Illinois

**2000  
District  
Technology  
Plan**

**March 27, 2000**

Glenbrook High Schools  
1835 Landwehr Road  
Glenview, Illinois 60025-1289  
(847) 998-6100

**Glenbrook High School District 225  
District Technology Plan**

---

**I. TABLE OF CONTENTS**

I. TABLE OF CONTENTS .....	i
II. ACKNOWLEDGMENTS AND STAKEHOLDER INVOLVEMENT .....	1
Identification of Stakeholders.....	2
Process for Involving Stakeholders .....	4
III. DISTRICT/COMMUNITY PROFILE .....	6
The Community .....	6
The School District .....	6
The Schools.....	7
Poverty Level.....	8
Unique Challenges .....	8
IV. EXECUTIVE SUMMARY .....	9
V. VISION.....	11
Glenbrook Mission Statement.....	11
Purpose of the District Technology Plan.....	11
District Values and Philosophy .....	12
Visionary Statements.....	13
Scenario to Describe the Future of Technology at Glenbrook .....	15
VI: CONNECTING TO THE ILLINOIS LEARNING STANDARDS.....	17
VII. CLOSING THE GAP: GETTING FROM HERE TO THERE.....	21
Role of the Technology Task Force.....	21
Data Sources Used for the Gap Analysis .....	21
Gap Analysis .....	22
VIII. GOALS AND STRATEGIES BASED UPON GAP ANALYSIS .....	23
Goals and Strategies .....	23
Community Involvement .....	23
Engaged Learning.....	28
Professional Development .....	36
Technology Deployment and Sustainability .....	42
Actions and Tasks to Support Implementation Strategies .....	48
Network Upgrade .....	49
Desktop Computing .....	52
Staff Development .....	59
Web Services.....	62
Administrative Computing .....	65
Staffing.....	68

**Glenbrook High School District 225  
District Technology Plan**

---

IX. ASSESSMENT AND EVALUATION .....	70
X. DISTRICT POLICIES AND PROCEDURES .....	75
Purpose and Use of Computer and Network Resources .....	75
Glenbrook Internet/Intranet Policies and Guidelines.....	78
XI. COMMUNICATION AND MARKETING PLAN.....	83
XII. TIMELINE .....	86
Timeline by Goal, Implementation Year.....	87
Timeline by Implementation Year, Goal.....	93
XIII. BUDGET .....	99
XIV. APPENDICES .....	105
Appendix A: Superintendent's Charge to the Technology Task Force .....	106
Appendix B: Faculty Survey Summary .....	107
Appendix C: Student Survey.....	113
Appendix D: Belief Statement Survey.....	116
Appendix E: Six Essential Learnings in a Technological Society .....	125
Appendix F: Profile for Technology Literate Students .....	127
Appendix G: Current Realities Technology Report Card Summary .....	128
Appendix H: Glenbrook's Wide Area Network .....	132
Appendix I: Minutes of the Technology Task Force Meetings.....	134
Appendix J: Illinois School Report Card: Glenbrook North.....	167
Appendix K: Illinois School Report Card: Glenbrook South.....	176
Appendix L: Relationship Between Strategies and Action Plans.....	185
Appendix M: Inventory: Network Equipment .....	189
Appendix N: Inventory: Glenbrook North .....	200
Appendix O: Inventory: Glenbrook South .....	203
Appendix P: Inventory: IMC Technological Resources.....	208
Appendix Q: Electrical Survey .....	210

## **II. ACKNOWLEDGMENTS AND STAKEHOLDER INVOLVEMENT**

This plan was made possible through the cooperation, time, and effort of a variety of people.

### **Technology Task Force**

The TTF was made up of representatives from various stakeholder groups and carried most of the burden for developing the district's vision for technology and the philosophy within which solutions should be defined. This group was also very active in identifying current realities and setting technological goals. The members of the District Technology Committee served as a steering committee for this project and were responsible for the actual writing of this document.

#### **District Technology Committee**

Mrs. Kathy Drabant	Technology Coordinator, Glenbrook North
Mr. Larry Faulkner	Technology Coordinator, Glenbrook South
Dr. H. Scott Herrick	Assistant Superintendent -- Information Services
Ms. Sue Lyons	Technology Coordinator, Glenbrook South
Mr. Gary Nalley	Network Manager

#### **Instructional Staff**

Mr. Bill Burke	Mathematics, Glenbrook South
Mr. Chuck Dribin	Performing Arts, Glenbrook North
Ms. Christine Memler	Business Education, Glenbrook South
Mr. Vince Pinelli	Broadcasting, Glenbrook North
Mrs. Marcy Reed	Special Education, Glenbrook North
Mr. Brian Wegley	Science, Glenbrook South

#### **Support Staff**

Mrs. Peggy Mueller	Secretary, District Office
Mr. Brian Reppen	Book Store Assistant Manager
Ms. Debbie Woods	Scheduling Secretary, Glenbrook North

#### **Students**

Saif Choudhury	Junior, Glenbrook North
Todd Johnson	Senior, Glenbrook South

#### **Community/Parents**

Mr. Jon DeGraff	Parent, Glenbrook South
Mr. Dan Lebryk	Community Businessman, Glenview
Mr. Jim Scheyer	Parent, Glenbrook North
Mr. Denny Stidham	Parent, Glenbrook North

**Glenbrook High School District 225  
District Technology Plan**

---

Board/Administration

Dr. Dave Hales	Superintendent, District Office
Dr. Mike Riggle	Principal, Glenbrook North
Dr. Hillyn Sennholtz	Associate Principal, Glenbrook South
Mr. Neal Shact	Board President

**Glenbrook Board of Education**

The Board of Education has long supported the use of technology within the district. Much of the momentum to commit the district's plans to a single, cohesive, multi-year plan rests with this body.

Mrs. Sarah Beyne	Member
Mr. Jeffery Learner	Member
Mrs. Karen Long	Vice President
Mr. Andrew Olson	Member
Ms. Carol Rogal	President
Mr. James Seymour	Member
Mr. Neal Shact	Member

**Committees and Groups**

The following is a list of committees, groups and organizations which provided valuable information and assistance in preparing this plan.

North Cook Intermediate Service Center  
Superintendent's Administrative Team

**Identification of Stakeholders**

The Glenbrook Technology Plan defines the role of technology as a tool to be used in support of the district's instructional and managerial goals. Therefore, the plan impacts a variety of individuals and groups, both internal and external to the organization. This section lists those stakeholders which have been identified by Northfield Township High School District 225, and describes their involvement in the creation of this plan.

*Internal Stakeholders*

- Board of Education

**Glenbrook High School District 225  
District Technology Plan**

---

- Technology Committees
  - District Technology Committee
  - Building Committees
- Curriculum and Instruction Groups
  - Instructional Supervisors
  - Teachers
  - School Improvement Committee
- Student Services
  - Attendance
  - College Counseling
  - Dean's Office
  - Guidance
  - Health Services
  - Registrar
  - Scheduling
  - Special Education
- Staff Development Committees
- Administration
  - Superintendent's Administrative Team
  - Building Administrative Councils
- Students
- Support Staff
  - Clerical
  - Custodial
- Technical Support Staff
  - Help Desk Personnel
  - Lab Managers
  - Network Administrators
  - Technicians

*External Stakeholders*

- Community
  - Area Businesses and Industries
  - Municipal Governments
- Educational Partners
  - North Central Regional Educational Learning Laboratory
  - Area 1 Technology Learning Hub
  - North Cook Intermediate Service Center
  - North Suburban Special Education District

**Glenbrook High School District 225**  
**District Technology Plan**

---

- Public Libraries
- Elementary School Districts
- Oakton Community College
  
- School-Related Groups
  - Parent Advisory Boards
  - Parent Support Groups (Booster Clubs, Band Parents, etc.)

### **Process for Involving Stakeholders**

Glenbrook determined to involve technology stakeholders in two ways. The district first formed the Technology Task Force, a twenty-four member committee composed of representatives from the major stakeholder groups listed above. The district also used surveys to gather additional information.

#### *Technology Task Force*

Dr. Dave Hales, Glenbrook's superintendent, issued a charge to the TTF (Appendix A) and the committee met numerous times to set the vision for technology and develop the philosophical foundation for how technology should be used in the district. The task force was also instrumental in defining problems with the current system and setting priorities for upgrading the system so it could better meet the needs of all users.

#### *Technology Surveys*

Four surveys were used to obtain additional input as to the use of technology within the district. The faculty survey (Appendix B), administered in the fall of 1998, asked teachers what technologies they used and what would they like to be able to do that they are unable to do. The results of the survey indicated that most faculty use productivity software and some software and/or equipment which is specific to their department or job description. The survey also showed an almost universal demand for a faster and more stable network, more powerful desktop computers and greater automation of routine, administrative tasks.

The student survey (Appendix C), also administered in the fall of 1998, revealed the following information:

- Over 70% of the households have cable TV.
  
- About 80% of the students have access to a Windows computer at home; 30% have access to a Macintosh.

**Glenbrook High School District 225**  
**District Technology Plan**

---

- Over 80% of the students believe they possess the skills to use electronic calculators, keyboard, do word processing, access information on the Internet and use electronic mail.
- About 50% of the students believe they have the ability to trouble-shoot computer problems and use presentation software.

As part of its work the task force developed a vision for technology and a number of belief statements designed to reflect Glenbrook's philosophy about technology and how it is used. These statements were posted on the district's web site so various stakeholder could express the degree to which they agreed or disagreed with each statement. Only those statements which received a high level of support were included in the technology plan. The results of the belief statement survey can be found in Appendix D.

Early in the 1999-2000 school year, the DTC administered a survey to the staff and other stakeholders asking them to describe the status of technology on the district as of the Fall of 1999. The survey included statements designed to measure the readiness of the administration, staff, and other to purchase, accept, use, and implement technology within the district. It is possible that this instrument may be used to measure the progress of the district as it moves toward accomplishing its goals over a number of years. A summary of the result of this survey can be found in Appendix G.

### **III. DISTRICT/COMMUNITY PROFILE**

#### **The Community**

Northfield Township High School District 225, located 20 miles north of Chicago and four miles west of Lake Michigan, serves the communities of Northbrook and Glenview, Illinois. With a combined population of over 70,000, residents of these upper-middle income communities enjoy a unique mix of recreation, housing, educational, cultural and business opportunities. The predominant occupations of those residing in the community are professional, semi-professional, managerial, proprietary and sales.

Northfield Township is surrounded by over 800 acres of forest preserves and lagoons, including The Grove, a National Historic Landmark, and the Chicago Botanical Garden. Both communities support park districts which provide outstanding year-round recreation in some of the finest publicly-owned ice rinks, swimming pools, golf courses, tennis facilities and parks.

Within close proximity to Edens Expressway, the Tri-State Tollway, O'Hare International Airport and Chicago's famed business center, Northbrook and Glenview offer prime locations for successful entrepreneurs as well as many multinational corporations such as Kraft, Zenith, Avon, Allstate, United Parcel, Culligan and Motorola.

Some of the country's finest colleges and universities are nearby. Expert medical care is provided by the 152-bed Glenbrook Hospital. Numerous churches, temples and mosques flourish in the community. Northbrook Court, as well as several attractive neighborhood shopping areas, provide all of the essentials for comfortable living and contribute to the ambience of the area. Coupled with residents' pride and participation in their communities, Northbrook and Glenview are wonderful places in which to live, work and raise a family. The quality of life is superior.

#### **The School District**

The Glenbrook High School District has been a significant part of the history of the Northfield township community. At its earliest inception, the village of Northbrook had established its own non-township high school as a part of School District 28. Glenview students would either attend Northbrook High School, New Trier High School or another neighboring high school. In 1947, the citizens created Northfield township High School District 225 which absorbed the Northbrook High School. Dr. Norman E. Watson was hired as the first superintendent. In 1949, the Board of Education selected a site in Northbrook on Shermer Road as the location for the new Glenbrook High School. Today this school is known as Glenbrook North High School. It was opened in 1953. In 1959 the voters of Northfield Township approved a referendum authorizing bonds for the purchase and site preparation of the present 72 acre campus of Glenbrook South High School. In 1960 a bond issue was passed for the construction of a facility to hold 1200 students. The facility included an academic wing, auditorium and a gymnasium.

## **Glenbrook High School District 225 District Technology Plan**

---

Glenbrook South High School was opened for the 1962-63 school year with 55 faculty members, 30 staff members and 734 freshmen and sophomores.

The District has a well-established tradition of academic and co-curricular excellence and offers a comprehensive program to challenge its high achieving, diverse population of approximately 4,100 students. Nearly 94% of graduates matriculate to some form of higher education. Both schools consistently score in the top 10 schools in the state as measured by the annual Illinois Goal Assessment Program (IGAP) Test.

District 225 is one of 20 area elementary and secondary school districts that, because of a commitment to produce students highly competitive in mathematics and science, have formed the *First in the World Consortium*. Funded through a state grant and in collaboration with the U.S. Department of Education, students have taken the Third International Mathematics and Science Study (TIMSS) test to compare themselves with students from other countries. Students within the consortium have scored at or near the top of all students taking the test throughout the world. In addition, the consortium has created learning networks and a forum to clarify world class standards.

A certified staff of 350 and a support staff numbering 250 team to create a sense of caring for all students and are highly regarded by the community. A \$56M budget supports a student-teacher ratio of 14:1. This allows students and staff to work closely in the learning process. Average teaching experience in the district is 16.4 years and 76% of the faculty hold Masters Degrees or above.

The physical facilities at both campuses are among the finest in Illinois and include state-of-the-art science and computer labs. The schools' theaters, radio and television studios, field houses and swimming pools reflect the importance the community place on fine arts, as well as interscholastic activities, for students.

### **The Schools**

Both Glenbrook North and Glenbrook South are comprehensive, highly competitive high schools where the wide variety of curricular and co-curricular offerings and opportunities are matched only by the determination of the students and faculty to achieve excellence in all areas.

The Glenbrook Evening High School was founded in 1975 as an alternative for students who need to work during the day and/or who can benefit from attending a small, intimate school where instruction is customized to the needs of the individual student and performed within a less competitive environment.

### **Poverty Level**

As reported by the schools Illinois School Report Cards (Appendix J and Appendix K), the poverty level is not particularly high when compared to other schools in the state. Students from low-income families comprise approximately 2.0% of the Glenbrook

**Glenbrook High School District 225**  
**District Technology Plan**

---

North student body and about 10.6% percent of the student attending Glenbrook South. However, given the relatively high socio-economic character of the district, the gap between students from low-income families and students who comprise the remainder of the student body is sometime quite wide, and can present more problems than one might expect.

**Unique Challenges**

Different portions of the school district are growing at different rates. The closing of the Glenview Naval Air Station and its subsequent development as a multi-use (commercial, residential, open space, etc.) tract of land has, along with other factors, increased the enrollment pressure at Glenbrook South. Glenbrook recently completed a multi-year building and renovation program at both schools. The district must now initiate a new program to meet the challenges of increased enrollments, particularly at Glenbrook South. The timing and urgency of this program will test the district's fiscal resources to the limit.

The Glenbrook school district attracts a variety of residents, many of whom reside in the district for only a short period of time. The result is a very mobile student body many of which enter the high schools not from the townships' elementary schools, but from a variety of locals throughout the world. The result is a student body with a high degree of diversity in academic preparation as well as cultural background. In the class of 1999, 11.2% of the Glenbrook North graduates and 26.8% of the Glenbrook South graduates came from schools outside of Northfield Township. The task of teaching students with increasingly diverse skills and language abilities is on of the unique challenges faced by the Glenbrook staff.

#### **IV. EXECUTIVE SUMMARY**

The purpose of the Glenbrook Technology Plan is to provide a coordinated, multi-year blueprint for the development of technology within Northfield Township High School District 225. The process for accomplishing such a task is critical to the viability of the final product. To develop a meaningful plan, stakeholders must first have an opportunity to share their personal visions, needs and concerns regarding technology. Then, as a group, they must determine what issues and goals are common to most participants and develop a plan around those high priority items.

Glenbrook's Technology Task Force includes representatives from a variety of areas including: students, parents, community members, the Board of Education, support staff, teachers and administrators. Together they formulated a vision and a set of goals for technology which compliments and supports the district's mission. The TTF then compared its vision against the current status of technology in the district in four distinct areas:

- Community Involvement -- This issue deals with how the community can benefit from the use of technology in the schools and how technology can help the district better serve the public.
- Engaged Learning -- This issue describes new expectations and goals for learning within a technological society and defines the role of technology in supporting and enabling that learning to occur.
- Professional Development -- This issue explores the needs of the faculty and staff with respect to becoming technologically literate and better able to use various technologies and integrate them into the daily live of the students.
- Deployment and Sustainability of Technology -- This issue recognizes the need to evaluate, purchase and implement appropriate technologies on a continual basis. The search for (and the cost of) the most effective technological tools is never ending.

The TTF recognized that the district has made remarkable progress in acquiring and using various technologies, both instructionally and managerially. However, it was also clear that the district has not yet achieved its vision. Gaps still exist between the TTF's vision for the future and the district's current technological status. The Glenbrook staff, using the TTF's gap analysis, formulated a number of objectives intended to meet the requirements set forth by the TTF. A brief summary of the objectives is provided below.

- Upgrade the district's wide-area network so as to increase reliability, capacity, manageability and speed.

**Glenbrook High School District 225**  
**District Technology Plan**

---

- Implement a desktop computer purchase and replacement plan to ensure that no machine is more than four years old and no printer is more than five years old.
- Implement a staff development program which will improve the use of technology in accomplishing instructional and managerial goals.
- Commit staff to design, develop and maintain the district's web site.
- Use the district's school management software to better communicate with parents, streamline administrative tasks, reduce paperwork and automate support functions.
- Develop and implement a plan to attract and retain qualified technical staff.

The plan defines a number of strategies which can be implemented to assist the district in achieving its goals. The rationale for the objectives, which are a product of the strategies being employed, are described in the full text of the plan. The charts in Appendix L indicate the relationship between the four areas considered by the TTF and the strategic areas defined by the staff where action plan will be implemented.

It is recognized that not all objectives can be achieved in a single year, but must be pursued over time. It is also recognized that for the plan to be fully realized, a substantial commitment must be made now to begin the process. Each year the plan will be reviewed, evaluated and altered to take advantage of changing goals and/or technologies. The Technology Task Force believes that this plan will enhance the instructional environment of the district and improve the efficiency and effectiveness of the entire Glenbrook community.

## **V. VISION**

### **Glenbrook Mission Statement**

The mission of the Glenbrook High Schools is captured in its vision statement which states,

*The Glenbrook High Schools are committed to a comprehensive program to prepare individuals to lead productive and humane lives in a changing, global society.*

During our lifetime we have experienced the move from an industrial society to a culture based upon information. And the so called "information explosion" we have experienced over the past fifteen years is only the tip of this iceberg. Clearly, one of the strongest and most visible forces reforming society today is the ever-mounting mass of data being produced and man's use of technology to access these data, transform them into meaningful information and use this new-found knowledge in a discriminating and productive fashion.

It is difficult to imagine a comprehensive school in a global society which does not have access to vast quantities of information, which does not teach students how to evaluate, discuss and share such information and which restricts interpersonal interactions to individuals from one's own community, building, classroom or office. It is equally difficult to imagine how such inquiry, instruction and day-to-day management of information can take place without a competent staff and the use of the most up-to-date technologies.

### **Purpose of the District Technology Plan**

Technology is a vague term which encompasses many components including calculators, copying machines, computers, networks, operating and application software and other elements. A commitment to purchase and support such technology requires the backing of a variety of stakeholders beyond the Glenbrook staff including the community, parents and the Board of Education. In addition, it requires highly skilled technicians working together to accomplish a shared goal. Finally, a viable scheme for training and supporting students and staff must be available for users to efficiently and effectively take advantage of the technologies provided.

The purpose of this document is to provide a vehicle wherein these various parts can be blended into an integrated, manageable whole. More specifically, the purpose of this document is to:

- Establish a common vision for technology at Glenbrook.
- Capture agreed upon roles, goals and philosophies related to technology.

## Glenbrook High School District 225 District Technology Plan

---

- Provide a consistent focus for developing and supporting technology.
- Establish priorities for implementing various technologies, establishing work assignments and developing related programs.
- Make budgeting possible and promote the efficient and effective use of district resources.
- Position the organization for change by institutionalizing the change process.
- Develop a framework for decision-making related to technology.
- Comply with state and federal goals, mandates and initiatives.
- Qualify for various state and federal technology funds.

### **District Values and Philosophy**

Individuals and organizations are capable of realizing their goals in any number of ways. How individuals and organizations solve problems, organize initiatives and attempt to achieve their purpose is a direct reflection of what they value. The implementation of a complex and comprehensive technology plan will surely test Glenbrook's core beliefs. It seems imperative, therefore, to state the framework within which this document is being developed. The **Glenbrook Vision for Technology** states:

*The Glenbrook schools will prepare students to become members of a global society, able to utilize current and emerging technologies for living and life-long learning.*

The Technology Task Force also worked to develop a number of belief statements based upon Glenbrook's vision for technology. The statements were then placed on the district's web site so various stakeholders might express their opinion as to the validity of the statements. Only those belief statements which were strongly held by the respondents are listed herein. Glenbrook is committed to the following beliefs:

1. Glenbrook, as an organization, must model lawful and ethical behavior with respect to the uses of technology.
2. Technology should enhance effective teaching, not replace it.
3. Technology is a critical resource for the instruction of students and the management of the school district.
4. Technology is a critical tool for life-long learning.

**Glenbrook High School District 225  
District Technology Plan**

---

5. Technology should enhance the opportunities for collaboration between and among students, staff members and others.
6. Technology at Glenbrook should reflect the technologies of the real world.
7. Managerial technologies should be developed in accordance with the needs of the organization.
8. Technology must be implemented in a fiscally responsible fashion.
9. The District Technology Plan should accommodate site-based management and the sometimes differing needs of the various campuses to the extent it is practical.
10. Instructional technologies should be developed in accordance with the needs of the students.
11. Technology should be developed in such a way as to minimize training, maintenance and support problems while maximizing system reliability, synergistic relationships and fiscal responsibility.
12. Technology allows users to approach problems from a number of different perspectives.

**Visionary Statements**

Visionary statements provide a broad road map of where an organization wants to go. The following items state the district's goals in functional terms.

*Technology should . . .*

13. Provide a means by which many of the routine tasks of running the district may be streamlined and/or automated.
14. Provide a means with which to communicate electronically with individuals and groups from both inside and outside the Glenbrook organization.
15. Provide a means to connect members of the Glenbrook community to the rest of the world.
16. Provide access to research materials stored and accessed using a variety of methods and media.
17. Provide the capability to electronically create, store and share data, information and multi-media presentations with one another.

**Glenbrook High School District 225**  
**District Technology Plan**

---

18. Provide access to instructional, administrative and personal productivity tools from individual desktops, class rooms and large group instructional areas.
19. Provide a technological environment for students which reflects real-life situations and experiences.
20. Provide the capability to electronically create, store and distribute audio and video information and multi-media materials with one another.

*The district should . . .*

21. Provide sufficient training to allow students and staff to maximize the benefits of using supported technologies.
22. Provide on-going, systematic staff development.
23. Provide adequate technical staff to properly maintain and support the technologies used within the district.
24. Provide adequate financial support to keep the district's technologies current, up-to-date and evolving.
25. Provide students with the training necessary to be comfortable with technology.
26. Provide time and incentives for staff development.
27. Provide technical staff with sufficient training to maintain current systems and lead the way to new and innovative systems when and where appropriate.

*The staff should . . .*

28. Avail themselves of training opportunities and develop competencies in the technological areas related to, or associated with, their work assignment(s).

## **Scenario to Describe the Future of Technology at Glenbrook**

To further sharpen their focus on the future, members of the Technology Task Force, which represented all stakeholder groups, developed the following scenario to describe how technology might impact the way Glenbrook students function in the future.

### **A Day in the Life of a Glenbrook Student**

Our student wakes to find that her project partner in Australia has responded to an inquiry about the endangered habitat of the koalas outside Sydney. She suggests that they contact the United Nations Environmental Issues Department to determine the status of resolutions to protect koalas from extension. She also checks her calendar and is reminded of today's field trip to monitor the water quality of the North Branch of the Chicago River. After breakfast she electronically submits her homework assignments.

After arriving at school with a standard issue PDA/computer device purchased through the school, she downloads today's class handouts, checks her calendar and messages from teachers, fellow students and mentors. She discovers that her counselor has reviewed her preliminary course selections and would like to meet and finalize her courses for next year. Our student was able to make preliminary selections with her parents over the Internet. She electronically checks her counselor's schedule and logs an appointment at a mutually beneficial time.

Families that qualify for free and reduced lunch can take advantage of the district lease to own program to purchase the standard issue PDA/computer devices. This provides complete or partial funding so all students may have access to the same learning tools. The device is fully multimedia enabled and is able to record group and class activities for review later. Texts, supporting materials, simulations and other materials have been loaded into the device. In addition, the library's wide selection of books, periodicals, graphics, and videos can be accessed electronically.

Her English/History class is studying the Elizabethan Era and she contacts Stratford on Avon to talk with a historian on assignment there. They discuss the theory that a ghostwriter may have authored Shakespeare's works. She has her doubts but her mentor points her to the British Museum archives. She downloads copies of old letters, manuscripts and other research material over the Internet. She also downloads videos of the death scene from Romeo and Juliet. Her group will be performing this scene in class next week.

Significant student learning takes place beyond the school walls and outside the normal school day. Some places are reached through the Internet, some through field trips and others through distance learning. Most classes and teachers are on site but her distance learning Oceanography course is made possible through a satellite hook up with The National Oceanographic Institute in San Diego. Students learn about oceans flora, fauna, and climate. They help plan undersea expeditions and take part in remote

**Glenbrook High School District 225**  
**District Technology Plan**

---

experiments. Our young lady, like all students, selects from a broad range of courses and activities determined by her Individual Educational Plan, course of study developed in concert with her parents and her counselor.

Parents, counselors, and teachers also benefit from technology. Record keeping is handled electronically. Information about student performance can be recorded directly into student portfolios along with attendance and other data, and made available to students and parents. Student evaluations are based on the entire student portfolio, which contain many examples of the student's work, presentations and accomplishments. Assessment has been expanded from paper and pencil tests to include all forms of media in the evaluation process. Students produce presentations demonstrating their knowledge of the subject along with their ability to communicate ideas effectively. Simulations and other virtual reality applications are available as well.

Student information is updated frequently and available to both parents and students through the Internet. In addition, parents have the options of contacting teachers through telephone/conference calling, voice mail, e-mail and other virtual means.

Students belong to a global school with connections to many nations and cultures. Student partners and experts are located and contacted through the Internet and eliminate geographical boundaries. They collaborate on projects and are engaged by classes that emphasize group work. Students are involved in planning their own learning opportunities and the results are shared via many media. The district's Internet presence, community cable television station, radio broadcasts and school publications showcase student learning and activities.

## **VI: CONNECTING TO THE ILLINOIS LEARNING STANDARDS**

### **School Improvement Plan**

In 1999-2000 The Glenbrooks began a planning process for school improvement that is linked to the standards and expectation of the North Central Association, The Breaking Ranks Report of the National Association of Secondary School Principals, and The National Study of School Evaluation. The steps common to all three organizations are:

- Developing the profile through a self assessment process
- Defining a set of beliefs about student learning
- Defining a district/school mission statement
- Analyzing instructional and organizational effectiveness
- Creating action plans to strengthen the target areas for school improvement within the organization
- Implementing the strategies for improvement and documenting results

In May of 1999 the Educational Consultants and Research Associates (ECRA) firm was hired to evaluate the effectiveness of two new schedule adoptions at each school: A Hybrid Schedule at Glenbrook South High School and an A/B Block Schedule at Glenbrook North High School. The evaluation was to focus on the manner in which each schedule met the curricular, instructional, and assessment needs of all content areas as the instructional staff in each area focused on student learning/achievement. The firm focused on the levels of interaction that took place in the classroom. The four types of interaction included: teacher and student interaction, student to student interaction, independent learning, and teacher directed learning. In addition, each staff member was to establish a goal to improve his or her understanding, skills, and methodology in the areas of communication and/or technology. Time was made available for staff members to work toward their professional development goal.

### **Federal Programs**

The Glenbrook High School District 225 curricular plan is aligned according to ISBE and federal standards. The plan provides linkages to many appropriate state and federal programs. The North Central Association of Colleges and Schools (NCA) accredits the Glenbrook High Schools. This accreditation provides assurances that each school meets professional standards and a rigorous set of conditions for effective education as

## Glenbrook High School District 225 District Technology Plan

---

established by the Association. By setting standards for basic operations of the school and requiring a comprehensive self-evaluation, the NCA helps motivate the schools toward continuous improvement.

The Glenbrooks are active in the First in the World Consortium with several other high schools and elementary districts. The First in the World Consortium's mission is to respond directly to the U.S. Goals 2000 program. Specifically, the consortium is working to establish through quantitative measures where Glenbrook students rank in relationship to global peers, develop improved mathematics and science curricula, and improve instructional practice using technology. In addition, the consortium has sponsored teacher in-services on brain research, curriculum alignment, and how students learn which supports the professional development concerns of the Goals 2000 legislation.

### **State Programs**

As a district, Glenbrook is an active member of the state's educational community and coordinates its effort with other Northfield Township Technology Coordinators, sharing initiatives and support for all members. The district is connected to the Internet via the Illinois State Board of Education which provides staff and students to resources outside of the immediate geographic area. The Glenbrooks are participating members of the North Cook Intermediate Service Center. This collaboration allows for technology initiatives to be explored, developed, evaluated, and reviewed on a periodic basis.

### **Title II Funds**

Title II funds have been used to support additional curricular development in math and sciences. Both of these departments are leaders in making technology a significant part of a student's experience within their course work. Some examples of how grant funds have been used to support the educational program in the areas of science and mathematics are provided below.

*Physics* -- The department has teacher developed class assignments which are an integral part of the course of study. The assignments are placed on the Physics Web Page. Students log into the site to receive problems that support the lessons presented in class. Each student receives a set of randomly assigned numbers, which insures that each student is completing his or her own work. As students complete the assignments they receive immediate feed back. If the answer is incorrect, the program provides "help" to aid the student to re-think the response and correct their errors. The web site has been recognized in the Curriculum Administrator Publication, Illinois Computer Web Showcase Site, Toyota Tapestry Grant, Classroom Connect in April 98, and the NEA Web Winner in NEA Today Curriculum.

*Chemistry* -- The department is in the initial stages of creating a multi-media chemistry studio that links to other sites that provide practice problems for students. The students

**Glenbrook High School District 225**  
**District Technology Plan**

---

are provided drill and practice for two particular assignments--The Ammonia Factory, and Stoichiometry.

*Biology* -- Classroom notes, online references, and research sites are available on the web for students to supplement their learning.

*Mathematics* -- The department has integrated the Geo-Sketch Pad, "Mathematica", and graphing calculators into the curriculum at all levels.

### **Vocational Grants**

Several vocational funding programs have been used to assist in creating a more substantial school-to-work and career education program at the Glenbrook High Schools by integrating various services through existing district programs. Technology related job opportunities will be key to many graduates as they seek employment. Our collaboration with the North Suburban Educational Region for Vocational Education (NSERVE) and collaboration with the Education-to-Careers office at Oakton Community College has resulted in internships, shadowing, and senior project experiences.

### **Perkins Grants**

Funds available through Perkins grants will be used to support career and technical education programs that:

- Strengthen academic and technical skills of students in programs supported with Perkins funds;
- Provide students with strong experiences and understanding of all aspects of an industry;
- Develop, improve or expand the use of technology in career and technical education programs;
- Provide professional development to teachers, counselors and administrators;
- Develop and implement program evaluation;
- Initiate, improve, expand, and modernize programs;
- Provide services and activities that are of sufficient size, scope and quality to be effective; and
- Link secondary and post secondary career and technical education.

### **Connecting to the Illinois Standards**

Glenbrook addresses the Illinois Learning Standards throughout its curriculum. Math and Science look not only at state standards but at national standards as well. These connections assist in achieving exemplary scores on standardized state exams such as IGAP and ISAT. In addition, online resources allow teachers to locate ideas, projects, student exercises, and lesson plans which assist in the implementation of standards based teaching.

## **VII. CLOSING THE GAP: GETTING FROM HERE TO THERE**

Clearly, the Glenbrook has not yet realized fully its vision for the roll of technology in meeting the instructional and administrative needs of the district. This section of the technology plan will identify the process and types of information used to identify specific gaps between the district's current realities and the instructional and administrative goals it is attempting to achieve. Specific current realities, goals, and implementation strategies are provided in Section VIII of this document.

### **Role of the Technology Task Force**

The Technology Task Force was a 24 person commission that had representatives from almost every stakeholder group identified by the district. The TTF held eight meetings between November, 1998 and June, 1999. The minutes of the TTF meeting are provided in Appendix I. During these meetings the basic vision and philosophy for using technology were defined. In addition, many issues were raised regarding the district's inability to use technology effectively. The TTF was an invaluable aide in analyzing the gaps between the district's vision and the current realities. Note: The February 16, 1999 TTF meeting was devoted entirely to gap analysis.

### **Data Sources Used for the Gap Analysis**

In addition to first-hand anecdotal information from the TTF, the district had access to data from a number of surveys. These included the following:

- *Faculty Survey (Appendix B)* -- Administered in the fall of 1998, this instrument asked teachers what technologies they used and what would they like to be able to do that they are unable to do. The results of the survey indicated that most faculty use productivity software and some software and/or equipment which is specific to their department or job description. The survey also showed an almost universal demand for a faster and more stable network, more powerful desktop computers and greater automation of routine, administrative tasks.
- *Student Survey (Appendix C)* -- Administered in the fall of 1998, this survey revealed the following information related to the status of technology in the homes and student perceptions of their current technological abilities.
- *Stakeholder Survey (Appendix D)* -- As part of its work the task force developed a vision for technology and a number of belief statements designed to reflect Glenbrook's philosophy about technology and how it is used. These statements were posted on the district's web site so various stakeholder could express the degree to which they agreed or disagreed with each statement. Only those

**Glenbrook High School District 225  
District Technology Plan**

---

statements which received a high level of support were included in the technology plan.

- *Current Realities Technology Report Card Summary (Appendix G)* -- Administered in the Fall of 1999, this instrument asked staff and other stakeholders to describe the status of technology at Glenbrook. The survey included statements designed to measure the readiness of the administration, staff, and other to purchase, accept, use, and implement technology within the district. Although only the summary of the survey is provided in the Appendix, free-format comments were gathered from respondents for each survey statement and made available during the gap analysis and goal setting process.
- *Illinois School Report Cards* -- Data from the state report cards for both Glenbrook North High School (Appendix J) and Glenbrook South High School (Appendix K) were available during the gap analysis and goal setting process.

### **Gap Analysis**

Using all of the above data and information at its disposal, The District Technology Committee drafted a gap analysis around the current realities and goals for Glenbrook. The results were then submitted to the Technology Task Force and the administration for verification, validation, and prioritization.

## **VIII. GOALS AND STRATEGIES BASED UPON GAP ANALYSIS**

### **Goals and Strategies**

#### **Community Involvement**

##### **Background**

Glenbrook High School District 225 is an organization which respects and appreciates its community and the support it receives from the citizenry. The district is dedicated to developing a positive relationship with its patrons and strives to serve them in an appropriate and timely fashion. Communication and the district's ability to anticipate and react quickly to citizen needs is key to the district's ability to accomplish this goal successfully. The openness and readiness of school officials to share these data are also important factors in building trust and a positive relationship between the district and the community.

##### **Current Reality**

The Glenbrook community is composed primarily of managers and professionals who use technology as part of their daily lives, both at work and at home. The community is highly vested in using technology to its fullest potential. About eighty percent of student homes have access to the Internet, and over seventy percent of the parents have access to email either at home or at work. Despite the apparent readiness of parents and the community in general to use the Internet, Glenbrook has only scratched the surface with respect to the district's ability to provide current, meaningful information to the public via this media. Much more needs to be done if the district's web site is to be as interesting and meaningful as it should be.

The public also seems to be ahead of many Glenbrook staff members with respect to using email. Although all Glenbrook employees have been assigned email addresses, not all faculty and staff feel obliged to use this tool. If a parent can communicate with one or two of their child's teachers using email, it is not unreasonable for them to expect to be able to contact the child's counselor, coaches and all of their teachers using email. The readiness of the community to use email and access information electronically is high. However, the use of email is not yet universal at Glenbrook.

The district has developed any number of mechanisms to keep parents informed about their child's behavior and academic progress. However, many of the mechanisms are slow to reach the parents and often require much paper work on the part of the staff. The district's school management software is somewhat weak in automating reports to parents in the areas of student attendance, behavior and academic progress. In addition, parents have no direct access to computer data regarding their children.

## **Glenbrook High School District 225 District Technology Plan**

---

Glenbrook is a member of the Alliance for Lifelong Learning, a consortium of high schools cooperating with Oakton Community College to bring educational opportunities to the adults of the community. Many of the courses offered through ALL are related to technology and are taught using district computer labs and other resources. The Key Club, a student service organization, also runs technology training classes for senior citizens after school. Some parents have also been trained by Glenbrook staff in mini-sessions offered throughout the year. This community involvement is working well.

### **Goals**

The community must have quick and easy access to many of the district's official documents and activities. Information about the district, the Board of Education, faculty members, the curriculum, the budget, and various school activities and events should be at the finger tips of any interested community member.

Research indicates that parents and staff members must work together if they are to maximize student learning. Here again, communication is critical. Parents must have accurate, current information regarding their children's learning experience. Teachers, parents and students, while highly scheduled and perhaps unavailable to one another at times, must be able to communicate easily and in a timely fashion. Parents and teachers must have easy access to each other and both parties must have access to current information regarding a student's behavior and performance.

### **Implementation Strategies**

The task force makes the following recommendations to close the gap between the current reality and the future vision for community involvement.

- 8A-1. Provide appropriate access, training, and support to enable all staff members to become effective e-mail users. Email is an efficient and effective mode of communication. Only when everyone in the organization uses it can it be highly productive and the most cost effective.
- 8A-2. Enhance the district's school management software to enable automated reporting to parents, particularly in the areas of attendance, grades and discipline
- 8A-3. Improve the appearance, organization, content and capability of the Glenbrook web site. The district's web site is an important public relations tool for the district and is a crucial vehicle for disseminating information to the community.
- 8A-4. Develop mechanisms whereby parents may use technology to gain access to information about their children.

The table on the following page summarizes the current realities, goals, implementation strategies, and outcomes for Community Involvement.

**Glenbrook High School District 225  
District Technology Plan**

---

**8A: COMMUNITY INVOLVEMENT**

<b>CURRENT REALITIES (+ = Positive - = Negative)</b>	<b>GOALS</b>	<b>IMPLEMENTATION STRATEGIES</b>	<b>OUTCOMES -- IMPACT ON TEACHING AND LEARNING</b>
<ul style="list-style-type: none"> <li>+ Community is technologically literate and highly knowledgeable               <ul style="list-style-type: none"> <li>• 80% have Internet access</li> <li>• 70% have access to e-mail</li> </ul> </li> <li>+ Technology related courses are available to the community through the district and Oakton Community College Alliance for Lifelong Learning</li> <li>+ Some mechanisms for electronic communication/reporting have been developed</li> <li>+ The district supports a web site</li> <li>+ E-mail is available at Glenbrook and all staff members have e-mail accounts</li> <li>- E-mail use at Glenbrook is not universal due to lack of training, time and incentive</li> <li>- Existing communication and reporting mechanisms are cumbersome for staff</li> <li>- District school management software is weak in automating reports (grades, attendance, discipline) to parents</li> <li>- Parents have limited access to district information via the current web site</li> <li>- Parents have no direct access to computer data regarding their children</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide quick and easy community access to district information               <ul style="list-style-type: none"> <li>• School Calendar</li> <li>• School closings/delays</li> <li>•</li> </ul> </li> <li>2. Provide current and accurate information to parents regarding their child's educational program and progress               <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> </li> </ol>	S c h e d u l e o f a c t i v i e s	<ul style="list-style-type: none"> <li>• Improved school/community relations -- the public will be better informed about the district's educational programs, student services and activities</li> <li>• By having access to information about their child's education, parents can become a more active partner in the learning process</li> <li>• Improved communication between parents and school staff</li> <li>• Greater staff efficiency through enhanced skills and improved reporting mechanisms</li> <li>• Less time spent on paperwork, more time for instruction</li> </ul>

**Glenbrook High School District 225  
District Technology Plan**

---

	<ul style="list-style-type: none"><li>• Homework assignments</li><li>• Grades</li><li>• Behavior</li></ul> <p>3. Facilitate better communication between teachers and parents</p> <p>4. Provide information regarding student support services</p> <ul style="list-style-type: none"><li>• Post-high school opportunities</li><li>• College information</li><li>• Scholarship information</li><li>• Job listings</li><li>• Etc.</li></ul>		
--	---	--	--

## **Assessment Summary for Community Involvement**

### *Expected Results:*

- Increased communications between parents, students, faculty, staff, and school administration.
- Increased communications between the school district and the Northfield Township community.
- Current, high quality information available to the public via the district's Internet presence.

### *Success Indicators:*

- Email is utilized as one of the typical communication methods in the district.
- Parents take advantage of the opportunity to obtain on-line data regarding their child's educational experience in a private and safely monitored environment.
- The Glenbrook community makes extensive use of the Glenbrook web site to obtain comprehensive and detailed information on both curricular and co-curricular programs.

### *Methods Used:*

- Employee email addresses are posted and readily available for access by parents, students, and other stakeholders.
- Data indicates that email utilization is increasing between parents, students, faculty, and the administration. Data collection methods include email log analysis, sampling surveys, and anecdotal evidence.
- Web server logs indicate an increase in traffic denoting an increase in communication related to curricular and co-curricular programs.

## **Engaged Learning**

### **Background**

Today, educators know much more about learning and the type of environment which produces effective learning than only a decade ago. As a result, dramatic changes are taking place in the schools of this country. The traditional system of the passive student memorizing unrelated material or solving inane problems provided by an all-knowing instructor is being replaced by a much more effective model. Much of the research in this area has been summarized by the North Central Regional Educational Laboratory,<sup>1</sup> which is part of the national research and development system administered by the Office of Educational Research and Improvement, U.S. Department of Education. NCREL, which serves seven states in the Midwest, pulls together the latest information on how students learn best and guides educators to those technologies that are most useful in promoting engaged learning. The following list summarizes the NCREL model. In engaged learning . . .

29. The responsibility for learning rests with the student who is involved in setting goals, choosing learning tasks and developing assessment tools.
30. The learning tasks are challenging, multi disciplinary issues which pertain to the real world.
31. Assessment is performance-based and may produce new information. The assessment process and the instructional program are continual and become one.
32. The instructional model is characterized by interactive communication between all participants and is responsive to the needs of the student.
33. Learning experiences are collaborative in nature and students are considered as part of the learning community. Diversity and using multiple perspectives to solve a problem are valued.
34. Work is done in small, heterogeneous groups which are organized so that, over time, all students have challenging learning experiences.

---

<sup>1</sup> The North Central Regional Educational Laboratory has a web site which contains excellent materials regarding engaged learning and the importance of technology to this learning model. The Table of Contents for one of NCREL's most interesting publications may be found at <http://www.ncrel.org/sdrs/edtalk/toc.htm>.

**Glenbrook High School District 225**  
**District Technology Plan**

---

35. The teacher is a facilitator, guide and co-learner who stimulates and monitors the learning process.
36. The students are explorers, teachers and producers of products or information of real use to themselves or others.

Engaged learning techniques interface well with the “Six Essential Learnings in a Technological Society,” recommended by the State of Illinois, and the “Profile for Technology Literate Students,” endorsed by the National Educational Technology Standards (NETs) group. The concepts expressed in both documents are supported by the Technology Task Force. The full text of each document can be found in Appendix E and Appendix F, respectively. An abbreviated description of the type of student produced by the “Six Essential Learnings in a Technological Society” is provided below.

37. The student as information seeker, navigator and evaluator.
38. The student as critical thinker, analyzer and selector of information and technologies appropriate to the task.
39. The student as creator of knowledge using information resources and technology.
40. The student as an effective communicator using a variety of appropriate technologies/media.
41. The student as a technologist.
42. The student as a responsible citizen in a technological age.

### **Current Reality**

Glenbrook is in the infant stage of embracing engaged learning. Engaged learning techniques are being used by a number of faculty, but the practice of these concepts exist only in pockets within the buildings and is not yet universal. No plan exists to leverage the experiences and skills of current practitioners to lead and motivate others. Little staff development has been applied to this area, and there does not seem to be any plan to adopt engaged learning on a district-wide basis. The stage has been set for engaged learning to flower, but the district has yet to act forcefully in this arena.

Teachers and students have access to computers located in various areas within the buildings. Some student computers and many faculty computers are old, slow and unable to run the district’s standard software packages. A few machines are incapable of being made Year 2000 compliant. All of the district’s 1,500 computers are linked to the district’s wide-area network (WAN), thus allowing access to the library, the Internet and other resource materials. Most student machines are located in computer labs or

## Glenbrook High School District 225 District Technology Plan

---

the library, and are available before, during and after school. Few classrooms are equipped with computers or presentation equipment.

Licensing agreements many time hamper the ability of teachers to have access outside of their office to some of the software tools and resources they must use for instruction. This limits the teacher's ability to explore, learn and plan effectively. Mobile computing is one area which should be explored to optimize the computing and instructional potential of the staff.

The district supports a strong broadcasting curriculum, but instructional video is in its infancy. Much video programming is aired over the schools' cable TV channel, but the ability to distribute video services (instructional and/or non-instructional) throughout the buildings is virtually non-existent.

All teachers have access to email, but only a few students have been provided with email accounts. All teachers and students have network accounts and file space for storing and sharing electronic files. However, many teachers have not yet incorporated these technologies into their instructional style. The result is that students studying the same curriculum may not receive the same instructional experience as others.

Students have access to curriculum-related programs and data mainly from within the school buildings. Students and staff may have access to their stored data from remote sites once they learn how to access that data using file transfer protocol (FTP) procedures, but this service, and the training to accompany it, is not yet ready for implementation. Current Glenbrook web pages (which are accessible to those students with Internet access at home) provide an ever-increasing resource for student work. As with network accounts, some students and teachers are currently utilizing the web technology, but there is no formal plan for all teachers and all students to have this opportunity.

### **Goals**

As an organization, Glenbrook continually searches for ways to increase teacher effectiveness and improve student achievement. Until now, the term, "engaged learning," has not been used universally at Glenbrook. However, the faculty and staff have been moving toward the engaged learning model for some time, and many examples of its practice and effectiveness can be found throughout the district. Indeed, the district's struggle to provide a better way to schedule classes is, in part, a response to creating an environment within which teachers and students are better able to take advantage of engaged learning concepts.

Engaged learning involves more interaction; greater access to peers, mentors and outside resources; more collaboration among teachers and students; more involvement of teachers as facilitators; and more opportunities for learning through scenarios and simulations. To accomplish these tasks, all participants must also be more productive.

**Glenbrook High School District 225**  
**District Technology Plan**

---

Technology is the key to providing these opportunities and is, therefore, a critical element for the successful implementation of engaged learning.

Students and teachers must have access to computers and other technologies which enhance the learning experience. The equipment must be powerful enough to run the instructional software utilized by various departments as well as the standard productivity packages used throughout the district. The computers must be connected to the district's wide-area network so that access to various learning resources and services becomes ubiquitous over time. Students and teachers must have network accounts, disk storage space for storing personal files and sharing information with their work group(s), email accounts and access to the Internet. These tools, which must be immediately available within the learning venue, will maximize the opportunity for both students and teachers to investigate, communicate and collaborate.

Teachers must have greater access to those software packages and other technical resources for which they must be responsible. Just as students should be able to learn in a multitude of areas, teachers must be able to explore and plan in their offices, in the classroom, and in their homes. Licensing issues must be overcome so teachers may have access to their teaching tools at any time and from any place.

Engaged learning must be supported by technologies other than computers. Graphing calculators, data probes, environmental sensors and video creation and distribution equipment play an important and ever-increasing role in support of the learning process. Over time, the use of these technologies must also become second nature to the learner and his/her mentor.

### **Implementation Strategies**

The task force makes the following recommendations to close the gap between the current reality and the future vision for engaged learning.

- 8B-1. Provide staff development activities which promoted engaged learning.
- 8B-2. Incorporate engaged learning strategies and the use of appropriate technologies into the curriculum in an on-going manner.
- 8B-3. Provide training and support to teachers to facilitate the use of the Internet and the district's web site for instructional purposes.
- 8B-4. Upgrade existing equipment to district standards.
- 8B-5. Provide opportunities to expand access and productivity via the mobile computing model.
- 8B-6. Provide appropriate video distribution technologies to facilitate engaged learning.

**Glenbrook High School District 225  
District Technology Plan**

---

- 8B-7. Provide each student with a district e-mail account, and develop a method to train students and staff to use the e-mail system ethically and effectively.
- 8B-8. Provide students and staff convenient and effective remote access to district resources.

The table on the following page summarizes the current realities, goals, implementation strategies, and outcomes for Engaged Learning.

**Glenbrook High School District 225  
District Technology Plan**

**8B: ENGAGED LEARNING \***

<b>CURRENT REALITIES (+ = Positive - = Negative)</b>	<b>GOALS</b>	<b>IMPLEMENTATION STRATEGIES</b>	<b>OUTCOMES -- IMPACT ON TEACHING AND LEARNING</b>
<ul style="list-style-type: none"> <li>+ Students and teachers have access to computers located in various areas throughout the building such as computer labs, the library, and some classrooms</li> <li>+ All of the district's computers are linked to the network, allowing access to the library, Internet, and other resource materials</li> <li>+ All teachers have access to e-mail</li> <li>+ All teachers and students have network accounts and file space for storing/sharing electronic files</li> <li>+ Pockets of engaged learning exist</li> <li>- Staff development in the area of engaged learning has been weak</li> <li>- A number of computers are old, slow, unable to run standard software, and not Y2K compliant</li> <li>- Greater classroom access is needed by students and staff -- few classrooms have computers or presentation equipment</li> <li>- The district supports a strong broadcasting curriculum, but there is currently no capability to distribute video services throughout the buildings</li> <li>- The use of e-mail, Internet, and other technologies is not consistent between teachers</li> <li>- Access to curriculum-related programs and data from outside the school building is limited</li> </ul>	<ol style="list-style-type: none"> <li>1. Effective use of information and technology will require students to develop new roles in living, learning and working in an increasingly complex and information-rich society</li> <li>2. To utilize technology to promote engaged learning in our classrooms</li> <li>3. Ubiquitous access by students and teachers to computers and other technologies (graphing calculators, data probes, environmental sensors, video creation and distribution) which support the learning process</li> <li>4. Ubiquitous access to resources and services through wide-area network</li> <li>5. Ubiquitous user access to network accounts, instructional software, e-mail, and the Internet</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide staff development activities which promoted engaged learning</li> <li>2. Incorporate engaged learning strategies and the use of appropriate technologies into the curriculum in an on-going manner</li> <li>3. Provide training and support to teachers to facilitate the use of the Internet and the district's web site for instructional purposes</li> <li>4. Upgrade existing equipment to district standards</li> <li>5. Provide opportunities to expand access and productivity via the mobile computing model</li> <li>6. Provide appropriate video distribution technologies to facilitate engaged learning</li> <li>7. Provide each student with a district e-mail account, and develop a method to train students and staff to use the e-mail system ethically and effectively</li> <li>8. Provide students and staff convenient and effective remote access to district resources</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be better able to become: <ul style="list-style-type: none"> <li>• Information seekers</li> <li>• Critical thinkers</li> <li>• Creators of knowledge</li> <li>• Effective communicators</li> <li>• Technologists</li> <li>• Responsible citizens (Illinois' Six Essential Learnings in a Technological Society)</li> </ul> </li> <li>• Teachers will have the training, support, and equipment to incorporate engaged learning strategies in their classrooms</li> <li>• Access to resources will be expanded and learning will be extended beyond the classroom and the school building</li> <li>• Updated and reliable equipment will cause less interruption of instructional time, making class time more productive and efficient</li> <li>• Students will become more active participants in the learning process</li> <li>• Potential to explore learning with new and emerging technologies</li> </ul>

**Glenbrook High School District 225  
District Technology Plan**

---

- \* Engaged learning involves interactive communication between students and teachers; increased access to peers, mentors, and outside resources; more collaboration; teachers as facilitators; students as explorers and producers; more opportunities for learning through scenarios and simulations.

## **Assessment Summary for Engaged Learning**

### *Expected Results:*

- Numerous opportunities to improve engaged learning strategies are available to faculty.
- The Internet and the district's web site are integral components of the instructional program.
- All equipment meets district standards for instructional and administrative purposes.
- A decision regarding the use of mobile computing has been made.
- Video materials are available throughout the school via the network.
- All students are provided an email account through the Glenbrook district.
- Resources previously unavailable outside of the school buildings are accessible to students and staff.

### *Success indicators:*

- Faculty takes advantage of the opportunities which are provided to improve engaged learning strategies and utilize such strategies on an ongoing basis.
- The use of the Internet and the district's web site as instructional tools is increased.
- A plan for acquiring and replacing equipment which meets district standards is in place.
- Mobile computing has been piloted and all parameters have been considered with regards to instruction, facilities and budget.
- Teachers make use of distributed video technologies as part of the instructional process.
- Students effectively communicate and make use of email for a variety of purposes.
- Students and staff regularly make use of resources outside of the school building for educational and administrative purposes.

### *Methods:*

**Glenbrook High School District 225  
District Technology Plan**

---

- Staff development opportunities will be structured to meet the defined needs of the staff.
- Participation in staff development opportunities increases.
- Professional goals of faculty reflect a desire to implement teaching strategies that foster an engaged learning.
- Web server logs indicate an increase in traffic and departmental web pages are designed to support and complement each department's curriculum.
- Equipment that cannot support district standards is no longer utilized by staff or students.
- Evaluation of the pilot use of mobile computing has taken place and a recommendation regarding this issue has been finalized.
- A steady increase in the use of distributed video application is determined through network logs.
- Anecdotal data from students and teachers indicate that email is a valuable and highly utilized communication tool.

## **Professional Development**

### **Background**

Glenbrook recognizes the need for continual staff development at all levels. Every employee plays an important role in helping to realize the district's mission. The schools work every day to establish students as life-long learners. To expect that the faculty and staff would model a lesser expectation would be unthinkable at Glenbrook. In the district's Professional Negotiations Agreement, the Board of Education and the Glenbrook Education Association have mutually agreed that professional development must be a requirement for all certified employees represented by the GEA. All employees, not just teachers, are encouraged to develop their job-related skills, and the district provides training opportunities and various incentives to accomplish this goal.

### **Current Reality**

Technology is often used to support existing and emerging curriculum. It is also used widely to increase personal productivity. However, the degree to which technology is embraced varies between individuals, departments and job classifications. Some have embraced technology and have integrated its use into their work. Others have not. No organized program exists to promote emerging practices into new venues. The lack of time for training and/or to explore new applications is a major factor limiting the spread of technology within the district.

Some staff members view the use of technology as an option and motivation to increase technical skills does not exist in all contingencies of the Glenbrook staff. While the Professional Negotiations Agreement makes provisions for and, essentially, requires certificated staff to continue to develop professionally, the non-certified staff have no such guidelines. Staff development opportunities in technology do exist and are ongoing. The staff uses its own interests and initiative to choose which classes to take. For example, there is no requirement currently for any employees to learn the most basic technologies used in the district such as voice mail or E-mail. Without the participation of all employees in using some of these basic programs, the potential efficiencies of such technologies is threatened.

Many administrators show an interest in technology which is demonstrated by their own use of the technology. As with other groups, the interest and technical skill levels of administrators vary widely. There is a great deal of administrative support for teachers who experiment with innovative ideas or regularly use technology to engage students.

### **Goals**

## Glenbrook High School District 225 District Technology Plan

---

Glenbrook should require a well coordinated, rewarding, staff development program which is relevant to the vision of the district and facilitates organizational change. The structure and motivation for the program should be district-wide, but implementation should be scheduled and controlled at the building level. The program should not be limited to developing only technical skills, but must include the development of all skills required for an employee to be successful at his/her current position and/or somewhere along an appropriate career path.

All staff members have a place on the learning continuum and expectations for what is to be learned should be clearly defined. Administrators should demonstrate support for learning technical skills by modeling the skills themselves. Administrators will utilize technology to monitor and maintain budgets in their area of responsibility. They will also use technology to access student and employee information using the district's school management software package, and use email to communicate with parents, professional colleagues, and staff. Leaders must support risk-takers attempting to incorporate new instructional, managerial and technological skills into their work--even when mistakes are made.

Library media personnel are an integral part of the professional development program. *Information Power: Building Partnerships for Learning*, the national standard for media centers, establishes a foundation for learning by combining effective learning/teaching strategies and activities which promote information access skills. These skills are taught through existing curricula and ensure that students learn to interact effectively with information and construct meaningful knowledge. Media center personnel participate in staff development activities related to the national and state standards for media services, and share their expertise with students and staff.

All departments will conduct a review of their content and learning objectives. Based on this review they will determine the degree to which technology is being used for engaged learning throughout the curriculum. They will also identify opportunities for infusing technology into additional learning activities. Each department will create a timetable for developing and implementing these engaged learning activities.

User support is the cornerstone upon which successful implementation is built. Various training opportunities will expose staff to new skills. But implementation and effective use of a skill will wither if the user is not able to access help quickly and easily. Lab managers will provide the first line of technical assistance for teachers in the classroom. If they are unable to assist, the help desk will be contacted. The help desk staff will try to resolve the issue over the telephone. If he/she is unable to resolve the issue, a help ticket will be created and assigned to a technician. The technician will prioritize requests for help based upon the degree to which classroom instruction is being affected, and then proceed to resolve all outstanding problems.

The nucleus of the program should be a Individual Technology Plan for each employee which is created in conjunction with the employee's supervisor. Some of the learning required within the ITP will be related to global, district-wide skill development and some will be specific to the employee's current assignment. Clearly the technical portion of

## **Glenbrook High School District 225 District Technology Plan**

---

the ITP should center on how technology can be used as a tool to enhance the employee's efficiency and effectiveness.

The structure of the Glenbrook professional development program should include the following components: instruction, implementation and evaluation. It is not be enough to simply offer training classes. Learning must be put into practice. Therefore, the ITP must include opportunities for employees to demonstrate that skills are being implemented and applied in an effective manner.

Another important element for a successful Individual Technology Plan is the degree to which learned information and skills are shared. This leverages the district's investment in the program by providing short cuts by which organizational learning may take place. Free and open communication between innovators and other users must be supported, fostered and systemic within the program.

Sources for training will include a district trainer who will meet individually with all personnel including teachers, administrators, library media personnel and staff members. The trainer will also be available on a regular basis to provide small group training and deliver instruction in areas of general interest. In addition to the district trainer, other sources of technology staff development will take place through online courses, in-house graduate credit classes, institute day programming, departmental teams focusing on technology integration, and print and non-print resources available through the media center. Outside agencies and training centers will also be where appropriate and fiscally feasible.

Finally, the district must remember that the staff development plan is as important as the implementation plan when new technologies or new uses for existing technologies are developed. Competent trainers are essential and must be able to provide quality technology training and educational opportunities to staff at all levels of ability.

### **Implementation Strategies**

The task force makes the following recommendations to close the gap between the current reality and the future vision for professional development.

- 8C-1. Develop a comprehensive staff development plan for technology by providing sufficient time, funding, equipment, training and support to insure successfully implementation.
- Define technical skills and district applications which will be required of all employees to enhance their job performance.
  - Identify technical skills and applications that are department or job specific.
  - Define parameters for evaluating technical skills.
  - Establish a deadline by which these skills must be learned and demonstrated.

**Glenbrook High School District 225  
District Technology Plan**

---

8C-2. Develop a building-based implementation plan to ensure that all employees acquire the defined skills.

8C-3. Develop a mechanism for revising and improving technology training on an ongoing basis.

8C-4. Develop department teams to review and develop appropriate technology and engaged learning activities.

The table on the following page summarizes the current realities, goals, implementation strategies, and outcomes for Professional Development.

**Glenbrook High School District 225  
District Technology Plan**

**8C: PROFESSIONAL DEVELOPMENT**

<b>CURRENT REALITIES (+ = Positive - = Negative)</b>	<b>GOALS</b>	<b>IMPLEMENTATION STRATEGIES</b>	<b>OUTCOMES -- IMPACT ON TEACHING AND LEARNING</b>
<ul style="list-style-type: none"> <li>+ Several opportunities in technology training do exist and are ongoing</li> <li>+ Minimal help desk and other user support systems are in place</li> <li>+ Many employees possess strong technology skills and can serve as trainers or resource persons</li> <li>- There is no organized district-wide plan for technology staff development</li> <li>- Some staff members view the use of technology as an option, and motivation to increase technical skills is not uniform</li> <li>- The degree to which technology is embraced varies considerably between individuals, departments, and job classifications</li> <li>- There is no requirement for employees to learn even basic technologies used in the district (v-mail, e-mail, word processing, etc.)</li> <li>- There are no district guidelines for the professional development of educational support staff</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehensive staff development plan for technology               <ul style="list-style-type: none"> <li>• Develop technology skills for all employees</li> <li>• Enhance employee efficiency and effectiveness</li> <li>• Skills used by administrative and library personnel are targeted to assist in plan implementation.</li> </ul> </li> <li>2. District-wide coordination/building level implementation               <ul style="list-style-type: none"> <li>• Competent trainers</li> <li>• Access to equipment</li> <li>• User support via technical assistance and help desk</li> <li>• Sharing of skills</li> <li>• Ongoing evaluation</li> </ul> </li> <li>3. Individual technology plan (ITP) for each employee developed in conjunction with supervisor               <ul style="list-style-type: none"> <li>• General skills</li> <li>• District expectations</li> <li>• Job specific skills</li> <li>• Review of engaged learning activities utilizing technology by departments</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a comprehensive staff development plan for technology by providing sufficient time, funding, equipment, training and support to insure successfully implementation               <ul style="list-style-type: none"> <li>• Define technical skills and district applications which will be required of all employees to enhance their job performance</li> <li>• Identify technical skills and applications that are department or job specific</li> <li>• Define parameters for evaluating technical skills</li> <li>• Establish a deadline by which these skills must be learned and demonstrated</li> </ul> </li> <li>2. Develop a building-based implementation plan to ensure that all employees acquire the defined skills</li> <li>3. Develop a mechanism for revising and improving technology training on an ongoing basis</li> <li>4. Develop department teams to review and develop technology and learning activities.</li> </ol>	<ul style="list-style-type: none"> <li>• Research has established a positive correlation between professional development and student achievement (<i>Education Week</i>, October 1, 1998)</li> <li>• The ability of teachers to model the personal and professional use of technology is integral to student acceptance and application of these tools</li> <li>• Technologically literate and informed staff are better equipped to maximize their impact upon the instructional process</li> <li>• Handling administrative and processing tasks more efficiently will allow teachers to devote more time to instruction</li> <li>• Greater knowledge, awareness, and application of appropriate technologies to support district curricula</li> <li>• More consistent use of instructional technology and curricular applications for all students</li> <li>• Greater utilization of district technology resources by students and staff</li> </ul>

## **Assessment Summary for Professional Development**

### *Expected Results:*

- Faculty and staff demonstrate technological proficiencies, for both instructional and administrative purposes, on a regular basis.
- The professional development plan is an evolving document which takes into account the rapidly changing technologies and the associated skill sets.

### *Success Indicators:*

- A comprehensive staff development plan which provides opportunities for faculty and staff to become technologically proficient is in place.
- A feedback loop exists which enables the ongoing revision of the professional development plan.

### *Methods:*

- Faculty and staff demonstrate standard technological skill sets, thus enabling them to successfully function within the district.
- The surveying of faculty and staff, and the use of evaluation tools as part of all in-house staff development opportunities provide data for staff accountability and plan revision.

## **Technology Deployment and Sustainability**

### **Background**

Technology, whether used in the classroom to enhance learning, on the desk of a secretary to increase productivity or in a back room regulating the energy consumption of a building, requires tools. The tools of technology are varied and include such items as networks, computers, video cameras, bar code readers, scanners, data probes, calculators, printers and much more. Software is the critical ingredient which allows these tools to work in harmony with one another and provide intelligence to the various systems.

Experience, as well as common sense, demonstrates that the procurement and distribution of the needed tools is not a one-shot event. New technologies must be constantly evaluated and integrated into the daily work of students and staff alike. Existing technologies become obsolete and must be replaced continually. Technology formerly available in only one location must be made available in multiple locations. To accomplish these tasks in an organized, coordinated, sustained and cost-effective manner requires a plan.

### **Current Reality**

Almost all purchases of computers, printers and other peripheral devices are now under the control of the technology coordinators in each building. These staff members serve on the District Technology Committee and standardization of equipment and cooperation in accomplishing district-wide goals is improving each year. There are still some areas not under the control of the DTC.

Many computers are old and not capable of running standard district software. The district has purchased new computers each year but at such a slow rate that old computers have not been discarded, despite their condition or limitations. The district currently owns about 1,500 computers and it is estimated that Glenbrook will need about 1,800 - 1,900 machines to meet its needs. A plan does not exist which would maintain the performance level of computing equipment at an acceptable level for all users.

All of the buildings and classrooms in the district are connected to the network, but many technologies are not available in every area where learning takes place. Most subject-specific software is available only in certain labs. The ability of staff to utilize any of the school's video resources is extremely limited. Access to many resources is further restricted to the hours that the school is open and properly supervised. The Dynix library system and some instructional materials are available to students and staff over the Internet, and there are some efforts to increase the number of resources available to students and staff over the web. Access to the school management system

**Glenbrook High School District 225**  
**District Technology Plan**

---

from outside the Glenbrook wide-area network (GBnet) is very limited. School access to the Internet is excellent for students and staff members. Web services are not filtered.

Over the years the district has accumulated a substantial amount of both instructional and productivity software. Some of the products are integral to the daily functioning of students and staff members. Other dated packages have been replaced by better systems, but remain in use by some individuals. Although efforts have been made to monitor and weed out obsolete and unsupported software packages, some is still installed on computers somewhere in the district.

Many faculty and staff members have computers at home, but copyright issues and other barriers sometimes make it impossible to provide them with access to the software and other resources they use at work.

### **Goals**

Glenbrook should have a centralized authority for purchasing, distributing, tracking and/or providing access to various technologies throughout the district. The ability of the district to coordinate and standardize these functions would help maximize the efficiencies and cost benefits associated with the process.

The district should insist that all of the technological tools made available to students and staff are fully capable of performing the task(s) for which they are intended. The selection of equipment should be based upon the functional specifications required for the intended job or task. A plan should exist to replace underpowered, obsolete equipment.

The ability to select and deploy high performance software is essential and must be done with as much care and input as exhibited when hiring staff or selecting textbooks and other materials. Multiple versions of a product or multiple products which perform the same function should be discouraged. The effort required to sustain all of these different software packages is monumental and impacts negatively upon the district's ability to distribute more useful systems. The district's software inventory should be "weeded" in a fashion similar to the way unused materials are removed from the library.

Access to any learning or productivity tool should be available at any time and from anywhere. A student or group of students working on a problem or project should be able to access needed resources from the classroom, the library, a computer lab, a study hall or from home. Teachers developing curricula or administrators planning an institute day should have the same ubiquitous access to their technological tools. The staff must be able to capture, develop and distribute high quality video to any large group area or teaching station within the district. The district must insist that restrictions of time and location no longer hinder the learning process.

**Glenbrook High School District 225**  
**District Technology Plan**

---

The district should understand that for technology to be effective in its role as a tool for learning and productivity, it must perform well. Inadequate, obsolete tools make the work of students and staff members frustrating and often tends to inhibit productivity. The district should commit itself to sustaining technology at the highest level possible.

**Implementation Strategies**

The task force makes the following recommendations to close the gap between the current reality and the future vision for technology deployment and sustainability.

- 8D-1. Establish centralized authority for the purchase of all technology related items.
- 8D-2. Develop and implement a selection process for hardware and software which encourages standardization.
- 8D-3. Develop and implement a systematic plan for the replacement of personal computers, printers, and related peripherals which will ensure adequate performance for all users.
- 8D-4. Design, develop, and implement a network infrastructure which allows increased access to technology from multiple locations, including sites outside of the district's network.
- 8D-5. Utilize mobile computing to address copyright and licensing restrictions, and provide ubiquitous access to technology.

The table on the following page summarizes the current realities, goals, implementation strategies, and outcomes for Technology Deployment and Sustainability.

**Glenbrook High School District 225  
District Technology Plan**

**8D: TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY**

<b>CURRENT REALITIES (+ = Positive - = Negative)</b>	<b>GOALS</b>	<b>IMPLEMENTATION STRATEGIES</b>	<b>OUTCOMES -- IMPACT ON TEACHING AND LEARNING</b>
<ul style="list-style-type: none"> <li>+ Building level coordination exists for most technology purchases</li> <li>+ Some standards exist for equipment and software</li> <li>+ Efforts have been made to purchase and upgrade equipment within existing budgets</li> <li>+ All buildings and classrooms are wired for network access</li> <li>+ The Dynix library system and some instructional materials are available via the Internet</li> <li>- Some technological purchases are not under the control of the technology coordinators</li> <li>- Multiple computer platforms and software versions complicate purchasing, service and support</li> <li>- Many existing computers cannot run standard district software</li> <li>- The district's purchasing plan has not kept pace with the demand for more powerful technologies</li> <li>- Access to the school management system from outside of the network is very limited</li> <li>- Instructional technology is not available in every area where learning takes place</li> <li>- In general, access to instructional technology is restricted to specific areas and to school hours</li> <li>- Copyright and licensing issues make it difficult for staff to have</li> </ul>	<ol style="list-style-type: none"> <li>1. Instructional technology for students and staff that is adequate, up-to-date, and reliable</li> <li>2. Ubiquitous access to any learning or productivity tool</li> <li>3. An ongoing equipment replacement plan based upon the functional specifications required for the intended job or task</li> <li>4. Guidelines and standards for the selection and weeding of software</li> <li>5. Centralized standards and process for purchasing, distributing, and tracking hardware throughout the district</li> <li>6. The ability to capture, develop, and distribute high quality video to any large group area or teaching station within the district</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish centralized authority for the purchase of all technology related items</li> <li>2. Develop and implement a selection process for hardware and software which encourages standardization</li> <li>3. Develop and implement a systematic plan for the replacement of personal computers, printers, and related peripherals which will ensure adequate performance for all users</li> <li>4. Design, develop, and implement a network infrastructure which allows increased access to technology from multiple locations, including sites outside of the district's network</li> <li>5. Utilize mobile computing to address copyright and licensing restrictions, and provide ubiquitous access to technology</li> </ol>	<ul style="list-style-type: none"> <li>• Centralized planning and purchasing will maximize district technology expenditures, allowing more students and staff to utilize valuable district resources</li> <li>• Standards for hardware and software will improve network reliability and will reduce lost class time</li> <li>• Updated, adequate equipment will provide greater access to district resources and provide for expanded implementation of instructional technology throughout the district</li> <li>• An expanded and reliable network infrastructure will provide uninterrupted access to district resources from any location</li> </ul>

**Glenbrook High School District 225  
District Technology Plan**

---

access to school software and resources			
---	--	--	--

## **Assessment Summary for Technology Deployment and Sustainability**

### *Expected Results:*

- A centralized authority for the purchasing of all technology related items exists.
- All hardware and software meet network and desktop standardization guidelines.
- All equipment meets district standards for instructional and administrative purposes.
- A sufficiently robust network exists to meet the instructional and administrative needs of staff, students and community stakeholders.
- All staff members, who require access to resources for instructional purposes, are provided a solution via mobile computing.

### *Success Indicators:*

- The DTC authorizes and controls all technology purchases and installations made throughout the district.
- The Glenbrook network, as a whole, and desktops, in general, function more consistently and efficiently throughout the district.
- A plan for acquiring and replacing equipment that meets district standards is in place.
- The infrastructure allows for easy access to data and technology applications from within the district buildings as well as from areas outside.
- Staff member needs to access a variety of applications are met.

### *Methods:*

- Review of purchase of technology related items, in conjunction with the technology plan, is required.
- Review of hardware and software specifically examines how these items meet network and desktop standardization guidelines.
- Equipment which cannot support district standards is no longer utilized by staff or students.
- Both anecdotal data and surveys indicate that the network is being used on a consistent basis by students, staff, and community stakeholders.

**Glenbrook High School District 225  
District Technology plan**

---

- A survey of staff's instructional needs indicate that instructional applications are available to them when needed.

### **Actions and Tasks to Support Implementation Strategies**

Many of the goals from the previous section overlap. For example, the need to expand the use of the district's web site is a strategy which affects both community involvement and an instructional goal under enhancing learning. To better organize the various action plans, the goals for each of the above sections have been regrouped into several existing operational areas. This shift allows the district to budget and assign tasks more easily, and increase accountability for the work to be accomplished.

Charts which illustrate the relationship between the implementation strategies for each of the four major focus areas of the plan (Community Involvement, Engaged Learning, Professional Development, Technology Deployment and Sustainability) and the operational areas of the school district are provided in Appendix L.

The following section describes action items in terms of the following Glenbrook budget and operational areas:

- Networking
- Desktop Computing
- Staff Development
- Web Services
- Administrative Computing
- Staffing



## Glenbrook High School District 225 District Technology plan

---

traffic is going and isolate users from traffic which does not apply to them. This moves the traffic faster.

There is a second advantage to using switches instead of hubs. It reduces significantly the need for a wide variety of different types of hardware. The entire system can be run with three or four types of equipment, all of which have some interchangeable parts. This reduces maintenance costs and increases the amount of time the system is up and available to users.

- Proxy Servers -- Proxy servers are used in conjunction with the Internet and provide two basic functions. First, they can be configured to filter out unwanted Internet sites. The filter works in both directions: material from inappropriate sites can not get into the network and requests for such material cannot pass beyond the proxy server.

The second function of the proxy server is the one related to network efficiency. Proxy servers store Internet data and provide it to local users upon request. Under this scenario, the first student to request material from a site would get the information from the Internet and it would also be stored on the proxy server. When the rest of the class asked for the same material, the information on the local proxy server would be sent to the user, thus eliminating a lengthy Internet retrieval and shortening the amount of time needed for the data to appear on the student's computer monitor.

Glenbrook should implement a network strategy which is switched-based and includes the use of proxy server technologies.

*Network Management* -- Glenbrook's wide-area network is a valuable resource and must be carefully managed. One of the first requirements for good management is to know what is attached to the network. Knowing the number, type, location, user and functionality of each unit attached to the system is critical. The district must invest the time and energy to develop both electronic and physical inventory systems. In addition, the district should purchase, install and implement network management software to assist in this task. The system is too large and complex to expect that staff can go from machine to machine looking for problems. They must have technologies available to them which can detect and report problems automatically.

The more complex the system, the more difficult it is to manage successfully. To the extent that Glenbrook can develop and implement standards for connecting devices to the network, network management will be more effective and problems will be reduced.

*Additional Staff*

**Glenbrook High School District 225  
District Technology plan**

---

The network is highly complex and subject to many types of problems. While every problem may not be important, they are almost always urgent and require immediate attention. Gary Nalley, the district's Network Manager, is so overwhelmed with day-to-day problems, he has little time to plan and work on more important, long-range issues. The size of the district's network and its mission critical status have made the workload for Mr. Nalley unbearable. The district should hire an Assistant Network Manager to aid Gary and reduce the workload to a manageable size.

**Actions and Tasks**

*Year 1*

- NU-0-1 Upgrade Network Infrastructure.
- NU-0-2 Upgrade email servers and create student post offices.
- NU-0-3 Develop documentation for students and instructional staff on student use of the email system.
- NU-0-4 Develop automated procedures for the creation and maintenance of student email accounts.
- NU-0-5 Create student email accounts.

*Year 2*

- NU-1-1 Implement intelligent networking system.
- NU-1-2 Implement network management system

*Year 3*

- NU-2-1 Plan for and prototype additional network services, such as video distribution via the network.
- NU-2-2 Develop a plan for implementing and distributing new services

*Year 4*

- NU-3-1 Implement additional network services

**Desktop Computing**

## **Long-Term Strategy**

The desktop computer is the basic learning and productivity tool used by almost all students, teachers and staff members. Computers are expensive and exist in great numbers and making sure they function properly occupies the majority of the support staff's time. Furthermore, desktop computers, if not configured correctly can affect the performance of the network. Therefore it is essential that the district have an overall strategy for managing this resource.

In addition, the Technology Task Force has uncovered some problems in the area of desktop computing as well as discovered various ways computers can enhance the learning process. The district's long-term strategy must minimize problems and maximize learning and productivity opportunities. Glenbrook's long-range strategy for desktop computing is capsulized in its position on the following issues.

*Mobile Computing* -- The district is faced with a number of desktop computing problems. First, the district must provide greater capability to teachers to do classroom and large group presentations. Purchasing a computer for every classroom may not be the best solution. It would be difficult to supervise and support such a unit, and because no individual would have singular responsibility for it, chances are it would not always be functional and/or have the needed software when a teacher arrived to use it.

Second, the district should create an environment which will maximize an instructor's use of technology, both personally and in the classroom. Providing teachers with computers which are tied to the desktop may not provide the opportunity for faculty members to become as proficient as they would like. Teachers are either in class or performing other functions away from their work area most of the time. Mobile computing will allow teachers greater access to the technologies needed for them to perform their roll efficiently and effectively.

Third, the district must find ways to equip teachers with the technological tools they will be expected to use in the classroom. Teachers are currently provided personal copies of the textbooks used in their courses, but licensing agreements and budget limitations often prohibit the district from allowing a teacher to have a copy of the software they are to use so they can work at home. This severely limits a staff member's ability to learn a software package and/or plan lessons around it.

Mobile computing may offer a viable solution to these issues. By providing the teacher with a mobile computer, work could be done in the work area, in the classroom (replacing the need for presentation machines), at home and in other venues, thus increasing their use many fold. Such a strategy would increase a teacher's utilization of the technology and overcome the limited access teachers have to certain software packages and other technological resources and tools. The district should pilot this concept during the first year or so of the plan.

*Software Standards* -- The district's current standard operating system for its Intel computers is Windows95. All indications are that Microsoft intends to promote

**Glenbrook High School District 225  
District Technology plan**

---

WindowsNT as its preferred operating system for the future. At some point the district will want to move to this standard not only because it will be Microsoft's standard, but also because WindowsNT provides the district with solutions to some of its existing problems. For example, WindowsNT is a multiuser operating system better adapted to integration with networks. Also, it can be better secured against student tampering than the Windows9x series.

Corel's WordPerfect is the current word processing standard of the district. Microsoft's Excel and PowerPoint have become *de facto* standards for spreadsheet and presentation applications. Currently, the most cost-effective way for the district to obtain Excel and PowerPoint licenses is to purchase Microsoft Office, a software suite which includes Word, Excel and PowerPoint. The district has been very satisfied with WordPerfect, but it may have to recognize that Microsoft is becoming the dominant force in desktop computing and move to a Microsoft Office Suite standard to be fiscally responsible.

It is apparent that many desktop computers contain multiple versions of the same software package. This makes user support very difficult and wastes disk space. The district should insist that multiple versions of various software packages be removed and users required to keep their files current with the supported version for each program.

Software standards will make training, maintenance and user support much easier and more cost effective. While standards will change as technology changes, the following chart lists some software standards which are appropriate for now.

<b>Description</b>	<b>WinTel</b>	<b>Macintosh</b>
Operating System	Windows95, OSR 2.5 with Y2K Patches	PowerMac, 8.5.1 Other Macs, 7.6.1
Web Browser	Netscape 4.6	Netscape 4.5
GroupWise	GroupWise Client	Web Client
Applications	No 16 bit applications Must be Y2K compliant No DOS applications	No 16 bit applications Must be Y2K compliant

*Single Computer Platform* -- The district currently attempts to support two computer platforms: Windows and Macintosh. Clearly this commitment makes the district's system more complex, more difficult to support and more expensive. Just as clearly, there are valid arguments for both maintaining the status quo and for going to a single, Windows-based platform. This issue has been argued within the district for more than a dozen years without any final resolution.

## Glenbrook High School District 225 District Technology plan

---

In as much as Windows is becoming the desktop computing standard, both in business and education, and the market share of the Macintosh platform continues to hovers around 6 percent, the TTF believes it is time to study the benefits, problems and potential pitfalls of moving to a single, Window-based platform for desktop computing within the following framework.

- Glenbrook cannot expect to support two platforms indefinitely. The district should announce its intention to move toward a single, Windows-based platform for personal computing within the next five years.
- In preparation for the move to a single computing platform, the district should study the implications of such a move and determine problem areas, suggest solutions and explore alternatives to various issues which might become apparent during the study. To the extent possible, the district should investigate the comparative costs of single and dual platform models.
- Instructional leaders will review the curriculum and study the software and data conversion issues related to a move to Windows.
- Any move toward Windows should be evolutionary, not revolutionary, and occur naturally over time. Teachers who currently use Macs should be allowed to continue to use Macs. New staff should be encouraged to use a Windows computer.
- The vast majority of students (about 80%) have access to a Windows computer at home. To constantly have to convert files as they move from school to home or department to department is an inconvenience the district is in a position to remove. Student machines in labs and classrooms should move to the Windows platform as machines are replaced and curricular and conversion issues are resolved.

*Computer Replacement Plan* -- The district will require at least 1,800 computers to equip each staff member with a computer and adequately meet the demand for computers in the labs and classrooms. The following chart describes more precisely where computers are needed.

**Glenbrook High School District 225  
District Technology plan**

---

Description of Where Computers are Needed	Computers
Administrators	50
Secretaries and Other Clerical Personnel	80
Teachers	340
Technical Staff	20
Paraprofessionals and Instructional Assistants (77)	20
Maintenance (68)	10
Computer Labs and Libraries: 400 per Building	800
Classrooms: 10 20-Laptop Carts per Building	400
Classrooms: 10 5-Laptop Carts per Building	100
Miscellaneous: Test Labs, Board Members, etc.	30
<b>Total Computers</b>	<b>1,850</b>

Many technological innovations require the involvement of the entire organization in order to maximize benefits at the lowest cost. For example, email is neither productive nor cost effective if only a portion of the organization participates. Currently, many employees are unable to run GroupWise because they do not have a computer which is powerful enough to do so. Similarly, many of the current computers will not be able to run the district's new school management system when it is completed. At the same time, it is not practical to develop new innovations based upon the district's weakest computers. The compromise is to minimize the gap between Glenbrook's most powerful computers and its weakest. To replace every computer each year would be ideal, but fiscally impossible. To work with computers six to ten years old is impractical and stifles innovation. The district should implement a four-year cycle PC replacement plan and upgrade or replace 450 computers each year. The following table indicates that by purchasing 450 computers each year, the district could replace all 1,500 of its current computers and gradually increase the total number of computers to the needed 1,800 over a four year period of time.

Description	Year 1	Year 2	Year 3	Year 4	Total
Computers before Purchases	1,500	1,500	1,600	1,700	
Replacement Computers	450	350	350	350	1,500
Additional Computers	0	100	100	100	300
<b>Total Computers after Purchases</b>	<b>1,500</b>	<b>1,600</b>	<b>1,700</b>	<b>1,800</b>	<b>1,800</b>

**Glenbrook High School District 225  
District Technology plan**

---

*Printer Replacement Plan* -- The replacement cycle for desktop printers is related to the amount of use they have and the relative difference between the cost to repair a particular unit or replace it. Except for color printing, printer replacement is not related to technical innovation.

Printers which act as line printers for the school management system or are located in computer labs are the most heavily used and must be replaced the most often. Printers which serve other work groups are the next most used, and those which are not networked and serve an individual user are used the least and last the longest. By replacing network and lab printers every two years and cascading the replaced printers to work group areas, the district should be able to sustain a five-year printer replacement cycle. Individual desktop computers will be either cascaded work group units or new, low-cost desktop units which should last the full five years of the cycle. Color printers will be employed at the discretion of the building technology coordinators who will base their decision on the need for and the cost effectiveness of such technology.

*Help Desk* -- Each building will organize its own help desk system for user support. The Glenbrook North help desk will support the Off Campus facility and the Board of Education. The Glenbrook South help desk will support the district office. A system for tracking service calls and solutions will be developed in conjunction with the MIS department and all help desk personnel will share this data base.

*Inventory System* -- To manage desktop computing, the district must know how many computers it owns, where they are located, who is responsible for them and the number of software licenses it owns. The MIS department will be asked to build this capability into the district's school management software.

## **Actions and Tasks**

### *Year 1*

- |        |  |
|--------|--|
| DC-0-1 | Announce the district's intention to move to a Windows-based computing platform.           |
| DC-0-2 | Develop building and department teams to study the implications of a migration to Windows. |
| DC-0-3 | Initiate the pilot program for mobile computing.   |
| DC-0-4 | Purchase and/or upgrade 450 computers (mix of desktop and portable machines).              |
| DC-0-5 | Purchase 60 printers.  |

**Glenbrook High School District 225  
District Technology plan**

---

- DC-0-6 Lay the groundwork for the move to Microsoft Word as the district's word processing standard. Announce that MS Word will become the district standard in August, 2001. Work with the professional development staff to produce functional specifications for training, and begin the staff development process. Purchase Microsoft Office licenses for any trained users who wish to convert to MS Word during the 1999-2000 school Year.
- DC-0-7 Work with the MIS staff to develop functional specifications for the help desk system.
- DC-0-8 Work with the MIS staff to develop functional specifications for the inventory system.

*Year 2*

- DC-1-1 Review feedback from Windows platform study teams and make recommendations to resolve any residual problems.
- DC-1-2 Evaluate the pilot program for mobile computing and make recommendations regarding the need to continue, alter or abandon the program.
- DC-1-3 Purchase and/or upgrade 450 computers.
- DC-1-4 Purchase 60 printers.
- DC-1-5 Evaluate the work of the migration teams and lay the groundwork for the move to Microsoft WindowsNT as the district's desktop operating standard where practical. Purchase 100 licenses for WindowsNT. Work with the professional development staff to develop functional specifications for training.
- DC-1-6 Continue the conversion to MS Word. Reaffirm that MS Word will become the district standard in August, 2001. Continue the staff development process. Purchase Microsoft Office licenses for any users who wish to convert to MS Word during the 2000-01 school Year.
- DC-1-7 Implement the new help desk system.
- DC-1-8 Implement the new inventory system.

*Year 3*

- DC-2-1 Purchase and/or upgrade 450 computers.

**Glenbrook High School District 225**  
**District Technology plan**

---

DC-2-2 Purchase 60 printers.

DC-2-3 Purchase 600 WindowsNT licenses for the staff and continue the transition to WindowsNT as the district's Intel operating system standard.

DC-2-4 Purchase 1,100 Microsoft Office licenses for the student computers and complete the transition to Word as the district's word processing standard.

*Year 4*

DC-3-1 Purchase and/or upgrade 450 computers.

DC-3-2 Purchase 60 printers.

DC-3-3 Purchase 1,100 WindowsNT licenses for the student computers and complete the transition to WindowsNT as the district's Intel operating standard.

*Year 5*

DC-4-1 Purchase and/or upgrade 450 computers.

DC-4-2 Purchase 60 printers.

DC-4-3 Consider an upgrade to the next version of Microsoft Office.

## **Staff Development**

### **Long-Term Strategy**

When staff development programs fail (or never get off the ground), it is usually due to a lack of fixed responsibility, leadership, financial support, supervision, commitment and/or motivation. Glenbrook recognizes the importance of quality training and intends to overcome these blockades by implementing a long-range strategy based upon the following points.

*District-Wide Coordination, Campus-Based Implementation* -- In District 225, goals are more easily and quickly realized when the responsibility for accomplishing those objectives is located at the building level. It is part of Glenbrook's site-based management culture, and to ignore this fact would jeopardize the staff development effort. While the TTF recommends a campus-based implementation of the program, the committee also believes that the efforts in each building must be highly coordinated with those of the other buildings, especially where released time is granted and/or various incentives are offered.

*Technology Advisory Team* -- Staff development in the area of technology is not a one-shot proposition. Rather, it is a continual process which never is fully completed. Leadership, supervision and continued focus are needed for success. The TTF recommends that a team of technological leaders be established at each campus to fulfill these functions. The team would be responsible for formulating proficiency standards, assessing the training needs of the staff, coordinating training opportunities, developing evaluation criteria and tracking the technical competencies of individual staff members and the effectiveness of the overall program. The team in each building should consist of four or five highly skilled individuals, all of whom should receive a stipend for their efforts.

*Individual Technology Plan* -- Technology permeates our culture and changes rapidly. Technological literacy and competence cannot be viewed as a personal option for any person involved in the education of students or the overall operation of the district. The district should insist that all employees have an Individual Technology Plan. The ITP would define the technical goals and expectations for each employee, and would be developed in conjunction with the employee's supervisor and become an element for inclusion in the employee's annual evaluation.

*Complete Commitment* -- Glenbrook is committed to having 100% of its faculty and staff become technologically literate within five years. The district believes that only such a complete commitment to staff development can produce the desired level of efficiency and effectiveness made possible by technology.

*Performance-Based Program* -- Working toward technological literacy should involve more than just taking a course or attending a workshop. The goal should be to develop

**Glenbrook High School District 225  
District Technology plan**

---

skills which are used by the individual to better him/herself and the organization as a whole. To this end, the staff development program for technology should include the following components:

- Skill Development -- Learn how to use the technology.
- Skill Integration -- Learn how the technology will:
  - Enrich the curriculum or the instructional process,
  - Assist in the efficient and effective operation of the school district, or
  - Increase personal productivity.
- Skill Implementation -- Demonstrate learning by maintaining the skill over time and regularly using the acquired technology in the workplace.

*Time and Incentives* -- Skill development takes time and energy. Creditable and meaningful staff development requires both the staff and the Board of Education to make a commitment to, and an investment in, the program. To this end, the district should develop an array of options, opportunities and incentives designed to provide staff with the time and motivation to participate in the program.

**Actions and Tasks**

*Year 1*

- SD-0-1      Establish Technology Advisory Teams in each building and assign the over-all responsibility for a coordinated, district-wide professional development program to these teams.
- SD-0-2      Identify technical proficiency standards common to all employees.
- SD-0-3      Identify technical proficiency standards for specific job assignments.
- SD-0-4      Determine the technical competency of each staff member with respect to the technical proficiency standards.
- SD-0-5      Establish a plan and implement a procedure to develop an Individual Technology Plan for all employees.
- SD-0-6      Develop and have approved a set of parameters within which time and incentives may be incorporated into the staff development plan.

*Year 2*

**Glenbrook High School District 225  
District Technology plan**

---

- SD-1-1      Establish training and evaluation opportunities for employees to meet their Individual Technology Plan requirements.
  
- SD-1-2      Establish standards and rubrics for testing the technical proficiencies of staff members.
  
- SD-1-3      In conjunction with MIS, establish a data base and procedures for tracking the training, skill development and competencies of Glenbrook employees.
  
- SD-1-4      Establish mechanisms whereby highly skilled and/or innovative staff members can be identified and regularly asked to explore and share their technological skills and techniques with other departments and work groups.

*Year 3*

- SD-2-1      Expand the use of skilled students, faculty and staff members as tutors, mentors and localized support personnel.

## **Web Services**

### **Long-Term Strategy**

The Glenbrook web site is a resource which the district has only begun to tap. A well executed web site will be of immense value to the district and enhance its ability to communicate with the public, provide instruction to students and assist management with the operation of the organization. In addition, the web site could be the core around which several co-curricular activities might be developed.

The long-range strategy for exploiting this resource includes a number of concepts which are discussed below.

#### *Web Site Functionality*

The Glenbrook web site will perform many functions, but each function will fall into one of the following network categories.

- Internet -- This portion of the web site would be open to anyone who wants to enter. It will contain most of the public relations materials, facts and figures for public consumption, emergency information, updated athletic schedules and other information the district would want everyone to have.
- Intranet -- This portion of the network would contain information necessary to the functioning of the district, but not of any value to the general public. Forms, documentation on using a particular piece of software, dead-line for entering grades and similar information would be accessed here. This area would be password protected and available to employees only.
- Extranet -- The Extranet is a concept which recognizes that some people outside of the organization need access to limited portions of the Intranet. Examples include teachers using the administrative software from home to enter their grades or parents who want to see their child's attendance records. This area would be password protected but available to both employees and non-employees.

#### *Web Personnel*

One of the major reasons why the Glenbrook web site has been slow to mature is because no single individual has been assigned the responsibility of developing this resource. As a result, many staff members have involved themselves and the effect has been a somewhat eclectic and haphazard implementation. Some areas of the site are done extremely well while other parts may be missing completely. The district

**Glenbrook High School District 225  
District Technology plan**

---

should hire Web Monitors to coordinate the work in this area and bring a common look and feel to the site.

*Student Involvement*

Developing and maintaining a web site is extremely labor intensive. Students have the skill and interest to help alleviate the district's lack of personnel in this area. The district should encourage the development of a web site class or club for students. Such an activity would be modeled along the lines of the school newspaper and yearbook programs where students may become involved via a class for credit or as an after-school activity. A sponsor would be required to teach and supervise the program. The sponsor should be compensated on the differential salary schedule in a manner equivalent to the newspaper and yearbook sponsors.

*Test Web Site*

The district should support a test site so web pages can be tested and approved prior to going "live" on the main system. This intermediate step is particularly important as the number of authors and amount of web material increases. This is especially important as the district incorporates more student work.

**Actions and Tasks**

*Year 1*

- WS-0-1 Determine web service requirements and develop standards for software products.
- WS-0-2 Out source the development of the initial web-site prototype.
- WS-0-3 Deploy caching technologies and prototype new server platform.
- WS-0-4 Plan for the involvement of students for web site support.

*Year 2*

- WS-1-1 Develop mechanisms to implement existing web guidelines and policies.
- WS-1-2 Develop a web content filtering policy and a mechanism for monitoring, enforcing and reviewing said policy.
- WS-1-3 Develop templates and design for new web presence.
- WS-1-4 Migrate current web pages to new templates and design.

**Glenbrook High School District 225  
District Technology plan**

---

- WS-1-5      Develop connectivity to school management system and pilot providing access to parents.
- WS-1-6      Prototype new instructional resources on new platform.
- WS-1-7      Develop student support program/curriculum. Register students and assign staff.

*Year 3*

- WS-2-1      Migrate existing web database and dynamic page technologies to the new platform.
- WS-2-2      Educate staff on new web solutions and develop mechanisms for encouraging the use of web technologies to support instruction.
- WS-2-3      Determine and implement new web-based technologies.
- WS-2-4      Implement student program for web support.

## **Administrative Computing**

### **Long-Term Strategy**

Data processing is one of the functions of the Management Information Services (MIS) department. The purpose of this branch of the organization is to:

- Maintain the accuracy and integrity of the district's data base.
- Reduce paperwork and automate various procedures and functions.
- Meet the information and reporting needs of district employees.

The department relies upon a number of strategies to meet its obligation in the most effective fashion.

#### *In-house Development*

Glenbrook is a complex educational organization which has always required data processing services which are beyond the needs of most other schools. The Board, administration and staff demand the ability to make policy decisions free from the constraints of third party software vendors. The decision for the district to write its own school administration software was made in 1988 and has served the district well.

#### *Information for Decision-Making*

All data processing systems maintain data. The value of the data processing department is best realized when these data are transformed into meaningful information which can be used to assist employees in doing their work or to help management make decisions. The district has a substantial data warehouse and should continue to "mine" it to the greatest extent possible.

#### *Empowering Users*

Data processing should strive to provide each user with all of the power they need to accomplish their job as efficiently and as effectively as possible. Glenbrook's system design and training programs are designed to implement this strategy. Years ago, most DP departments held their user hostage and dictated when, where and how they could use the system. The Glenbrook strategy is to make sure the DP department is never a bottleneck or road block to users getting their work done. Tactics used to empower users include the following.

## Glenbrook High School District 225 District Technology plan

---

- Report Generation -- Users may run most of their own reports without going through MIS. This long-term strategy should be extended to printing labels and jobs which require special forms such as purchase orders and checks.
- Desktop Integration -- MIS currently provides files which users may import into various desktop programs. The district should exploit the Open Data Base Connectivity (ODBC) available in many programs and design more ways for users to access data and integrate it into their software.
- System Security -- System security is designed to allow users to access all that they need without seeing what they don't need. This includes information regarding their own computer records

### *System Integration*

Glenbrook utilizes a number of major software packages. The district should explore ways to integrate the functionality of various systems so as to maximize the usefulness of the entire system. For example, if the school administration system could be integrated with GroupWise, attendance letters, progress reports and other information could be emailed to parents instead of being mailed as is now the case. This would speed up the notification and reduce the cost immensely.

### *Unix Platform*

The data processing department currently uses two different computing platforms. OutCASTS, the district's school administration software, runs on an HP3000 machine which uses Hewlett-Packard's proprietary MPE-XL operating system. All other DP applications run on HP Unix computers. The staff is currently rewriting the school administration software to run on the Unix platform. The strategy of using a single, Unix platform has the following advantages:

- A single platform will be easier to manage than two different platforms. Finding staff to run a single platform will be easier and less expensive.
- Oracle releases data base development tools on the Unix platform before offering them on other operating systems. The Unix platform will allow staff to take advantage of new development tools in a more timely fashion.

### *Web Access*

Access to the district's school administration software should not be limited to only those users on GBnet. There is a need for staff to work from home and for parents to have access to some of the school's information regarding their children. A strategy which provides web access to this information will play an increasingly important role in the way the district works and communicates with its clientele.

**Glenbrook High School District 225  
District Technology plan**

---

The ability to empower parents is a key strategy for the district. A parent's ability to monitor various aspects of their child's school experience will provide them with the timely information they need to work closely with deans, counselors, teachers and other school officials. The district should exploit the technologies involved to provide web access to the school administration system.

**Actions and Tasks**

*Year 1*

- AC-0-1      Implement basic student module.
- AC-0-2      Implement payroll and personnel modules.
- AC-0-3      Begin work on finance module.
- AC-0-4      Add Unix operations and application integration skill sets to staff.

*Year 2*

- AC-1-1      Implement the finance module.
- AC-1-2      Develop the inventory module.
- AC-1-3      Develop the help desk (ticketing) module.
- AC-1-4      Pilot a program to allow students and parents to have access to information stored in the district's school management system.

*Year 3*

- AC-2-1      Evaluate the pilot program for student/parent access to school management records and make appropriate recommendations.
- AC-2-2      Convert HP-K220 to Web server
- AC-2-3      Purchase new computer for school administration software

## **Staffing**

### **Long-Term Strategy**

Attracting and retaining competent staff is as critical to technology as it is to instruction. The fact that Glenbrook relies so heavily on technology to support both instruction and management raises its importance to “mission critical.” The current compensation package is not doing the job. Glenbrook has lost a number of highly capable staff members over the past two years. Almost every individual was lost to higher wages and/or a full-time (12-month) position which would equate to better benefits and more pay. Technology and the district’s ability to support critical mission functions have suffered. The district should employ the following strategies to alleviate this problem.

#### *Internal Equity*

Schools have historically compensated certified staff to a greater degree than non-certified support staff. It made some sense. Teachers and counselors required more training to do their job than most non-certified staff. But times have changed. The district should recognize that technical staff are as educated and as professional at doing their job as any teacher or counselor is at doing theirs. Both skill sets are required for the district to meet its goals. To the extent that technical staff require a high degree of training and are supporting mission critical functions, they should be compensated in a fashion similar to certified personnel.

#### *External Comparability*

Glenbrook need only compete with other schools for faculty members. However, the district must compete with business and industry, as well as schools, in order to attract and retain competent non-certified staff. This is particularly true with respect to technical personnel who are in high demand in all areas of the economy. The district should develop a compensation package for the technical staff which is competitive with outside agencies.

### **Actions and Tasks**

#### *Year 1*

- |        |  |
|--------|--|
| ST-0-1 | Conduct a study to compare the salaries of technology employees with comparable positions both within the district and outside of the organizations. |
| ST-0-2 | Review the job descriptions of all technical staff to reflect current job requirements.  |

**Glenbrook High School District 225  
District Technology plan**

---

- ST-0-3 Place \$50,000 in the 1999-2000 budget so as to allow immediate changes in technical staff compensation should the HR study so indicate.
- ST-0-4A Create and fill the position of Assistant Network Manager
- ST-0-4B Create and fill the position of Unix Specialist/System Integrator
- ST-0-4C Create and fill the position of Help Desk /Web Monitor Technicians (one each at GBN and GBS)
- ST-0-4D Create and fill the position of Web Club Sponsors on Differential Salary Schedule (one each at GBN and GBS)

*Year 2*

- ST-1-1 Implement any changes or recommendation which may be called for by the HR study.
- ST-1-2 Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.

*Year 3*

- ST-2-1 Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.

## **IX. ASSESSMENT AND EVALUATION**

The district technology plan will be reviewed annually to ensure that the project is on track. Updates to the plan will be made to ensure that the plan reflects the most critical needs of the district and the most current status of technology. The plan will be presented to the Board of Education prior to implementation.

A team comprised of individuals representing the following areas will be used to evaluate the district's progress in achieving the goals set forth in this plan.

- Administration
- Faculty
- Support Staff
- Students
- Parents
- Technical Staff

The following section outlines the expected results of the technology plan for each of the four visionary areas: Community Involvement, Engaged Learning, Professional Development, and Technology Deployment and Sustainability. It also includes the indicators which will be used to evaluate success, and the methods that will be used to measure and validate the outcomes.

### **Community Involvement**

#### *Expected Results:*

- Increased communications between parents, students, faculty, staff, and school administration.
- Increased communications between the school district and the Northfield Township community.
- Current, high quality information available to the public via the district's Internet presence.

#### *Success Indicators:*

- Email is utilized as one of the typical communication methods in the district.
- Parents take advantage of the opportunity to obtain on-line data regarding their child's educational experience in a private and safely monitored environment.

**Glenbrook High School District 225**  
**District Technology plan**

---

- The Glenbrook community makes extensive use of the Glenbrook web site to obtain comprehensive and detailed information on both curricular and co-curricular programs.

*Methods Used:*

- Employee email addresses are posted and readily available for access by parents, students, and other stakeholders.
- Data indicates that email utilization is increasing between parents, students, faculty, and the administration. Data collection methods include email log analysis, sampling surveys, and anecdotal evidence.
- Web server logs indicate an increase in traffic denoting an increase in communication related to curricular and co-curricular programs.

**Engaged Learning**

*Expected Results:*

- Numerous opportunities to improve engaged learning strategies are available to faculty.
- The Internet and the district's web site are integral components of the instructional program.
- All equipment meets district standards for instructional and administrative purposes.
- A decision regarding the use of mobile computing has been made.
- Video materials are available throughout the school via the network.
- All students are provided an email account through the Glenbrook district.
- Resources previously unavailable outside of the school buildings are accessible to students and staff.

*Success indicators:*

- Faculty takes advantage of the opportunities which are provided to improve engaged learning strategies and utilize such strategies on an ongoing basis.

**Glenbrook High School District 225**  
**District Technology plan**

---

- The use of the Internet and the district's web site as instructional tools is increased.
- A plan for acquiring and replacing equipment which meets district standards is in place.
- Mobile computing has been piloted and all parameters have been considered with regards to instruction, facilities and budget.
- Teachers make use of distributed video technologies as part of the instructional process.
- Students effectively communicate and make use of email for a variety of purposes.
- Students and staff regularly make use of resources outside of the school building for educational and administrative purposes.

*Methods:*

- Staff development opportunities will be structured to meet the defined needs of the staff.
- Participation in staff development opportunities increases.
- Professional goals of faculty reflect a desire to implement teaching strategies that foster an engaged learning.
- Web server logs indicate an increase in traffic and departmental web pages are designed to support and complement each department's curriculum.
- Equipment that cannot support district standards is no longer utilized by staff or students.
- Evaluation of the pilot use of mobile computing has taken place and a recommendation regarding this issue has been finalized.
- A steady increase in the use of distributed video application is determined through network logs.
- Anecdotal data from students and teachers indicate that email is a valuable and highly utilized communication tool.
- Computer logs which measure web site access from outside of the district's wide area network and throughout non-school hours are developed and made available for analysis.

## **Professional Development**

### *Expected Results:*

- Faculty and staff demonstrate technological proficiencies, for both instructional and administrative purposes, on a regular basis.
- The professional development plan is an evolving document which takes into account the rapidly changing technologies and the associated skill sets.

### *Success Indicators:*

- A comprehensive staff development plan which provides opportunities for faculty and staff to become technologically proficient is in place.
- A feedback loop exists which enables the ongoing revision of the professional development plan.

### *Methods:*

- Faculty and staff demonstrate standard technological skill sets, thus enabling them to successfully function within the district.
- The surveying of faculty and staff, and the use of evaluation tools as part of all in-house staff development opportunities provide data for staff accountability and plan revision.

## **Technology Deployment and Sustainability**

### *Expected Results:*

- A centralized authority for the purchasing of all technology related items exists.
- All hardware and software meet network and desktop standardization guidelines.
- All equipment meets district standards for instructional and administrative purposes.
- A sufficiently robust network exists to meet the instructional and administrative needs of staff, students and community stakeholders.
- All staff members, who require access to resources for instructional purposes, are provided a solution via mobile computing.

**Glenbrook High School District 225**  
**District Technology plan**

---

*Success Indicators:*

- The DTC authorizes and controls all technology purchases and installations made throughout the district.
- The Glenbrook network, as a whole, and desktops, in general, function more consistently and efficiently throughout the district.
- A plan for acquiring and replacing equipment that meets district standards is in place.
- The infrastructure allows for easy access to data and technology applications from within the district buildings as well as from areas outside.
- Staff member needs to access a variety of applications are met.

*Methods:*

- Review of purchase of technology related items, in conjunction with the technology plan, is required.
- Review of hardware and software specifically examines how these items meet network and desktop standardization guidelines.
- Equipment which cannot support district standards is no longer utilized by staff or students.
- Both anecdotal data and surveys indicate that the network is being used on a consistent basis by students, staff, and community stakeholders.
- A survey of staff's instructional needs indicate that instructional applications are available to them when needed.

## **X. DISTRICT POLICIES AND PROCEDURES**

### **Purpose and Use of Computer and Network Resources**

#### **Section A -- Introduction**

It shall be the policy of the Board of Education of District 225 to encourage and facilitate communication and the exchange of ideas and information in pursuit of the district's curricular, instructional, technological and research goals. The district also supports the use of technology as a tool for the efficient and effective management of the district's resources and affairs.

#### **Section B -- Purpose of the District's Computer and Network Resources**

Glenbrook High School computing and networking resources are for the use of authorized Glenbrook employees, students and affiliated organizations. The computers and the network, including any non-Glenbrook network or computing resource to which Glenbrook may be attached (e.g. Internet), are intended to provide authorized users with appropriate equipment to accomplish their missions and access to both local and world-wide network and computing resources. The systems are intended to be used for academic and administrative purposes.

The systems are not intended to be used for non-academic or non-administrative functions which include, but may not be limited to, illegal, commercial, political, religious or entertainment purposes.

#### **Section C -- Acceptable Uses of Computers and the Network**

Technology is intended to be used for:

1. Curricular and co-curricular activities or in support of such activities,
2. Research consistent with the goals and purposes of the district,
3. Communication between students, faculty, staff, and the local and global communities,
4. Development and implementation of curriculum,
5. Professional development of staff members,
6. Administrative or managerial record-keeping, data access or research.

#### **Section D -- Unacceptable Uses of Computers and the Network**

**Glenbrook High School District 225**  
**District Technology plan**

---

Unacceptable uses of technology include, but are not necessarily limited to, the following. Users may not:

1. Participate in any activity which is in violation of U.S. law, state law or Glenbrook Board Policy,
2. Interfere with or disrupt computer or network users, services or equipment,
3. Participate in the acquisition, creation or distribution of materials which are obscene, pornographic, abusive or prejudicial in nature,
4. Participate in the acquisition, creation or distribution of advertising, computer "worms" or "viruses", "chain-letters" or other messages/files which could cause congestion on or failure of the system or any computing equipment, whether attached to the system or not,
5. Make unauthorized entry to any computer, network, files, data base or communications device regardless of who may own, operate or supervise said device,
6. Alter, damage or destroy any cabling, hardware, software or data,
7. Access, use or possess unauthorized or illegally obtained hardware, software or data, even if said item(s) may be owned by the user,
8. Engage in any activity which does not meet the intended purposes of the network.

### **Section E -- User Training**

Persons using Glenbrook computers or the network shall successfully complete an appropriate training program before being allowed to access the system. Depending upon the needs of the user, training may include, but may not be limited to, login and logout procedures, access and use of various computer programs and/or network services, copyright laws, computer ethics and network etiquette.

Students and their parents/guardians will be informed annually of the purpose of the network, how it is to be used, the need for mandatory instruction and the possible ramifications of inappropriate use.

### **Section F -- Disciplinary Action**

1. Any student who is found in violation of this policy may have his/her network privileges suspended or canceled. In addition, the student may be considered

**Glenbrook High School District 225**  
**District Technology plan**

---

guilty of gross disobedience or misconduct and subject to additional disciplinary action by the administration and/or Board of Education. Such action may include, but is not limited to, suspension and/or expulsion from school.

2. Any employee who is found in violation of this policy may have their network privileges suspended or canceled. In addition, the employee may be subject to additional disciplinary action by the administration and/or Board of Education. Action by the Board of Education may include, but is not limited to, suspension with or without pay and/or termination of employment.
3. Cases involving suspected or alleged criminal acts will be referred to law enforcement authorities.

**Section G -- Termination of Authorized Use**

The Board of Education recognizes the need for secure computing and networking facilities and authorizes the administration to terminate network/computer access when said access is no longer needed. Reasons for terminating the authorized use of an individual--student or employee--may include, but not be limited to the following:

1. The student is no longer enrolled at Glenbrook due to graduation, transfer to another school, dropping out of school, death, etc.
2. The staff member is no longer employed by Glenbrook due to retirement, resignation, termination, death, etc.
3. Disciplinary reasons.

Last Revised: September 5, 1995

## **Glenbrook Internet/Intranet Policies and Guidelines**

The Glenbrook Web Server has a number of uses and purposes that will continue to change as new technologies evolve and services emerge. This document represents current practices and procedures regarding the management and operational concerns of the Glenbrook High School District's Internet presence.

### **Purposes of Home Pages**

- I. Communication
  - A. Inform the local community of events and news items that occur within the Glenbrook Community (i.e. school calendar, Board of Education minutes, sports scores).
  - B. Provide information that may be important to other populations (i.e. Technology plans, instructional tools, lessons)
  - C. Provide opportunities for student clubs and organizations to share information, calendars
  
- I. Curricular
  - A. Publish departmental lesson plans and activities to be shared between department members, schools and other teachers.
  - B. Provide lessons and assignments that students can obtain from school, at home or from any location in order to provide an anywhere, anytime learning environment.
  - C. Provide Intranet activities that are used for instructional purposes (i.e. classes doing practice assignments, on-line testing, and remedial exercises).
  - D. Showcase student work in various courses so students have a forum to display exemplar work.
  
- II. Administrative
  - A. Provide email access.
  - B. Produce FAQ documents and tutorials.
  - C. Develop online staff development opportunities.
  
- III. Resources
  - A. Create links from our Web pages to connect to research based sites (i.e. federal government sites, museums).
  - B. Create links from our Web pages to connect to informational based sites (i.e. IHSA, Bank Rate Monitor, weather sites).

### **Contents of Home Pages**

## **Glenbrook High School District 225 District Technology plan**

---

Following the precepts listed in the "Purposes of Home Pages" above, the content of home pages must be consistent with Glenbrook Board Policy by following the Acceptable Use Guidelines. Web page contents serve to represent the District and, as such, are the property of the School District, not the individual.

Student and staff safety are a primary concern of the Glenbrook District. With this in mind, no personal information should be posted. Written parental or guardian permission must be obtained and on file prior to and during the publication of photographs of students if students are to be identified by more than a first name and last initial. Staff photos may be published with written permission of the staff member. Names, work phone numbers and work e-mail addresses of staff are public information and may be published on Glenbrook web pages.

The Glenbrook Web server exists to provide for the academic needs of Glenbrook personnel and students. Therefore, it is inappropriate to advertise services and products on the Glenbrook web site. Space on the Glenbrook server may be provided for professional home pages for staff; space for personal student home pages will not be provided. However, individual classes and sponsored groups are encouraged to maintain home pages if the teacher or sponsor of the participating group takes responsibility for the information. Links from Glenbrook web pages should be to academic or informational sites only; linking to personal home pages is not appropriate. The building administrators, or their designees, will, at their discretion, determine if any content violates this policy. As a "rule of thumb," any materials published on the system and sites linked should be appropriate for display in any classroom in the district, including those for our youngest students.

Questions about appropriateness of information should be discussed with the technology coordinators and the District Technology Committee.

### **Technical Standards**

The following are the guidelines for Glenbrook web pages. As the Glenbrook Web presence grows, it is important that guidelines exist to help make the site as efficient as possible and bring continuity to the site as a whole.

43. Basics
  1. The opening screen of information should not be more than two screen lengths.
  2. It shouldn't take more than 5-7 seconds to load the page (at our site).
  3. Try to limit choices on the main page to 4-7 (or at least 4-7 categories).
  4. Break long introductory pages into sub-documents where possible to assist in decreasing the loading time of the pages.
  5. Include a link back to the GBS or GBN home page on each page as well as the departmental home page.
  6. Keep all departmental pages in the same basic layout and colors.

**Glenbrook High School District 225**  
**District Technology plan**

---

7. Ensure that the pages are able to be viewed well on both computer platforms at 256 colors.
  8. Do not change default link colors without reason.
  9. Do not use blinking text.
  10. All materials published should be grammatically correct and free of spelling errors.
44. Other items
1. Java scripts should have inherent intellectual value (not just because).
  2. Interactive elements (cgi scripts, applets, etc.), video, sound, and animation files need to be pre-approved.
  3. Images should enhance the intellectual content of the page.
  4. Curricular links should be on departmental or course pages, not personal pages located on sites other than the Glenbrook High Schools web servers.
45. Organization
1. Departmental pages should be broken down by curricular topic, subject, or in another organized fashion.
  2. Course pages should flow from subject pages.
  3. Department listings of faculty email and phone numbers are preferred as opposed to maintaining individual faculty home pages.
  4. Use district, building, or department templates and navigation buttons.
  5. Generally, all graphics should be kept in a departmental graphics folder.
46. Naming Conventions
1. All file names should be less than 8 characters followed by a dot and 3 or 4 additional characters.
    1. *gbsimc.html* for a html document
    2. *gbsfile.txt* for a text file
    3. *gbstitan.gif* for a GIF file
    4. *jpg* for JPEG
    5. *pct* for PICT
  2. It is also important to avoid special characters and spaces within file and directory names.

### **Web Page Posting Procedures**

All pages placed on the Glenbrook web server must be authorized using the following procedures. Each department will designate a staff member to serve as department "web monitor."

47. Department and Co-Curricular Pages
1. Page creator submits work to department web monitor.
  2. Web monitor reviews material to insure that it meets the Glenbrook web page technical standards and that it conforms to departmental design standards.

**Glenbrook High School District 225**  
**District Technology plan**

---

3. Instructional Supervisor/sponsor reviews content of material to confirm alignment with departmental goals and objectives.
  4. Technology Coordinator reviews material to insure that it meets all Glenbrook Internet and Intranet Policy and Guidelines.
48. Student Pages
1. Teacher reviews work to identify it as exemplar, before submitting it for posting on the web server.
  2. Teacher submits work to department web monitor.
  3. Web monitor reviews material to insure that it meets the Glenbrook web page technical standards and that it conforms to departmental design standards, if appropriate.
  4. Instructional Supervisor reviews content of material to confirm alignment with departmental goals and objectives.
  5. Technology Coordinator reviews material to insure that it meets all Glenbrook Internet and Intranet Policy and Guidelines.
49. Administrative Pages
1. Page creator submits work to Technology Coordinator.
  2. Technology Coordinator reviews material to insure that it meets all Glenbrook Internet and Intranet Policy and Guidelines.
50. Maintenance of Web Pages
1. It is the responsibility of each department's web monitor to keep web pages current. The department web monitor shall:
    1. Verify that technical standards have been met,
    2. Verify that links are content appropriate to the instructional program,
    3. Check the validity of the links, and
    4. Check that data being posted is current.
  2. The maintenance of administrative web pages will be the responsibility of the Technology Coordinator.

**Ethical Considerations**

51. Network Ethics - Glenbrook personnel and students are expected to learn and to abide by generally accepted rules of network etiquette.
1. Do not use the network to access or interfere with other users' files.
  2. Do not use the network to copy or take software illegally.
  3. Do not use the network to harass or abuse another user.
  4. Do not use the network in an unethical manner which displays a lack of consideration and respect for other users.
52. Copyright Guidelines
1. Downloading material from the Internet for classroom use.

**Glenbrook High School District 225**  
**District Technology plan**

---

1. Generally, you can apply the fair use doctrine to the use of material taken from Internet sources. This doctrine states that it is permissible to make use of a resource within the classroom only, but the material cannot be broadcast or published beyond the classroom area.
2. Students who make use of Internet resources should properly credit the source of the data.
2. Posting material from other Internet sources on a web page.
  1. Prior to posting any data from another source, contact the owner of that data to obtain authorization to use the material.
  2. Read and be aware of all licensing agreements for material taken from any source not in the public domain.
3. For detailed description of copyright regulations, please refer to the following web site: <http://fromnowon.org/jun96/legal.html#Other>

## **XI. COMMUNICATION AND MARKETING PLAN**

Northfield Township High School District #225 is committed to working with all stakeholders in the greater community (Northbrook and Glenview) to construct, implement, and revise this plan over the next five years. The plan will be a useful to in helping to identify and implement technology initiatives related to the instructional and managerial needs of the organization. A variety of approaches to communication with the public have and will continue to be used.

### **Meetings to Seek Input and Comment**

Pending approval of the plan by the Board of Education, meetings were held in each of the high schools to gather input from students and staff throughout the 1998-1999 school year. In addition, all Board of Education meetings, as well as meetings of the District Technology Committee during the 1998-1999 school year, were open to the public.

### **District Technology Task Force**

A task force of 25 individuals representing all stakeholder groups was established in the fall of 1998 by direction of the superintendent. Meetings were held from October through May and were open to the public. By the final meeting in May, 1999, the stakeholders had formed a consensus of what should be included in the plan. The task of molding the philosophy, vision, and spirit of the task force into a written plan became the responsibility of the District Technology Committee which produced a final revision of the document during the summer of 1999.

### **Parent Newsletters**

Through District and School Publications which are published monthly, parents will be kept informed of the district's progress toward implementation of the plan.

### **District Web Site**

Highlights of the District Technology Plan will be available on the District web site ([www.glenbrook.k12.il.us](http://www.glenbrook.k12.il.us)). An opportunity for public comment on the plan will be made available through this forum.

### **Media**

## **Glenbrook High School District 225 District Technology plan**

---

The district periodically submits press releases to local and area newspapers. An effort will be made to keep the media informed as to the district's progress toward implementation of the five-year plan and the need to revise the plan annually. Typically, the media are present at all meetings of the Board of Education where technology discussions often taken place.

### **Student Press and Radio/TV**

Technology education and applications are frequently the focus of students on the school newspapers and enrolled in the radio and television broadcasting courses. The student-sponsored media will be kept informed of the progress of the plan and, invited to participate in its implementation and revision.

The superintendent uses the district's broadcast facilities to produce a television show entitled, *The Glenbrook Report*. The technology plan has been the topic of one of these shows and it has aired a number of times. The purpose of the show was the inform the community of the need for technology, the extent of the planning process, and how the plan was to be financed.

### **Board of Education**

Technology has been a discussion item at several Board of Education meetings. The Board has a Technology Committee consisting of two members which meets with the District Technology Committee once or twice a month in order to maintain close contact and keep one another informed as to the needs, initiatives, and status of technology within the district. The Board Technology Committee report to the entire Board and acts as a liaison to the public. School Board meetings are open to the public and comments from visitors are solicited at the beginning of each meeting.

### **Taxpayers at Large**

Reports regarding the progress of implementation of the technology plan will be included in the annual report mailed to all District 225 residents.

### **Technology Plan Distribution**

Copies of the technology plan will be available for review by stakeholders at the following locations:

- Northfield High School District #225 Administration Center
- Principal's offices in each building
- School media centers

**Glenbrook High School District 225  
District Technology plan**

---

- School technology coordinators offices

## **XII. TIMELINE**

The time lines on the following pages tie each action/task to one or more of the implementation strategies discussed in Chapter VIII. The time line includes the action or task to be accomplished, the code for the related implementation strategy, the school year it is to be completed, the office of the person responsible to see that the job is completed, the approximate budget for the task, and the funding source.

The time line is sorted and presented in two ways:

- Action/Task Area, Implementation Year
- Action Plan by Goal, Implementation Year

**Glenbrook High School District 225  
District Technology Plan**

**Timeline by Goal, Implementation Year**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8A-1	2000	WS-0-2	Out source the development of the initial web-site prototype.	DTC	\$12,000	Local Funds
8A-1	2000	WS-0-1	Determine web service requirements and develop standards for software products.	DTC	\$0	Local Funds
8A-2	2001	WS-1-3	Develop templates and design for new web presence.	Network Manager DTC	\$2,4000	Local Funds
8A-2	2001	WS-1-1	Develop mechanisms to implement existing web guidelines and policies.	Network Manager Building Technology Coordinators	\$0	Local Funds
8A-2	2002	WS-2-1	Migrate existing web database and dynamic page technologies to the new platform.	Web Monitors	\$0	Local Funds
8A-3	2000	WS-0-4	Plan for the involvement of students for web site support.	Principals Building Technology Coordinators	\$0	Local Funds
8A-3	2000	ST-0-4D	Create and fill the position of Web Club Sponsors on Differential Salary Schedule (one each at GBN and GBS)	Board of Education Principal	\$7,000	Local Funds
8A-3	2001	WS-1-7	Develop student support program/curriculum. Register students and assign staff.	Web Club Sponsors	\$0	Local Funds
8A-3	2002	WS-2-4	Implement student program for web support.	Web Club Sponsors	\$0	Local Funds
8A-4	2000	AC-0-1	Implement basic student module.	Data Processing Manager	\$0	Local Funds
8A-4	2000	ST-0-4B	Create and fill the position of Unix Specialist/System Integrator	Board of Education Data Processing Manager	\$45,000	Local Funds
8A-4	2001	AC-1-4	Pilot a program to allow students and parents to have access to information stored in the district's school management system.	Data Processing Manager Network Manager	\$0	Local Funds
8A-4	2001	WS-1-5	Develop connectivity to school management system and pilot providing access to parents.	Data Processing Manager	\$0	Local Funds
8A-4	2002	AC-2-1	Evaluate the pilot program for student/parent access to school management records and make appropriate recommendations.	Data Processing Manager Network Manager	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8B-1	2001	WS-1-4	Migrate current web pages to new templates and design.	Web Monitors	\$0	Local Funds
8B-1	2002	WS-2-2	Educate staff on new web solutions and develop mechanisms for encouraging the use of web technologies to support instruction.	DTC Web Monitors	\$2,400	Local Funds
8B-2	2000	ST-0-4C	Create and fill the position of Help Desk /Web Monitor Technicians (one each at GBN and GBS)	Board of Education Building Technology Coordinator	\$80,000	Local Funds Medicaid Funds
8B-2	2001	WS-1-2	Develop a web content filtering policy and a mechanism for monitoring, enforcing and reviewing said policy.	Network Manager	\$0	Local Funds
8B-2	2001	WS-1-6	Prototype new instructional resources on new platform.	Web Monitors	\$0	Local Funds
8B-2	2002	WS-2-3	Determine and implement new web-based technologies.	Web Monitors	\$0	Local Funds
8B-3	2000	DC-0-7	Work with the MIS staff to develop functional specifications for the help desk system.	Data Processing Manager Help Desk	\$0	Local Funds
8B-3	2001	AC-1-3	Develop the help desk (ticketing) module.	Data Processing Manager Help Desk	\$0	Local Funds
8B-3	2001	DC-1-7	Implement the new help desk system.	Data Processing Manager Help Desk	\$0	Local Funds
8B-6	2002	NU-2-2	Develop a plan for implementing and distributing new services.	Network Manager	\$0	Local Funds
8B-6	2002	NU-2-1	Plan for and prototype additional network services, such as video distribution via the network.	Network Manager	\$0	Local Funds
8B-6	2003	NU-3-1	Implement additional network services, if applicable.	Network Manager	N/A	Local Funds
8B-7	2000	NU-0-5	Create student email accounts.	Communications Coordinator	\$0	Local Funds
8B-7	2000	NU-0-4	Develop automated procedures for the creation and maintenance of student email accounts.	Communications Coordinator Data Processing Manager	\$0	Local Funds
8B-7	2000	NU-0-3	Develop documentation for students and instructional staff on student use of the email system.	Communications Coordinator	\$0	Local Funds
8B-7	2000	NU-0-2	Upgrade email servers and create student post offices.	Communications Coordinator	\$58,100	Local Funds
8C-1	2000	SD-0-4	Determine the technical competency of each staff member with respect to the technical proficiency standards.	Technology Advisory Teams DTC	\$0	Local Funds
8C-1	2000	SD-0-3	Identify technical proficiency standards for specific job	Technology Advisory Teams	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
			assignments.	DTC		
8C-1	2000	SD-0-2	Identify technical proficiency standards common to all employees.	Technology Advisory Teams DTC	\$0	Local Funds
8C-1	2000	SD-0-1	Establish Technology Advisory Teams in each building and assign the over-all responsibility for a coordinated, district-wide professional development program to these teams.	Principals	\$0	Local Funds
8C-2	2000	SD-0-6	Develop and have approved a set of parameters within which time and incentives may be incorporated into the staff development plan.	Technology Advisory Teams DTC Board of Education	\$30,000	Local Funds TIP Funds
8C-2	2000	SD-0-5	Establish a plan and implement a procedure to develop an Individual Technology Plan for all employees.	Technology Advisory Teams DTC Instructional Supervisors	\$0	Local Funds
8C-2	2001	SD-1-2	Establish standards and rubrics for testing the technical proficiencies of staff members.	Technology Advisory Teams DTC	\$0	Local Funds
8C-2	2001	SD-1-1	Establish training and evaluation opportunities for employees to meet their Individual Technology Plan requirements.	Technology Advisory Teams DTC	\$105,000	Local Funds TIP Funds
8C-3	2001	SD-1-3	In conjunction with MIS, establish a data base and procedures for tracking the training, skill development and competencies of Glenbrook employees.	Data Processing Manager Technology Advisory Teams DTC	\$0	Local Funds
8C-3	2001	SD-1-4	Establish mechanisms whereby highly skilled and/or innovative staff members can be identified and regularly asked to explore and share their technological skills and techniques with other departments and work groups.	Principals Building Technology Coordinators	\$30,000	Local Funds TIP Funds
8C-3	2002	SD-2-1	Expand the use of skilled students, faculty and staff members as tutors, mentors and localized support personnel.	Building Technology Coordinators	\$0	Local Funds
8D-1	2000	DC-0-8	Work with the MIS staff to develop functional specifications for the inventory system.	Data Processing Manager Building Technology Coordinators	\$0	Local Funds
8D-1	2001	AC-1-2	Develop the inventory module	Data Processing Manager DTC	\$0	Local Funds
8D-1	2001	DC-1-8	Implement the new inventory system.	Data Processing Manager Building Technology Coordinators	\$0	Local Funds
8D-2	2000	DC-0-6	Lay the groundwork for the move to Microsoft Word as the district's word processing standard. Announce that MS Word will become the district standard in August, 2001. Work with	DTC	\$19,050	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
			the professional development staff to produce functional specifications for training, and begin the staff development process. Purchase Microsoft Office licenses for any trained users who wish to convert to MS Word during the 1999-2000 school Year.			
8D-2	2000	DC-0-1	Announce the district's intention to move to a Windows-based computing platform.	Board of Education	\$0	Local Funds
8D-2	2000	DC-0-2	Develop building and department teams to study the implications of a migration to Windows.	Principals DTC	\$0	Local Funds
8D-2	2001	DC-1-6	Continue the conversion to MS Word. Reaffirm that MS Word will become the district standard in August, 2001. Continue the staff development process. Purchase Microsoft Office licenses for any users who wish to convert to MS Word during the 2000-01 school Year.	DTC Building Technology Coordinators Technology Advisory Team	\$12,800	Local Funds
8D-2	2001	DC-1-5	Evaluate the work of the migration teams and lay the groundwork for the move to Microsoft WindowsNT as the district's desktop operating standard where practical. Purchase 100 licenses for WindowsNT. Work with the professional development staff to develop functional specifications for training.	DTC	\$25,000	Local Funds
8D-2	2001	DC-1-1	Review feedback from Windows platform study teams and make recommendations to resolve any residual problems.	Technology Advisory Teams Building Technology Coordinators	\$0	Local Funds
8D-2	2002	DC-2-4	Purchase 1,100 Microsoft Office licenses for the student computers and complete the transition to Word as the district's word processing standard.	DTC	\$25,600	Local Funds
8D-2	2002	DC-2-3	Purchase 600 WindowsNT licenses for the staff and continue the transition to WindowsNT as the district's Intel operating system standard.	DTC	\$25,000	Local Funds
8D-2	2003	DC-3-3	Purchase 1,100 WindowsNT licenses for the student computers and complete the transition to WindowsNT as the district's Intel operating standard.	DTC	\$6,250	Local Funds
8D-2	2004	DC-4-3	Consider an upgrade to the next version of Microsoft Office.	DTC	\$0	Local Funds
8D-3	2000	DC-0-4	Purchase and/or upgrade 450 computers (mix of desktop and portable machines).	Building Technology Coordinators	\$560,000	Local Funds
8D-3	2000	ST-0-2	Review the job descriptions of all technical staff to reflect	DTC	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
			current job requirements.			
8D-3	2000	ST-0-1	Conduct a study to compare the salaries of technology employees with comparable positions both within the district and outside of the organizations.	Human Resources Office DTC	\$0	Local Funds
8D-3	2000	ST-0-3	Place \$50,000 in the 1999-2000 budget so as to allow immediate changes in technical staff compensation should the HR study so indicate.	Board of Education	\$0	Local Funds
8D-3	2000	DC-0-5	Purchase 60 printers.	Building Technology Coordinators	\$84,000	Local Funds
8D-3	2001	ST-1-2	Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.	Human Resources Office DTC	\$0	Local Funds
8D-3	2001	DC-1-4	Purchase 60 printers.	Building Technology Coordinators	\$72,000	Local Funds TIP Funds
8D-3	2001	DC-1-3	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$730,000	Local Funds TIP Funds
8D-3	2001	ST-1-1	Implement any changes or recommendation which may be called for by the HR study.	Board of Education Human Resources Office	\$50,000	Local Funds
8D-3	2002	DC-2-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-3	2002	DC-2-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$750,000	Local Funds
8D-3	2002	ST-2-1	Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.	Human Resources Office DTC	\$0	Local Funds
8D-3	2003	DC-3-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$735,000	Local Funds
8D-3	2003	DC-3-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-3	2004	DC-4-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-3	2004	DC-4-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$760,000	Local Funds
8D-4	2000	WS-0-3	Deploy caching technologies and prototype new server platform.	Network Manager	\$35,100	Local Funds
8D-4	2000	AC-0-3	Begin work on finance module.	Data Processing Manager Business Office, Accountant	\$0	Local Funds
8D-4	2000	AC-0-4	Add Unix operations and application integration skill sets to	Board of Education	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
			staff.	Data Processing Manager		
8D-4	2000	AC-0-2	Implement payroll and personnel modules.	Data Processing Manager Human Resources Office	\$0	Local Funds
8D-4	2000	NU-0-1	Upgrade Network Infrastructure.	Network Manager	\$1,447,640	Local Funds
8D-4	2000	ST-0-4A	Create and fill the position of Assistant Network Manager.	Board of Education Network Manager	\$60,000	Local Funds
8D-4	2001	NU-1-2	Implement network management system.	Network Manager	\$0	Local Funds
8D-4	2001	NU-1-1	Implement intelligent networking system.	Network manager	\$0	Local Funds
8D-4	2001	AC-1-1	Implement the finance module.	Data Processing Manager Business Office, Accountant	\$0	Local Funds
8D-4	2002	AC-2-2	Convert HP-K220 to Web server.	Data Processing Manager Network Manager	\$0	Local Funds
8D-4	2002	AC-2-3	Purchase new computer for school administration software.	Data Processing Manager	\$150,000	Local Funds
8D-5	2000	DC-0-3	Initiate the pilot program for mobile computing.	Building Technology Coordinators	\$125,000	Local Funds
8D-5	2001	DC-1-2	Evaluate the pilot program for mobile computing and make recommendations regarding the need to continue, alter or abandon the program.	Building Technology Coordinators DTC	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

**Timeline by Implementation Year, Goal**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8A-1	2000	WS-0-1	Determine web service requirements and develop standards for software products.	DTC	\$0	Local Funds
8A-1	2000	WS-0-2	Out source the development of the initial web-site prototype.	DTC	\$12,000	Local Funds
8A-3	2000	ST-0-4D	Create and fill the position of Web Club Sponsors on Differential Salary Schedule (one each at GBN and GBS)	Board of Education Principal	\$7,000	Local Funds
8A-3	2000	WS-0-4	Plan for the involvement of students for web site support.	Principals Building Technology Coordinators	\$0	Local Funds
8A-4	2000	AC-0-1	Implement basic student module.	Data Processing Manager	\$0	Local Funds
8A-4	2000	ST-0-4B	Create and fill the position of Unix Specialist/System Integrator	Board of Education Data Processing Manager	\$45,000	Local Funds
8B-2	2000	ST-0-4C	Create and fill the position of Help Desk /Web Monitor Technicians (one each at GBN and GBS)	Board of Education Building Technology Coordinator	\$80,000	Local Funds Medicaid Funds
8B-3	2000	DC-0-7	Work with the MIS staff to develop functional specifications for the help desk system.	Data Processing Manager Help Desk	\$0	Local Funds
8B-7	2000	NU-0-4	Develop automated procedures for the creation and maintenance of student email accounts.	Communications Coordinator Data Processing Manager	\$0	Local Funds
8B-7	2000	NU-0-5	Create student email accounts.	Communications Coordinator	\$0	Local Funds
8B-7	2000	NU-0-3	Develop documentation for students and instructional staff on student use of the email system.	Communications Coordinator	\$0	Local Funds
8B-7	2000	NU-0-2	Upgrade email servers and create student post offices.	Communications Coordinator	\$58,100	Local Funds
8C-1	2000	SD-0-3	Identify technical proficiency standards for specific job assignments.	Technology Advisory Teams DTC	\$0	Local Funds
8C-1	2000	SD-0-2	Identify technical proficiency standards common to all employees.	Technology Advisory Teams DTC	\$0	Local Funds
8C-1	2000	SD-0-1	Establish Technology Advisory Teams in each building and assign the over-all responsibility for a coordinated, district-wide professional development program to these teams.	Principals	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8C-1	2000	SD-0-4	Determine the technical competency of each staff member with respect to the technical proficiency standards.	Technology Advisory Teams DTC	\$0	Local Funds
8C-2	2000	SD-0-6	Develop and have approved a set of parameters within which time and incentives may be incorporated into the staff development plan.	Technology Advisory Teams DTC Board of Education	\$30,000	Local Funds TIP Funds
8C-2	2000	SD-0-5	Establish a plan and implement a procedure to develop an Individual Technology Plan for all employees.	Technology Advisory Teams DTC Instructional Supervisors	\$0	Local Funds
8D-1	2000	DC-0-8	Work with the MIS staff to develop functional specifications for the inventory system.	Data Processing Manager Building Technology Coordinators	\$0	Local Funds
8D-2	2000	DC-0-6	Lay the groundwork for the move to Microsoft Word as the district's word processing standard. Announce that MS Word will become the district standard in August, 2001. Work with the professional development staff to produce functional specifications for training, and begin the staff development process. Purchase Microsoft Office licenses for any trained users who wish to convert to MS Word during the 1999-2000 school Year.	DTC	\$19,050	Local Funds
8D-2	2000	DC-0-1	Announce the district's intention to move to a Windows-based computing platform.	Board of Education	\$0	Local Funds
8D-2	2000	DC-0-2	Develop building and department teams to study the implications of a migration to Windows.	Principals DTC	\$0	Local Funds
8D-3	2000	DC-0-4	Purchase and/or upgrade 450 computers (mix of desktop and portable machines).	Building Technology Coordinators	\$560,000	Local Funds
8D-3	2000	ST-0-3	Place \$50,000 in the 1999-2000 budget so as to allow immediate changes in technical staff compensation should the HR study so indicate.	Board of Education	\$0	Local Funds
8D-3	2000	DC-0-5	Purchase 60 printers.	Building Technology Coordinators	\$84,000	Local Funds
8D-3	2000	ST-0-1	Conduct a study to compare the salaries of technology employees with comparable positions both within the district and outside of the organizations.	Human Resources Office DTC	\$0	Local Funds
8D-3	2000	ST-0-2	Review the job descriptions of all technical staff to reflect current job requirements.	DTC	\$0	Local Funds
8D-4	2000	NU-0-1	Upgrade Network Infrastructure.	Network Manager	\$1,447,640	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8D-4	2000	AC-0-3	Begin work on finance module.	Data Processing Manager Business Office, Accountant	\$0	Local Funds
8D-4	2000	AC-0-4	Add Unix operations and application integration skill sets to staff.	Board of Education Data Processing Manager	\$0	Local Funds
8D-4	2000	AC-0-2	Implement payroll and personnel modules.	Data Processing Manager Human Resources Office	\$0	Local Funds
8D-4	2000	ST-0-4A	Create and fill the position of Assistant Network Manager.	Board of Education Network Manager	\$60,000	Local Funds
8D-4	2000	WS-0-3	Deploy caching technologies and prototype new server platform.	Network Manager	\$35,100	Local Funds
8D-5	2000	DC-0-3	Initiate the pilot program for mobile computing.	Building Technology Coordinators	\$125,000	Local Funds
8A-2	2001	WS-1-3	Develop templates and design for new web presence.	Network Manager DTC	\$2,4000	Local Funds
8A-2	2001	WS-1-1	Develop mechanisms to implement existing web guidelines and policies.	Network Manager Building Technology Coordinators	\$0	Local Funds
8A-3	2001	WS-1-7	Develop student support program/curriculum. Register students and assign staff.	Web Club Sponsors	\$0	Local Funds
8A-4	2001	AC-1-4	Pilot a program to allow students and parents to have access to information stored in the district's school management system.	Data Processing Manager Network Manager	\$0	Local Funds
8A-4	2001	WS-1-5	Develop connectivity to school management system and pilot providing access to parents.	Data Processing Manager	\$0	Local Funds
8B-1	2001	WS-1-4	Migrate current web pages to new templates and design.	Web Monitors	\$0	Local Funds
8B-2	2001	WS-1-6	Prototype new instructional resources on new platform.	Web Monitors	\$0	Local Funds
8B-2	2001	WS-1-2	Develop a web content filtering policy and a mechanism for monitoring, enforcing and reviewing said policy.	Network Manager	\$0	Local Funds
8B-3	2001	AC-1-3	Develop the help desk (ticketing) module.	Data Processing Manager Help Desk	\$0	Local Funds
8B-3	2001	DC-1-7	Implement the new help desk system.	Data Processing Manager Help Desk	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

Goal	Year	Task Code	Actions and Tasks	Person Responsible	Budget	Funding
8C-2	2001	SD-1-2	Establish standards and rubrics for testing the technical proficiencies of staff members.	Technology Advisory Teams DTC	\$0	Local Funds
8C-2	2001	SD-1-1	Establish training and evaluation opportunities for employees to meet their Individual Technology Plan requirements.	Technology Advisory Teams DTC	\$105,000	Local Funds TIP Funds
8C-3	2001	SD-1-3	In conjunction with MIS, establish a data base and procedures for tracking the training, skill development and competencies of Glenbrook employees.	Data Processing Manager Technology Advisory Teams DTC	\$0	Local Funds
8C-3	2001	SD-1-4	Establish mechanisms whereby highly skilled and/or innovative staff members can be identified and regularly asked to explore and share their technological skills and techniques with other departments and work groups.	Principals Building Technology Coordinators	\$30,000	Local Funds TIP Funds
8D-1	2001	AC-1-2	Develop the inventory module	Data Processing Manager DTC	\$0	Local Funds
8D-1	2001	DC-1-8	Implement the new inventory system.	Data Processing Manager Building Technology Coordinators	\$0	Local Funds
8D-2	2001	DC-1-5	Evaluate the work of the migration teams and lay the groundwork for the move to Microsoft WindowsNT as the district's desktop operating standard where practical. Purchase 100 licenses for WindowsNT. Work with the professional development staff to develop functional specifications for training.	DTC	\$25,000	Local Funds
8D-2	2001	DC-1-1	Review feedback from Windows platform study teams and make recommendations to resolve any residual problems.	Technology Advisory Teams Building Technology Coordinators	\$0	Local Funds
8D-2	2001	DC-1-6	Continue the conversion to MS Word. Reaffirm that MS Word will become the district standard in August, 2001. Continue the staff development process. Purchase Microsoft Office licenses for any users who wish to convert to MS Word during the 2000-01 school Year.	DTC Building Technology Coordinators Technology Advisory Team	\$12,800	Local Funds
8D-3	2001	ST-1-2	Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.	Human Resources Office DTC	\$0	Local Funds
8D-3	2001	ST-1-1	Implement any changes or recommendation which may be called for by the HR study.	Board of Education Human Resources Office	\$50,000	Local Funds
8D-3	2001	DC-1-4	Purchase 60 printers.	Building Technology Coordinators	\$72,000	Local Funds TIP Funds
						Local Funds

**Glenbrook High School District 225  
District Technology Plan**

<b>Goal</b>	<b>Year</b>	<b>Task Code</b>	<b>Actions and Tasks</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Funding</b>
8D-3	2001	DC-1-3	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$730,000	TIP Funds
8D-4	2001	NU-1-2	Implement network management system.	Network Manager	\$0	Local Funds
8D-4	2001	NU-1-1	Implement intelligent networking system.	Network manager	\$0	Local Funds
8D-4	2001	AC-1-1	Implement the finance module.	Data Processing Manager Business Office, Accountant	\$0	Local Funds
8D-5	2001	DC-1-2	Evaluate the pilot program for mobile computing and make recommendations regarding the need to continue, alter or abandon the program.	Building Technology Coordinators DTC	\$0	Local Funds
8A-2	2002	WS-2-1	Migrate existing web database and dynamic page technologies to the new platform.	Web Monitors	\$0	Local Funds
8A-3	2002	WS-2-4	Implement student program for web support.	Web Club Sponsors	\$0	Local Funds
8A-4	2002	AC-2-1	Evaluate the pilot program for student/parent access to school management records and make appropriate recommendations.	Data Processing Manager Network Manager	\$0	Local Funds
8B-1	2002	WS-2-2	Educate staff on new web solutions and develop mechanisms for encouraging the use of web technologies to support instruction.	DTC Web Monitors	\$2,400	Local Funds
8B-2	2002	WS-2-3	Determine and implement new web-based technologies.	Web Monitors	\$0	Local Funds
8B-6	2002	NU-2-1	Plan for and prototype additional network services, such as video distribution via the network.	Network Manager	\$0	Local Funds
8B-6	2002	NU-2-2	Develop a plan for implementing and distributing new services.	Network Manager	\$0	Local Funds
8C-3	2002	SD-2-1	Expand the use of skilled students, faculty and staff members as tutors, mentors and localized support personnel.	Building Technology Coordinators	\$0	Local Funds
8D-2	2002	DC-2-4	Purchase 1,100 Microsoft Office licenses for the student computers and complete the transition to Word as the district's word processing standard.	DTC	\$25,600	Local Funds
8D-2	2002	DC-2-3	Purchase 600 WindowsNT licenses for the staff and continue the transition to WindowsNT as the district's Intel operating system standard.	DTC	\$25,000	Local Funds
8D-3	2002	ST-2-1	Continue to monitor technical salaries to ensure they are internally equitable and externally comparable.	Human Resources Office DTC	\$0	Local Funds

**Glenbrook High School District 225  
District Technology Plan**

<b>Goal</b>	<b>Year</b>	<b>Task Code</b>	<b>Actions and Tasks</b>	<b>Person Responsible</b>	<b>Budget</b>	<b>Funding</b>
8D-3	2002	DC-2-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$750,000	Local Funds
8D-3	2002	DC-2-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-4	2002	AC-2-2	Convert HP-K220 to Web server.	Data Processing Manager Network Manager	\$0	Local Funds
8D-4	2002	AC-2-3	Purchase new computer for school administration software.	Data Processing Manager	\$150,000	Local Funds
8B-6	2003	NU-3-1	Implement additional network services, if applicable.	Network Manager	N/A	Local Funds
8D-2	2003	DC-3-3	Purchase 1,100 WindowsNT licenses for the student computers and complete the transition to WindowsNT as the district's Intel operating standard.	DTC	\$6,250	Local Funds
8D-3	2003	DC-3-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$735,000	Local Funds
8D-3	2003	DC-3-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-2	2004	DC-4-3	Consider an upgrade to the next version of Microsoft Office.	DTC	\$0	Local Funds
8D-3	2004	DC-4-2	Purchase 60 printers.	Building Technology Coordinators	\$60,000	Local Funds
8D-3	2004	DC-4-1	Purchase and/or upgrade 450 computers.	Building Technology Coordinators	\$760,000	Local Funds

**XIII. BUDGET**

The following five pages contain the estimated 5-year budget required to implement this technology plan.











**XIV. APPENDICES**

**Appendix A: Superintendent's Charge to the Technology Task Force**

**Superintendent's Charge to the Technology Task Force**

**Develop a technology plan that:**

- Includes input from broad representation throughout the district
- Addresses appropriate use of technology for all levels and areas of instruction, media centers, extra and co-curriculum programs, community and adult education, administration, and support staff.
- Identifies the instructional technologies necessary to enhance learning, support the district's curriculum, stimulate creativity and actively engage students in the learning process
- Emphasizes the use of technology as a tool to enhance learning and to improve administrative efficiency by expanding accessibility to resources and improving the ability to access, manipulate, and present information
- Provides equitable access and opportunities for all students in the district
- Incorporates a plan for staff development (i.e., training and proficiency levels) related to the use of technology
- Is flexible and adaptable to future changes in technology
- Identifies phases of implementation and budget projections
- Includes a mechanism for periodic evaluation and review

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix B: Faculty Survey Summary**

In the fall of the 1998-99 school year, employees of the Glenbrook High Schools were asked to share some of their thoughts regarding the use of technology within the district. One hundred thirty seven staff members representing all employee groups (administrators, teachers, secretaries, maintenance, technical support, etc.) returned their surveys. This document summarizes the data from that survey.

The first question on the survey was, "With respect to your position, what technologies do you use and/or how do you use them?" The responses to this question are provided in the table below.

<b>Category</b>	<b>Product</b>	<b>GBN</b>	<b>GBS</b>	<b>Other</b>	<b>Total</b>
Total Surveys		52	74	11	137
Computer	Word Process	39	47	9	95
Productivity	Spreadsheet	8	11	2	21
Software	Data Base	6	12	1	19
	Presentation	2	2		4
Specialized Computer Software	Grade Book	9	15		24
	Graphics/Paint/Draw	5	7		12
	CourseWare (Math, Sci, etc.)	6	6	1	13
	Desktop Publishing	6	2		8
	Simulations/Games	2	5		7
	Data Collection in Labs	3	3		6
	Web Page	1	5		6
	BiblioFile	1	2		3
	Discover/GIS	1	2		3
	Hyper Card/Studio	1	2		3
	Data Analysis	1	1		2
	Book Store (Point of Sale)	2			2

**Glenbrook High School District 225  
District Technology Plan**

<b>Category</b>	<b>Product</b>	<b>GBN</b>	<b>GBS</b>	<b>Other</b>	<b>Total</b>
	Voice Recognition		1		1
Specialized Equipment	TV, VCR, Laser Disk	5	12	1	18
	Calculator	4	5		9
	Foreign Language Lab		5		5
	Scanner	2	2		4
	Digital Camera	2			2
	Medical Therapy Equipment		1		1
Special Services	Internet (Netscape)	40	48	6	94
	Email (GroupWise)	38	41	5	84
	OutCASTS (Administration)	25	19	7	51
	Voice Mail	4	5	2	11
	CD-ROM	2	6		8
	Dynix (Library Management)	3	5		8
What Users Would Like	Scanner	5	5	1	11
	Digital Video/Audio Equip	1	3		4
	Presentation	2	2	1	5
	Desktop Publishing	1		1	2
	Graphics	2			2
	News Groups	2			2
	Down Load from Web	1			1
	Fax Capability in Work Area		1		1
	Newer Versions		1		1
	Shredder		1		1
	Internet	4	1	1	6
	Electronic Folders	1	2	1	4

**Glenbrook High School District 225  
District Technology Plan**

---

Category	Product	GBN	GBS	Other	Total
Areas	OutCASTS	1	2		3
	Spreadsheet		1	2	3
Where	Web Pages	1	1	1	3
Users	Word Process	3			3
Would	GroupWise	2			2
Like	PC-Mac File Conversion		2	1	2
More	Data Base	1			1
Training	Grade Book	1			1
	Virtual Reality	1			1
	Windows	1			1

The second question on the survey asked, “With respect to your current position, what would you like to be able to do that either you don’t know how to do or are unable to do because the technology is not currently available?” Some of the requests for equipment and training are itemized in the chart above. Open-ended responses which seemed to be generally supported or mentioned by multiple individuals have been categorized and are provided below.

53. General Comments

1. May indicate a need for better training, help desk and/or user support.
  1. “My computer has not worked right since the new software was installed in August . . . I can no longer access my email on this computer . . . I am getting message saying the computer can’t find the printer.”
  2. “The technology is available. What is missing is the support, from computer instruction to reliable network access.”
2. May violate a current policy or willingness for technologists to allow.
  1. Change settings (printer defaults, background settings, etc.) on desktop computers.
  2. “Allow us to use 3rd party [email] software.”

54. Computers and Printers — Newer, Faster, More

1. “Presentation software . . . is not being [used] because of lack of hardware capacity.”

**Glenbrook High School District 225**  
**District Technology Plan**

---

2. "I would like to be able to use 'Discover', but my old computer doesn't have the capacity for the program."
  3. "All of the software that I could use is available but hardware is insufficient or lacking in power to run it."
  4. "All teachers [should] have a usable computer on the desk. Computers powerful enough for computing and not just word processing."
  5. "More hard disk space and a zip drive for the department."
  6. "There are literally not enough computers to meet the need . . ."
  7. "We are constantly about two to three years behind in our equipment and software. Our concern seems to be to save money and not worry about how current we are."
  8. Printers
    1. Need printers in work areas, not down the hall.
    2. Want faster printers.
    3. Want access to color printers.
55. Classroom modifications to support technology.
1. At least one permanent computer in every classroom. [Note: Goal 1b of the Area One Learning Technology Hub states, "Multiple computers in every Area One classroom will be connected to the district's robust Internet connection."]
  2. More computers for daily use in:
    1. Classrooms
    2. Labs
  3. Large monitors and/or projection systems for:
    1. Computer presentations
    2. TV reception
  4. Video Capability
    1. Staff wants video access in classroom.
    2. VCR access (local or remote from a central location)
    3. "I would like a computer in my classroom to be able to watch the news on a French news station."
  5. Increase size of some classrooms to make space for computers.
  6. Ability to do presentations with the lights on in the room.
56. Integrate Existing Technologies
1. "Use more integration for special . . . forms." [OutCASTS and word processing, OutCASTS and GroupWise, etc.]
    1. "Forms on the computer sent to appropriate parties including parents."
    2. Label printing utilities.
  2. Load students directly from OutCASTS into grade book software.
57. Compatibility
1. "I would like . . . to be compatible with the ISs and all of the work that has been created in the past."

**Glenbrook High School District 225  
District Technology Plan**

---

2. “[I would like to] send documents to secretary who uses Mac and I use HP.”
58. Network
1. “I would love to go two straight days w/o hearing Dominic or Kathy’s voice saying there’s a problem w/ the system.”
  2. “I would like to see more resources devoted to upgrading the network to get better speed and more reliability.”
  3. “What is the point of thinking of future technologies when the current ones I use just don’t work regularly and consistently? I just want the network to work!!!!”
  4. “Have faster access to online data bases and Internet sites.”
  5. Have home access to various computer and software files.
59. OutCASTS Enhancements
1. Student
    1. Automate attendance and tardy letters.
    2. Automate progress reports.
    3. Down/up load to/from grade book software.
    4. Automate referrals (discipline module).
    5. Put counselor appointment books on computer. [Use GroupWise, perhaps]
  2. Finance
    1. On-line requisitions.
    2. Requests for payment [reimbursement].
    3. Invoices [probably didn’t mean this. May have meant signing off electronically for paying invoices.]
  3. Personnel
    1. More versatility.
    2. Keep historical records on-line longer.
  4. Miscellaneous
    1. “There must be an easier way to enter and track the 6000+ [medical rehabilitation] treatments we administer each year.”
    2. Report writing software.
    3. Programming support for end users.
  5. Home Access to OutCASTS software.
60. Glenbrook’s Web Site
1. Update departmental home pages.
  2. “I’d like to have my lectures on the Internet, so that students who are absent can access the information.”
  3. “I am the math dept ‘webmaster’, but have been given no authority to upload current pages to the GB home site . . . We have many in our department who would offer weekly updates for students, parents, community, but cannot/will not because of all the ‘red tape’ involved.”

**Glenbrook High School District 225**  
**District Technology Plan**

---

4. "I would like to use a web page as my 'menuing' software." [This is for student access to various research tools controlled/monitored by the IMC staff.]
  5. Down load web information and data base data to the classroom.
  6. "News groups: It's naive to believe that news groups are bad due to some sites which have questionable material. The good of the news groups far out-weight the bad. Allow us access."
61. Staff Development
1. "More training on technology that is available— workshops or sessions on how to integrate the technology . . ."
  2. ". . . time is the problem."
  3. "I need training, but don't have time."
62. Miscellaneous
1. More non-linear broadcast video editing capability.
  2. New technology to replace microfilm machine for student records.
  3. Machine to manually cut letters out of paper for bulletin boards.
  4. Make own CDS for students.
  5. "I would like all staff to use the electronic calendar--not so much teachers but definitely administrative staff and department heads at schools. The tools only work if we all use them."
  6. "Also, I think it would be helpful to have teacher tours of technology areas or maybe a brochure listing which programs and resources are available. I work here and I'm not 100% sure."
  7. "I'd like to be able to email students in my classes."
  8. "Update software for computer simulations."

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix C: Student Survey**

Item Nbr	Question Response	Percentage of Valid Cases	
		GBN	GBS
1.	Which school do you attend? (Percent Completing Survey)		
	GBN (1543 / 1866)	82.7	
	GBS (2029 / 2320)		87.5
2.	What is your year-in-school (grade level)?		
	Freshman		26.7 28.1
	Sophomore		23.9 25.8
	Junior	25.2	24.4
	Senior	24.2	21.7
3.	Do you have one or more televisions in your home?		
	Yes		98.9 97.4
	No		1.1 2.6
4.	Do you have one or more VCR's in your home?		
	Yes		95.6 91.2
	No		4.4 8.8
5.	Does your home have cable TV?		
	Yes		75.4 70.0
	No		24.6 30.0
6.	Does your home have satellite TV?		
	Yes		16.8 13.1
	No		83.2 86.9
7.	Do you have access to a DOS computer at home?		
	Yes		71.0 61.1
	No		29.0 38.9
8.	Do you have access to a Windows computer at home?		
	Yes		84.6 78.0
	No		15.4 22.0
9.	Do you have access to a Macintosh computer at home?		
	Yes		30.1 28.4
	No		69.9 71.6

Note: Items 10-14 were answered by those having access to a computer only.

10. Does your computer have word processing software?

**Glenbrook High School District 225  
District Technology Plan**

---

	Yes	97.5	94.4
	No	2.5	5.6
11.	Does your computer have spreadsheet software?		
	Yes	89.3	84.6
	No	10.7	15.4
12.	Does your computer have presentation software?		
	Yes	70.4	61.6
	No	29.6	38.4
13.	Does your home have access to the Internet?		
	Yes	85.9	76.9
	No	14.1	23.1
14.	Which answer best describes email access in your home?		
	No one in the family has access to email.	11.8	18.1
	"One or both parents have email, students do not."	6.2	9.7
	Students have email access but parents do not.	11.3	14.7
	Parents and students share a home email address.	12.0	12.1
	Parents and students have their own email addresses.	58.8	45.5
The following section asked students to assess their technological skills.			
15.	Ability to use an electronic calculator to solve problems.		
	I believe I have this skill.	87.2	84.9
	"I do not have this skill, but I believe I will need it."	6.5	8.3
	"I do not have this skill, but I don't believe I will need it."	1.4	1.5
	I'm not sure.	4.9	5.3
16.	Ability to troubleshoot problems with computer hardware/software.		
	I believe I have this skill.	54.5	53.4
	"I do not have this skill, but I believe I will need it."	25.0	25.1
	"I do not have this skill, but I don't believe I will need it."	4.0	4.6
	I'm not sure.	16.4	16.9
17.	Ability to keyboard and/or type.		
	I believe I have this skill.	89.7	85.6
	"I do not have this skill, but I believe I will need it."	6.6	9.1
	"I do not have this skill, but I don't believe I will need it."	1.4	2.8
	I'm not sure.	2.3	2.6
18.	Ability to use word processing software.		
	I believe I have this skill.	92.0	85.8
	"I do not have this skill, but I believe I will need it."	3.4	7.1
	"I do not have this skill, but I don't believe I will need it."	1.5	2.6
	I'm not sure.	3.0	4.5

**Glenbrook High School District 225  
District Technology Plan**

---

19.	Ability to use spreadsheet software.		
	I believe I have this skill.	70.7	71.0
	"I do not have this skill, but I believe I will need it."	17.5	16.6
	"I do not have this skill, but I don't believe I will need it."	2.6	3.8
	I'm not sure.	9.2	8.5
20.	Ability to use presentation software.		
	I believe I have this skill.	53.4	53.9
	"I do not have this skill, but I believe I will need it."	28.1	25.6
	"I do not have this skill, but I don't believe I will need it."	3.7	5.6
	I'm not sure.	14.8	15.0
21.	Ability to access information over the Internet.		
	I believe I have this skill.	88.2	83.1
	"I do not have this skill, but I believe I will need it."	7.1	10.1
	"I do not have this skill, but I don't believe I will need it."	1.5	3.1
	I'm not sure.	3.2	3.7
22.	Ability to communicate using electronic mail (email).		
	I believe I have this skill.	85.2	79.5
	"I do not have this skill, but I believe I will need it."	9.3	13.2
	"I do not have this skill, but I don't believe I will need it."	1.9	2.3
	I'm not sure.	3.6	5.0

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix D: Belief Statement Survey**

As part of its work the task force developed a vision for technology and a number of belief statements designed to reflect Glenbrook's philosophy about technology and how it is used. These statements were posted on the district's web site so various stakeholders throughout the community could express the degree to which they agreed or disagreed with each statement. Only those statements which received a high level of support were included in the technology plan.

**Vision Statement for Technology**

The following statements were voted on by stakeholders in the community in order to select a final vision statement for the technology plan. The numbers indicate the percentage of stakeholders voting for the particular statement.

- |         |   |
|---------|---|
| 39.58 % | The Glenbrook school will prepare the Glenbrook Community to become members of a global society, able to utilize current and emerging technologies for living and life-long learning. |
| 47.22 % | The Glenbrook school will prepare students to become members of a global society, able to utilize current and emerging technologies for living and life-long learning.                |
- 

**Belief Statements**

Stakeholders indicated the degree to which they were in agreement with each statement using a 5-point scale (1 = Strongly Disagree, 5 = Strongly Agree). The number indicate the average of all scores.

- |        |  |
|--------|--|
| 4.7361 | <b>Glenbrook, as an organization, must model lawful and ethical behavior with respect to the uses of technology.</b> <ul style="list-style-type: none"><li>• Much agreement on "lawful." Some question on "ethical" either because ethical is not defined or because it may involve imposing a standard on students and staff.</li></ul> |
| 4.6736 | <b>Technology should enhance effective teaching, not replace it.</b> <ul style="list-style-type: none"><li>• Technology is a tool which can enhance the learning process.</li></ul>  |
-

**Glenbrook High School District 225  
District Technology Plan**

---

- If and when technology can do a better job than a teacher, embrace it. But for now, technology is just a tool and cannot replace a good teacher.

4.6736 **The district should provide sufficient training to allow students and staff to maximize the benefits of using supported technologies.**

- Staff development is perhaps the district's weakest area. Consistent staff training must be made a high enough priority that it receives the time, money and energy it requires.
- Lack of staff training leads to the underutilization of technology and other inefficiencies. Some underutilization may be due to a lack of knowledge about certain technologies which are already available.
- Student training can be accomplished within the curriculum. Students will learn to use those technologies which may be required or which make learning easier.

4.6111 **Technology is a critical resource for the instruction of students and the management of the school district.**

- This should be two statements. Technology is critical to the management of the district. It may be less critical to instruction.
- Technology should be implemented in an integrated fashion so it does not take over the classroom. Teaching is still teaching and learning remains a fairly personal activity.

4.5903 **Technology should provide a means by which many of the routine tasks of running the district may be streamlined and/or automated.**

- The district should automate only those tasks which are cost-justified--where there is a significant savings in time and/or money.
- Several individuals indicated particular support for automating various forms and the attendance system.
- Some respondents indicated disappointment that more of this has not already been accomplished.

4.5694 **Technology should provide a means with which to communicate electronically with individuals and groups from both inside and outside the Glenbrook organization.**

**Glenbrook High School District 225  
District Technology Plan**

---

- List serves and email with colleagues throughout the world have enhanced the curriculum I teach.
- To use such technology effectively requires that more of my colleagues understand and use the same technology.
- Nice, but way down the list of priorities.

4.5625 **Technology should connect members of the Glenbrook community to the rest of the world.**

- A no-brainer. Social studies simulation is a class with this concept in mind.

4.5139 **Technology should provide access to research materials stored and accessed using a variety of methods and media.**

- Some did not know what this meant. Another seemed to confuse access to research materials with access to application software.

4.4931 **Technology should provide the capability to electronically create, store and share data, information and multi-media materials with one another.**

- GBS has opened my eyes to the value of this type of activity. It provide a framework within teachers can constantly develop and improve their teaching.

4.4792 **Technology is a critical tool for life-long learning.**

- Technology is important because it is an ever increasing part of our lives. Technology currently provides greater and easier access to information.
- The ability to evaluate, effectively interpret and use information is more critical than the technology used to access it. Life-long learning is an attitude more than a technical skill.

4.4583 **Technology should enhance the opportunities for collaboration between and among students, staff members and others.**

- The organization must first create a climate where collaboration is seen as important and positive. This takes time.

**Glenbrook High School District 225  
District Technology Plan**

---

- No single thing has improved my teaching more than close collaboration with my colleagues.

4.3958 **Technology should provide access to instructional, administrative and personal productivity tools from individual desktops, class rooms and large group instructional areas.**

- I question the availability of administrative and personal information being available in public areas such as classrooms and instructional areas.
- We need access to what we need from where we need it. This is not the same thing.

4.2778 **Instruction should reflect the technologies of the real world.**

- Technology in the real world changes so rapidly that it is too costly to keep up. Don't spend money to just have the latest version.
- Real world technologies are too specialized for Glenbrook to keep up. We don't need to keep up because we teach conceptually. We do very little job training.
- High schools and colleges belong to the real world. They are just different from the business world. They do not need to look alike.

4.2708 **The district should provide on-going, systematic staff development.**

- Classes seem to work better than the short workshops. The district offers good training, but we need more time to utilize what we have.
- Critical to a strong technology plan.

4.2500 **The district should provide adequate technical staff to properly maintain and support the technologies used within the district.**

- We require "excellent," not just "adequate" support staff. They need to be compensated on a par with their industry counterparts.
- This is critical. We need more technical staff. The few good people are swamped.

4.2222 **Technology should provide a technological environment for students which reflects real-life situations and experiences.**

**Glenbrook High School District 225  
District Technology Plan**

---

- No comments
- 4.1944     **Managerial technologies should be developed in accordance with the needs of the organization.**
- No comments
- 4.1806     **The district should provide adequate financial support to keep the district's technologies current, up-to-date and evolving.**
- Within reason. Only if it is part of a plan with a purpose.
  - If we are to move forward there needs to be a financial commitment to do so. Old equipment must be replaced.
- 4.1736     **The district should provide students with the training necessary to be comfortable with technology.**
- Not every technology, but just what is needed for instruction.
  - May be overlooked because many student know more than the staff. This makes staff uncomfortable which leads to some student not receiving more instructional technology.
- 4.1667     **Technology must be implemented in a fiscally responsible fashion.**
- Yes, and a plan must be developed to implement technology responsibly. “Want” and “need” are two different things. Prioritize!
  - If there is not financial commitment, the plan will fail. Too much cost cutting will lead to frustration and the plan will collapse. We need thing which work and they cost money.
  - The needs of the students and staff must drive the budget. If financial concerns drive the project we will never meet the needs of our students.
- 4.1597     **The District Technology Plan should accommodate site-based management and the sometimes differing needs of the various campuses to the extent it is practical.**

**Glenbrook High School District 225  
District Technology Plan**

---

- There needs to be centralized control and standards. Many of the perceived differences between the schools are artificial. Technology is a tool. What is good for GBN is good for GBS.
- If this means the school can be different and decide how to spend their own money, I agree.

4.1181 **Instructional technologies should be developed in accordance with the needs of the students.**

- The statement is too narrow. The need of the teaching staff and the curriculum must also be considered.

4.0972 **The district should provide time and incentives for staff development.**

- Time is essential. Unencumbered time within the school day is preferred. Non-solutions include weekends, evenings and released time from class.
- Making the staff member more productive should be incentive enough as should being life-long learners. Keeping abreast of various technologies should be a required for employment.

4.0833 **Technology should be developed in such a way as to minimize training, maintenance and support problems while maximizing system reliability, synergistic relationships and fiscal responsibility.**

- Don't minimize training, don't minimize training, don't minimize training...
- If this is a fancy way of suggesting a single-platform district, I strongly disagree.

4.0764 **The district should provide technical staff with sufficient training to maintain current systems and lead the way to new and innovative systems when and where appropriate.**

- Train the professional staff because they stay. Money invested in training technical staff is lost because they leave. The professional staff is better qualified to judge where new and innovative systems are appropriate. Curricular personnel should lead the way.

**Glenbrook High School District 225  
District Technology Plan**

---

- We are going to lose some of our best people if this is not a priority. Being on the leading edge seems important to Glenbrook. If this is no longer true, please let us know.

4.0486      **Technology provides the capability to create, store and distribute audio and video information and presentations with one another.**

- This is a true statement but we have not yet realized it to its fullest potential. Are we up to the challenge?

4.0347      **Users should avail themselves of training opportunities and develop competencies in the technological areas related to or associated with their work assignment(s).**

- Yes, but it may not happen unless it is required. A dedicated professional should do this by definition.
- Time is the issue. My first responsibility is to student learning. I can't take time from this. Forty-minute periods are not long enough. Half-day session would work better.

4.0208      **Technology allows users to approach problems from a number of different perspectives.**

- A definite advantage.
- I don't see how it's different with technology. Depending upon how it is used, it could be a limiting factor.

3.8889      **The district should provide information to the Glenbrook community regarding the availability of various technologies.**

- Also inform the rest of us.
- Only where appropriate. Also provide the advantages of the technology so the community understands the need to spend the money.

3.8819      **Users should make every effort to utilize technology fully and appropriately.**

- They should, I agree.

**Glenbrook High School District 225  
District Technology Plan**

---

- “Fully” is too strong, better to say “each individuals comfort level.” I cant take away from my teaching duties to do this. If a teacher is not drawn to technology, better to teach in a manner that works for the teacher and the students.

3.8264      **Engaged learning provides more opportunities for creativity.**

- Depends upon who is monitoring the learning. The teacher must encourage creativity and divergent thinking.
- Not all subject matter lends itself to the real world or creativity. There are some abstractions not available in real life which are worth pursuing .

3.7917      **The district should provide members of the Glenbrook community with access to technology which is appropriate and equitable.**

- Equal treatment is impossible. Not everyone needs the same technology. Give people what they need. Who decides what is appropriate?
- Be sure to include access to the network from outside.

3.7847      **Users should develop an appreciation for the application and implications of technology.**

- Most of the information systems people I work with can't do this well.
- Appreciation is an individual trait and can't be taught directly.

3.7500      **Engaged learning provides more opportunities for the integration of different curricular areas.**

- I would like to see this in action. It depends upon the person. I see little movement in that direction. There needs to be major instructional change before this will happen.

3.7292      **Engaged learning maximizes learning by accommodating diverse learning styles.**

- There may be some who are always left out. There are many ways to engage students.

**Glenbrook High School District 225  
District Technology Plan**

---

- 3.6389      **Technology increases the variety and quality of student work.**
- A few said yes.
  - Almost all said it all depends. May yes, maybe no. I don't know. I can and it may not. Etc.
  - A few said no.
- 3.6319      **Engaged learning requires more time than traditional learning modes.**
- The comments for this statement were many and varied. It is quite clear that we do not have a shared definition of engaged learning.
- 3.5833      **Technology is critical to maximizing engaged learning.**
- Helpful but not critical. Technology is only one aspect of engaged learning.
- 2.8472      **The use of technology often inhibits the learning of some content.**
- Many varied comments ranging from agree to disagree. Not a particularly helpful belief.
- 2.5139      **The cost and time to learn some technologies does not justify its use.**
- Varied comments. Some state that it is costly, but worth it. Others are not sure. Not very helpful.

**Appendix E: Six Essential Learnings in a Technological Society**

**THE ILLINOIS STATE BOARD OF EDUCATION  
Six Essential Learnings in a Technological Society**

Technology is defined to be the combination of human imagination, inventiveness and the electronic/optical tools to transform ideas into reality. Effective use of information and technology will require students to develop new roles in living, learning and working in an increasingly complex and information-rich society. The following Essential Learnings for Technology are fundamental to the work of the Illinois State Board of Education as they develop content standards, performance standards and assessments for all academic areas.

1. The student as information seeker, navigator and evaluator. The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources based on soundness and relevancy, and retrieves appropriate information/data using all forms of electronic/optical media, technology and telecommunications.
2. The student as critical thinker, analyzer and selector of information and technologies appropriate to the task. The student uses problem-solving techniques and technology tools to review information and data from a variety of sources; analyze, synthesize and evaluate it; and then transform the myriad of ideas, data and information into useful information and knowledge. During this process the student discriminates among a variety of technologies and electronic/optical media to extend and expand his/her capabilities.
3. The student as creator of knowledge using information resources and technology. The student, both individually and as a successful member of a team, constructs new meaning and knowledge in all content areas, combining and synthesizing different types of information through technology, telecommunications and computer modeling/simulations.
4. The student as effective communicator using a variety of appropriate technologies/media. The student creates, produces and presents ideas, stories and unique representations of thoughts through a variety of electronic/optical media by analyzing the task before him/her, the technology tools available, and appropriately selecting and using the most effective tool(s)/media for the purpose and audience.
5. The student as a technologist. The student develops the confidence, competence, information management strategies and sufficient technical skills to

**Glenbrook High School District 225  
District Technology Plan**

---

successfully install, setup and use the technology and telecommunications tools in his/her daily life, work situations and learning environment.

6. The student as a responsible citizen in a technological age. The student understands the ethical, cultural, environmental and societal implications of technology and telecommunications, and develops a sense of stewardship and individual responsibility regarding his/her use of technology, media and telecommunications networks.

**Appendix F: Profile for Technology Literate Students**

**National Educational Technology Standards (NETs)  
Profile for Technology Literate Students**

**Prior to the completion of Grade 12, students will:**

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs.
2. Make informed choices among technology systems, resources and services.
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Demonstrate and advocate legal and ethical behaviors among peers, family and community regarding the use of technology and information.
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning.
7. Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications and productivity.
8. Select and apply technology tools for research, information analysis, problem-solving and decision-making in content learning.
9. Investigate and apply expert systems, intelligent agents and simulations in real-world situations.
10. Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works.

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix G: Current Realities Technology Report Card Summary**

Collective Vision: The widespread commitment to skills and practices possible only with technology.

Very High	High	Average	Low	Very Low
9%	37%	38%	15%	1%

Administrative Readiness: The level of interest, involvement, and commitment to technology and learning demonstrated by the administration.

Very High	High	Average	Low	Very Low
11%	38%	25%	21%	5%

Staff Readiness: The level of interest, involvement, and commitment to technology and learning demonstrated by the staff.

Very High	High	Average	Low	Very Low
11%	43%	40%	5%	1%

Student Readiness: The level of interest, involvement, and commitment to technology and learning demonstrated by students.

Very High	High	Average	Low	Very Low
19%	58%	20%	1%	0%

Community Readiness: The level of interest, involvement, and commitment to technology and learning demonstrated by the community.

Very High	High	Average	Low	Very Low
10%	36%	33%	3%	0%

Technology Leadership: The systematic guidance and support of technology uses for learning goals.

Very High	High	Average	Low	Very Low
7%	30%	39%	13%	6%

**Glenbrook High School District 225  
District Technology Plan**

---

Innovators: The visible presence of trailblazers who are providing curriculum models of success.

Very High 15%	High 31%	Average 29%	Low 12%	Very Low 8%
------------------	-------------	----------------	------------	----------------

Technology and Learning Practices: The movement from literacy uses to engaged learning uses.

Very High 5%	High 32%	Average 38%	Low 12%	Very Low 2%
-----------------	-------------	----------------	------------	----------------

Equitable Opportunities: The practice of defining and providing learning experiences with technology for ALL students.

Very High 13%	High 34%	Average 37%	Low 8%	Very Low 3%
------------------	-------------	----------------	-----------	----------------

Home/School Connection: The understanding and capacity for communication and collaboration between home and school.

Very High 5%	High 19%	Average 39%	Low 11%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Community Benefits: The access and usefulness of technology investments for the community.

Very High 5%	High 19%	Average 39%	Low 11%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Staff Development: The percentage of staff with adequate training and support for connecting technology uses to working and learning.

Very High 8%	High 20%	Average 39%	Low 24%	Very Low 5%
-----------------	-------------	----------------	------------	----------------

Staff Development Program: The strategies and methods used to support emerging learning and working practices.

**Glenbrook High School District 225  
District Technology Plan**

---

Very High 3%	High 24%	Average 39%	Low 23%	Very Low 7%
-----------------	-------------	----------------	------------	----------------

Policies and Procedures: A systemic approach for technology usage, decisions, and issues.

Very High 2%	High 16%	Average 47%	Low 18%	Very Low 10%
-----------------	-------------	----------------	------------	-----------------

Software: A measure of appropriate quality software to support engaged learning.

Very High 7%	High 32%	Average 38%	Low 13%	Very Low 5%
-----------------	-------------	----------------	------------	----------------

Ubiquitous Access: The availability and organization of technology tools around learning and working needs.

Very High 7%	High 34%	Average 36%	Low 10%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Tool Capacity: The range of technology tools used as well as their capacity for high performance.

Very High 7%	High 32%	Average 34%	Low 13%	Very Low 5%
-----------------	-------------	----------------	------------	----------------

Connectivity: The universal access to local and global resources by students and staff.

Very High 17%	High 45%	Average 29%	Low 7%	Very Low 1%
------------------	-------------	----------------	-----------	----------------

**Glenbrook High School District 225  
District Technology Plan**

---

Facilities: The structural, mechanical and electronic capacity of buildings to utilize technology.

Very High 8%	High 26%	Average 33%	Low 23%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Technical Support: The availability of software and hardware support when needed.

Very High 6%	High 25%	Average 41%	Low 18%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Purchasing Decisions: A systemic, cost efficient process tied to instructional needs.

Very High 5%	High 18%	Average 33%	Low 20%	Very Low 8%
-----------------	-------------	----------------	------------	----------------

Budget Support: The degree of available financial support for technology.

Very High 4%	High 28%	Average 29%	Low 19%	Very Low 3%
-----------------	-------------	----------------	------------	----------------

### **Appendix H: Glenbrook's Wide Area Network**

Glenbrook has constructed a Wide Area Network (WAN) to provide a number of services designed to meet the district's administrative and instructional needs. The network connects the two high schools, the administration center, the special education off-campus facility, and two elementary districts that receive payroll and financial services from Glenbrook. The buildings are connected using a number of different technologies including dedicated data lines, T1 circuits, fiber optic cables, TV cables, and microwave towers. Each high school has its own independent connection to the Internet.

A main network distribution center is located within each building. These centers are connected by fiber optic cable to a number of secondary distribution centers or wiring closets. Category 5 wiring is used to connect all offices, classrooms, computer labs, teaching stations, and resource areas to the wiring closets.

Some of the services proved by the district's network include:

- On-line access to the Internet
- On-line access to materials in the district's libraries and resource centers
- On-line access to various CD towers and related research tools
- Network accounts for all students and teachers
- Network storage areas (individual and shared) for all employees and students
- Web site services which include instructional components
- Email for all employees
- On-line access to the district's school administration system
- On-line access to network printers

A diagram of the district's WAN is provided on the following page.

**Glenbrook High School District 225  
District Technology Plan**

---

< NETWORK DIAGRAM GOES HERE >21

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix I: Minutes of the Technology Task Force Meetings**

**November 16, 1998**

7:00 p.m.

Board Room

Administration Center

The first meeting of the Technology Task Force (TTF) was held at 7:00 p.m. on November 16, 1998, in the board room of the Administration Center. A list of the task force members is attached.

**Present**

Bill Burke  
Saif Choudhury  
Jon DeGraff  
Kathy Drabant  
Larry Faulkner  
Dave Hales  
Scott Herrick  
Todd Johnson

Dan Lebryk  
Sue Lyons  
Christine Memler  
Peggy Mueller  
Gary Nalley  
Vince Pinelli  
Marcy Reed  
Brian Reppen  
Mike Riggle

Jim Scheyer  
Hillyn Sennholtz  
Neal Shact  
Denny Stidham  
Brian Wegley  
Debbie Woods

**Absent**

Chuck Dribin

Following welcoming remarks and introductions, Dr. Hales reviewed his charge to the task force. The TTF is to develop a technology plan which:

63. Includes input from broad representation throughout the district.
64. Addresses appropriate use of technology for all levels and areas of instruction, media centers, extra and co-curriculum programs, community and adult education, administration and support staff.
65. Identifies the instructional technologies necessary to enhance learning, support the district's curriculum, stimulate creativity and actively engage students in the learning process
66. Emphasizes the use of technology as a tool to enhance learning and to improve administrative efficiency by expanding accessibility to resources and improving the ability to access, manipulate and present information.
67. Provides equitable access and opportunities for all students in the district.
68. Incorporates a plan for staff development which includes training and proficiency levels related to the use of technology.

**Glenbrook High School District 225**  
**District Technology Plan**

---

- 69. Is flexible and adaptable to future changes in technology.
- 70. Identifies phases of implementation and budget projections.
- 71. Includes a mechanism for periodic evaluation and review.

Dr. Herrick presented a report on the current status of computer technology in the district. The report generated an open and positive discussion regarding the strengths and weakness of the organization's current programs and identified issues which will need to be addressed by the TTF.

The TTF identified a number of concerns and issues which need to be addressed. Although the list is not necessarily complete, the following issues were raised:

- 72. Network
  - 1. Stability and reliability
  - 2. Expansion to increase access
- 73. Multiple Desktop Computer Platforms (Windows and Macintosh)
  - 1. Philosophy, cost and compromises necessary to support multiple platforms.
  - 2. Need for greater standardization even if both platforms are supported.
- 74. Data Processing
  - 1. Year 2000 (Y2K) compliance
  - 2. Upgrade current software
- 75. Staff Development
  - 1. Identify standards and expectations
  - 2. Provide training to help all students and teachers achieve basic proficiency levels
  - 3. Provide on-going training to enhance student and staff skills
  - 4. Allow opportunities for our technology staff to remain on the cutting edge
- 76. Staffing for Technology
  - 1. Attracting and retaining quality staff
  - 2. Instructional technologists -- building level support to help teachers implement technology in their classrooms
  - 3. Ensure adequate support for implementing technology plan
    - 1. Web Master
    - 2. Help Desk Personnel
    - 3. Unix Expert
- 77. Hardware/Software

**Glenbrook High School District 225  
District Technology Plan**

---

1. Plan for purchasing, cascading and upgrading computers
  2. Computer replacement plan
  3. Ensure equitable student and teacher access
  4. Develop a review procedure to ensure that hardware and software purchased is in compliance with district technology plan
78. Budget for implementing technology plan
79. Evaluation of technology plan

The last half hour of the session was devoted to visioning--open discussion of where the district should go. The discussion included:

80. Increase student/staff awareness of the current resources
81. Staff development to help students and staff fully utilize technical resources
82. Identification of basic proficiency levels for technology users
83. The need to improve the flow of knowledge and information within and between the schools
84. Ensure equitable teacher and student access to equipment and resources
85. Look beyond computing
  1. Media retrieval
  2. Satellite access
  3. Cable and closed circuit TV
86. Need for support to help students and staff access and integrate technology to improve teaching and learning

**Next Meeting**

Date/Time: December 9, 1998, 7:00 p.m.  
Where: Administration Center  
1835 Landwehr Rd  
Glenview, IL 60025

**Glenbrook High School District 225  
District Technology Plan**

---

**Technology Task Force Membership List**

87.	District Technology Committee (DTC)		
1.	Scott Herrick	Assist Superintendent: IS	ADM
2.	Gary Nalley	Network Manager	ADM
3.	Kathy Drabant	Technology Coordinator	GBN
4.	Sue Lyons	Technology Coordinator	GBS
5.	Larry Faulkner	Technology Coordinator	GBS
88.	Instructional Staff		
1.	Chuck Dribin	Teacher: Performing Arts	GBN
2.	Vince Pinelli	Teacher: Broadcasting	GBN
3.	Marcy Reed	Teacher: Special Education	GBN
4.	Bill Burke	Teacher: Mathematics	GBS
5.	Christine Memler	Teacher: Business Education	GBS
6.	Brian Wegley	Teacher: Science	GBS
89.	Support Staff		
1.	Peggy Mueller	Secretary	ADM
2.	Debbie Woods	Scheduling Secretary	GBN
3.	Brian Reppen	Book Store Assistant Manager	GBS
90.	Students		
1.	Saif Choudhury	Student	GBN
2.	Todd Johnson	Student	GBS
91.	Community/Parents		
1.	Jim Scheyer	Parent	GBN
2.	Denny Stidham	Parent	GBN
3.	Dan Lebryk	Community (Kraft)	GBS
4.	Jon DeGraff	Parent	GBS
92.	Board/Administration		
1.	Neal Shact	President	Board
2.	Dave Hales	Superintendent	ADM
3.	Mike Riggle	Principal	GBN
4.	Hillyn Sennholtz	Associate Principal: Instruction	GBS

Last Revised: November 16, 1998

**Glenbrook High School District 225  
District Technology Plan**

---

**December 9, 1998**

7:00 p.m.

Board Room

Administration Center

The second meeting of the Technology Task Force (TTF) was held at 7:00 p.m. on December 9, 1998, in the board room of the Administration Center.

**Present**

Bill Burke  
Saif Choudhury  
Kathy Drabant  
Chuck Dribin  
Larry Faulkner  
Dave Hales  
Scott Herrick  
Todd Johnson

Sue Lyons  
Christine Memler  
Peggy Mueller  
Gary Nalley  
Vince Pinelli  
Marcy Reed  
Brian Reppen  
Jim Scheyer  
Hillyn Sennholtz

Neal Shact  
Denny Stidham  
Brian Wegley  
Debbie Woods

**Absent**

Jon DeGraff  
Dan Lebryk  
Mike Riggle

After welcoming the participants, Dr. Herrick outlined the task for the evening which included developing a vision statement for technology which will direct and guide the development and implementation of technology within the district. Dr. Herrick also asked the group to develop a list of belief statements which reflected how committee members felt technology should be used. These belief statements will serve as the framework within which the district must operate in achieving the general goals defined by the vision statement.

The task force was arranged into smaller groups (see attached group assignments) in order to encourage open discussion and greater participation. The small groups met and deliberated for almost an hour and then reported their work to the task force.

The next step in the process will be determining the degree to which other stakeholders agree with each declaration made by the group. Dr. Herrick indicated that he would take all of the suggestions and develop a list of belief statements which will then be presented to the Board of Education, the Glenbrook faculty and staff and members of the task force. Data from this survey will be used to finalize the list of belief statements.

The meeting adjourned at 9:20 p.m.

**Glenbrook High School District 225  
District Technology Plan**

---

**Next Meeting**

Date: January 5, 1999  
Time: 7:00 p.m.  
Where: Board Room  
Administration Center  
1835 Landwehr Rd  
Glenview, IL 60025

**Glenbrook High School District 225  
District Technology Plan**

---

**Technology Task Force Discussion Groups  
Development of a Mission/Belief Statements  
December 9, 1998**

Group 1 -- Board Room

<b>A.Larry Faulkner</b>	<b>Technology Coordinator</b>	<b>GBS</b>
B.Chuck Dribin	Teacher: Performing Arts	GBN
C.Christine Memler	Teacher: Business Education	GBS
D.Jim Scheyer	Parent	GBN
E.Todd Johnson	Student	GBS
F.Debbie Woods	Scheduling Secretary	GBN

Group 2 -- Lunch Room (Upstairs)

<b>G.Sue Lyons</b>	<b>Technology Coordinator</b>	<b>GBS</b>
H.Vince Pinelli	Teacher: Broadcasting	GBN
I.Brian Wegley	Teacher: Science	GBS
J.Denny Stidham	Parent	GBN
K.Peggy Mueller	Secretary	ADM

Group 3 -- Personnel Area

<b>L.Kathy Drabant</b>	<b>Technology Coordinator</b>	<b>GBN</b>
M.Marcy Reed	Teacher: Special Education	GBN
N.Hilryn Sennholtz	Associate Principal: Instruction	GBS
O.Dan Lebryk	Community (Kraft)	GBS
P.Brian Reppen	Book Store Assistant Manager	GBS

Group 4 -- Superintendent's Conference Room

<b>Q.Gary Nalley</b>	<b>Network Manager</b>	<b>ADM</b>
R.Bill Burke	Teacher: Mathematics	GBS
S.Mike Riggle	Principal	GBN
T.Jon DeGraff	Parent	GBS
U.Saif Choudhury	Student	GBN
V.Neal Shact	President	Board

At Large -- Roaming

W.Dave Hales	Superintendent	ADM
X.Scott Herrick	Assist Superintendent: MIS	ADM

**Glenbrook High School District 225  
District Technology Plan**

---

**January 5, 1999**

7:00 p.m.

Board Room

Administration Center

Dr. Herrick called the meeting to order and noted that, due mainly to the inclement weather, eight task force members were absent.

**Present**

Saif Choudhury  
Jon DeGraff  
Chuck Dribin  
Larry Faulkner  
Scott Herrick  
Todd Johnson  
Sue Lyons  
Christine Memler

Gary Nalley  
Vince Pinelli  
Marcy Reed  
Mike Riggle  
Jim Scheyer  
Hillyn Sennholtz  
Neal Shact  
Denny Stidham

**Absent**

Bill Burke  
Kathy Drabant  
Dave Hales  
Dan Lebryk  
Peggy Mueller  
Brian Reppen  
Brian Wegley  
Debbie Woods

Dr. Herrick indicated that the vision for technology and the belief statements developed by the task force at the previous (December 9) meeting had been placed on the district's web site in the form of a survey. The on-line survey is intended to allow various stakeholders to provide feedback to the task force regarding different forms of the vision and the individual belief statements. Task force members, Board members, and Glenbrook staff have been invited to complete the survey which can be found by accessing the following web address:

<http://www.glenbrook.k12.il.us:591/survey.htm>

Scott indicated that the survey site would be active through January 15, and reminded the members to complete the survey if they had not already done so. The survey answers will be analyzed and the results reported at a future meeting.

The original agenda for the meeting was to identify those areas of technology where the district should focus its resources so as to best meet the goals of its vision and belief statements. However, Dr. Herrick stated that members of the District Technology Committee had suggested that such work might be premature because the task force had not yet defined clearly enough their goals in terms of exactly how technology should impact students. To this end, Scott led a discussion related to what Glenbrook students should "look like" when they cross the stage at graduation.

Two documents (attached) describing state and national goals for students who will live, learn and work in a technological society were distributed and a lively and eclectic discussion ensued. Descriptions of student experiences ranged widely. Some felt it appropriate to create a "laundry list" of technical skills and require each student to

**Glenbrook High School District 225  
District Technology Plan**

---

demonstrate competency in these skills before being allowed to graduate. Others believed that students should experience various technologies as they move through the curriculum and the skills would automatically become part of their skill set.

Although the discussion attempted to focus primarily upon goals for students, a number of other interesting and important view-points were expressed. The following is a list of issues which were agreed upon by most of the members present.

93. The group adopted the Illinois State Board of Education's "Six Essential Learnings in a Technological Society" as appropriate goals for Glenbrook students.
94. Where appropriate, technology and pedagogical techniques which supports the "Six Essential Learnings in a Technological Society" must be included in the curriculum.
95. Students taking the same course, regardless of the teacher or the building in which the course is being taught, should have an equal opportunity to experience the technological aspect of the course.
96. Technology should be used as a tool to enhance learning or to make learning easier or more efficient. Only in rare instances should technology be taught as an end unto itself.
97. A major staff development program will be required to prepare teachers to use technology and engaged learning techniques to their fullest extent.
98. Certain basic technological skills should be defined for each faculty and staff position (physics teacher, departmental secretary, instructional assistant, administrator, etc.) in the district. Employees filling these positions should be required to demonstrate competence in the technological skills needed for their position.
99. More attention should be given to using technology to automate many of the routine administrative functions of the district (requisitions, attendance, forms, etc.).

**Next Meeting**

Date: January 28, 1999  
Time: 7:00 p.m.  
Where: Board Room  
Administration Center

**Glenbrook High School District 225  
District Technology Plan**

---

1835 Landwehr Rd  
Glenview, IL 60025

**Glenbrook High School District 225  
District Technology Plan**

---

**THE ILLINOIS STATE BOARD OF EDUCATION  
Six Essential Learnings in a Technological Society**

Technology is defined to be the combination of human imagination, inventiveness and the electronic/optical tools to transform ideas into reality. Effective use of information and technology will require students to develop new roles in living, learning and working in an increasingly complex and information-rich society. The following essential learnings for technology are fundamental to the work of the Illinois State Board of Education as they develop content standards, performance standards and assessments for all academic areas.

1. The student as information seeker, navigator and evaluator. The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources based on soundness and relevancy, and retrieves appropriate information/data using all forms of electronic/optical media, technology and telecommunications.
2. The student as critical thinker, analyzer and selector of information and technologies appropriate to the task. The student uses problem-solving techniques and technology tools to review information and data from a variety of sources; analyze, synthesize and evaluate it; and then transform the myriad of ideas, data and information into useful information and knowledge. During this process the student discriminates among a variety of technologies and electronic/optical media to extend and expand his/her capabilities.
3. The student as creator of knowledge using information resources and technology. The student, both individually and as a successful member of a team, constructs new meaning and knowledge in all content areas, combining and synthesizing different types of information through technology, telecommunications and computer modeling/simulations.
4. The student as effective communicator using a variety of appropriate technologies/media. The student creates, produces and presents ideas, stories and unique representations of thoughts through a variety of electronic/optical media by analyzing the task before him/her, the technology tools available, and appropriately selecting and using the most effective tool(s)/media for the purpose and audience.
5. The student as a technologist. The student develops the confidence, competence, information management strategies and sufficient technical skills to successfully install, setup and use the technology and telecommunications tools in his/her daily life, work situations and learning environment.
6. The student as a responsible citizen in a technological age. The student understands the ethical, cultural, environmental and societal implications of technology and telecommunications, and develops a sense of stewardship and individual responsibility regarding his/her use of technology, media and telecommunications networks.

**Glenbrook High School District 225  
District Technology Plan**

---

**National Educational Technology Standards (NETs)**

**Profile for Technology Literate Students**

**Prior to the completion of Grade 12, students will:**

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs.
2. Make informed choices among technology systems, resources and services.
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Demonstrate and advocate legal and ethical behaviors among peers, family and community regarding the use of technology and information.
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning.
7. Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications and productivity.
8. Select and apply technology tools for research, information analysis, problem-solving and decision-making in content learning.
9. Investigate and apply expert systems, intelligent agents and simulations in real-world situations.
10. Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works.

**Glenbrook High School District 225  
District Technology Plan**

---

**January 28, 1999**

7:00 p.m.

Board Room

Administration Center

The fourth meeting of the Technology Task Force (TTF) was held at 7:00 p.m. on January 28, 1999, in the board room of the Administration Center

**Present**

Bill Burke

Saif Choudhury

Jon DeGraff

Kathy Drabant

Chuck Dribin

Scott Herrick

Dan Lebryk

Sue Lyons

Christine Memler

Peggy Mueller

Gary Nalley

Vince Pinelli

Marcy Reed

Brian Reppen

Hillyn Sennholtz

Neal Shact

Denny Stidham

Brian Wegley

Debbie Woods

**Absent**

Larry Faulkner

Dave Hales

Todd Johnson

Mike Riggle

Jim Scheyer

At a previous meeting the task force developed a vision statement and a number of belief statements which are to guide the direction of technology within the district. This material was set up on the Glenbrook web site so that district staff members, Board of Education members and task force participants could provide on-line feedback on the degree to which they agreed with each statement. Dr Herrick distributed a document containing a summary of the survey results (attached). The document included an average score for each belief statement and a summary of the comments made about each. Scott drew the group's attention to the fact that the comments in some areas suggested opposing points of view. For example, in a belief statement regarding site-based management of technology, some respondents wanted centralized control while others believed that the building staff should decide how to manage their technologies. Scott wanted members of the task force to understand that their charge is to develop a plan that everyone, regardless of their current position on various issues, can support. He reminded the group that this may not be easy to accomplish. The group agreed that statements with an average score of less than 4.0 could be dropped.

The group then took time to consider feedback regarding the vision statements which were also part of the on-line survey. The basic difference between the two versions of the statement revolved around whether to "prepare the Glenbrook Community to become members of a global society . . ." or "prepare students to become members of a global society . . ." Many felt that being responsible for the entire community was too much and the group accepted the "student" version of the vision statement with the proviso that work with teachers and other groups will be necessary in order to serve the students properly. The final version of the vision statement is as follows:

## **Glenbrook High School District 225 District Technology Plan**

---

The Glenbrook schools will prepare students to become members of a global society, able to utilize current and emerging technologies for living and life-long learning.

The work for the evening was to envision the future and attempt to describe what technology might look like three to five years from now. To help focus the thinking, Dr. Herrick supplied a worksheet containing a number of specific areas which might be affected including the network, administrative computing, staff development, the curriculum and others. Discussion followed and the group made some progress. However, by the end of the evening, the group had not covered all of the areas and some of the responses were in need of refinement. Saif Choudhury, one of the student members of the task force, suggested that the committee's work was not yet completed and he recommended that members use the worksheet as a "homework" assignment guide and work on the issue "outside of class." Others agreed and Dr. Herrick asked members to work on the exercise and email their work to him.

### **Next Meeting**

Date: February 16, 1999  
Time: 7:00 p.m.  
Where: Board Room  
Administration Center  
1835 Landwehr Rd  
Glenview, IL 60025

**Glenbrook High School District 225  
District Technology Plan**

---

**Belief Statements**

- 4.7361      **Glenbrook, as an organization, must model lawful and ethical behavior with respect to the uses of technology.**
- Much agreement on “lawful.” Some question on “ethical” either because ethical is not defined or because it may involve imposing a standard on students and staff.
- 4.6736      **Technology should enhance effective teaching, not replace it.**
- Technology is a tool which can enhance the learning process.
  - If and when technology can do a better job than a teacher, embrace it. But for now, technology is just a tool and cannot replace a good teacher.
- 4.6736      **The district should provide sufficient training to allow students and staff to maximize the benefits of using supported technologies.**
- Staff development is perhaps the district’s weakest area. Consistent staff training must be made a high enough priority that it receives the time, money and energy it requires.
  - Lack of staff training leads to the underutilization of technology and other inefficiencies. Some underutilization may be due to a lack of knowledge about certain technologies which are already available.
  - Student training can be accomplished within the curriculum. Students will learn to use those technologies which may be required or which make learning easier.
- 4.6111      **Technology is a critical resource for the instruction of students and the management of the school district.**
- This should be two statements. Technology is critical to the management of the district. It may be less critical to instruction.
  - Technology should be implemented in an integrated fashion so it does not take over the classroom. Teaching is still teaching and learning remains a fairly personal activity.
- 4.5903      **Technology should provide a means by which many of the routine tasks of running the district may be streamlined and/or automated.**
-

**Glenbrook High School District 225  
District Technology Plan**

---

- The district should automate only those tasks which are cost-justified--where there is a significant savings in time and/or money.
- Several individuals indicated particular support for automating various forms and the attendance system.
- Some respondents indicated disappointment that more of this has not already been accomplished.

4.5694      **Technology should provide a means with which to communicate electronically with individuals and groups from both inside and outside the Glenbrook organization.**

- List serves and email with colleagues throughout the world have enhanced the curriculum I teach.
- To use such technology effectively requires that more of my colleagues understand and use the same technology.
- Nice, but way down the list of priorities.

4.5625      **Technology should connect members of the Glenbrook community to the rest of the world.**

- A no-brainer. Social studies simulation is a class with this concept in mind.

4.5139      **Technology should provide access to research materials stored and accessed using a variety of methods and media.**

- Some did not know what this meant. Another seemed to confuse access to research materials with access to application software.

4.4931      **Technology should provide the capability to electronically create, store and share data, information and multi-media materials with one another.**

- GBS has opened my eyes to the value of this type of activity. It provide a framework within teachers can constantly develop and improve their teaching.

4.4792      **Technology is a critical tool for life-long learning.**

**Glenbrook High School District 225  
District Technology Plan**

---

- Technology is important because it is an ever increasing part of our lives. Technology currently provides greater and easier access to information.
- The ability to evaluate, effectively interpret and use information is more critical than the technology used to access it. Life-long learning is an attitude more than a technical skill.

4.4583 **Technology should enhance the opportunities for collaboration between and among students, staff members and others.**

- The organization must first create a climate where collaboration is seen as important and positive. This takes time.
- No single thing has improved my teaching more than close collaboration with my colleagues.

4.3958 **Technology should provide access to instructional, administrative and personal productivity tools from individual desktops, class rooms and large group instructional areas.**

- I question the availability of administrative and personal information being available in public areas such as classrooms and instructional areas.
- We need access to what we need from where we need it. This is not the same thing.

**Glenbrook High School District 225  
District Technology Plan**

---

- 4.2778      **Instruction should reflect the technologies of the real world.**
- Technology in the real world changes so rapidly that it is too costly to keep up. Don't spend money to just have the latest version.
  - Real world technologies are too specialized for Glenbrook to keep up. We don't need to keep up because we teach conceptually. We do very little job training.
  - High schools and colleges belong to the real world. They are just different from the business world. They do not need to look alike.
- 4.2708      **The district should provide on-going, systematic staff development.**
- Classes seem to work better than the short workshops. The district offers good training, but we need more time to utilize what we have.
  - Critical to a strong technology plan.
- 4.2500      **The district should provide adequate technical staff to properly maintain and support the technologies used within the district.**
- We require "excellent," not just "adequate" support staff. They need to be compensated on a par with their industry counterparts.
  - This is critical. We need more technical staff. The few good people are swamped.
- 4.2222      **Technology should provide a technological environment for students which reflects real-life situations and experiences.**
- No comments
- 4.1944      **Managerial technologies should be developed in accordance with the needs of the organization.**
- No comments
- 4.1806      **The district should provide adequate financial support to keep the district's technologies current, up-to-date and evolving.**
- Within reason. Only if it is part of a plan with a purpose.

**Glenbrook High School District 225  
District Technology Plan**

---

- If we are to move forward there needs to be a financial commitment to do so. Old equipment must be replaced.

4.1736 **The district should provide students with the training necessary to be comfortable with technology.**

- Not every technology, but just what is needed for instruction.
- May be overlooked because many student know more than the staff. This makes staff uncomfortable which leads to some student not receiving more instructional technology.

4.1667 **Technology must be implemented in a fiscally responsible fashion.**

- Yes, and a plan must be developed to implement technology responsibly. “Want” and “need” are two different things. Prioritize!
- If there is not financial commitment, the plan will fail. Too much cost cutting will lead to frustration and the plan will collapse. We need thing which work and they cost money.
- The needs of the students and staff must drive the budget. If financial concerns drive the project we will never meet the needs of our students.

4.1597 **The District Technology Plan should accommodate site-based management and the sometimes differing needs of the various campuses to the extent it is practical.**

- There needs to be centralized control and standards. Many of the perceived differences between the schools are artificial. Technology is a tool. What is good for GBN is good for GBS.
- If this means the school can be different and decide how to spend their own money, I agree.

4.1181 **Instructional technologies should be developed in accordance with the needs of the students.**

- The statement is too narrow. The need of the teaching staff and the curriculum must also be considered.

4.0972 **The district should provide time and incentives for staff development.**

**Glenbrook High School District 225  
District Technology Plan**

---

- Time is essential. Unencumbered time within the school day is preferred. Non-solutions include weekends, evenings and released time from class.
- Making the staff member more productive should be incentive enough as should being life-long learners. Keeping abreast of various technologies should be a required for employment.

4.0833 **Technology should be developed in such a way as to minimize training, maintenance and support problems while maximizing system reliability, synergistic relationships and fiscal responsibility.**

- Don't minimize training, don't minimize training, don't minimize training...
- If this is a fancy way of suggesting a single-platform district, I strongly disagree.

4.0764 **The district should provide technical staff with sufficient training to maintain current systems and lead the way to new and innovative systems when and where appropriate.**

- Train the professional staff because they stay. Money invested in training technical staff is lost because they leave. The professional staff is better qualified to judge where new and innovative systems are appropriate. Curricular personnel should lead the way.
- We are going to lose some of our best people if this is not a priority. Being on the leading edge seems important to Glenbrook. If this is no longer true, please let us know.

4.0486 **Technology provides the capability to create, store and distribute audio and video information and presentations with one another.**

- This is a true statement but we have not yet realized it to its fullest potential. Are we up to the challenge?

4.0347 **Users should avail themselves of training opportunities and develop competencies in the technological areas related to or associated with their work assignment(s).**

- Yes, but it may not happen unless it is required. A dedicated professional should do this by definition.

**Glenbrook High School District 225  
District Technology Plan**

---

- Time is the issue. My first responsibility is to student learning. I can't take time from this. Forty-minute periods are not long enough. Half-day session would work better.

4.0208

**Technology allows users to approach problems from a number of different perspectives.**

- A definite advantage.
- I don't see how it's different with technology. Depending upon how it is used, it could be a limiting factor.

**Glenbrook High School District 225  
District Technology Plan**

---

**February 16, 1999**

7:00 p.m.

Board Room

Administration Center

The fifth meeting of the Technology Task Force (TTF) was held at 7:00 p.m. on February 16, 1999, in the board room of the Administration Center.

**Present**

Bill Burke

Jon DeGraff

Kathy Drabant

Larry Faulkner

Scott Herrick

Todd Johnson

Sue Lyons

Christine Memler

Peggy Mueller

Gary Nalley

Brian Reppen

Mike Riggle

Neal Shact

Denny Stidham

Brian Wegley

Debbie Woods

**Absent**

Saif Choudhury

Chuck Dribin

Dave Hales

Dan Lebryk

Vince Pinelli

Marcy Reed

Jim Scheyer

Hillyn Sennholtz

After welcoming the group, Dr. Herrick announced that the Glenbrook South mathematics web site had been selected by "Curriculum Administrator" magazine as an exemplar K-12 curriculum site. This was, indeed, a great honor in as much as the competition included national and regional organizations, sites hosted by colleges and universities, and companies which offer "value-added" curriculum resources. Evan Glazer, a teacher in the mathematics department, is the web monitor for the department and deserves much of the credit for the award.

Dr. Herrick also reported that the District Technology Committee (DTC), which currently acts as a steering committee for the task force, met with Glen Magle to evaluate the task force's progress. Glen is the Director of Technology for the North Cook Intermediate Service Center (NCISC) and has been instrumental in developing technology planning strategies and evaluation criteria for the state. On the whole Glen was supportive of both our process and progress, and indicated that the group was clearly moving in the right direction.

Mr. Faulkner took over the meeting and distributed a document describing a futuristic "Day in the Life of a Glenbrook Student." This scenario (attached) was intended to help the participants better envision what a student might look like several years from now. This document was discussed and while everyone did not agree with every detail of the scenario, the majority of the group felt they could accept it as a working model of the future. Larry then broke the members into four subgroups: community involvement, engaged learning, professional development and deployment of technology. The makeup of the subgroups is attached.

**Glenbrook High School District 225**  
**District Technology Plan**

---

The task of each group was to determine what technological functionalities must be in place to realize the student scenario for their particular subgroup. By comparing this list of needs to what currently exists, the group will be able to determine what needs to be accomplished to meet the district's goals. Once this "gap analysis" is completed and issues prioritized, work will begin on developing various strategies, action plans, time lines and budgets to complete the work. The work groups met for a bit over an hour and then came together to report their progress. It was determined that more work needed to be done and the subgroups would reconvene and continue their work at the next meeting.

The meeting ended at 9:20 p.m.

**Next Meeting**

Date/Time: March 4, 1999, 7:00 p.m.  
Where: Administration Center  
1835 Landwehr Rd  
Glenview, IL 60025

**Glenbrook High School District 225**  
**District Technology Plan**

---

**A Day in the Life of a Glenbrook Student**

Our student wakes to find that her project partner in Australia has responded to an inquiry about the endangered habitat of the koalas outside Sydney. She suggests that they contact the United Nations Environmental Issues Department to determine the status of resolutions to protect koalas from extension. She also checks her calendar and is reminded of today's field trip to monitor the water quality of the North Branch of the Chicago River. After breakfast she electronically submits her homework assignments.

After arriving at school with a standard issue PDA/computer device purchased through the school, she downloads today's class handouts, checks her calendar and messages from teachers, fellow students and mentors. She discovers that her counselor has reviewed her preliminary course selections and would like to meet and finalize her courses for next year. Our student was able to make preliminary selections with her parents over the World Wide Web. She electronically checks the counselor's schedule and requests a mutually beneficial time.

Families that qualify for free and reduced lunch can take advantage of the district lease to own program to purchase the standard issue PDA/computer devices. This provides complete or partial funding so that all have access to the same learning tools. The device is fully multimedia enabled and is able to record group and class activities for review later. Texts, supporting materials, simulations and other materials have been loaded into the device. In addition, the library's wide selection of books, periodicals, graphics, and videos can be accessed electronically.

Her English/History class is studying the Elizabethan Era and she contacts Stratford on Avon to talk with a historian on assignment there. They discuss the theory that a ghostwriter may have authored Shakespeare's works. She has her doubts but her mentor points her to the British Museum archives. She downloads copies of old letters, manuscripts and other research material over the Internet. She also downloads videos of the death scene from Romeo and Juliet. Her group will be performing this scene in class next week.

Significant student learning takes place beyond the school walls and outside the normal school day. Some places are reached through the Internet, some through field trips and others through distance learning. Most classes and teachers are on site but her distance learning Oceanography course is made possible through a satellite hook up with The National Oceanographic Institute in San Diego. Students learn about oceans flora, fauna, and climate. They help plan undersea expeditions and take part in remote experiments. Our young lady, like all students, selects from a broad range of courses and activities determined by her Individual Educational Plan. A plan developed in concert with parents and counselors.

## **Glenbrook High School District 225 District Technology Plan**

---

Parents, counselors, and teachers also benefit from technology. Record keeping is handled electronically. Information about student performance can be recorded directly into student portfolios along with attendance and made available to students and parents. Student evaluations are based on the entire student portfolio, which contain many examples of student work, presentations and accomplishments. Assessment has been expanded from paper and pencil tests to include all forms of media in the evaluation process. Students produce presentations demonstrating their knowledge of the subject along with their ability to communicate ideas effectively. Simulations and other virtual reality applications are available as well.

Student information is updated frequently and available to both parents and students securely through the Internet. In addition, parents have the options of contacting teachers through telephone/conference calling, voice mail, e-mail and other virtual means.

Students belong to a global school with connections to many nations and cultures. Student partners and experts are located and contacted through the Internet and eliminate geographical boundaries. They collaborate on projects and are engaged by classes that emphasize group work. Students are involved in planning their own learning opportunities and the results are shared via many media. The district's Internet presence, community cable television station, radio broadcasts and school publications showcase student learning and activities.

**Glenbrook High School District 225  
District Technology Plan**

---

**Gap Analysis Work Groups**

100.	Community Involvement			
1.	Jon DeGraff	Parent		GBS
2.	Peggy Mueller	Secretary		ADM
3.	Gary Nalley -- Chair	Network Manager		ADM
4.	Vince Pinelli	Teacher: Broadcasting		GBN
5.	Jim Scheyer	Parent		GBN
101.	Engaged Learning			
1.	Saif Choudhury	Student		GBN
2.	Kathy Drabant -- Chair	Technology Coordinator		GBN
3.	Marcy Reed	Teacher: Special Education		GBN
4.	Hillyn Sennholtz	Associate Principal: Instruction		GBS
5.	Neal Shact	President		Board
6.	Brian Wegley	Teacher: Science		GBS
102.	Deployment of Technology			
1.	Bill Burke	Teacher: Mathematics		GBS
2.	Larry Faulkner -- Chair	Technology Coordinator		GBS
3.	Todd Johnson	Student		GBS
4.	Dan Lebyrk	Community (Kraft)		GBS
5.	Brian Reppen	Book Store Assistant Manager		GBS
6.	Denny Stidham	Parent		GBN
103.	Professional Development			
1.	Chuck Dribin	Teacher: Performing Arts		GBN
2.	Sue Lyons -- Chair	Technology Coordinator		GBS
3.	Christine Memler	Teacher: Business Education		GBS
4.	Mike Riggle	Principal		GBN
5.	Debbie Woods	Scheduling Secretary		GBN
104.	At Large			
1.	Dave Hales	Superintendent		ADM
2.	Scott Herrick	Assist Superintendent: MIS		ADM

**Glenbrook High School District 225  
District Technology Plan**

---

**March 4, 1999**

7:00 p.m.

Board Room

Administration Center

The sixth meeting of the Technology Task Force (TTF) was held at 7:00 p.m. in the board room of the Administration Center.

**Present**

Bill Burke

Kathy Drabant

Chuck Dribin

Larry Faulkner

Dave Hales

Scott Herrick

Todd Johnson

Sue Lyons

Christine Memler

Gary Nalley

Marcy Reed

Mike Riggle

Brian Wegley

Debbie Woods

**Absent**

Saif Choudhury

Jon DeGraff

Dan Lebryk

Peggy Mueller

Vince Pinelli

Brian Reppen

Jim Scheyer

Hillyn Sennholtz

Neal Shact

Denny Stidham

Dr. Herrick reviewed briefly the work which was begun at the last meeting. The task force members then broke into their subgroups and continued their work which was to identify the gaps between what currently exists and where the district should be in five years with respect to technology. Included in the work assignment was a charge to identify plausible strategies for eliminating the gaps over time.

At approximately 8:15 p.m., the group reassembled and the leader of each subgroup summarized the finding of their subgroup for the entire task force. After the reports, Dr. Herrick outlined the next steps to be taken.

The District Technology Committee will take the output of the subgroups and draft an action plan. The action plan will be returned to the task force for comment. The DTC will revise the plan based upon TTF input and prepare to share the plan with a wider public. Since it is difficult to say how long this process will take, no plans were made for a next TTF meeting.

The meeting adjourned shortly after 9:15 p.m.

**Glenbrook High School District 225  
District Technology Plan**

---

**May 13, 1999**

7:00 p.m.

Board Room

Administration Center

The seventh meeting of the Technology Task Force (TTF) was held at 7:00 p.m. in the Board room of the Administration Center.

**Present**

Bill Burke

Jon DeGraff

Kathy Drabant

Chuck Dribin

Larry Faulkner

Dave Hales

Scott Herrick

Sue Lyons

Christine Memler

Gary Nalley

Vince Pinelli

Brian Reppen

Mike Riggle

Hillyn Sennholtz

Neal Shact

Denny Stidham

Brian Wegley

Debbie Woods

**Absent**

Saif Choudhury

Todd Johnson

Dan Lebryk

Peggy Mueller

Marcy Reed

Jim Scheyer

Dr. Herrick welcomed the group back after an absence of several weeks, and reported the progress of the staff to turn the TTF's goals into a cohesive set of action plans. He also explained that the organization of the plan and the seeming "over kill" of information was due to a state requirement to use that particular format or template. Scott indicated that the plan was still incomplete, but the purpose of the meeting was to discuss those portions of the plan which have been committed to paper.

**Desktop Strategy**

The topic for the evening was desktop computing. Dr. Herrick first reviewed the direction for the district indicated in the plan which included:

- A migration toward mobile computing.
- Fewer desktop operating systems.
- Replacement plan for computers/printers.
- Software standards which included fewer packages, single versions of each package and a move toward Microsoft Word for word processing.
- More technical support.
- More staff development.

Scott wanted the group to understand the reasoning behind these recommendations and proceeded to review the thinking of the District Technology Committee. The DTC thought that the above recommendations would help solve or alleviate the following problems.

## Glenbrook High School District 225 District Technology Plan

---

- Need for teachers to have greater access to their computers.
- Need for more classroom computers.
- Need for presentation systems in the classroom.
- Need to be cost effective. Glenbrook already supports Excel and PowerPoint as standards. Microsoft Office makes Word almost free.

Discussion followed. Some faculty thought a properly equipped laptop would be very useful. A teacher could load a DVD disk and be able to preview it in the office and play it in the classroom without the hassle of checking out a VCR cart and wheeling it about. The advantages of mobile computing were not readily apparent to others. There was agreement that a pilot program was needed before institutionalizing such a plan, and only volunteers should be used in the pilot.

### **Computer Platforms**

The desktop question, which had not been covered in the plan and which the DTC wanted input, was the platform issue. Can Glenbrook continue to support multiple desktop computing platforms? The discussion for the rest of the meeting focused on this question. The arguments for each side are summarized briefly below.

#### *Single, Windows-based Platform*

- A single, Windows platform is better for kids. There would be more consistency between departments and with home computers. Students would have access to more resources because there would be fewer network problems and user support would be more readily available.
- Multiple platforms are more expensive and difficult to support. Training, site licenses for some software and platform expertise must be duplicated. Many implementation problems must be solved (and paid for) twice--once for each platform.
- The student survey indicates that 80% of the students have access to Windows machines at home. Only 30% have access to Macs. Conversion of a student's work from one platform to the next is not always easy.
- Fewer vendors are writing for the Mac platform. The Windows platform provides much better implementations of some standard district software packages such as GroupWise and both Oracle school management systems (OutCASTS and Badger).

## Glenbrook High School District 225 District Technology Plan

---

- Software, such as Zen Works, makes the technical management of the Windows desktop efficient and effective. Similar software does not exist in the Macintosh world.
- Microsoft is moving toward making WindowsNT their standard desktop operating system. WindowsNT is a multi-user operating system which is built for networking and capable of providing a more secure system for student use.

### *Maintain both Windows and Macintosh Platforms*

- A mixed platform environment is better for kids. Most of the feeder districts use Macs and students could make use of those skills learned in elementary school and junior high.
- Much effort has gone into developing materials on the Mac platform and it doesn't make sense to throw that effort away. Teachers would require less training and would not have to redo the curriculum to fit another platform.
- It would be necessary to purchase Windows versions of programs now running on the Mac, assuming such programs are available. Peripherals, such as data probes, scanners and light pens, which are Mac specific would also have to be replaced.
- Teacher morale would be higher.
- Currently most of the elementary districts in the township use Macintosh and the students are familiar with this operating system and software. These students have benefitted from early adoption of the graphical user interface and other innovations that the Macintosh has made available to education.
- Staff morale could be negatively affected if a decision were made without consideration of the increased amount of time and energy required to revise curriculum, convert files and learn a new operating system. The morale of stakeholders must be considered when implementing any major technological change such as a platform conversion.

### *Final Consensus*

Dr. Herrick indicated that an over-riding goal of the group must be to have the Board approve the Technology Plan. He speculated that Board members would want to know how this issue will be handled, and asked the group to suggest a solution which would be supported by the membership of the TTF. After some discussion, the group agreed to the following points:

## **Glenbrook High School District 225 District Technology Plan**

---

- Glenbrook cannot expect to support two platforms indefinitely. The district should announce that its long-range goal is to move toward a single, Windows-based platform for desktop computing.
- The move toward Windows should be evolutionary, not revolutionary, and occur naturally over time. Teachers who currently use Mac will be allowed to continue to use Macs. New staff will be encouraged to use a Windows computer.
- Instructional leaders will review the curriculum and study the software and file conversion issues related to a move to Windows.
- Student machines in labs and classrooms will move to the Windows platform as machines are replaced and curricular and file conversion issues are resolved.

### **Important Dates**

Dr. Herrick informed the group that Dr. Hales has asked to have the technology plan presented to the Board at their June 14, 1999, meeting. This limits the time available to complete the writing of the plan. Scott indicated that he would hope to have a final draft of the plan in the hands of the TTF by June 4.

**Glenbrook High School District 225  
District Technology Plan**

---

**June 22, 1999**

7:00 p.m.

Board Room

Administration Center

The eighth meeting of the Technology Task Force (TTF) was held at 7:00 p.m. in the Board room of the Administration Center.

**Present**

Kathy Drabant  
Chuck Dribin  
Larry Faulkner  
Scott Herrick  
Todd Johnson  
Sue Lyons  
Gary Nalley  
Marcy Reed

Mike Riggle  
Neal Shact  
Denny Stidham

**Absent**

Bill Burke  
Saif Choudhury  
Jon DeGraff  
Dave Hales

Dan Lebryk  
Christine Memler  
Peggy Mueller  
Vince Pinelli  
Brian Reppen  
Jim Scheyer  
Hillyn Sennholtz  
Brian Wegley  
Debbie Woods

Dr. Herrick welcomed the group and outlined the agenda for the evening. The purpose of the meeting was to share the final draft of the technology plan and receive any appropriate input before the document was finalized and went to the Board of Education. Dr. Herrick and the other members of the District Technology Committee also wanted input on the PowerPoint materials being developed for the Board presentation.

Some discussion was held regarding the platform issue which, because it represents a compromise position, makes some members uncomfortable. Mr. Shact warned that should the TTF not move forward with a unified position, the plan risks disapproval and a Board directive to purchase no more Macintosh computers.

Dr. Herrick went through the proposed slides and members of the task force provided a good deal of input regarding the structure and the content of the presentation. Some of the suggestions for improving the presentation included the following:

- Maintain parallel points between the description of the issues, strategies for solving the problem(s), and the budget slides.
- Emphasize how spending the money will improve the instructional program.
- Tell the Board what they will get for their money.
- Provide concrete examples for how the plan makes the day better for teachers and students.

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix J: Illinois School Report Card: Glenbrook North**

**Glenbrook High School District 225  
District Technology Plan**

---

GBN1

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 2

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 3

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 4

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 5

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 6

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 7

**Glenbrook High School District 225  
District Technology Plan**

---

GBN 8

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix K: Illinois School Report Card: Glenbrook South**

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 1

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 2

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 3

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 4

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 5

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 6

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 7

**Glenbrook High School District 225  
District Technology Plan**

---

GBS 8

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix L: Relationship Between Strategies and Action Plans**

<b>8A: COMMUNITY INVOLVEMENT</b>		<b>ACTION AND TASK AREAS</b>					
<b>Implementation Strategies</b>		Netw ork Upgra de	Deskt op Comp uting	Profe ssion al Devel opme nt	Glenb rook Web Site	Admi nistrat ive Comp uting	Staffi ng for Tech nolog y
1	Provide appropriate access, training, and support to enable all staff members to become effective e-mail users	X	X	X			
2	Enhance the district's school management software to enable automated reporting to parents, particularly in the areas of attendance, grades and discipline	X	X		X	X	
3	Improve the appearance, organization, content and capability of the Glenbrook web site	X			X		X
4	Develop mechanisms whereby parents may use technology to gain access to information about their children	X			X	X	

**Glenbrook High School District 225  
District Technology Plan**

<b>8B: ENGAGED LEARNING</b>		<b>ACTION AND TASK AREAS</b>					
<b>Implementation Strategies</b>		Netw ork Upgra de	Deskt op Comp uting	Profe ssion al Devel opme nt	Glenb rook Web Site	Admi nistrat ive Comp uting	Staffi ng for Tech nolog y
1	Provide staff development activities which promoted engaged learning			X			X
2	Incorporate engaged learning strategies and the use of appropriate technologies into the curriculum in an on-going manner			X			
3	Provide training and support to teachers to facilitate the use of the Internet and the district's web site for instructional purposes			X	X		X
4	Upgrade existing equipment to district standards		X				X
5	Provide opportunities to expand access and productivity via the mobile computing model		X				
6	Provide appropriate video distribution technologies to facilitate engaged learning	X					
7	Provide each student with a district e-mail account, and develop a method to train students and staff to use the e-mail system ethically and effectively	X		X			
8	Provide students and staff convenient and effective remote access						

**Glenbrook High School District 225  
District Technology Plan**

<b>8B: ENGAGED LEARNING</b>		<b>ACTION AND TASK AREAS</b>					
		Netw ork Upgra de	Deskt op Comp uting	Profe ssion al Devel opme nt	Glenb rook Web Site	Admi nistrat ive Comp uting	Staffi ng for Tech nolog y
<b>Implementation Strategies</b>							
	to district resources				X	X	

**Glenbrook High School District 225  
District Technology Plan**

<b>8C: PROFESSIONAL DEVELOPMENT</b>		<b>ACTION AND TASK AREAS</b>					
		Netw ork Upgra de	Deskt op Comp uting	Profe ssion al Devel opme nt	Glenb rook Web Site	Admi nistrat ive Comp uting	Staffi ng for Tech nolog y
<b>Implementation Strategies</b>							
1	Develop a comprehensive staff development plan for technology by providing sufficient time, funding, equipment, training and support to insure successful implementation <ul style="list-style-type: none"> <li>• Define technical skills and district applications which will be required of all employees to enhance their job performance</li> <li>• Identify technical skills and applications that are department or job specific</li> <li>• Define parameters for evaluating technical skills</li> <li>• Establish a deadline by which these skills must be learned and demonstrated</li> </ul>			X			X
2	Develop a building-based implementation plan to ensure that all employees acquire the defined skills			X			X
3	Develop a mechanism for revising and improving technology training on an ongoing basis			X			

**Glenbrook High School District 225  
District Technology Plan**

<b>8D: TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY</b>		<b>ACTION AND TASK AREAS</b>					
<b>Implementation Strategies</b>		Netw ork Upgra de	Deskt op Comp uting	Profe sion al Devel opme nt	Glenb rook Web Site	Admi nistrat ive Comp uting	Staffi ng for Tech nolog y
1	Establish centralized authority for the purchase of all technology related items	X	X		X		
2	Develop and implement a selection process for hardware and software which encourages standardization	X	X		X	X	
3	Develop and implement a systematic plan for the replacement of personal computers, printers, and related peripherals which will ensure adequate performance for all users		X				
4	Design, develop, and implement a network infrastructure which allows increased access to technology from multiple locations, including sites outside of the district's network	X			X		
5	Utilize mobile computing to address copyright and licensing restrictions, and provide ubiquitous access to technology		X				

**Glenbrook High School District 225  
District Technology Plan**

---

**Appendix M: Inventory: Network Equipment**

Schl	Location	Model	Serial Number	Description
GBS	IDF SC	3C1206	0103/7CKB037169	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF SC	3C1206	0103/7CKB037167	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF WL	3C1206	0103/7CKB033533	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF10	3C1206	0103/7CKB033454	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF3	3C1206	0103/7CKB033417	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF3	3C1206	0103/7CKB033550	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF3	3C1206	0103/7CKB033458	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF4	3C1206	0103/7CKB033532	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF4	3C1206	0103/7CKB033499	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF8	3C1206	0103/7CKB033455	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF9	3C1206	0103/7CKB033423	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF9	3C1206	0103/7CKB033421	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF9	3C1206	0103/7CKB033416	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF9	3C1206	0103/7CKB034514	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBS	IDF9	3C1206	0103/7CKB033462	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF1	3C1206-5	0103/7CKB033422	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF1	3C1206-5	0103/7CKB033460	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF1	3C1206-5	0103/7CKB033528	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF1	3C1206-5	0103/7CKB033529	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF10	3C1206-5	0103/7CKB033500	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF10	3C1206-5	0103/7CKB035372	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF11	3C1206-5	0103/7CKB033459	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF2	3C1206-5	0103/7CKB033531	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF3	3C1206-5	0103/7CKB033527	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF4	3C1206-5	0201/7CKB118511	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF5	3C1206-5	0103/7CKB033497	LinkBuilder FMS II - Transcvr Mod 10BaseFL

**Glenbrook High School District 225  
District Technology Plan**

---

GBN	IDF6	3C1206-5	0103/7CKB033419	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF6	3C1206-5	0103/7CKB033501	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF6	3C1206-5	0103/7CKB033461	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF7	3C1206-5	0103/7CKB033530	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF7	3C1206-5	0103/7CKB034466	LinkBuilder MSH/11 - Transcvr Mod 10BaseFL
GBN	IDF8	3C1206-5	0103/7CKB037165	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF9	3C1206-5	0103/7CKB036629	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBS	IMC REF	3C1206-5	0103/7CKB033456	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBS	IMC REF	3C1206-5	0103/7CKB033457	LinkBuilder FMS II - Transcvr Mod 10BaseFL
GBN	IDF10	3C16505	0300/7EEB000918	AUI Fiber Repeater 850 NM Fiber
GBN	MDF	3C16505	0302/7EEB000957	AUI Fiber Repeater 850 NM Fiber
GBN	MDF	3C16505	0300/7EEB000859	AUI Fiber Repeater 850 NM Fiber
GBN	MDF	3C16505	0302/7EEB001003	AUI Fiber Repeater 850 NM Fiber
GBS	IDF4	3C16505	0302/7EEB000950	AUI Fiber Repeater 850 NM Fiber
GBS	IDF4	3C16505	0300/7EEB000861	AUI Fiber Repeater 850 NM Fiber
GBS	MDF	3C16505	0302/7EEB000980	AUI Fiber Repeater 850 NM Fiber
GBS	MDF	3C16505	0302/7EEB000943	AUI Fiber Repeater 850 NM Fiber
GBS	MDF	3C16505	0302/7EEB000951	AUI Fiber Repeater 850 NM Fiber
GBS	MDF	3C16505	0302/7EEB000978	AUI Fiber Repeater 850 NM Fiber
GBN	IDF11	3C16630	0101/7HBB011457	LinkBuilder FMS II - Managmt Mod
GBN	IDF2	3C16630	0101/7HBB011223	LinkBuilder FMS II - Managmt Mod
GBN	IDF3	3C16630	0101/7HBB011391	LinkBuilder FMS II - Managmt Mod
GBN	IDF5	3C16630	0101/7HBB011227	LinkBuilder FMS II - Managmt Mod
GBN	IDF8	3C16630	0101/7HBB011455	LinkBuilder FMS II - Managmt Mod
GBN	IDF9	3C16630	0101/7HBB011431	LinkBuilder FMS II - Managmt Mod
GBN	MDF	3C16630		LinkBuilder FMS II - Managmt Mod
GBN	MDF	3C16630		LinkBuilder FMS II - Managmt Mod
GBS	IDF WL	3C16630	0101/7HBB011315	LinkBuilder FMS II - Managmt Mod
GBS	IDF3	3C16630	0101/7HBB011450	LinkBuilder FMS II - Managmt Mod
GBS	IDF4	3C16630	0101/7HBB011392	LinkBuilder FMS II - Managmt Mod
GBS	IDF4	3C16630	0101/7HBB011438	LinkBuilder FMS II - Managmt Mod
GBS	IDF8	3C16630	0101/7HBB011226	LinkBuilder FMS II - Managmt Mod

**Glenbrook High School District 225  
District Technology Plan**

---

GBS	IMC REF	3C16630	0101/7HBB011437	LinkBuilder FMS II - Managmt Mod
GBS	IMC TRN	3C16630		LinkBuilder FMS II - Managmt Mod
GBS	MDF	3C16630	0500/7HBB097355	LinkBuilder FMS II - Managmt Mod
GBS	MDF	3C16630	0101/7HBB011212	LinkBuilder FMS II - Managmt Mod
GBS	MDF	3C16630	0300/7HBB055765	LinkBuilder FMS II - Managmt Mod
OCC	MDF	3C16630		LinkBuilder FMS II - Managmt Mod
GBN	MDF	3C16640	0201/7GUU001206	LinkSwitch 1200
GBS	MDF	3C16640	0201/7GUU001056	LinkSwitch 1200
GBS	MDF	3C16640	0201/7GUU000861	LinkSwitch 1200
GBS	MDF	3C16640	0201/7BUU000273	LinkSwitch 1200
ADM	MDF	3C16660	0201/7GUU001203	LinkSwitch 1200
GBN	MDF	3C16665	0100/7HTV002083	LinkBuilder FMS II - 6 Port 10BaseFL
GBN	MDF	3C16665	0100/7HTV000812	LinkBuilder FMS II - 6 Port 10BaseFL
GBS	MDF	3C16665	0200/7HYV113097	LinkBuilder FMS II - 6 Port 10BaseFL
GBS	MDF	3C16665	0200/7HYV113449	LinkBuilder FMS II - 6 Port 10BaseFL
ADM	TEST	3C16670		LinkBuilder FMS II - 12 port TP
GBN	IDF9	3C16670A	0200/7GVV115514	LinkBuilder FMS II - 12 port TP
ADM	MDF	3C16671		LinkBuilder FMS II - 24 Port TP
ADM	MDF	3C16671		LinkBuilder FMS II - 24 Port TP
ADM	MDF	3C16671		LinkBuilder FMS II - 24 Port TP
GBS	IDF WL	3C16671	0200/7HYV113379	LinkBuilder FMS II - 24 Port TP
GBS	IDF WL	3C16671	0200/7HYV113385	LinkBuilder FMS II - 24 Port TP
GBS	IDF3	3C16671	0200/7HYV113452	LinkBuilder FMS II - 24 Port TP
GBS	IDF3	3C16671	0200/7HYV113487	LinkBuilder FMS II - 24 Port TP
GBS	IDF4	3C16671	0200/7HYV113097	LinkBuilder FMS II - 24 Port TP
GBS	IDF4	3C16671	0200/7HYV113449	LinkBuilder FMS II - 24 Port TP
GBS	IDF4	3C16671	0200/7HYV113464	LinkBuilder FMS II - 24 Port TP
GBS	IDF4	3C16671	0200/7HYV113433	LinkBuilder FMS II - 24 Port TP
GBS	IDF8	3C16671	0200/7HYV113455	LinkBuilder FMS II - 24 Port TP
GBS	IDF8	3C16671	0200/7HYV113449	LinkBuilder FMS II - 24 Port TP
GBS	IMC NWS	3C16671	0200/7HYV113471	LinkBuilder FMS II - 24 Port TP
GBS	IMC REF	3C16671	0200/7HYV113445	LinkBuilder FMS II - 24 Port TP

**Glenbrook High School District 225  
District Technology Plan**

---

GBS	IMC REF	3C16671	0200/7HYV113423	LinkBuilder FMS II - 24 Port TP
GBS	IMC REF	3C16671	0200/7HYV113400	LinkBuilder FMS II - 24 Port TP
GBS	IMC TRN	3C16671	0200/7HYV113466	LinkBuilder FMS II - 24 Port TP
GBS	MDF	3C16671	0200/7HYV113464	LinkBuilder FMS II - 24 Port TP
OCC	MDF	3C16671		LinkBuilder FMS II - 24 Port TP
GBN	IDF11	3C16671A	0200/7HYV112510	LinkBuilder FMS II - 24 Port TP
GBN	IDF2	3C16671A	0200/7HYV113472	LinkBuilder FMS II - 24 Port TP
GBN	IDF2	3C16671A	0100/7GWV010059	LinkBuilder FMS II - 24 Port TP
GBN	IDF3	3C16671A	0100/7GWV010042	LinkBuilder FMS II - 24 Port TP
GBN	IDF3	3C16671A	0100/7GWV010048	LinkBuilder FMS II - 24 Port TP
GBN	IDF4	3C16671A	0300/7GVV168717	LinkBuilder FMS II - 24 Port TP
GBN	IDF5	3C16671A	0100/7GWV010133	LinkBuilder FMS II - 24 Port TP
GBN	IDF5	3C16671A	0200/7HYV113438	LinkBuilder FMS II - 24 Port TP
GBN	IDF8	3C16671A	0100/7GWV010097	LinkBuilder FMS II - 24 Port TP
GBN	IDF10	3C1681-0	0300/7DGW009425	ISOLAN TP Transcvr 10Base-T
GBN	IDF11	3C1681-0		ISOLAN TP Transcvr 10Base-T
GBN	MDF	3C1681-0		ISOLAN TP Transcvr 10Base-T
GBN	MDF	3C1681-0		ISOLAN TP Transcvr 10Base-T
GBN	MDF	3C1681-0		ISOLAN TP Transcvr 10Base-T
GBN	MDF	3C1681-0		ISOLAN TP Transcvr 10Base-T
GBN	MDF	3C16900	7SKR004499	LinkSwitch 1000
GBN	IDF1	3C16920	0201/7SLB037733	SuperStack II Switch 100BaseFX Mod
GBN	IDF1	3C16920	0201/7SLB037733	SuperStack II Switch 100BaseFX Mod
GBS	IMC-NWS	3C16920	0201/7SLB037688	SuperStack II Switch 100BaseFX Mod
GBN	IDF1	3C16941A	7WNB011740	SuperStack II Switch 3000
GBS	IMC-NWS	3C16941A	0300/7WNB011780	SuperStack II Switch 3000
ADM	MDF	3C16960		Switch Matrix Mod
ADM	MDF	3C16980	0100/7ZNV7EE1B8	SuperStack II Switch 3300 24 Port 10/100BaseTX
ADM	MDF	3C16980	0100/7ZNV7EE1D8	SuperStack II Switch 3300 24 Port 10/100BaseTX
ADM	MDF	3C16980		SuperStack II Switch 3300 24 Port 10/100BaseTX
GBN	IDF1	3C18000	0300/7EKN03749	LinkBuilder MSH/11
GBN	IDF1	3C18000	0300/7EKN03790	LinkBuilder MSH/11

**Glenbrook High School District 225  
District Technology Plan**

---

GBN	IDF10	3C18000	0300/7EKN03738	LinkBuilder MSH/11
GBN	IDF6	3C18000	0300/7EKN03752	LinkBuilder MSH/11
GBN	IDF7	3C18000	0103/7JWN01579	LinkBuilder MSH/11
GBS	IDF SC	3C18000	0300/7EKN03786	LinkBuilder MSH/11
GBS	IDF3	3C18000	0300/7EKN03782	LinkBuilder MSH/11
GBS	IDF9	3C18000	0300/7EKN03739	LinkBuilder MSH/11
GBS	IDF9	3C18000	0300/7EKN03787	LinkBuilder MSH/11
GBS	IDF10	3C18001	0103/7JWN01574	LinkBuilder MSH/11
GBN	IDF1	3C18011	0102/7ELZ005992	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF1	3C18011	0102/7ELZ006038	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF1	3C18011	0102/7ELZ005986	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF1	3C18011	0102/7ELZ006011	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF10	3C18011	0102/7ELZ006042	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF10	3C18011	0102/7ELZ005987	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF6	3C18011	0102/7ELZ005983	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF6	3C18011	0102/7ELZ006046	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF7	3C18011	0200/7ELZ013095	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF7	3C18011	0200/7ELZ011857	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF SC	3C18011	0102/7ELZ005991	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF SC	3C18011	0102/7ELZ006049	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF10	3C18011	0200/7ELZ13088	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF10	3C18011	0200/7ELZ13339	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF3	3C18011	0102/7ELZ005932	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF3	3C18011	0102/7ELZ006047	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF9	3C18011	0102/7ELZ005894	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF9	3C18011	0102/7ELZ006061	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF9	3C18011	0102/7ELZ006040	LinkBuilder MSH/11 Power Supply Unit
GBS	IDF9	3C18011	0102/7ELZ005989	LinkBuilder MSH/11 Power Supply Unit
GBN	IDF1	3C18120	0303/7FDB001621	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	0303/7FDB001620	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	3030/7FDB001450	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	0303/7FDB001449	LinkBuilder MSH/11- 13-Port 10BaseT

**Glenbrook High School District 225  
District Technology Plan**

---

GBN	IDF1	3C18120	0300/7FDC000432	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	0300/7FDB001631	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	0303/7FDB001632	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18120	0303/7FDB001618	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF10	3C18120	0100/7FDC000079	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF10	3C18120	0303/7FDB001451	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF10	3C18120	0303/7FDB001610	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF6	3C18120	0303/7FDB001626	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF6	3C18120	0303/7FDB001627	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF6	3C18120	3030/7FDB001615	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF6	3C18120	0303/7FDB001628	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF7	3C18120	0303/7FDB001438	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF7	3C18120	0303/7FDB001609	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF SC	3C18120	0303/7FDB001466	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF SC	3C18120	0303/7FDB001619	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF10	3C18120	0303/7FDB001465	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF10	3C18120	0303/7FDB001456	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF3	3C18120	0303/7FDB001633	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF3	3C18120	0303/7FDB001608	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF3	3C18120	0303/7FDB001625	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF3	3C18120	0303/7FDB001457	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0303/7FDB001426	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0303/7FDB001437	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0300/7FDC000436	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0303/7FDB001455	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0303/7FDB001435	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0303/7FDB001436	LinkBuilder MSH/11- 13-Port 10BaseT
GBS	IDF9	3C18120	0100/7JPB003935	LinkBuilder MSH/11- 13-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002778	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002762	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002784	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002778	LinkBuilder MSH/11- 24-Port 10BaseT

**Glenbrook High School District 225  
District Technology Plan**

---

GBN	IDF1	3C18122	0302/7FFB002817	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002818	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002786	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002777	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002783	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18122	0302/7FFB002719	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF10	3C18122		LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF10	3C18122		LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF10	3C18122	0302/7FFB002776	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF10	3C18122	0302/7FFB002823	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF10	3C18122	0302/7FFB002720	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002738	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002812	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002721	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002787	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002766	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF6	3C18122	0302/7FFB002792	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF7	3C18122	0302/7FFB002822	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF7	3C18122	0302/7FFB002732	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF7	3C18122	0302/7FFB002767	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122		LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122		LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF SC	3C18122	0302/7FFB002802	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF SC	3C18122	0302/7FFB002769	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF SC	3C18122	0302/7FFB002801	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122	0302/7FFB002765	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122	0302/7FFB002771	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122	0302/7FFB002763	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF3	3C18122	0302/7FFB002826	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF3	3C18122	0302/7FFB002774	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF3	3C18122	0302/7FFB002770	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF3	3C18122	0302/7FFB002819	LinkBuilder MSH/11- 24-Port 10BaseT

**Glenbrook High School District 225  
District Technology Plan**

---

GBS	IDF3	3C18122	0302/7FFB002768	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF3	3C18122	0302/7FFB002803	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002800	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002730	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002828	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002760	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002772	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002782	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002764	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002731	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002814	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002781	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002775	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002840	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF9	3C18122	0302/7FFB002811	LinkBuilder MSH/11- 24-Port 10BaseT
GBS	IDF10	3C18122	0100/7GGB011312	LinkBuilder MSH/11- 24-Port 10BaseT
GBN	IDF1	3C18500	0303/7EPB001145	LinkBuilder MSH/11- Managmt Mod
GBN	IDF1	3C18500	0300/7EPC001163	LinkBuilder MSH/11- Managmt Mod
GBN	IDF10	3C18500	0303/7EPB001581	LinkBuilder MSH/11- Managmt Mod
GBN	IDF6	3C18500	0303/7EPB001135	LinkBuilder MSH/11- Managmt Mod
GBN	IDF7	3C18500	0600/7EPB006364	LinkBuilder MSH/11- Managmt Mod
GBS	IDF SC	3C18500	0303/7EPB001575	LinkBuilder MSH/11- Managmt Mod
GBS	IDF10	3C18500	0600/7EPB006379	LinkBuilder MSH/11- Managmt Mod
GBS	IDF3	3C18500	0303/7EPB001592	LinkBuilder MSH/11- Managmt Mod
GBS	IDF9	3C18500	0303/7EPB001639	LinkBuilder MSH/11- Managmt Mod
GBS	IDF9	3C18500	0303/7EPB001924	LinkBuilder MSH/11- Managmt Mod
GBS	MDF	3C200500		Corebuilder 2500 - Fast Ethr Mod 100BaseTX
GBN	MDF	3C200500	2EKE007750	Corebuilder 2500 - Fast Ethr Mod 100BaseTX
GBS	MDF	3C200600		Corebuilder 2500 - Fast Ethr Mod 100BaseFX
GBN	MDF	3C200600	2GGE003046	Corebuilder 2500 - Fast Ethr Mod 100BaseFX
GBS	MDF	3C201400A		Corebuilder 2500 - Ethr Mod 10BaseFL
GBS	MDF	3C201400A		Corebuilder 2500 - Ethr Mod 10BaseFL

**Glenbrook High School District 225  
District Technology Plan**

---

GBN	MDF	3C201400A	2HGE014752	Corebuilder 2500 - Ethr Mod 10BaseFL
GBN	MDF	3C201400A	2HGE014445	Corebuilder 2500 - Ethr Mod 10BaseFL
GBN	MDF	3C250200A	2GDB009610	Corebuilder 2500 - Switch
GBS	MDF	3C250200A	2GDB001767	Corebuilder 2500 - Switch
ADM	MDF	3C27850F		Transcend Enterprise Manager for Unix
GBN	IDF1	3C565047A		SuperStack II Redundant Power Supply
GBN	IMC-NWS	3C565047A	LR50913	SuperStack II Redundant Power Supply
ADM	MDF	3C6000		NetBuilder II - 4-Slot Chassis
GBN	MDF	3C6000	1GA04952	NetBuilder II - 4-Slot Chassis
OCC	MDF	3C6000		NetBuilder II - 4-Slot Chassis
GBS	MDF	3C6001	1GB13864	NetBuilder II - 8-Slot Chassis
GBS	MDF	3C6011		NetBuilder II - CEC 8MB Memory Expansion Kit
ADM	MDF	3C6012		NetBuilder II - CEC 20MB Mod
GBN	MDF	3C6012	4DBE032178	NetBuilder II - CEC 20MB Mod
OCC	MDF	3C6012		NetBuilder II - CEC 20MB Mod
ADM	MDF	3C6021		NetBuilder II - Ethr Mod
ADM	MDF	3C6021		NetBuilder II - Ethr Mod
ADM	MDF	3C6021		NetBuilder II - Ethr Mod
GBN	MDF	3C6021	1AF24847	NetBuilder II - Ethr Mod
GBN	MDF	3C6021	1AF28868	NetBuilder II - Ethr Mod
GBS	MDF	3C6021		NetBuilder II - Ethr Mod
GBS	MDF	3C6021		NetBuilder II - Ethr Mod
GBS	MDF	3C6021		NetBuilder II - Ethr Mod
GBS	MDF	3C6021		NetBuilder II - Ethr Mod
GBS	MDF	3C6021		NetBuilder II - Ethr Mod
OCC	MDF	3C6021		NetBuilder II - Ethr Mod
ADM	MDF	3C6022A		NetBuilder II - High Speed Serial 1-Port V.35 Mod
OCC	MDF	3C6022A		NetBuilder II - High Speed Serial 1-Port V.35 Mod
GBN	MDF	3C6040	4BLE014812	NetBuilder II - High Speed Serial 3-Port V.35 Mod
GBS	MDF	3C6040		NetBuilder II - High Speed Serial 3-Port V.35 Mod
GBN	MDF	3C6070	4DWE007079	NetBuilder II - Fast Ethr Mod 100BaseTX
GBS	MDF	3C6070		NetBuilder II - Fast Ethr Mod 100BaseTX
ADM	MDF	3C6071		NetBuilder II - Fast Ethr 100BaseFX Mod

**Glenbrook High School District 225  
District Technology Plan**

---

GBS	MDF	3C6071		NetBuilder II - Fast Ethr 100BaseFX Mod
ADM	MDF	3C6081A		NetBuilder II - Flash Memory Drive
GBN	MDF	3C6081A		NetBuilder II - Flash Memory Drive
GBS	MDF	3C6081A		NetBuilder II - Flash Memory Drive
OCC	MDF	3C6081A		NetBuilder II - Flash Memory Drive
ADM	MDF	3C6085		NetBuilder II - 20MB PC Card
GBN	MDF	3C6085	4FUA009832	NetBuilder II - 20MB PC Card
GBS	MDF	3C6085		NetBuilder II - 20MB PC Card
OCC	MDF	3C6085		NetBuilder II - 20MB PC Card
ADM	MDF	3C60950		NetBuilder II - CEC to DPE Upgrade Kit
ADM	MDF	3C60950		NetBuilder II - CEC to DPE Upgrade Kit
GBN	MDF	3C60950		NetBuilder II - CEC to DPE Upgrade Kit
GBS	MDF	3C60950		NetBuilder II - CEC to DPE Upgrade Kit
ADM	MDF	3C6451L-CD		Netbuilder Platform Complete Protocol Software
GBN	MDF	3C6451L-CD		Netbuilder Platform Complete Protocol Software
GBS	MDF	3C6451L-CD		Netbuilder Platform Complete Protocol Software
OCC	MDF	3C6451L-CD		Netbuilder Platform Complete Protocol Software
ADM	MDF	3C7567		AccessBuilder Security Package for Netware
ADM	MDF	3C7567		AccessBuilder Security Package for Netware
ADM	MDF	3C7567		AccessBuilder Security Package for Netware
GBN	MDF	3C92181		Corebuilder 2500 - Intelligent Switching Software
GBS	MDF	3C92181		Corebuilder 2500 - Intelligent Switching Software
GBN	MDF	3C92281		Corebuilder 2500 - Extended Switching Software
GBS	MDF	3C92281		Corebuilder 2500 - Extended Switching Software
ADM	MDF	ACCB-100	IMA01900	AccessBuilder 4000 - Base System Ethr
ADM	MDF	ACCB-100		AccessBuilder 4000 - Base System Ethr
ADM	MDF	ACCB-100		AccessBuilder 4000 - Base System Ethr
ADM	MDF			AccessBuilder 4000 - Async Mod, 8 Port
ADM	MDF			AccessBuilder 4000 - Async Mod, 8 Port
ADM	MDF			AccessBuilder 4000 - Async Mod, 8 Port
ADM	MDF			AccessBuilder 4000 - Async Mod, 8 Port
ADM	MDF			AccessBuilder 4000 - Async Mod, 8 Port

**Glenbrook High School District 225  
District Technology Plan**

---

ADM	MDF		AccessBuilder 4000 - Async Mod, 8 Port
GBN	MDF		LinkBuilder FMS II - Transcvr Mod 10Base-T
GBS	MDF		NetBuilder II - CEC 12MB Mod
GBN	MDF	ONS-150	TyLink ONS-150 CSU-TSU
GBN	MDF	ONS-150	TyLink ONS-150 CSU-TSU
GBN	MDF	ONS-150	TyLink ONS-150 CSU-TSU
GBS	MDF	ONS-150	TyLink ONS-150 CSU-TSU
GBS	MDF	ONS-150	TyLink ONS-150 CSU-TSU
OCC	MDF	ONS-150	TyLink ONS-150 CSU-TSU

**Glenbrook High Schools District 225  
District Technology Plan**

---

**Appendix N: Inventory: Glenbrook North**

**Computers**

<b>Department</b>	<b>Total</b>
Auditorium	5
Applied Technology	3
Electronic Lab	18
CAD Lab	15
Classroom	1
Preschool	4
Art 5	
Classroom	3
Athletics	7
Book Store	4
Broadcasting	2
TV	13
Radio Lab	6
Business Education	3
Keyboarding Lab	26
Classroom	1
Dean's Office	10
Test Center	3
Driver Education	8
English	30
Classroom	0
Writing Lab	42
Drama	1
ESL	2
Chapter 1 Reading	9
Newspaper/Yearbook	7

**Glenbrook High Schools District 225  
District Technology Plan**

---

Debate	5
Family/Consumer Science Classroom	4 6
Foreign Language Classroom Foreign Language Lab	17 4 0
Guidance Guided Study College/Career Center Health Service	22 4 3 2
IMC Reference Center Training Lab Dynix (Library Access)	10 40 8 9
Mathematics Classroom Mathematics Lab	21 1 62
Maintenance	9
Music Midi Lab	6 9
Physical Education/Health	16
Principal's Suite	9
Science Classroom East Wing West Wing Biology	22 30 16 16 16
Social Studies Classroom Social Studies Lab	16 0 30
Special Education Classroom	20 8

**Glenbrook High Schools District 225  
District Technology Plan**

---

Student Activities	2
Technology	17
Network Services	14
<b>Total</b>	<b>702</b>

**Glenbrook High Schools District 225  
District Technology Plan**

---

**Appendix O: Inventory: Glenbrook South**

**Computers**

<b>Department</b>	<b>Macs</b>	<b>WinTel</b>	<b>Total</b>
Auditorium	1		1
Applied Technology	1	5	6
Electronic Lab		12	12
Photo Lab		6	6
CAD Lab		15	15
Classroom		1	1
Preschool		3	3
Art 3		3	3
Classroom	3		3
Athletics	7	1	8
Book Store		3	3
Broadcasting	1	1	2
TV		2	2
Radio Lab		3	3
Business Education	5	1	6
Keyboarding Lab		33	33
Classroom	3		3
Dean's Office		11	11
Test Center	2	1	3
Driver Education	5		5
English	31	2	33
Classroom	6	0	6
Writing Lab	39	2	41
Drama	1		1
ESL	5		5
Chapter 1 Reading	12		12
Newspaper/Yearbook	10		10
Debate	3		3
Family/Consumer Science	3	1	4
Classroom	2		2
Foreign Language	14		14
Classroom	1		1
Foreign Language Lab	8	1	9
Guidance	1	23	24
Guided Study	4		4
College/Career Center		2	2

**Glenbrook High Schools District 225  
District Technology Plan**

---

Health Service		2	2
IMC		5	5
Reference Center		42	42
Multi Media Lab	13	2	15
Titan Technology Center	14	12	26
Training Lab	6	7	13
Dynix (Library Access)		12	12
Mathematics	4	18	22
Classroom	1		1
Mathematics Lab	40	24	64
Maintenance		2	2
Music	6		6
Midi Lab	5		5
Physical Education/Health	12	5	17
Principal's Suite		7	7
Science	22	1	23
Classroom	10		10
East Wing	10		10
West Wing	9		9
Biology	10		10
Social Studies	13	5	18
Classroom	1		1
Social Studies Lab	1	25	26
Special Education	6	7	13
Classroom	10	1	11
Student Activities	1	2	3
Technology	4	6	10
Graphics Lab	39		39
Write Lab Annex	35		35
Network Services	7	7	14
<b>Total</b>	<b>450</b>	<b>321</b>	<b>771</b>

**Glenbrook High Schools District 225  
District Technology Plan**

---

**Application Software**

Abaccus 1.0	Code Warrior Pro 5	germwars.pkg
Acrobat0 Exchange	Conversions Plus 5.0	Grade Machine 6.8
Access	Corel Word Perfect	Gram mat ik
Adobe Acrobat	Create Symantec	Gram mat ik0 Mac
Adobe Illustrator	Projects	Grapher DEMO V1.0
Adobe PhotoShop	Create THINK Projects	Grapher881 V1.2.1
Adobe Premiere	DeckEdit	Grapher881 V2.0 BETA
Adobe PageMaker	DeltaGraph	Gravitation Ltd. 4.0
Adobe Streamline	Decimal Fraction Maze	Geometers SketchPad
Air Traffic Controller 5.01	DeskDraw"	Guidance Information
Airplanes v1.2	DeskPaint"	System
Aldus Chart 1.0	Digital Chisel HTML	GuitarValet 1.0
Aldus Persuasion 3.0	Digital Chisel Player	Helix Express 4.5 Doc
Aldus Table 1.0	Digital Messiah v.2.0.1	Hungry Frog0
AnagramCrossword1.4	Dine Healthy	Foundation
Antigame Plus	Disinfectant	HyperCard 1.2.5
Apple Adm Toolkit	Disk Doctor	HyperStudio 3.1 Player
Apple Video Player	Double Helix	IconMover0
AppleWorks 5.03	Dreamweaver	Infotron0 1.1
Archives of History	Expert Astronomer	Interactive Physics0@03
Arctic Express	Explorations FST	Interactive Skeleton Help
Astrology C*L*O*C*K	FastPath0 Manager II	Internet Connection
Astrology Treasure Hunt	Fetch	Wizard 2.5
Astronomical Events	Final Draft	InterSLIP Setup
Atajo	File Browser	Intro Airplane Design
Authorware	FileMaker Pro 5.0	(Single)
BBEdit Lite 4.6	FileMatch	Item
Biology-Application	Finale 2000a	Java Compiler
Calculator II	FireWorks	Jetpack
CalendarMaker	Flash 4	JPEGView 3.0
Carmen USA	FloorTiles	Kai's Photo Soap0 SE
Chamber Works	FoilSim	KeyMapper Docs
CircuitVision	Folio Bound VIEWS 3.1b	KeyTypeBook v3.1
Claris HomePage 3.0	Font Gander Pro 1.2.7	LaserLab 1.3
Claris Organizer 2.0	FoolProof	Loan Calculator
ClarisImpact	Freunde	LW 8.6.1.smi
ClarisWorks 4.0.6	FusionRecorder 1.0.2	LXR Interactive Instructor
Complete National	FutureLab	LXR Interactive Student
Geographic	Gerbils!	
LXR TEST 4.x Updater	M A C A S T 1.0	MacCheck0
LXR TEST 5.1	M A C S T E R P R 2	MacConcentration

**Glenbrook High Schools District 225  
District Technology Plan**

---

MacFrog(c) 2.0.2	Movie Recorder	ResEdit
MacGlobe	MovieClick	RoadAtlas
Macify 2.7	MoviePlay	ScannerIII
MacLanding	Net Support Manager	ScannerProbe 1.4
MacLinkPlus0	NETCOMplete	ScanPaint
Translators Pro	Netscape Navigator 4.08	Shockwave
Macromedia Director	Norton Utilities	SimCity
MacMotion 4.0	Norton Disk Doctor	Small Blue Planet
MacTools"	Nuevos Destinos	SmoothMover0
MagicScroll0 2.01	Nuntius	Sound 3.01
Making the Grade0 6.0d	OmniPage Professional	SoundApp Fat
Maniac 2.1	OMPPro Text	SoundBuilder 2.0
Marionet0 1.1.fish	OMPPro Word	SoundMate
Mathematica	Optics Lab	SoundWaves
MathType 3.1	Oregon Trail	SoundEdit 16
Maurice Ashley Teaches Chess0	Oscilloscope 2.1	Spell Utility
MaxsurfProDemo	Parents= Guide	Stack Cracker
Maze	PH Test 2.24	StatView 4.5
Message Box Dox	PhotoFlash0	StuffIt Deluxe0
Message of the Day	PhrazeCrazePlus	Super Munchers
MicroGrade 3.0.5	Pic2Pict Utility	SuperCard" Player 2.5.2
MicroPace Pro	PlainTalk0 Installer	Superplay
MicroType Pro	Polybrid 1.0	SuperPlay 4.0
Microsoft Art Gallery	Polyris Duo 1.0.0	Systeme D
Microsoft Excel	Polytris 1.04	Teach!
MicroSoft Front Page	PowerMover	Teacher's Toolbox Deluxe
Microsoft PowerPoint	PowerPoint QCD II	Test Creator
Microsoft Word	PuzzelPower	TextChanger 2.5
Microsoft Works	QTW	Three By Five 2.1
MicroTest 4.0.5	QTW v3.0.2	TI-Graph Link0
MicroTest III Online	Quagmire	TI-AutoType
MicroTest Online	QuickTake0 1.0	TransType
Minitab 10.5 Xtra	Quicktime 4.0.3	triangle
Mirror0	Quicktime VR Author Studio	True BASIC0
MMC.sea	RealAudio Encoder	TurboGopher
MMC.sea.1	RealAudio Player	Type!
MMU Manual.dp	Realmz Tips (City of Bywater)	TypeStyler0 2.0
ModelPro3.2	Realmz0 Time Reader	UMAX VistaScan DA 3.5
Molecular Dynamics	Rebuild0	Virex 5.8.1
Motion	Remember? V2.3.7	VistaAccess
MotionPaint	Where in Space is Carmen?	WaterRocketFun V3.0.1
Web Workshop 1.0	Wiley CD-Physics	Word Munchers Deluxe
WebStar 3.0		Word Profiler
Whales		WordBlaster

**Glenbrook High Schools District 225  
District Technology Plan**

---

Worksheet Magic  
Installer  
World Class  
Writer=s Toolkit  
ZeroGravity

**Glenbrook High Schools District 225  
District Technology Plan**

---

**Appendix P: Inventory: IMC Technological Resources**

**The Glenbrook Instructional Materials Centers**

The Instructional Materials Centers of the Glenbrooks have access to a wide variety of resources through the use of technology. A variety of electronic research products are available for students and faculty in both the IMCs and throughout the campuses. The district purchases subscriptions to the products available online and many of these products have licensing which allows students to access the programs from home and other locations outside of the Glenbrooks. In addition, the Glenbrooks are active members of the North Suburban Library System which allows for the purchase of some products at discounted prices. Through a grant from the Illinois State Library, all North Suburban Library System member libraries have free access to sixteen FirstSearch databases which are listed below. The district also takes advantage of online instructional services through the Illinois State Board of Education. These resources are provided free of charge or at a substantial discount. Listed below are the electronic resources used by students, faculty and staff.

African-American Experience	Full Text, CD-ROM
Asian-American Experience	Full Text, CD-ROM
CD Sourcebook of American History	Full Text, CD-ROM
Chicago Tribune Online: 1985 to Date	Full text, Online
Culturgrams	Full Text
Current Biography: 1940 to Date	Full Text, CD-ROM
Dictionary of American Biography	Full Text, CD-ROM
DISCovering Authors	Full Text, CD-ROM
DISCovering Biography	Full Text, Online
DISCovering Multicultural America	Full Text, Online
DISCovering Science	Full Text, Online
DISCovering U.S. History	Full Text, Online
DISCovering World History	Full Text, Online
Electric Library: 1996 to Date	Full Text, Online
Encyclopaedia Britannica: 1999 Edition	Full Text, Online
Encyclopedia Americana: 1999 Edition	Full Text, Online
Ethnic NewsWatch: 1995 to Date	Full Text, Online
Ethnic NewsWatch: 1995 to Date	Full Text, Online
Grolier Multimedia Encyclopedia: 1999 Edition	Full Text, Online
Guidance Information System v. 3.0	
Hispanic-American Experience	Full Text, CD-ROM
Immigrant Experience	Full Text, CD-ROM
MasterFILE Elite: 1984 to Date	Full Text for many,

**Glenbrook High Schools District 225  
District Technology Plan**

---

Masterplots Complete: 1999 Edition	Online/CD-ROM Full Text, CD-ROM
McGraw-Hill Encyclopedia of Science and Technology: 1995 Edition	Full Text, CD-ROM
Native American Experience	Full Text, CD-ROM
New Book of Knowledge Encyclopaedia: 1999 Edition	Full Text, Online
New York Times Online: Last 90 days	Full Text, Online
New York Times: 1990 to Date	Full Text, CD-ROM
News Illinois: 1997 to Date	Full text, Online
NewsBank NewsFile: 1991 to Date	Full text, Online/CD-ROM
NoveList	Online
Professional Development Collection: 1990 to Date	Full Text for many, Online
PsychSim v.4.0	
Science Source	Full Text, CD-ROM
Survey of Science: 1998 Edition	Full Text, CD-ROM
Systeme D	
Topic Search: 1992 to Date	Full Text, Online/CD-ROM
Twayne's English Authors	Full Text, CD-ROM
Twayne's United States Authors	Full Text, CD-ROM
Twayne's World Authors	Full Text, CD-ROM
World Book Encyclopaedia: 1999 Edition	Full Text, CD-ROM

**FirstSearch Databases**

ABI_INFORM	U.S. and international articles on business and management
ArticleFirst	An OCLC index of articles from nearly 12,500 journals
ContentsFirst	An OCLC table of contents of nearly 12,500 journals
ECO	Electronic Collections Online. Full text of scholarly journals
ERIC	Journal articles and reports in education
GPO	U.S. government publications
HealthAcademic	Health Reference Center, Academic
MEDLINE	All areas of medicine, including dentistry and nursing
NetFirst	An OCLC database of Internet resources
PapersFirst	An index of papers presented at conferences worldwide
PerAbs	Periodical Abstracts. General topics and radio/TV transcripts
Proceedings	An index of worldwide conference proceedings
UnionLists	OCLC Union Lists of Periodicals
WilsonSelect	Full text articles in science, humanities, and business
WorldAlmanac The	World Almanac
WorldCat	Books and other materials in libraries worldwide

**Appendix Q: Electrical Survey**

The district has not performed a formal electrical survey. However, staff are keenly aware of the need to support technology with “clean” and abundant electrical service. Before any new area is supplied with new technology, an informal survey of the available electrical service is performed. Some areas have sufficient service for the intended technology. Some areas require upgrades and renovations in order to meet the requirements of the proposed system(s). As mentioned in Chapter III, the district has been (and will be) involved with renovating old and building new facilities for a number of years. The technical staff have worked with the district’s architect to ensure that adequate electrical service, air conditioning, and technical space (wiring closets, etc.) are incorporated into all renovation and building plans.

In addition, the district has taken steps to insure adequate power and electrical protection of equipment by the use of surge/drop protectors, battery backup systems, uninterruptable power supplies (UPS), and a number of emergency generators.