

Chapter 2

“No /Low Paper” Policy and Equipment Upkeep

Alicia Martinez
School Teacher, USA

EXECUTIVE SUMMARY

In an effort to control paper supplies and budget, an elementary school initiated a “No/Low Paper Policy.” Under this policy, teachers are encouraged to use the technology available in classrooms instead of worksheets, and teachers were assigned quotas and pin numbers to discourage excessive paper usage. Despite the forward thinking attitude of the school, the campus technology specialist continues to struggle with being heard by campus and district administration on issues dealing with the purchase and upkeep of technology.

BACKGROUND INFORMATION

In its second year of service, A.W. Jones Elementary School is as advanced as any public school could be in the metropolitan area. It has the latest projector systems, computers, and many other gadgets. Many visitors to the campus have commented on the abundance of technology and opportunities for students to get more familiar with programs and equipment that they may be expected to use in their future professions.

In its first year of operation, the administration learned a lot of lessons from their mistakes. One of these mistakes was letting teachers have too much control over copies and printing. So, in an effort to control paper supplies and the budget for

DOI: 10.4018/978-1-61350-492-5.ch002

supplies, the school initiated a “No/Low Paper Policy.” Under this policy, teachers are encouraged to use the technology available in classrooms instead of worksheets, and teachers were assigned quotas and pin numbers to discourage excessive paper usage. However, there have been many drawbacks to this policy about which the teachers have subsequently expressed their displeasure.

Mr. Lee is the technology specialist on the campus and is in charge of all the technology equipment. He is the “go-to guy” on campus for any questions or concerns about software and hardware. Unfortunately, Mr. Lee is also the person that everyone on campus approaches about complaints concerning technology. Although he tries his best to solve everyone’s problems, with over fifty teachers to deal, with this can be a difficult and sometimes impossible job.

Students at Jones Elementary love having new and advanced technology available to them. They usually put their efforts into behaving in order to earn points towards computer time and opportunities to play computer games. Since a large portion of Jones students are from economically disadvantaged homes, teachers hate to deprive students of opportunities to use equipment and other technologies that they do not have the chance to use elsewhere.

THE CASE

Mr. Lee is a ten year veteran employee for the Metropolitan School District. A.W. Jones Elementary School is his current campus location. He has spent the majority of his employment with the District as a technology specialist and computer teacher. As part of his job, he must stay current with the latest technology available in the field of education. Many campus employees approach him with questions and concerns about educational technology. When it comes time for purchasing new software or gadgets for the school, he is often approached about giving his input into the final purchase and to answer questions about the item being purchased and how it could benefit the campus.

In his second year of working at A.W. Jones Elementary, he was asked to join the team of professionals deciding what changes needed to be considered for the new school year. One of the decisions made at this meeting was that the school would initiate a “No/Low Paper” policy. Many other schools were considering similar policies due to recent budget cuts and past abuse of supplies. The administration decided that cutting back on paper use in the classroom—such as worksheets and student handouts—would be a huge step in supporting this new policy. Mr. Lee was approached about whether this would be too much of a problem due to recent additions of new technology and supplies. He expressed that this would be a better question for the teachers to debate but that using the technology involved in the

2 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/low-paper-policy-equipment-upkeep/61697

Related Content

A Bayesian Based Machine Learning Application to Task Analysis

Shu-Chiang Lin (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 133-139).

www.irma-international.org/chapter/bayesian-based-machine-learning-application/10810

Reasoning about Frequent Patterns with Negation

Marzena Kryszkiewicz (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1667-1674).

www.irma-international.org/chapter/reasoning-frequent-patterns-negation/11042

Discovering Knowledge from XML Documents

Richi Nayak (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 663-668).

www.irma-international.org/chapter/discovering-knowledge-xml-documents/10891

Fostering Participatory Literacies in English Language Arts Instruction Using Student-Authored Podcasts

Molly Buckley-Marudas and Charles Ellenbogen (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 20-39).

www.irma-international.org/chapter/fostering-participatory-literacies-in-english-language-arts-instruction-using-student-authored-podcasts/237411

A Genetic Algorithm for Selecting Horizontal Fragments

Ladjel Bellatreche (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 920-925).

www.irma-international.org/chapter/genetic-algorithm-selecting-horizontal-fragments/10930