



# District Technology Plan

*July 2007 - June 2011*

*Excellence through technology,  
everywhere and anytime.*

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# Executive Summary

## *Overview*

In November 2006, the Technology Management Team began meeting to revise and update a four-year technology plan. The purpose of the plan is to provide a framework and business 'context' for technology in the District and to map a course of continuous action that creates and maintains a technology rich educational and work environment.

## **Vision, Goals and Objectives**

Technology is a tool used to accomplish the District business objectives. The District uses technology to manage data, communicate, to teach and to learn. Moving the District's use of technology to a level that maximizes its benefit to the District is a long-term initiative requiring focus and sustained efforts. The goals, objectives and strategies provide the focus of the effort, while the implementation plan provides the detailed action steps to be taken over the next four years.

The technology vision set forth by the District is:

*"Excellence through technology, everywhere and anytime.*

In the Mounds View School District, this translates into four key goals (in bold), each with identified objectives:

- 1. Effectively use technology to increase student achievement.**
  - 1.1. Increase teacher's ability and capacity to integrate technology with curriculum development, instruction and assessment.
  - 1.2. Expand staff and student's knowledge, skills and abilities to use technology.
  - 1.3. Improve student's and teacher's ability to access and use information electronically.
- 2. Use technology as a tool to communicate effectively to all stakeholders.**
  - 2.1. Improve parent involvement and parent – teacher/school/district communication.
  - 2.2. Improve communication systems and increase the sharing information with all stakeholders.
- 3. Use technology to effectively manage and use data.**
  - 3.1. Support, maintain and improve the technology infrastructure.
  - 3.2. Support, maintain and upgrade software and data systems.
  - 3.3. Provide highly skilled technical support to end users.
- 4. Effectively use technology to manage and support the District.**
  - 4.1. Ensure district staff understands the District-wide technology vision and expectation sets.
  - 4.2. Increase district staff's ability to integrate and effectively use technology in managing the District and decision making.

**Key Strategies**

Eleven key strategies have been identified that align and fulfill the technology goals and objectives. In turn, these initiatives will have a set of action steps that become part of the implementation plan. The Implementation Section in this plan contains the detailed action plan.

1. Continue to promote parental involvement and enhance parent-teacher communication through the use of technology.
2. Ensure technology is integrated with curriculum development and instructional design.
3. Enhance the technology delivery of school Media Center/Library.
4. Enhance school administrative support through the use of technology.
5. Increase / improve technology access for teachers, students, and staff.
6. Increase the technology knowledge, skills and abilities of the staff, through both traditional and technological venues.
7. Provide district wide policies, procedures and expectations for the use of technology.
8. Provide highly skilled accessible technical support staff to end users.
9. Support, maintain and upgrade the technology infrastructure (network and hardware).
10. Support, maintain and upgrade software and data systems.
11. Develop a communication plan for all initiatives.

## Section A: Planning & Needs Assessment

### *Planning*

#### **Organizational Leadership**

Mounds View Schools has adopted an organizational structure that places the responsibility for district-wide technology leadership, planning and management with a Technology Management Team. In addition, a Technology Advisory Committee provides input into the planning and feedback on progress.

#### **Technology Management Team**

The Technology Management Team is responsible for creating a Technology Plan that will guide and focus the organization's efforts to deploy and integrate technology into all phases of the organizational environment. Once the Plan is created, this team will oversee the implementation of the action plan. Decisions regarding the allocation of district capital resources for the procurement of hardware or application software; the repurposing and deployment of aging equipment; and the retirement of obsolete equipment are also made by the Technology Management Team.

#### **Members of the Management Team**

The Technology Management Team is comprised of three individuals:

- **Nick Temali, Director of Technology.** Mr. Temali has overall accountability for the development and implementation of the Technology Plan. He reports to Dr. Jan Witthuhn, Superintendent, serves on the Superintendent's Cabinet, and is responsible for providing leadership and management in the area of technology support services.
- **Sue Wendt: Technology Support Supervisor.** Ms. Wendt oversees the daily operation of the District-wide Technology Support Services Help Desk. She reports to the Director of Technology.
- **Karl Brown, Technology Integration Specialist.** Mr. Brown provides leadership for the integration of technology as it relates to teaching and learning. He oversees the implementation of information literacy standards working closely with library media staff. He reports to the Deputy Superintendent, Dan Hoverman, and the Director of Technology.

#### **Technology Advisory Committee**

The Technology Advisory Committee (a part of the District Curriculum Advisory Committee) is responsible for providing input into the development of the district-wide Technology Plan that identifies broad organizational goals, objectives and strategies. On an annual basis, the Advisory Committee provides feedback on the performance results of the action plan. The Management Team will then make modifications and updates to the Technology Plan as necessary.

**Representation**

The Technology Advisory Committee includes representation from following areas of expertise:

- School Administration (Elementary, Middle and High School)
- Teacher Representative (Elementary, Middle and High School)
- Testing and Assessment Coordinator
- Special Education Representative
- Technology and Career Education Representative
- Public Relations Director
- Library Media Specialist
- Curriculum Coordinator
- Administrative Support Director
- Business Community & Parents
- Members of the Management Team

*Note: Students will be represented by parents and instructional staff on the advisory committee.*

**Meeting Times**

The Advisory Committee will meet at least twice a year to evaluate progress and make modifications to the plan as necessary.

**Ancillary Technology Initiatives**

Administrative, programmatic or building specific initiatives that involve the use of technology must be aligned with the District-wide goals and objectives as documented in a written technology plan or proposal. Before implementation, the Technology Management Team must approve these individual technology plans. Approval will be based on:

1. alignment with District Technology Plan.
2. ability to provide hardware, software, and sustained technical support.
3. ability to provide staff development.
4. infrastructure compatibility.

*Demographics*

**Overview**

The Mounds View School District is located approximately nine miles north of the downtown areas of Minneapolis and St. Paul. The District provides instructional services for children and adult learners who live in the cities of Mounds View, New Brighton, Shoreview, Arden Hills, North Oaks, and small portions of Roseville and Vadnais Heights.

Mounds View is one of the largest districts in Minnesota. With six elementary schools, three middle schools, two high schools, an Alternative Learning Center, and a level five EB/D program for elementary, middle and high school students. The District serves over 9,900

students and employs over 1,300 staff. In addition, the School District operates a residential, environmental learning center located 14 miles north of Virginia, Minnesota.

### **Demographic Changes**

Over the past ten years, student enrollment has declined from over 11,800 students to just over 9,900 students, a net loss of about 1,900 students. Student enrollment is anticipated to continue to decline over the next six years as the school district household's mature. Due to the decline of student enrollment, the staff numbers declined from around 1,700 to just under 1,400 with a net loss of 300.

### **Service Delivery Challenges**

Over the last ten years, new challenges have arisen due to declining student enrollment. Consequently, there has been a reduction in district funding. However, at the same time, the need for technological support has grown dramatically due to the ever increasing instructional and administrative demand and usage. As a result, adequately funding technology and technology support becomes a challenge.

Another challenge is to ensure equitable access to technology by all students. Currently the District has an average ratio of 7 students to 1 computer. Moving forward, the District anticipates this ratio to decrease, putting an additional burden on a technical support staff that is already very lean.

## *Needs Assessment*

### **Identified Needs**

The following is a list of needs identified through the interviews and focus groups with the various participants.

1. Improved access to timely, useful, and meaningful information for staff, students, and parents.
2. Up-to-date systems and infrastructure that provides speed, flexibility, and reliability to support the District's instructional, administrative, and technical goals.
3. Timely access to highly skilled technical support.
4. Timely access to effective instructional programs and learning opportunities that produce independent users of technology.
5. Use technology effectively as it relates to teaching, learning, student achievement and administrative support.
6. Technology decision making processes that allow the District to utilize its financial resources in the most cost-effective manner, reflecting total cost of ownership and capitalizing on emerging technologies.
7. Visionary leadership that understands, communicates and implements a technology plan that is completely integrated into the effort to realize the instructional goals of the District.
8. District-wide technology standards, processes and expectations for use that are well communicated, documented and implemented.

## Section B: Vision, Goals, Objectives & Strategies for Technology

### *Mission and Vision Statements*

#### **School District Mission Statement**

*“Mounds View Public Schools will educate all learners through a broad range of programs that set high expectations and inspire outstanding achievement.”*

#### **Belief Statements**

1. We believe curriculum and instructional strategies must offer opportunities for successful learning.
2. We believe we must frequently assess and evaluate student performance and program effectiveness in order to assure continuous growth.
3. We believe a respectful, secure and motivating environment promotes successful learning.
4. We believe parents and the community deserve frequent, consistent and open communication with Mounds View Public Schools.
5. We believe community-wide awareness and support of our schools will lead toward a stronger advocacy of our educational goals.
6. We believe strong partnerships between teachers, parents and the community promote successful learning.
7. We believe teamwork, a shared decision-making process and collaborative leadership are essential for school improvement and for students to achieve at high levels.
8. We believe expectations strongly influence accomplishments.
9. We believe change creates opportunities for growth.
10. We believe diversity strengthens Mounds View Public Schools.
11. We believe students deserve highly skilled, well-trained and dedicated teachers.
12. We believe all staff members must be responsible for their individual development and contribute to the overall development of Mounds View Public Schools.
13. We believe all students share a responsibility for their learning.

#### **Technology Vision Statement**

*“Excellence through technology, everywhere and anytime.”*

Striving for excellence, in all aspects of the organization’s work, is fundamental to the District’s success. The District recognizes that the ability to achieve excellence is enhanced by the use of technology and the ability to fully integrated technology into the curriculum, instructional delivery systems, communication methods, and business procedures. Learning, work, and communication occur outside the school building and school day and technology is

used to create an anytime, anywhere access to the information and tools necessary for continued success.

*Goals*

**Primary Goals**

Four primary goals that support the School District’s mission and technology vision have been identified. These primary goals are designed to meet the stakeholders’ needs, provide for the effective use of technology and set the foundation for the objectives and strategies.

- 1. Effectively use technology to increase student achievement.**
- 2. Use technology as a tool to communicate effectively to all stakeholders.**
- 3. Use technology to effectively manage and use data.**
- 4. Effectively use technology to manage and support the District.**

**Key Stakeholder Needs / Goals Matrix**

<b>Key Stakeholder Needs</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>
1. Improved access to timely, useful, and meaningful information for staff, students, and parents.	X	X	X	
2. Up-to-date systems and infrastructure that provides speed, flexibility, and reliability to support our instructional, administrative, and technical goals.	X	X	X	X
3. Timely access to highly skilled technical support.	X	X	X	X
4. Timely access to effective instructional programs and learning opportunities that produce independent users of technology.	X			X
5. Use technology effectively as it relates to teaching, learning, student achievement and administrative support.	X		X	X
6. Technology decision making processes that allow the District to utilize its financial resources in the most cost-effective manner, reflecting total cost of ownership and capitalizing on emerging technologies.	X		X	X
7. Visionary leadership that understands, communicates and implements a technology plan that is completely integrated into the effort to realize the instructional goals of the District.	X	X	X	X
8. District-wide technology standards, processes and expectations for use that are well communicated, documented and implemented.	X	X	X	X

## *Objectives*

In order to fulfill the four primary goals, key technology objectives have been identified for each goal.

- 1. Effectively use technology to increase student achievement.**
  - 1.1. Increase teacher's ability and capacity to integrate technology with curriculum development, instruction and assessment.
  - 1.2. Expand staff and student's knowledge, skills and abilities to use technology.
  - 1.3. Improve student's and teacher's ability to access and use information electronically.
  - 1.4. Increase the use of data driven decision making to drive instruction programs.
- 2. Use technology as a tool to communicate effectively to all stakeholders.**
  - 2.1. Improve parent involvement and parent – teacher/school/district communication.
  - 2.2. Improve communication systems and increase the sharing information with all stakeholders.
- 3. Use technology to effectively manage and use data.**
  - 3.1. Support, maintain and improve the technology infrastructure.
  - 3.2. Support, maintain and upgrade software and data systems.
  - 3.3. Provide highly skilled technical support to end users.
- 4. Effectively use technology to manage and support the District.**
  - 4.1. Ensure district staff understands the District-wide technology vision and expectation sets.
  - 4.2. Review and update the technology plan on an annual basis.
  - 4.3. Increase district staff's ability to integrate and effectively use technology in managing the District and decision making.

## *Strategies*

### **Key Strategies and Actions**

The following list represents the key strategies and action steps that align and fulfill the technology goals and objectives. In turn, these action steps become part of the implementation plan.

1. Continue to promote parental involvement and enhance parent-teacher communication through the use of technology.
  - 1.1. Expand parent portal system to include Food Service, Transportation and Testing.
  - 1.2. Publish timely and useful information about policies, programs, services, and other administrative business on the website.
  - 1.3. Identify and develop web-based forms of communication to inform stakeholders and conduct district business.

2. Ensure technology is integrated with curriculum development and instructional design.
  - 2.1. Embed Technology into core curriculum learner outcomes.
  - 2.2. Increase the use of online assessment systems to at least 50% of all standardized testing.
  - 2.3. Maintain a data warehouse that allows quick and easy access to student information in order to make informed decisions on meeting the needs of all learners.
3. Enhance the technology delivery of school Media Center/Library.
  - 3.1. Maintain and support the technology in library media centers, labs, and classrooms.
  - 3.2. Provide remote access to library resources anytime, anywhere.
  - 3.3. Maintain support for online databases (e.g. the Electronic Library of Minnesota) as well as other resources each school subscribes to in order to meet the information needs of students and staff.
4. Enhance school administrative support through the use of technology.
  - 4.1. Maintain ongoing support and upgrade of administrative systems.
  - 4.2. Utilize all electronic government reporting where possible.
  - 4.3. Explore and investigate data storage for student and staff records.
  - 4.4. Implement staff development and evaluation software.
5. Increase / improve technology access for teachers, students, and staff.
  - 5.1. Provide remote access to district file servers for staff members.
  - 5.2. Research, deploy new and/or emerging assistive technologies.
6. Increase the technology knowledge, skills and abilities of the staff, through both traditional and technological venues.
  - 6.1. Develop staff technology training and development programs, including administrative support, IT support and school staff.
  - 6.2. Research alternative staff development models.
  - 6.3. Investigate and deploy alternative methods of information delivery and instructional learning such as e-learning.
7. Provide district wide policies, procedures and expectations for the use of technology.
  - 7.1. Develop, document, communicate and implement district wide policies, procedures and expectations for the use of technology.
  - 7.2. Review and implement expected technical competencies for all technical staff and teaching staff.
  - 7.3. Develop and implement a selection and review process for all district software and hardware.
8. Provide highly skilled accessible technical support staff to end users.
  - 8.1. Review and update job descriptions and salary ranges.
  - 8.2. Document and communicate technology support processes and procedures.

- 8.3. Develop ongoing flexible delivery models for providing technology staff support.
- 8.4. Provide ongoing training to support staff on diagnoses and resolution of common problems.
- 9. Support, maintain and upgrade the technology infrastructure (network and hardware).
  - 9.1. Upgrade servers on a three year cycle and upgrade computers on a six year cycle.
  - 9.2. Implement an operational plan to reconfigure and optimize servers.
  - 9.3. Develop, document and communicate disaster recovery and contingency plans.
  - 9.4. Provide for remote software upgrades and patches.
- 10. Support, maintain and upgrade software and data systems.
  - 10.1. Maintain and track all new and existing software used in the District.
  - 10.2. Upgrade all server and application software within one upgrade of the current vendor release.
- 11. Develop a communication plan for all initiatives.
  - 11.1. Implement project management approach to all technology initiatives.

## *Strategy Integration*

### **Minnesota Academic Standards**

Technology is an instructional tool used to improve the effectiveness of instructional strategies and increase student achievement. As a learning tool, technology resources are used in all aspects of the instructional design process including the development of curriculum materials, deployment of research-based instructional strategies, and the use of formative as well as summative assessments.

Technology plays a key role in enabling our district's students to meet the Minnesota Academic Standards. The District will attempt a good faith effort to have students be technology literate by the end of eighth grade. As such, it is an integral part of our instructional program. Basic strategies in place to ensure state standards are met include:

- Increasing teachers' productivity and capacity to integrate technology into the curricula and instruction.
- Expanding, enhancing, and enriching the learning experiences to meet the needs of all learners.
- Managing and analyzing student data to make informed instructional decisions.
- Improving students' education through the use of technology and increasing their achievement.
- Improving and increasing communication with students and parents.
- Empowering students/staff to conduct independent research effectively and become effective users of information.

Effective instruction engages students and motivates them to learn. Teachers and staff regularly use technology in the learning and assessment processes. In addition, teacher use technology systems (e.g., Spreadsheets, Databases, Monitoring Basic Skills Progress program, electronic gradebooks) in place to monitor the student's progress continuously, and make instructional decisions based on this data. These decisions impact the instructional programs of both low and high performing students. In this way, technology resources are used to support the curriculum and instructional review processes.

Digital content and web-based resources are increasingly used to support the instructional goals. Professional development activities to support the integration of technology into the curricula have increased our teachers' abilities to use technology meaningfully, effectively and efficiently. Staff development plans, outlined in Section F, provide further details about our initiatives to align professional training with expectations for the use of technology as it relates to teaching and learning. Therefore, maintaining a supportive, technology-rich learning environment fosters the development of instructional usage that improves teaching and increases student achievement.

Students use information technology resources to access, evaluate, process, and communicate information to meet the expectations and requirements of class assignments and projects. Empowering students through the use of technology increases their abilities to learn as well as their abilities to become more competent in the use of technologies readily available in post-secondary educational institutions, the workplace, and the home environment in a technologically advanced society.

## **Technology Venues**

### **Alternative Formats for Curricular Materials**

Students with visual and physical disabilities have access to assistive technology and curricular materials in non-print, digital formats. District Special Education staff are trained by the Assistive Technology Specialist in how best to use the technology tools to meet the instructional needs of students with disabilities.

General education classroom teachers regularly employ curricular materials in non-print formats to meet the needs of their diverse students whose learning styles may be more aligned with various digital formats. Teachers are encouraged to work closely with Library Media staff and Student Services staff to increase their students' access to the right technology at the right time. In this way, technology resources are used to meet the needs of all learners.

### **Use of laptops, handhelds, etc.**

To date, initiatives to provide students and staff with laptop computers have been discussed and implemented at a site level, rather than the District level. All schools have portable mini-labs ranging in size from 10-30 computers.

## **Technology Usage**

### **Computerized or On-line Assessments**

Currently, the District is administering the Northwest Evaluation Association (NWEA) tests online for students in grades 1-5 and grade 8. In February 2004, the District piloted the Measure's of Academic Progress (MAP) online testing for selected students in all elementary and middle schools. District plans to expand the use of on-line assessments will be dependent on the technology resources in place to conduct on-line assessments and the ongoing funds to support the costs, including the cost for technical support.

### **Data-Driven Decision Making**

To ensure effective decision making, the use of technology to store and manage data that is easily accessible and readily available for instructional, administrative, and technical staff is a priority. Teachers rely on access to student data to make informed instructional decisions, Administrators, rely on data to prepare and implement school improvement plans, including staff development activities. District staff relies on access to robust data management systems that ensure the effective and efficient operation of district business. Initiatives to establish a district data warehouse will greatly impact decision-making at all levels over the next three years.

### **Communication with Parents**

Teachers and district staff use email regularly to communicate with our stakeholders. The District's website provides information to stakeholders about the District's administrative work and its instructional programs with links to each school. School websites are specifically designed to provide stakeholders with useful information including links to contact school staff. A parent portal is a web based system that allows parents to go on line to view student attendance, homework assignments and progress reports. Parents receive training materials when they sign up for this option.

## Section C: Policies & Procedures

### *Policy and Procedures*

#### **Equitable Access**

Mounds View District's policy EG-3111 (Equal Opportunity) covers equitable access. This policy states "Mounds View Public Schools will provide equal opportunity for all students and staff and will not discriminate on the basis of race, color, national origin, creed, religion, sex, marital status, economic status or public assistance, disability, sexual orientation, age, or other protected class status in compliance with State and Federal law."

#### **Use of Technology**

EG-1103 (Use of Technology) policy and regulation covers acceptable use and includes data privacy, data and network security and internet safety. Policy EG1103 states "The use of technology by employees and students will be in compliance with Mounds View Public School Regulations and all applicable State and Federal laws." Refer to Appendix A for a copy of the regulation for more detailed information.

#### **Data Privacy**

The data privacy component adheres to the Family Educational Rights and Privacy Act (FERPA) and Minnesota Governmental Data Practices Act (DPA). No educational records will be released to the public and as computers are recycled, the hard disks containing information are either destroyed or wiped clean. The District's in-house legal counsel conducts an annual review of the policy with administrators. The policy is also covered during orientation for new employees and volunteers.

#### **Data and Network Security**

District users are prohibited from installing, without authorization, software on the District system. In order to meet this requirement, devices have been installed on each computer to prevent installation of unauthorized software.

Networks are secured via a firewall and network passwords are required in order to obtain access on the network. The District has installed anti-virus software on each computer and has an anti-virus gateway for the email system to prevent viruses from coming into the network via email.

#### **Security Audits**

No formal security audits have been conducted on the District's network to date, however the network administrators watch for breaches in security on a daily basis. The Technology Support team will begin conducting formal security audits on an annual basis starting July of 2007. Software and hardware audits are currently being performed on an annual basis.

#### **Internet Safety and Children's Internet Protection Act Compliance**

Consistent with applicable Federal laws, the District applies technological filters, blocks or otherwise prevents the use of the District system for the transmission of any comment, request, suggestion, proposal, image or other communication which: (1) is fraudulent, illegal, pornographic, obscene, indecent, sexually explicit, discriminatory, harassing or defamatory;

(2) is intended to promote or incite violence towards person or property; (3) otherwise violates the District's policies or regulations or applicable law.

### *Policy Management*

Development and revision of district policy is the responsibility of the District school board. District practice is to review a certain percentage of policies on an annual, rotating basis. Incidents or emerging legal issues may prompt more frequent review. Given the rapidly changing nature of technology, the Technology Management Team has decided to review the Use of Technology policy on an annual basis. In addition, all policies will be reviewed and updated, as appropriate, to reflect related technology issues. The Technology Management Team will work closely with the District attorney on any recommended changes to the policy.

### *Communication of Policy*

All Mounds View policies are listed on the District website at [http://www.moundsviewschools.org/sb\\_policies.asp](http://www.moundsviewschools.org/sb_policies.asp). The Equal Opportunity policy and the Use of Technology Policy are contained in student handbooks that are distributed at the beginning of the school year. School newsletters update parents on changing policies and regulations. All policies and regulations are also available at any school site or district site upon request.

Mounds View has an on going process to evaluate the existing District web site to make sure it is ADA compliant. This evaluation process is conducted on an annual basis.

## Section D: Technology Infrastructure, Management & Support

### *Technology Infrastructure*

#### **Overview**

The Mounds View Public School District is dependent on technology equipment and systems. The following list includes the basic items considered as part of the basic technology infrastructure.

- Computer workstations, laptops, and associated operating systems
- Building infrastructure wiring – Fiber, (voice, video, data) and electrical, 2 T1 lines, PRI high speed lines (Caller ID)
- Video equipment - television, digital and analog cameras, videocassettes, modulators, DVD players, video distribution systems and video amplifiers
- Servers - instructional and administrative (PC)
- Networking - Routers, switches, hubs, CSU/DSU boxes
- Power Protection – Uninterruptible Power Supply (UPS) boxes/Generator
- Applications – Financial, Student Information, e-mail, Transportation, Food Service
- Special Education - Assistive Technology, Planning and Tracking/Student Plans
- Phones - PBX, voicemail system, cell phones
- Other - Laser printers, scanners, servers, back-up devices, and CD-ROMs

#### **Telecommunications / Connectivity**

The District has updated its connectivity to a fiber optic backbone. At the present time, schools have fiber optic cable to their buildings.

Currently, communications hardware is being upgraded to support 100 mbps service to the classrooms. The approximate completion status of the network upgrade, by level, is:

- High Schools – 100% complete
- Middle Schools – 100% complete
- Grade Schools – 100% complete

Once the entire network is upgraded, the network capacity will be sufficient to meet our needs. The network upgrades are scheduled to continue over the next three years.

There are approximately 9,900 students in the District and the ratio of students to computers is 7:1. Nearly 100% of the computers are connected to the internet.

#### **Equipment Age and Replacement Schedule**

Currently, the approximate average age of the District's equipment is:

- PC's – 2 years
- Mac's – 5 years
- Printers – 5 years
- Digital projectors – 3 years
- Televisions – 12 years
- Network equipment:
  - High Schools – 1-2 years
  - Middle Schools – 1-2 years
  - Grade Schools – 1-2 years

The replacement schedule for desktop computers and servers is:

- Desktop computers – 5 years
- Servers – 3 years

### Technology Platforms

The school district supports a combination of Macs and PCs. Currently there are 950 PCs and approximately 1800 Macs. Both are supported by the IT Support Staff. It is current district practice to provide Macs to K-5 students and PCs to grades 6-12.

### Laptops, tablet PCs, and Handhelds

The school district supports 22 mobile carts containing over 500 PC laptops connected via wireless networking. In addition, there are roughly 30 Mac iBook laptops, and 35 PC laptops to support itinerant and administrative staff. PDA devices and tablet PC's are not currently supported within the District. Several schools have portable mini-labs ranging in size from 2-15 computers.

### Assistive Technologies

In the past three years, the District received a grant to place one accessible workstation in all of the schools. Three sites also received computers as part of the grant, while other schools use their own computers on these workstations. The workstations include special adjustable tables, copyholders and special chairs.

The District has an Assistive Technology Library with equipment for checkout. There is also a special education website to help students, parents and staff. Available equipment in the library includes things like:

- Large keyboards (“Intellikeys”)
- Alphasmart word processors (more cost effective alternative than laptops)

Support for assistive hardware, software and end users is provided by an Assistive Technology Specialist with ancillary support provided by the District and building support technicians.

## *Technology Support Staff*

### **Overview**

The District-wide Technology Support Department is responsible for supporting the hardware, network, administrative systems, and software. The District building support staff includes sixteen positions. High level technical support is enhanced by various vendors and consulting firms on an as needed basis.

### **Technology Support Staff**

The District technology support staff includes the following key areas:

**Infrastructure Support** includes 3 FTEs. Key responsibilities include planning, designing and implementing telecommunication, voice, data network systems; training administrators, teachers, and support staff to use technology and related systems.

**Repair & Recycling Services** includes 3 FTEs. Key responsibilities include Acquisition, installation, maintenance, and repair of hardware and software for PC and Macs; recycling of technology equipment; provide technical and computer hardware/software expertise and support to administrative, office, and support staff.

**Instructional Tech Support Services** includes 2 FTEs. Key responsibilities include support for SASI support and supervision of building support staff.

**Help Desk** includes 6 FTEs. Key responsibilities include: assist staff and students in the use and application of technology in the schools.

## *Technology Support Staff Development*

To keep their skill sets, the Technology Support Staff attend professional conferences, user groups, participate in formal training and other professional development activities. To supplement training, support technicians frequently conduct in-service training for building level staff. Job expectations and training plans are created and reviewed on an annual basis.

### **Technology Infrastructure and Support Challenges**

There are a number of challenges facing the District. These challenges include:

- Supporting two different platforms of computers effectively, while ensuring the integration of all software on either platform.
- Dealing with the age of the some of the hardware. Older desktops and servers cannot be updated to the current versions of the operating system.
- The lack of documented procedures and training materials. Balancing the need to document and train, while continuing high level support with a lean support staff.
- Meeting the increasing demands of the end users for technology and support.

## Section E: Role of Media Center

### Overview

Our district recognizes the extensive research that demonstrates the centrality of the library media center in the education of students. Therefore, our plan calls for maintaining the role of media in the infusion of instructional technology in the Mounds View Curriculum. Well-trained, licensed library media specialists serve key roles as identified in *Information Power: Guidelines for School Library Media Programs*. Critical in contributing to improvements in student achievement, licensed library staff have roles and responsibilities as:

- **Library Administrator** (Maintain/Manage: collection development/circulation, information technology databases, library automation systems, budget, support staff, volunteer staff, long range facility and program planning)
- **Information Specialist** (Maintain: expert knowledge in bibliographic systems, internet search strategies, collection resources, and research skills)
- **Curriculum Specialist** (Support: curriculum development process, access to curricular materials/resources, expansion of web-based resources)
- **Technology Integrationist** (Ensure: access to appropriate technology resources, effective and meaningful use of technology based on scientifically-based practices for education)
- **Staff Development Facilitator** (Support: staff development opportunities in the use of technology resources)
- **Teacher (Leader)** (Maintain: research-based knowledge of effective use of technology, teach collaboratively with instructional staff and evaluate student work)

### Technology Planning Process

Library Media Specialists are involved in technology planning processes serving on the schools' Technology Committees. In some schools, the Library Media Specialist also serves as a member of the Building Instructional Leadership Team. Library media staff were instrumental in technology planning efforts to produce the existing District Technology Plan as well as individual School Technology Plans (required in the last three-year planning process).

### Instructional Support

The library media staff maintains technology-rich learning environments that support effective teaching and increased student achievement by:

- Ensuring equitable access to information technology resources.
- Instructing teachers and students in the use of appropriate technologies.
- Modeling the effective use of technology as it relates to scientifically-based practices for teaching and learning.
- Promoting the effective and ethical use of information in all formats.
- Integrating the instruction of information literacy skills/concepts with existing and new curricula.

Library Media Center Staff supports teachers and students in their use of technology by providing onsite end-user support for core applications, including, but not limited to:

- Productivity Software (MS Office 2003)
- Presentation Hardware/Software (Digital Projection Systems/PowerPoint)
- Data Analysis Software (Excel), DataWarehouse (Just5Clicks)
- Internet Search Engines and Online Information Databases
- Printing Systems (Digital Copiers, Fax Machines, and Network Printers)

### **Library Media Demographics**

Newly remodeled and renovated library media centers are focal points of the facility in the District's six elementary schools, three middle schools, and two high schools. No library media center facilities exist at the District's three alternative schools (Oak Grove High School, Oak Grove Middle School, and Bridges).

Over the past three to four years, the District's school library media centers have experienced budget and staffing cuts. Some elementary and middle school parent groups have been able to account for a portion of these financial losses through book fairs and other fund raising activities. Therefore, these donated funds do not always represent an actual increase in the amount of money available for print and nonprint resources. In many instances, these donated funds are simply replacements for the loss of money that was once available to library media centers as a part of the school's or district's operating budget.

Over the last three years, the District has established standards for information technology in library media centers and school computer labs. The implementation of these standards which identifies the minimum requirements for type and number of library staff and student (patron) computers as well as type and number of networked printers has ensured equal access to information technology at the elementary, middle, and high school levels. Grants and parent fund raising at various sites has allowed some library media centers and schools to exceed these IT standards. In some school library media centers, outside funding has paid for roving mini-labs, portable, mobile laptop mini-labs, multi-media production centers, and TV/Video Broadcast Studios/Facilities.

Likewise, over the past three to four years, budget cuts have resulted in reductions in library media staff positions filled by licensed library media specialists and nonlicensed library support paraprofessionals. Consequently, in some schools, paraprofessional staff assume the role of a library media specialist. In other schools, fulltime positions have been reduced to part-time assignments of various sizes (.15 - .9). In addition, flexibly scheduled library media specialist time overall has been reduced making collaborative planning and curriculum development or team teaching impossible. The District continues to investigate ways to manage funding and staffing for its school library media centers recognizing the integral role it plays in improving instruction and increasing student achievement. In order to have effective library media programs, alternative funding and staffing models will be explored.

### **Partnering**

All thirteen of the District's schools and its three alternative schools, participate in the "School Support Program" in partnership with the Ramsey County Library System. This interlibrary loan program gives online access to resources in the Ramsey County Library System. School accounts for each site allow designated staff to reserve and checkout needed resources. The District funds both the pick up and delivery costs of Ramsey County Library Materials for all sites. In addition, all sites are registered users and have access to the state funded ELM (Electric Library of Minnesota). Library staff works closely with Minitex staff to ensure effective access to and use of ELM resources funded by the Minnesota Legislature.

Library staff also works closely with Metronet whose goal to link Twin Cities Libraries and Media Centers strengthens our library media program. Professionally, library staff are active in MEMO (Minnesota Educational Media Organization) and the MLA (Minnesota Library Association), organizations providing leadership in the integration of instructional and information technology .

### **Literacy & Technology Standards**

In June 2000, the District established and adopted “K-12 Technology Learner Outcomes” based on the National Technology Standards developed by ISTE. The K-12 Technology Learner Outcomes are currently being revised to reflect the National Information Literacy Standards developed by the American Library Association and the Minnesota Information Literacy Standards by MEMO now in draft form. A K-12 Scope and Sequence of informational literacy concepts/skills embedded and aligned with exiting curricula will be included in the revised learner outcomes document. Students and teachers must be equipped with the knowledge and skills associated with using technology to access, manage, process, and communicate information in meaningful and effective ways. They must be skilled in the research process and develop the abilities to evaluate information, especially from Internet sources. As effective users of information, students and staff must be fully aware of the ethical (e.g., plagiarism) and social (e.g., intellectual freedom) principles associated with information literacy.

The District’s Information Literacy Standards will address the following areas:

- Research Process (Access and Retrieve Information)
- Technology Use (Process/Store, Produce/Create, and Communicate Information)
- Technology Use (Manipulate, Transform, Analyze Information to Solve Problems)
- Media Literacy Skills (Reading, Listening, and Viewing Information)
- Safety and Ethical Use of Technology Resources

# Section F: Staff Development & Training

## *Technology Development and Training*

### **Staff Development Overview**

Ongoing staff development is essential to the effective use of technology in education and the management of the schools. Therefore access to training opportunities that create independent users of technology are both cost effective and add value to the organization by building capacity at all levels. Improving education through the use of technology is dependent on access to appropriate technology resources and the ability to meet the expectations for their use. Overall staff development plans increase our abilities to:

- Improve Teaching and Teacher Productivity
- Increase Student Achievement
- Manage School Business

### **Technology Integration with Instruction**

Each school's Integrated Innovation and School Improvement Plan (IISIP) must involve the use of technology in implementing the plan and evaluating its results. All school improvement plans must address goals related to student achievement and identify staff development plans associated with these goals. Staff development plans, therefore, outline site activities for teacher technology training. These plans include access to information teachers need to understand in order to make the connections between technology integration and student achievement.

In addition, basic technology skills necessary for teachers to be more effective in implementing school improvement goals are identified. Various models for staff development coordinated by the Building Instructional Leadership Team (BILT) utilizing the District's Resource Teacher and Staff Expertise at the site level include:

- Train the Trainer; Instructional Technology Coaches/Mentors
- "Teachers Teaching Teachers" Technology; Demo (Team) Teaching
- Before and After School Training; Prep Time Training Sessions
- All Day Training Sessions Provided by TIES or New Horizons Training Centers
- Onsite User Group Meetings

A district team, consisting of one administrator, library media specialists, two teachers, the District Media & Instructional Tech Resource Teacher and the Assistive Technology Specialist participated in the TAP (Technology Assessment Project) through TIES. The team was trained in the use of the enGauge Framework by NCRTEC (North Central Regional Technology in Education Consortium) to evaluate the effective use of technology as it relates to teaching and learning. The model was used to evaluate the effective integration and use of technology at one of the District's elementary schools. Plans to expand the use of this comprehensive evaluation framework will be encouraged.

The District must continue to build capacity for the analysis of student data at the classroom and site levels to make informed instructional decisions. Data Analysis Teams at the site level have been formed and ongoing technology training for key individuals has helped to build this capacity. Future plans include the implementation of a district data "mart" or "warehouse" ensuring access to current and historical student/class data on demand. Data Analysis Teams will work closely with the Coordinator of Assessment and Evaluation to train teachers/administrators in the effectively access and

use student/class data via the Data Warehouse. In this way, key individuals at each site will build expertise critical to the effective use of data to drive the decision making process. Likewise, instructional staff will have opportunities to team with these key individuals to expand their use of data and its role in the instructional process.

### **Staff Development Plan**

Access to training at the right time, and at the right place is as important as the fact that one type of staff development does not meet the needs of all users with varying learning styles. Plans to expand technology training opportunities that meet our training needs include exploring the feasibility of new models such as:

- Online Learning (e.g., Video-Streaming via WebEx Technology)
- CD-Based Tutorials (e.g., Independent Study)
- Technology Training Camps for Teachers
- Technology Training Institutes for School and District Leadership
- Web-based Technology Integration Courses (e.g., Classroom Connect, OnLineLearning.net)

Curriculum Development Days are often used as staff development days focusing on the integration of technology with instruction. These days are negotiated through the teacher contract process, and will continue to be full day learning opportunities in support of school improvement plans and teachers' abilities to use and integrate technology with the curriculum effectively.

All new employees attend "Orientation" sessions that identify the District's current expectation for the use of technology providing minimal training for VoiceMail, email, the District Website, and navigation of the WAN (Wide Area Network) and (LAN) Local Area Network. In the absence of an official "Teacher Mentor" program, new teachers are connected with district Resource Teachers in their subject area or grade level. These Resource Teachers support and assist the new teachers with their use of technology resources. All employees are expected to understand and sign the District's Acceptable Use Policy.

### **Technology Skill Standards**

Technology Skills Standards for teachers and administrators, such as the ones established by ISTE (International Society for Technology in Education) need to be established and adopted by the District.

### **Assessment of Training Effectiveness**

Teacher's effective use of technology has been incorporated into the formal teacher review process. In addition, teachers submit annual "Staff Development Plans" identifying individual staff development goals, which often include a technology training component. Teachers submit final Staff Development Reports at the end of each school year.

Baseline data, collected in year one of the previous District Technology Plan, through a "Technology Self Assessment" survey, identified training needs of all instructional and administrative end-users. A follow-up survey will be used to measure the effectiveness of training during Years Two and Three of the plan as it relates to the end-users integration of technology to improve teaching, learning, and school management.

The Curriculum Development Process currently includes teacher training in protocols to examine and evaluate student work. Improvements in the quality of student work where instructional and information technology have been major components will be documented through this process. Protocols will be modified to include the examination of how technology was effectively used to improve the quality of student work and increase student achievement.

**Administration Professional Development**

To date, one-half of the District administrative staff has participated in TAGLIT (Taking a Good Look at Instructional Technology) training sponsored by the Bill & Melinda Gates Foundation. Administrators' use of technology is evaluated through the District's formal review process as well as through the School Improvement Plan process.

**Staff Development Challenges**

Limited staff development funds and constraints on time as defined by the "professional day" continue to be barriers to implementing effective staff development models that meet our training needs. Expectations for the use of technology continue to rise, while the funds for technical support and training decrease. Lack of technology standards for Teachers and Administrators have created inequities that need to be addressed. Because teachers' lack information literacy skills, the role of the library media specialist has been expanded to fill this need. Unfortunately, library media centers have not been adequately staffed to meet their continuing functions and these new demands. Alternate staff development models and funding sources need to be created.

"Enriched District Credit" given to teachers for technology integration courses and projects is an option. However, criteria for documenting the effectiveness of technology training as it relates to improvements in instruction and student achievement need to be built into the present Enriched District Credit program. Typically, Enriched District Credit courses span the course of entire school year, which lends itself to pre- and post- testing. A local, "What Works" clearinghouse should be considered ensuring the use of technology proven to be effective locally based on the established criteria. Onsite training for productivity software continues to be supported with "Clock Hour" Certificates. Clock Hour Certificates will continue to be granted for short-term, periodic technology training sessions. It will continue to be a challenge to provide flexible time for professional development.

# Section G: Technology Budget

## *Budget Development and Planning for Funding*

The Director of Technology is responsible for developing and monitoring the Technology Support Services Department budget and the disbursement of the District-wide technology capital allocation.

### **Funding Sources**

Based upon our current information, technology support will be funded from the following sources in 2004-2007: district general fund, building support fees, special education funds, e-rate, district capital outlay, and Title II Part D funds.

### **Anticipated Expenditures**

The following table includes a list of estimated technology expenditures.

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
<b>District Technology Support Staff</b>	\$785,593	\$801,305	\$817,331	\$833,678
<b>Training for Tech Staff</b>	\$15,300	\$15,600	\$15,920	\$16,000
<b>Consulting Contracts</b>	\$88,900	\$90,000	\$92,500	\$95,000
<b>Tech Support Department Operations</b>	\$31,000	\$31,500	\$32,154	\$32,800
<b>Equipment Maintenance &amp; Repair Supplies</b>	\$10,200	\$10,500	\$12,000	\$12,500
<b>Telecommunication Services (phones, T1)</b>	\$285,060	\$299,313	\$314,279	\$329,993
<b>Capital Outlay (hardware, equipment, software, etc.)</b>	\$570,000	\$570,000	\$570,000	\$570,000
<b>Administrative Systems (licensing fees &amp; support contracts)</b>	\$327,303	\$360,033	\$396,036	\$435,640
<b>Fiber Lease (WAN)</b>	\$177,000	\$177,000	\$177,000	\$177,000
<b>Total</b>	\$2,290,356	\$2,355,251	\$2,427,220	\$2,502,611

### **Funding Challenges**

To date the challenge has been in the planning and the funding district-wide initiatives with the existing budget. Procuring additional outside funding sources is difficult and maintaining community support for these initiatives is challenging. As Mounds View Technology Department moves forward, they will have to use what resources they have effectively and efficiently.

## Section H: Implementation Plan

The follow table is a high level implementation plan that lists the key strategies and actions needed to fulfill this technology plan. Each action listed may have a separate detailed project plan which will encompass tasks and activities, schedule and timelines, budget needs, resources, milestones, staff assignments and timelines.

*Notes: Milestones will be identified in the individual project plans. Many of actions listed below will be ongoing efforts. The final milestone will be achieved when the status of the effort is closed. Project budgets will be incorporated into the detailed project plans when the level of effort and needs are well understood. Resources include equipment, additional support staff and other materials.*

Strategy / Action	Start Date	End Date	Assigned Staff	Resources Needed	Status
<b>1. Parental involvement / parent-teacher communication</b>					
1.1. Expand ParentConnect to all middle and high schools	09/05	01/09	Technology staff Instructional Trainers	Training Materials	Open
1.2. Publish timely, and useful information about policies, programs, services, and other administrative business on the website	07/04	06/11	PR Staff	No additional resources are needed	Open
1.3. Identify and develop web-based forms of communication to inform stakeholders and conduct district business.	07/04	06/11	PR Staff	No additional resources are needed	Open
1.4. Identify and develop web-based applications to communicate homework assignments, class schedules, grades attendance, bus schedules, and class activities (beyond ParentConnect)	09/04	06/09	PR Staff Teaching Staff Transportation Supervisor	No additional resources are needed	Open
<b>2. Ensure technology is integrated with curriculum development and instructional design</b>					
2.1. Embed technology learner outcomes into the core curriculum	06/04	06/11	Library Media Specialists Teachers	Training Materials	Open
2.2. Set benchmarks for baseline level of technology skills based on the learner outcomes	06/04	06/11	Library Media Specialists Teachers	Training Materials	Open
2.3. Expand the use of Integrate Pro to all middle and high schools and increase usage through staff training	07/04	06/11	Instructional Services	Training Materials	Open
2.4. Increase the use of online assessment systems to at least 50% of all standardized testing	06/04	06/11	Evaluation and Assessment Coordinator	Training Materials Hardware, software and tech support	Open
2.5. Expand a data warehouse that allows quick and easy access to student information in order to make informed decisions on meeting the needs of all learners.	07/07	06/11	Curriculum Coordinator Eval & assessment director Tech Support Student Census	Training Materials Vendor selection Dedicated Server Support contracts	Open
<b>3. Enhance the technology delivery of school Media Center/Library</b>					
3.1. Maintain and support the technology in our library media centers, labs, and classrooms	07/04	06/11	Library Media Specialists	Tech Support Library Staff	Open
3.2. Provide remote access to library resources anytime, anywhere	07/04	06/11	Library Media Specialists	Tech Support Library Staff Network Support	Open
3.3. Maintain support for online databases as well as other resources each school subscribes to in order to meet the information needs of students and staff	07/04	06/11	Library Media Specialists	Tech Support Library Staff	Open

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Strategy / Action	Start Date	End Date	Assigned Staff	Resources Needed	Status
3.4. Establish standards for information literacy and integrate with existing and new curriculum	07/04	06/11	Library Media Specialists Teachers District Resource teachers	Training Materials Access to information technology	Open
<b>4. Technology for school administrative support</b>					
4.1. Maintain ongoing support and upgrade of administrative systems	07/04	06/11	Director of Technology	Tech Support End User Specialists	Open
4.2. Utilize all electronic government reporting where possible	07/04	06/11	District Administrators	Tech Support	Open
4.3. Explore and investigate data storage for student and staff records	07/04	06/11	District Administration	Planning Team Tech Support	Open
<b>5. Increase / improve technology access for teachers, students, and staff.</b>					
5.1. Create and implement additional options to increase the school library media centers, classrooms and lab centers accessibility to students and staff before, during and after school.	07/04	06/11	School Administrators Tech Support Library Media Specialists	Tech Support Staffing Needs Increased budget	Open
5.2. Research, deploy new and/or emerging assistive technologies	07/04	06/11	District Assistive Tech Specialists	Planning Team Tech Support	Open
<b>6. Increase the technology knowledge, skills and ability of the staff, through both traditional and technological venues.</b>					
6.1. Develop staff technology training and development programs, including administrative support, IT support and school staff	07/04	06/11	Directors, coordinators, building administration	Planning Team Training Materials	Open
6.2. Research alternative staff development models	07/04	06/11	Instructional Services Staff	Planning Team	Open
6.3. Investigate and deploy alternative methods of information delivery and instructional learning such as e-learning	07/04	06/11	Instructional Services Staff	Planning Team	Open
<b>7. Provide district wide policies, procedures and expectations for the use of technology</b>					
7.1. Develop, document, communicate and implement district wide policies, procedures and expectations for the use of technology	07/04	06/11	Director of Technology	Tech Dept Administrative staff Instructional staff	Open
7.2. Review and implement expected technical competencies for all technical staff and teaching staff	07/04	06/11	Director of Technology	Tech Dept Administrative staff Instructional staff	Open
7.3. Develop and implement a selection and review process for all district software and hardware	07/04	06/11	Director of Technology	Tech Dept Instructional staff Administration staff	Open
<b>8. Provide highly skilled accessible technical support staff to end users</b>					
8.1. Review and update job descriptions and salary ranges	07/04	06/11	Director of Technology HR Director	Tech Dept Administrative staff HR Staff	Open
8.2. Document and communicate technology support processes and procedures	07/04	06/11	Director of Technology	Tech Dept Staff Administrative staff	Open
8.3. Develop ongoing flexible delivery models for providing technology staff support	07/04	06/11	Director of Technology	Tech Dept Staff Administrative staff	Open
8.4. Develop service level agreements between the support staff and the end users	07/04	06/11	Director of Technology	Tech Dept Staff Administrative staff	Open
8.5. Provide ongoing training to support staff on diagnoses and resolution of common problems	07/04	06/11	Director of Technology	Training Materials Trainers	Open

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<b>9. Support, maintain and upgrade the technology infrastructure (network and hardware)</b>					
9.1. Upgrade servers on a three year cycle and upgrade computers on a five year cycle	07/04	06/11	Tech Staff	Capital Outlay Funds Servers Computers Training	Open
9.2. Implement an operational plan to reconfigure and optimize servers	07/04	06/11	Tech Staff	Capital Outlay Funds Servers Computers Training	Open
9.3. Develop, document and communicate disaster recovery and contingency plans	07/04	06/11	Director of Technology	Planning team Tech Support Vendor / Supplier	Open
9.4. Provide for remote software upgrades and patches	07/04	6/11	Tech Staff	Improved network	Open
<b>10. Support, maintain and upgrade software and data systems</b>					
10.1. Maintain and track all new and existing software used in the District	07/04	6/11	Director of Technology	Click and Track Track it program	Open
10.2. Upgrade all server and application software within one upgrade of the current vendor release.	07/04	06/11	Tech Staff	Capital Outlay Fund Servers Computers Training	Open
<b>11. Develop a communication plan for all initiatives</b>	07/04	06/11	Everyone for all initiatives		Open

# Section I: Evaluation Plan

## *Evaluation Process*

The purpose of technology planning is to produce continuous action that creates and maintains a technology rich educational and work environment. It is a cycle of planning, implementation, evaluation, and refinement. Thus, the Technology Management Team will actively monitor and update the technology plan on an annual basis. During this time, the Technology Advisory Committee will provide feedback and suggestions for improvement. The general questions that will be asked during this time include:

1. What is the status of each action item?
2. Are there any changes or updates to the implementation plan such as change in personnel, budget or the scheduled end date?
3. Does the strategy and action still make sense in light of the current situation? If not, the implementation plans will be updated to reflect the changing needs.

## *Comparison of Past and Current Needs Assessment*

Comparing the previous plan's needs assessment to the current needs assessment illustrates that many of the needs identified three years ago continue to be concerns. Detailed information regarding the needs of all end-users of technology is currently available as a result of three major technology plan activities to collect baseline level data. Baseline data was collected through the following activities:

- User Satisfaction Survey
- School Technology Assessment Report
- All Staff Technology Self-Assessment

The User Satisfaction Survey identified how well technology needs at the building level were met. Specifically, this survey gathered data to measure the effectiveness in addressing the technology needs as identified in the District's technology plan.

The School Technology Assessment Report identified technology usage at the school level gathering data about instructional and administrative activities as well as the integration of technology in the school improvement plan process. Integrated school improvement plans identified the use of technology as it related to staff development goals and other activities. In addition, schools were asked to identify their three highest priorities for the use of technology, summarize technology training activities, and provide other pertinent benchmark data to be used in the evaluation of the District technology plan.

The All Staff Technology Self-Assessment gathered data on the needs of all end-users including instructional, administrative, and support staff. Survey questions were used to identify usage of the Wide Area Network and specific technology program applications. The self-assessment identified users' trouble-shooting skills and their needs for more end-user training in the use of technology.

# Appendix A: EG-1103 Use of Technology Regulation

## **Acceptable Use**

Mounds View Schools strive to prepare all students for the future by providing a challenging education which builds academic competence, develop responsible citizenship, encourages creativity, promotes which lifelong learning, advances critical thinking skills, installs a commitment to personal wellness, and fosters respect for self and others.

In carrying out this goal, the District may provide employees and students with access to computers and other equipments enabling them to access the Internet, to use electronic mail, to create Internet web pages, and to send, receive, and store documents. Use of this equipment shall be limited to educational purposes, including classroom instruction, educational research, and curriculum and professional development.

The use of this equipment is a privilege, not a right. All uses of this equipment shall be in compliance with the District's policies and regulations and all applicable laws. The Superintendent or his/her designee shall be responsible for the establishment of regulations and procedures to carry out this policy. The District may revoke the privilege to use this equipment for students and staff who violate these policies and regulations or any applicable laws. In additional, the District may take disciplinary or legal action against students and staff who violate these Policies and Regulations or any applicable laws.

The Mounds View School Board recognizes that making resources such as the internet available to students and staff carries some risks that students and staff may encounter material on the internet that is offensive or is otherwise not suitable for an educational environment. The District does not have the resources necessary to filter out all inappropriate material or to prevent students from inappropriately disclosing information about themselves on the Internet, nor is it technologically possible to do so. However, the School Board believes the benefits of providing students and staff with access to the internet outweighs the potential harm. In order to minimize these risks, the District will endeavor to educate staff and students regarding how to responsibly use the District's computers and communication technology. The Superintendent or his/her designee shall be responsible for establishing procedures to carry out this policy.

## **Definitions**

### District System

The District System is all of the School District computers and communications equipment, including but not limited to all computers, Internet access, electronic mail systems, voice mail systems, databases, network storage devices, facsimile machines, cable television systems, and all other audio or video systems.

## **Acceptable Use**

### General Definition and Parameters

The District's System may only be used for appropriate educational purposes. In general terms, appropriate educational purposes include school administration, classroom instruction, educational research, and curriculum or professional development.

The District may establish a process and criteria for the creation and posting of material on the District's Web site. All student, staff, school, or classroom Web pages shall adhere to these criteria.

With the approval of their school building principal or his/her designee, school-sponsored extracurricular organizations may be permitted to create and publish Web pages on the District's Web

site, provided that the material is consistent with the District's policies and regulations. Such web pages must relate to the activities of the organization and include only material created by student members of the organization. Staff member may create and publish material on the District's web site, provide that the material is consistent with the limited educational purposes of the District System, the District's policies and regulations, applicable law, and available resources.

School Board members may be provided access to the system. Use of the system will not violate the open meeting law, district policy or regulations or other applicable state and federal laws. School Board communications on the system will be deleted after 90 days.

#### Restrictions and Limitations on Acceptable Use

Access to the District's System is a privilege. The District may revoke the access of any user who violates any District policy or applicable law. In addition, users are prohibited from using the District System to send or receive messages, pictures, or documents that are fraudulent, illegal, pornographic, obscene, indecent, sexually explicit, discriminatory, harassing, defamatory, threatening, or which are intended to promote or incite violence against person or property.

Users are prohibited from installing, without authorization, software on the District System.

Students shall not disclose to others via the District System information such as last names, home addresses, telephone numbers, or other information that may identify themselves or other students to others.

Because all electronic mail messages or other forms of communication sent using the District System will be identifiable as originating from the District, the District System shall not be used for political lobbying, including the endorsement of political candidates (with exceptions that students and staff may use the District System to communicate with their elected representatives). In addition, the District System shall not be used for personal commercial activity, including selling, purchasing, advertising, or soliciting goods or services. The School District will not be responsible for any financial obligations arising from a user's activities on the District System.

Users are prohibited from using software that is designed to destroy data, provide unauthorized access to computer or communication equipment, or which would disrupt the District System in any way. This includes, by way of example only, using any software viruses, Trojan horses, worms, or other invasive software. Users are prohibited from doing anything which would degrade the performance of the District's System including, but not limited to, deliberately disrupting a computer or the computer network.

Users are prohibited from forging, altering, or otherwise concealing the identity of the person sending messages or other forms of communication with the District System.

All electronic mail communications from District employees must be drafted in the same manner and with the same care as any communication in printed form on District letterhead. All communication from District employees, whether electronic, voice, or printed, must be in accordance with the District's policies and procedures, as well as applicable laws.

Consequences for student violations of any of the provisions of this policy are found in Policy EG3109 – student Rights and Responsibilities.

Consequences for staff who violate any provision of this policy may include discipline, termination of employment, referral to law enforcement for possible criminal prosecutions, and restitution.

#### **Data Privacy**

The Family Educational Rights and Privacy Act (FERPA) and Minnesota Governmental Data Practices Act (DPA) define educational records as those records, files, documents, and other material which contain information directly related to a student. These laws classify educational records as "private or confidential" data that cannot be released to the public without a court order. Directory information as defined in Policy EG-3110 is not data that is private or confidential.

#### **Privacy**

Electronic communications must conform with the definition of “acceptable uses.” The School District reserves the right to read, listen to, or otherwise access files and information transmitted on District systems. Employees, students, and also the public, should therefore have no expectations of privacy in any message or file created, sent stored, or received using the District’s system. Routine inspection and/or maintenance and monitoring of District systems may lead to discovery of violations of this policy, other District policy or regulations, or the law.

The District will cooperate fully with local, state, or federal officials in any investigation related to illegal activities.

**Intellectual Property Rights**

Users of the District System will respect the rights of others in their intellectual property, including copyrights and trademarks, and will abide by the principles of “fair use” as that term is defined in the federal Copyright Act. Improper use the copyrighted information is not permitted. If a system user reputedly infringes upon copyrighted works, the District will terminate the student or staff member’s account.

The District will accommodate and not interfere with the standard technical measures used by copyright owners to identify or protected copyrighted works.

Works created by students are the property of the student. Works created by staff members in the course of their duties and using the District system are the property of the School District.

**Filtering**

Consistent with applicable Federal laws, the District applies technological filters, blocks or otherwise prevents the use of the District system for the transmission of any comment, request, suggestion, proposal, image or other communication which: (1) is fraudulent, illegal, pornographic, obscene, indecent, sexually explicit, discriminatory, harassing or defamatory; (2) is intended to promote or incite violence towards person or property; (3) otherwise violates the District’s policies or regulations or applicable law.

**No Warranty**

The District makes no warranties of any kind, either expressed or implied, that the function of the services provided by or through the District’s System will be error-free or without defect. The District will not be held responsible for any damage users may suffer including, but not limited to, loss of data or interruptions of service. The District does not guarantee that students and staff members using the District’s System will not encounter offensive or otherwise inappropriate material. The District is not responsible for the accuracy or quality of the information obtained through or stored on the District System.