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School District of Rhinelander

Information (Library Media) and Technology Plan

2008-2011



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Executive Summary

The School District of Rhinelander (SDR) strives to be a leader in the field of informational literacy and educational technology. The director of technology, educational technology specialist, and a middle school teacher all received national recognition for being STAR members of the Discovery Education Network and participated in the national DEN institute during the summer of 2007. Over 20 teachers have completed Master's degrees in educational technology through Marian College. Educators have also presented innovative projects and initiatives at state and regional conferences. The District website continues to provide exceptional educational resources for SDR staff and other educators throughout the state.

SDR staff members continue to use information and technology resources to improve communication and increase efficiency. Staff development options are continually increasing and expanding to focus on emerging information and technology resources. Grades, attendance, and lesson plans are completed online. Teachers are increasing the use of information resources and technology in their classrooms to enrich the learning environment and continue to enter grades, attendance, and lesson plans electronically.

Administrators are using technology to organize information, communicate with staff, and present information at staff meetings. The school lunch program, transportation program, and financial management program are also online. Work orders are currently being done online, and some schools are currently piloting the electronic completion of other business forms.

Students are learning how to manage networks, design web pages, complete extensive research, develop complex multimedia projects, and create videos, podcasts, blogs, and wikis. They are communicating with students around the country and participating in web quests and other virtual learning opportunities. Some of our students are completing their courses online through virtual high school programs.

This information and technology literacy plan provides an analysis of relevant research and best practices that underlie the goals and objectives developed by the Information and Technology Literacy Committee. This plan includes the vision and mission statement, provides background information, and identifies the current status and needs of information and technology literacy.

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Introduction

Analysis of Research and Best Practices

The Information and Technology Literacy (ITL) Committee's goal was to use current research to:

- Make informed decisions on purchases and use of information resources and technology
- Analyze the impact of those information resources and technologies on student achievement
- Develop improvement plans and professional development programs

The ITL Planning Committee conducted a review of relevant research based on the analysis of data from the district's enGauge assessment and other district data. This data was analyzed using research based decision strategies to identify needs and develop district plans for school improvement. The data analysis and review of research process included:

- Examining and comparing the previous online and onsite enGauge profiles with current enGauge data
- Examining other district and achievement data
- Identifying strengths and areas in need of improvement
- Identifying potential targets and leverages
- Reviewing effective research based school change strategies in the targeted areas
- Discussing recommendations from research based projects and targeted potential strategies for professional development
- Developing strategies based on review of research to increase higher order thinking, inquiry based teaching and learning, and library media resources to support project based learning.

Resources used during the review of research:

- What we Know- Research from Metiri Group: <http://www.metiri.com/solutions/research.htm>
- National School Boards Foundation Leadership Tool Kit: Change and Technology in America's Schools- <http://www.nsba.org/sbot/toolkit/EdSpecs.html>
- Helping Practitioners Meet the Goals of NCLB: www.edpubs.ed.gov
- Technology Connections for School Improvement, Mary L McNabb, Ed.D, U.S. Dept of Ed. www.ncrtec.org
- ISTE CARET website: <http://caret.iste.org/index>
- enGauge framework: <http://www.ncrel.org/engauge>
- Keith Curry Lance, Marcia J. Rodney, Christine Hamilton-Pennell, How School Librarians Help Kids Achieve Standards; The Second Colorado Study, Colorado State Library, Colorado Department of Education, Denver, Colorado; April 2000.
- International Society for Technology In Education. National Educational Technology Standards for School Administrators. Eugene, OR: ISTE, 2001.

School District of Rhinelander Mission Statement

*TO CREATE AN ENVIRONMENT WHICH PROVIDES
CHALLENGING OPPORTUNITIES FOR EACH STUDENT TO SUCCEED IN A CHANGING WORLD*

- **We know that effective education must have the learner as its focus**
- **We believe that families, students, schools, and community are responsible for empowering all students to achieve their greatness**
- **We know that students have unique abilities and needs that require variation of instruction**
- **We know that a positive learning environment is caring, safe, and assures the dignity of everyone**
- **We believe in excellence and equity in educating all students for life long learning**

Information and Technology Literacy Vision and Mission

This Information and Technology Literacy plan supports the District's mission by utilizing information (library media) and technology resources to provide challenging opportunities for each student to succeed in a changing world. We believe that the successful use of these resources helps to provide a learner-focused, effective education that meets the unique abilities and needs of diverse learners.

Vision

Students and staff of the School District of Rhinelander will master 21st Century Skills that embrace digital age literacy, inventive thinking, effective communication, and high productivity. These will improve student achievement and prepare them for success in our global society.

Mission

- To prepare students to use instructional media and technology as a tool to actively engage in the learning process to expand knowledge and individualize learning to meet the School District of Rhinelander's academic goals.
- To promote and develop 21st Century skills that address real world problems, explore ideas, and gather information to construct original thought and communicate effectively.
- To work collaboratively, in support of continuous improvement, to determine how and when the Information and Technology Literacy (ITL) Standards will be integrated into the curriculum.
- To provide professional development opportunities that facilitate the implementation of the ITL Standards and evaluate the effectiveness of their integration.
- To provide equitable access to library media and technology resources that enable effective utilization in school, district, community, and global environments.
- To create an efficient, cost-effective, learning organization that supports a high-performing, collaborative system, which uses technology to make data driven decisions based on sound, agreed upon principles.

Background Information

School District and Community Demographics

The School District of Rhinelander is a Common School District serving PreK-12 students in the Rhinelander Area and Townships of: Cassian, Crescent, Newbold, Pelican, Pine Lake, Stella, Woodboro, and the township of Harrison, located in Lincoln County, and the township of Parrish located in Langlade County. The District consolidated to a K-12 school system in 1968 and has an approximate enrollment of 3,000 students. The school district is located in the northern section of the state of Wisconsin. The geographic area is primarily wooded and consists of numerous lakes.

Tourism is a major source of community income along with a local paper mill and numerous small to medium sized businesses. The socioeconomic status is typical of a small mid-western community. The school district draws from a population of approximately 30,000 people, which incorporates a city of 8,000 people and its surrounding townships. There are three traditional and one project based elementary charter school. There is also one secondary charter school, one middle school and one high school. Grant funds from the DPI have provided both of the charter schools with an abundance of technology resources to help individualize learning. Funding to sustain a robust information and technology literacy program throughout the District is available as a result of a referendum that was passed in the fall of 1996 that asked the community for enough money to develop and sustain the implementation of technology resources.

Collaborative Initiatives

The District is committed to working in partnership with other governmental and community agencies to develop access to and use of advanced information resources and technologies for our students and all members of the public. It is imperative that our students and public are exposed to advanced technologies. Access to these technologies will better equip students and residents to meet the challenges of competition and will equalize some of the inequities that result from the District's geographic location and economic condition.

The SDR works collaboratively with the Rhinelander Public Library to provide library media and informational technology resources to students and other community members. There is an ongoing collaboration with CESA 9 to develop grants and coordinate staff development efforts. Nicolet College has provided internships for their informational technology students and has provided college level courses to high school students. We continue to work with Marian College to provide Master's level courses to teachers and with the UW School of the Arts to provide summer courses in digital photography, desktop publishing, web design, and other technology related courses. A community strategic planning committee is in the process of developing and implementing a secure financial future through planning and partnerships. This strategic plan (www.rhinelander.k12.wi.us) focuses on providing innovative opportunities for individual academic success and securing a trusting community school relationship.

Stakeholders

A collaborative team has developed this plan with input from staff, parents, students, and community members. Information and data was obtained from interviews, informational meetings, and online surveys. Certified special education teachers continue to provide knowledge and expertise related to assistive technology. This collaboration has allowed us to develop a comprehensive plan.

Information and Technology Literacy Committee

The Information and Technology Literacy Planning Committee is comprised of membership representation from throughout the district. The committee will meet several times a year to update and prioritize the plan goals, revise and update the information and technology plan: revisit and evaluate procedures, approve district-wide productivity software, craft and recommend new policies, revise and update existing policies, and disseminate information shared at committee meetings to representation groups. Committee members bring technology issues and goals from their constituency to the planning meetings where they are discussed and prioritized. The committee, most importantly, creates vision and direction for the district to follow with regards to the rapidly changing world of information and technology. The following have been members of the Information and Technology Literacy Planning Committee:

Janet Bontz Director of Technology	Heidi Catlin Educational Technology Specialist	Nan Andrews RHS – Library Media Specialist	Neil Rumney Secondary Charter School Teacher
Kelli Jacobi Director of Curriculum	Karen Kitze HS Teacher	Kay Koltz JWJHS –Library Media Specialist	Jen Benes Elementary Charter School Teacher
Mike Werbowsky HS Principal	Adam Matyska HS Teacher	Linda Ruohoniemi Elementary – Library Media Specialist	Lindsay McGuan Elementary Teacher
Teri Maney JWMS Assistant Principal	Aaron Panke HS Teacher	Paul Johnson JWMS Principal	JoEllen Lieck Elementary Teacher
Rachel Hoffman Middle School Teacher	Ellie Rumney Middle School Teacher	Aimee Jones Special Education Teacher	Jodi Donner Elementary Teacher
Andy Marko 4 th Grade Teacher	Jon Koch 5 th Grade Teacher	Amy Johnson Special Education Teacher	Kim Fredrickson Elementary Teacher
Martha Knudsen Elementary Principal	Tammy Modic Elementary Principal	Tim Howell Elementary Principal	

The Planning Process

In the fall of 2003 members of the Technology Advisory Committee worked to restructure the team into the Information and Technology Literacy Committee. This committee collaborated to implement and assess the goals and objectives of the previously created library media and technology plans. Committee members attended DPI sponsored workshops on combining library media and technology plans. Extensive work was done to develop a scope and sequence that integrated the Information and Technology Literacy Standards into the core curriculum in grades K-8. A subcommittee worked collaboratively to analyze the goals and objectives from the previous plan, review past and previous enGauge profiles and other assessment data that focused on participation in staff development options and utilization of online resources.

History of the Evolution of the Library Media Program

During the 1990's many initiatives were begun, including implementation of a Long Range Plan for Library Media Program and the installation of security gates at the middle and high school libraries. In the mid-1990's, all libraries began the transition from a paper library to the automation of LMC catalogs, using Follett's CircPlus program. In 1987, bar coding of RHS and JHS collections began along with automated circulation. Then elementary libraries began the automation process one at a time until completion in 2002.

On May 7, 1992, the Rhinelander School Board of Education approved a Library Media Department Long Range Plan 1992-1997. The Vision and Mission of that plan stated:

"The mission of the Library Media Department of the School District of Rhinelander is twofold. First, the mission of the Library Media Department is to ensure that students and staff become effective, life-long users of ideas and information. Second, the Library media Department promotes the principles of intellectual freedom in an atmosphere of free inquiry....To accomplish this mission, the Library Media Department selects and maintains a multimedia collection and provides unrestricted access. The Department provides learning experiences that encourage students and staff to become discriminating consumers and skilled creators of information. The Department initiates new information technologies into the instructional process and provides favorable working and learning environments in the Library Media Centers in all buildings."

As of the 2003-04 school year, Rhinelander School District LMCs had over 109,000 items listed in 10 OPACs. One full-time media specialist and at least one library paraprofessional staff each secondary LMC. One full-time media specialist and seven library paraprofessionals staff seven elementary LMCs. The District has access to online databases provided by BadgerLink and spends approximately \$10,000 per year on additional online information resources.

Brief History of the Technology Program

In the early 1990's some computers were used in the business education classrooms and in the school offices. As the need and interest for technology began to expand, administrators and teachers began to plan for the infrastructure and resources that would be needed to support the District. The Community of Rhinelander passed a referendum in October 1996, supporting the expansion of technology in the schools. After that support, the School District of Rhinelander appointed an Administrative and an Instructional Technology Committee representing a cross section of all personnel, and employed a consulting firm to lead the plan development process.

The technology committee completed a five-year technology plan, which was approved by the Board of Education in March 1997. This document was the result of numerous hours of reflection, discussion, problem solving, and meetings on the part of the School District of Rhinelander technology committees, including input from staff and many members of the community. The Department of Public Instruction approved a revised plan in July of 1999.

In 2001 the Department approved a three-year technology plan that focused on striving to achieve the U.S. Department of Education's future goals for educational technology. In 2004 the Library Media Department and the Technology Department collaborated to develop the first combined SDR Information and Technology Literacy Plan. Most of the goals that were incorporated in this plan have been accomplished. They are described in further detail in the following analysis of the previous technology plan goals.

Current Status and Needs Assessment:

Analysis of Previous ITL Plan Goals

GOAL: Improving Proficiency		Increase all educators' proficiency in implementing, assessing, and supporting a variety of effective practices for teaching and learning.		
OBJECTIVES	ACTIVITIES	RATING SCALE	COMMENTS	
Provide staff development based on research best practices to improve/increase strategies for developing digital age skills and learning in basic literacy skills, visual literacy, information literacy	<ul style="list-style-type: none"> -Provide training in assistive technologies in classroom application - -Provide time, models/designs and mentor to locate, use and engage in constructivist learning activities and differentiated instruction. -Develop units and lessons to post on district web site and library websites. 	Partially Accomplished	<ul style="list-style-type: none"> -Educational technology specialist has provided training on assistive technology. -Teachers have participated in a grant through CESA 9 that focused on the use of assistive tech and science. -The two charter schools focus on constructivist learning and differentiated instruction. Other schools are increasing their focus on these. -Elementary Library Media specialist has created library lessons for K-5 and have posted them on the library website. -Teacher pathfinders and web links for class projects were created and added to the library website - A HS professional development Wiki was created on web2.0 topics and training was provided by the building computer contact staff. 	
Educators use a variety of information resources (both print and non-print) to support teaching practices	<ul style="list-style-type: none"> -Collaborate with the library media specialists and the technology training staff to provide orientation to new teachers on library and technology information resources and practices. -Provide monthly training sessions on library and technology information resources and practices to all staff including library subscription databases. 	Partially Accomplished	<ul style="list-style-type: none"> -New teachers receive orientation to library and technology information resources. - Individual training on library subscription databases was provided on-demand by the building library media staff - A training strand was developed that focused on research tools, including library subscription databases. -Not all staff attend training session that focus on library and technology information. 	

Incorporate Information and Technology Literacy Standards into Curriculum Design and Unit development	-Model/provide strategies to identify/align instructional units developed to incorporate Information and Technology Literacy Skills	Partially Accomplished	-Integrated K-8 -Training was provided to all K-8 teachers that focused on the individual grade level ITL Benchmarks. - HS departments aligned ITL standards with their curriculum. Benchmarks need to be determined. -Traditional methods of instruction prevail in most classrooms
Increase teacher knowledge of assessment strategies for use of technology	-Provide training in developing rubrics for assessing technology based student products	Accomplished	
Educators model social, ethical, and legal issues that encompass an information and technology arena	-Provide information on current copyright guidelines, intellectual property rights and selection policies to all staff	Accomplished	-Copyright policy revised. -Provided lesson activities through iSafe that focus on copyright and intellectual property rights.

GOAL: Effective Teaching Practices and Student Learning Activities		All learning environments provide opportunities for students to effectively use information and technology to enhance learning.	
OBJECTIVES	ACTIVITIES	RATING SCALE	COMMENTS
Increase the range of use of information and technology in classrooms.	-Provide staff development to improve/increase the range of using Web based projects and communications, online research, simulations, visualization tools (graphing, charting, concept mapping). -Provide models and resources to promote authentic learning.	Partially Accomplished	The range of use has been increased, but expansion is necessary. Drill and practice was listed as the primary use. - LMS emailed suggested models and resources to staff throughout the school year.
Increase access to information and technology needed to implement innovative technology based projects.	-Provide additional flexible scheduling opportunities to access the Library Media Center and wireless labs	Partially Accomplished	-Still need to provide access to the library media centers before and after school at the elementary and middle school -HS library hours were expanded to 40 minutes before school and 50 minutes after school. - Access to NCSS library collection still needs study and planning so students and staff can use the building collection easily.

Increase student and teacher use of OPAC in elementary libraries.	-Provide training and flexible scheduling to provide information seeking strategies to teachers and library paraprofessionals.		- A training strand for teachers was developed that focused on research strategies and tools
All teachers will provide instruction that integrates the use of information and technology	-Provide ongoing training and access to information and technology integration training.	Partially Accomplished	Not all teachers are integrating ITL. -Grade Level training has become mandatory K-5. Training has not been mandatory for middle school and high school teachers. - HS teachers were required to register and use a wiki and/or blog for classroom instruction after attending professional development sessions.
Increase use of action research in district classrooms to improve student achievement	-Provide guidance and incentives for teachers to review, discuss, and replicate research based best practices.	Partially Accomplished	
Integrate Wisconsin Model Academic Standards for Information and Technology Literacy in the learning environment	Teachers will collaborate with Library Media Specialists and Education Technology Specialist to provide lessons which integrate standards.	Accomplished	- All HS and MS teachers complete a collaboration planning form which describe lessons which integrate ITL standards.
Increase student access to library resources to improve reading achievement scores	-Participate in school motivational reading programs -Keep students and teachers apprised of what is new in the collection -Create endless booklists and do book talks		-Thematic reading book bins were classified by reading level and placed in all elementary schools - Library media collections in HS and MS were expanded to include a wider reading range. - New book acquisition lists were sent to teachers when new titles arrive. - Fiction circulation statistics increased - WKCE scores are showing improvement.

Provide access to information and technology to support effective designs for teaching and learning			
OBJECTIVES	ACTIVITIES	RATING SCALE	COMMENTS
Increase opportunities to a variety of virtual learning opportunities for students and educators	-Provide teachers training and encouragement to participate in online learning communities for professional growth. -Study and develop guidelines for access to, quality of, and cost effectiveness of virtual opportunities for students	Partially Accomplished	-There are some virtual opportunities available to students, but this needs to be expanded. -Research needs to continue on the cost effectiveness of virtual opportunities. -A HS Committee was created to begin looking at online learning.
Revise policies and procedures that impact virtual learning opportunities	Review current policies for inclusion of virtual opportunities for student learning and address any areas of conflict.	Not Accomplished	- Policies and guidelines have been written at the HS level and a trial program was run during the summer.
Improve administrative processes and operations to provide adequate technology to meet the needs of students and administrative systems.	-Continue to review and change administrative processes and operations as needed. (Power School, SkyWard, etc.)	Accomplished	
Provide students and teachers access to online information resources: encyclopedias, Badgerlink, OPAC, magazine and newspaper databases.	-Provide school and remote access to online information resources (United Streaming, NetTrekker, Badgerlink, OPAC, eLibrary, Newslink, WisCat, etc.)		-Added subscriptions to NetTrekker (K-12) Turnitin (HS) and JSTOR (HS). - Promoted remote access to students and staff using CITRIX.
Provide print information resources for curricular needs and leisure reading	-Analyze circulation statistics -Survey staff and students for curricular needs		- Collection analysis reports were completed and collections are currently being upgraded. - Staff suggestions were solicited and purchases were made to support new curriculum changes and additions. - Student needs were not assessed.
Provide educators and students access to the library during the school day (8 hours)	In-service staff and/or qualified adult volunteers to run circulation system	Partially Accomplished	Middle school and elementary libraries are used for instruction and not available throughout the day.

GOAL:	Provide access to information and technology to support effective designs for teaching and learning			
OBJECTIVES	MEASUREMENT DATA SOURCE	ACTIVITIES	RATING SCALE	COMMENTS
Upgrade network infrastructure to support increasing demand for technology	Network map	Install gigabit transceivers in every building. Increase bandwidth capabilities.	Accomplished	-Gigabit transceivers have been installed. -Bandwidth increases are continually needed as utilization increases
Provide equitable access to all students	Hardware Inventory and Computer Ratios	Design and maintain a computer replacement cycle that will be adequately funded. Purchase necessary equipment.	Partially Accomplished	Computer ratios have been improved to 2:1 at the HS and Middle School. Elementary schools have ratios up to 4:1. Additional projectors and SmartBoards are needed at all levels.
Establish interoperability between various data management tools.	Utilization of compatible software	Review, evaluate, purchase and implement a viable option for business department and HR software databases.	Accomplished	Skyward was purchased.
Improve the effectiveness of communication and the decision making process between the ITL committee and District staff	Survey of ITL committee members and District staff to determine satisfaction level on ITL long-range plan goals	Study the problem and brainstorm possible solutions. Create and implement a plan for improvement	Partially Accomplished	Sub committees worked on various initiatives. The ITL committee did not meet on a regular basis.
Provide a combined Information (Library Media) and Technology Literacy web page to students and staff for ITL projects	Webpage	Design and create a combined ITL webpage	Not Accomplished	There are individual web pages for library media and instructional technology.
Improve resources in relation to curricular needs	Mackin and Follett collection analysis Staff and student satisfaction on local surveys	Analyze the Library Media collections and online resources using a collection mapping tool Purchase needed resources	Partially Accomplished	- Increased collection titles after collection analysis. This is an annual process.

GOAL 4:	Provide support systems and leadership in information and technology for digital age learners.			
OBJECTIVES	MEASUREMENT DATA SOURCE	ACTIVITIES	RATING SCALE	COMMENTS
Provide high impact equitable access to student centered technologies that guarantee long term stable funding for technology at the building and district level	Board Report – Budget data	Review total cost of ownership for district technologies and make purchase decisions based on this data. Analyze and maintain computer replacement cycle.	Partially Accomplished	High impact access has increased, but still needs improvement. Computers are updated every four to six years. It is difficult to standardize on applications with multiple operating systems.
Provide equitable access to student centered information resources that guarantee long term stable funding for electronic and print resources at the building level.	Board Report – Annual report	Determine total cost of ownership for district information resources	Partially Accomplished	Continue the investigation of leasing options. -Common School Funds increased and provide stable funding for information resources.
Align ITL standards to curriculum, instruction and assessment.	Present in materials and units	Include alignment in all units developed and materials disseminated.	Partially Accomplished	Primary focus so far has been on K-8. -High School staff has been surveyed and the technology team at the high school has begun to look at the needs at the high school.
Provide incentive for information and technology-based innovations based on sound theory, emerging practice and research.	Documentation of activities	Develop study teams such as School Improvement and Alternative Programs to research emerging practices and engage in action research to pilot impact on learning	Partially Accomplished	School improvement teams and at risk committees have been meeting on a regular basis.
Develop and continue improved community linkages that advance the district vision for information and technology use	Dissemination of plan	Develop a plan to provide electronic communications with the community and parents both interactive and for information dissemination	Accomplished	The website has been updated to provide more information to the community. ConnectEd and PowerSchool are both used to provide information to parents.

GOAL 4:	Provide support systems and leadership in information and technology for digital age learners.			
OBJECTIVES	MEASUREMENT DATA SOURCE	ACTIVITIES	RATING SCALE	COMMENTS
Provide access to online resources using the building OPACs	Cataloged websites	Develop catalog records for all online subscription websites Develop catalog records for pre-selected websites that meet curricular needs	Partially Accomplished	- Curriculum websites are provided using NetTrekker. Some websites are integrated into the OPACs. An online catalog containing all district resources needs to be purchased (i.e. Destiny).to provide 24/7 access.
Improve administrators knowledge and skills to use information and technology effectively and guide their schools toward more effective uses of ITL.	Documentation of training	Provide administrative training in effective use information and of technology and methods of encouraging and supporting integration in instruction.	Partially Accomplished	Administrators have participated in some trainings. Participation needs to be increased.
Increase collaboration between the Library Media Department and the District Technology Department	Documentation of activities. Integration Database	Meet monthly to share current and collaborative projects. Develop a documentation database that records ITL staff activities done collaboratively with teachers and students	Partially Accomplished	Library Media Specialists and the Educational Technology Specialist have worked closely together to integrate the ITL standards. Monthly meets of the ITL committee members have not taken place.
Update ITL policies and procedures: AUF, Selection of Instructional Materials, Reconsideration Policy, copyright, Lending of Equipment, Interlibrary Loan	Board approved revisions of policies	Evaluate and update policies and procedures as needed. Submit proposed changes to the School Board		- Selection policy and Reconsideration policy need to be updated.
Increase library media staffing levels to meet North Central Accreditation levels	Staff proposal based on NCA recommendations and DPI Information and Technology Literacy staffing guidelines	Submit staffing proposal to the School Board to increase total elementary library media specialist staffing to 1.4 positions.		- Staffing ratios for professional library media staff are below recommendation levels. Elementary LMS staffing provides .25 services per building. The School Board has denied increases. -LMS staffing at one building (NCSS) is extremely limited and not formally documented.

Analysis of Student Proficiency

Evidence that student academic achievement is increasing due to their effective use of technology:

There are too many variables involved in our district to attribute the increase in student achievement on state level assessments solely to the use of technology. National research studies reveal that school library media centers have an impact on student achievement. Our grade 6 to 12 student Net Day results show that over half of the students surveyed believe that access to technology is very important to their education, and lack of access would have a negative impact on their schoolwork. We must analyze those areas and students who are not performing at a proficient level and examine ways that technology could be used to improve student learning incorporating resources and assistive technology where appropriate.

Evidence that students are becoming proficient in the Information and Technology Literacy Standards

The Information and Technology Literacy Standards are aligned with our content standards and our students are meeting many of these standards. Informal assessments are attached to each elementary ITL lesson written by the Elementary Library Media Specialist. Rubrics are used to evaluate collaborative library/classroom lesson plans.

Students learn through problem-based units that include the integration of Wisconsin Model Academic Standards for Information and Technology Literacy with content standards in a flexibly scheduled learning environment that meets their “on-time” learning needs:

Teachers are encouraged to incorporate problem-based units into their teaching and they are given many resources to help them facilitate this through staff development. Most staff development focuses on creating units that integrate the ITL Standards. Many of these resources are shared on our district web site.

Network classroom computers are increasingly used to locate district owned information resources (OPAC, online data bases, pre-selected websites). Wireless labs throughout the district are heavily used to provide flexible learning environments. However, our middle school and elementary school libraries are not open eight hours a day.

Students produce authentic projects that incorporate higher order thinking skills and address meaningful issues that extend into real-world practice. *Are students working on substantive projects addressing issues that have meaning, reaching out beyond the classroom to real-world practice?*

Our district as a whole is at an Exploration Level (3.24) in regards to this topic. The majority of our teachers are using projects in their teaching, but they don't link out to their community or the real world. The products are typically shared only between the student, teacher and class. Some teachers are beginning to expose their students to online projects through email (Gaggle.net) and web quests. Emphasis needs to be placed on consulting with experts, the community, and students from other schools. There should also be increased emphasis on participation in online projects, publishing on the Web, and producing work intended for extended audiences.

All of our students who are enrolled in the Northwoods Community Secondary School and the Northwoods Community Elementary School are involved in a technology-enriched environment that is distinctive for its rigorous project-based curriculum, multiple assessment techniques, shared school governance, and dynamic community-enhanced learning. The authentic projects focus on exploring the community that they live in and becoming active citizens. These schools both scored in the Transformation Level.

Students select independently and/or with guidance from a diverse variety of reading materials based on their interests and educational needs:

Library Media circulation statistics show significant use of reading materials at all grade levels. Collection development is guided by teacher input, curricular needs, and selection policy to offer a wide variety of reading materials.

Students use the school library media centers in a variety of ways including before and after school where available and scheduled class visits. They receive guidance from the library media specialists, library media paraprofessionals and teachers while selecting reading material.

Analysis of Educator Proficiency

Educators understand skills and processes students need in a knowledge-based digital age. *Do educators understand the span of skills and processes that students need to succeed in the Digital-Age? Do they have the strategies for implementing and assessing those skills?*

According to the enGauge on-line survey data, Rhinelander teachers are at the low end of the exploration range (3.12). This data shows an increase from the previous enGauge assessment where they scored on the high end of the adoption range (2.9) in educator proficiency. Teachers at this level are beginning to experiment with instructional strategies for developing digital age skills. In most cases these efforts are confined to specific units of instruction. The teacher does not have a generalized set of skills that can be applied to different content areas.

Educators implement various strategies to improve reading skills in print and multimedia formats:

The enGauge data indicates that our educators do see the importance of integrating technology into the Language Arts curriculum. Teachers currently rated this importance at 3.1 on a 5-point scale. EnGauge data indicates educators need strategies and training in constructivist approaches and assistive technologies to improve student learning in basic literacy skills, visual literacy skills and information literacy.

Educators implement various strategies to improve reading skills in print and multimedia formats:

The enGauge data indicates that our educators do see the importance of integrating technology into the Language Arts curriculum. Teachers currently rated this importance at 3.1 on a 5-point scale. The WKCE Test data for 2005-2006 showed that 85 % of our fourth graders tested at the proficient and advanced level in reading. This number has gone up since 2002 when 82% of our students tested at or above the proficient level. EnGauge data indicates educators need strategies and training in constructivist approaches and assistive technologies to improve student learning in basic literacy skills, visual literacy skills and information literacy.

Based on secondary WKCE reading proficiency results, school improvement plans in the School District of Rhinelander have targeted improvement in the area of reading and writing. Research has shown that schools that have libraries with more resources have higher achievement scores than schools that have fewer resources. (Baughman)

Educators model social, ethical, and legal issues that encompass an information and technological arena: *Are educators prepared to guide students as they deal with the social, ethical, and legal issues related to life in a technological world?*

Teachers scored at an exploration level (3.33) when asked if they were prepared to guide students as they deal with the social, ethical, and legal issues related to life in a technological world. At this level, many educators are sufficiently experienced with technology and aware of its social, ethical, and legal implications to guide students in this area. Most educators have strategies for guiding students to self-regulation and awareness of social and ethical issues. Schools have clear policies and training available. Rhinelander has established guidelines governing technology use, including copyright, plagiarism, proper citation, and acceptable use, and is beginning to use these guidelines to guide students to self-regulation or awareness of social and ethical issues raised by technology. Efforts need to continue to model these practices at a more consistent level.

Educators are trained to effectively use district owned Information Resources and Learning Tools. *Do the school and the district provide comprehensive professional growth opportunities for teachers, administrators and other staff that build their capacity to advance the vision? Is the effectiveness of professional development linked to student performance?*

Rhinelanders provides significant opportunities for professional development in the area of technology. The enGauge on-line data places Rhinelanders in the Exploration level (3.37). Professional development opportunities are offered to all teachers and focus on the integration of information and technology in addition to skill development. Training sessions are offered that have been developed around the National Education Technology Standards (NETS) for Teachers and are based on best practice. Efforts must be made to maintain ongoing staff development opportunities for all staff. All educators will be expected to participate in staff development focusing on technology.

Educators are trained to effectively use administrative and data management software: *Are educators prepared to use technology to increase professional productivity and gain enriched access to professional resources?*

The on-line enGauge data indicate Rhinelanders is in the Exploration category (3.25) regarding professional practice and productivity. All Rhinelanders School District employees use technology on a daily basis for grading, attendance and communication between other district staff, parents and students. GroupWise, Gaggles, PowerSchool, PowerGrade, EasyIEP, Connect Ed and IT Direct along with our district website are all being used to help with communication and data management. Staff development, both onsite and offsite, is provided to staff when new programs are implemented and continuous support is provided as programs are being used. This model needs to be maintained to assure effective technology use in the future.

Educators model collaboration skills with colleagues:

The Educational Technology Specialist works with teachers to help plan and integrate information and technology skills. The specialist works with teachers in their individual building at least once a month and when teachers request help with a particular unit or activity. The Library Media Specialists also work with teachers in the Library Media Centers and the classroom to help incorporate ITL skills into their specific content areas. After working with the Educational Technology Specialist or Library Media Specialists, many of these teachers then feel more comfortable moving forward on their own. Efforts must continue to provide opportunities for teachers to collaborate and have access to media specialists and technology staff to promote the integration of ITL standards.

Educators use a variety of information resources to support their teaching strategies: *Do students have opportunities to use a range of technologies (e.g., learning, productivity, visualization, research and communication tools) to support their learning?*

EnGauge data shows that Rhinelanders is at the lower end of Exploration (3.0) when looking at information resources. The range of use chart identifies that teachers are using a variety of technology resources to support their teaching. We still have a high number of teachers using drill and practice and tutorial programs, but many teachers are using productivity tools along with visualization tools such as Inspiration and Kidspiration. Discovery Streaming and NetTrekker are used consistently by about 10% of the staff. Online subscription usage statistic reports show significant access and usage by Rhinelanders students and staff. While educators are using available resources efforts must be made to provide increased resources for in visual literacy, research and communication.

Educators design and teach problem-based learning units that incorporate effective use of information and technology resources.

Are educators skilled in designing teaching strategies and learning environments that maximize the impact technology has on learning?

In the area of planning and design, our on-line data indicates that Rhinelander is at the low end of Exploration (3.1), this is an increase from the previous enGauge assessment that scored at the high end of Adoption (2.7). Thirty-three of our teachers have participated in Intel® Teach to the Future and have worked together to learn how, when and where to incorporate technology tools and resources into their lesson plans. In addition, they were instructed on how best to create assessment tools and align lessons with educational learning goals and standards. The program incorporates use of the Internet, subscription databases, Web page design, and student projects. Educators need to have continued access to models and support to increase opportunities for implementing problem-based learning across all classrooms.

Educators design various assessments: *Are educators prepared to apply technology in support of the assessment process? Are they prepared to apply new forms of assessment to the products of technology-supported learning?*

EnGauge data indicates that Rhinelander teachers are at the adoption level (2.7) in regards to assessment. Many rubrics are being used and designed, along with learning checklists and scoring guides. All junior high and high school teachers are using PowerGrade as their gradebook. In addition, 4th and 5th grade teachers are also using Power Grade. Elementary teachers have developed electronic versions of standards based report cards. As more opportunities for constructivist learning occur teachers will need training in assessment strategies for technology performance.

Specialized Training

Teachers in the School District of Rhinelander have many opportunities to participate in various staff development programs. From 2001 – 2006 several teachers participated in a program called Engaged Leaders Integrating Technology in Education (ELITE). This staff development program was designed around the National Educational Technology Standards (NETS) for Teachers and the training moved beyond skills training. Teachers were required to use the Information and Technology Literacy Standards in their lesson plans and were expected to go back to their classrooms and apply what they learned. Some topics included the exploration of the Information and Technology Literacy Standards, Educational Portals, classroom websites, productivity tools, online experiences, and research strategies, and multimedia tools. ELITE helped 48 teachers focus on the integration of technology into their specific content areas.

In 2006 Information and Technology Strands were designed to help teachers focus on a specific goal. Each individual strand allows teachers to take advantage of the eight 1/2 day training sessions that the district provides with a specific focus and goal. All of the Strands give teachers the opportunity to not only learn more about each topic but to also create lessons and/or activities. Teachers are expected to take what they've learned each quarter and go back to their classroom and apply what they've learned. The Strands were also designed

around the NETS for Teachers. Since the 2006-2007 school year, 61 teachers have participated in various Strands. The following strands have been offered so far:

- Research Beyond Google
- Web 2.0 - The Interactive Web
- Learning with Images
- Technology Tools

A sequence of elementary ITL lessons have been created that integrate into the K-5 Language Arts Curriculum and are available on the district web site. Teachers and library staff collaboratively deliver these lessons.

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
ELITE	12	12	12	12	12		
STANDS						18	36

Analysis of Effective Teaching and Learning Practice

Educators' vision, content, instruction, and assessment are aligned to high standards: *Are content, instruction, vision, and assessment aligned to take full advantage of technology for learning?*

The District has just completed the alignment of the Information and Technology Literacy benchmarks with the K-8 curriculum benchmarks. Training took place during the spring of 2007 to introduce these benchmarks to all K-8 teachers and resources were provided to help them incorporate the ITL benchmarks into their current curriculum. The district is currently working on aligning the 9-12 Information and Technology Literacy Standards with the 9-12 curriculum. Data indicates that we are at the exploration level (3.32).

Educators' range of use includes information resources and learning tools for productivity, visualization, research, and communication. *Do the students have opportunities to use a range of technologies to support their learning?*

Technology is used for many purposes across our school district. Overall the teachers are at a level of 3.17, which places us in the early Exploration range. Teachers are using a variety of tools and resources at different levels. Our staff development program focuses on the

use of these resources and has changed the focus from basic skills development to authentic applications. Data indicates that while technologies are currently used for a range of uses there is a need to become more consistent across all teachers and a need to continue movement from the didactic use to more applied uses in visualization, research and communication.

Evidence that improvement is occurring is the teachers' capacity to integrate Wisconsin Model Academic Standards For Information and Technology Literacy effectively into curricula and instruction.

Teachers in the Rhinelander School District have many opportunities to participate in various staff development programs. From 2001 – 2006 many teachers participated in a program called Engaged Leaders Integrating Technology in Education (ELITE). This staff development program was designed around the National Educational Technology Standards (NETS) for Teachers. It required teachers to use the Information and Technology Literacy Standards in their lesson plans. ELITE helped 48 teachers focus on the integration of technology into their specific content areas. In 2006 Information and Technology Strands were designed to help teachers focus on a specific goal. Each strand consists of four training days, one per quarter. All of the Strands give teachers the opportunity to not only learn more about each topic but to also create lessons and/or activities. Teachers are able to take what they've learned each quarter and go back to their classroom and apply what they've learned. The Strands were also designed around the NETS for Teachers. Since the 2006-2007 school year, 61 teachers have participated in various Strands. A sequence of elementary ITL lessons have been created that integrate into the K-5 Language Arts Curriculum and are available on the district web site. Teachers and library staff collaboratively deliver these lessons.

Evidence of effective teaching and learning: *Are educators proficient in implementing, assessing, and supporting a variety of effective practices for teaching and learning?*

The enGauge data places our district in the low end of the Exploration Level (3.1) this has increased from the previous assessment which was at the Adoption Level (2.8) overall. Teachers are using different strategies in their teaching such as 6 +1 Traits, Big 6 and differentiated instruction. Ongoing efforts must be directed at effective integration of technology into these and other effective teaching strategies including action research.

Analysis of Access to Information Resources and Learning Tools

Summary of Inventories of the Software, Equipment and Infrastructure:

- **Software and Information Resources:** Software is purchased through individual, library media, curriculum & instruction, and technology department budgets. The Information and Technology Department maintains a list of networked software titles and online subscription resources. (See Appendix D). The Library Media Department selects, organizes and maintains information resources necessary to teach ITL standards at all grade levels (see Appendix C) The District is in need of software programs that relate directly to the curriculum. A process for previewing, evaluating, and purchasing these programs is currently being evaluated.
- **Hardware:** The District maintains a hardware inventory using a bar-coding system. Elementary students and staff have access to at least two multimedia computers in each classroom. Wireless laptop carts are available in all school buildings. The middle school and high school have several computer labs and at least one multimedia computer in each classroom. They also have wireless laptop carts that are checked out through the library media center. Student to computer ratios for networked computers averages at about 2:1 (See Appendix D), but these numbers include all of the computers in the building. Several of these computers are used primarily by staff. The K-3 elementary schools have ratios of about 4:1. The high school has a significantly lower ratio due to the number of courses that require a full lab of computers, but there is still a need for more computers in individual classrooms. In addition to computer needs, each building is also in need of additional peripherals such as printers, scanners, digital cameras, SmartBoards, projectors, hand held computers, and video editing equipment.
- **Facilities, Networking, and Telecommunications:** It is the District's goal to provide individuals access to computers, the network, applications, and their files no matter where they are (school or home). Rhinelander School District's network backbone spans 8 buildings over a 20-mile distance (See Appendix C). We have locally leased fiber optic lines connecting all buildings. All buildings have been upgraded to gigabit Ethernet.

Rhinelander School District's link to the outside world is a 5Mb/sec. line. This is a significant upgrade since the last report. We no longer have a bottleneck with our content filtering server, since this has also been upgraded. We use two Citrix servers primarily for remote access to the district network from home, both from teachers and students. We have licenses for 60 concurrent users. We currently have approx 15 computers using Citrix at the alternative education site.

The District worked with TEACH staff to plan and implement a \$500,000 wiring project about eight years ago. This project resulted in at least four network drops and electrical connections for each classroom. Not all of these drops are currently activated because we don't have the computers to hook to them or all of the switches we need to connect them. A VoIP project was completed this fall. Classroom phones run through one of the network drops.

Four years ago, the District completed building a 20,000 square foot library-media- center addition and ten additional classrooms at the high school. The new LMC houses two integrated computer labs, a video production room, and a staff-development computer lab. All of the new classrooms contain a minimum of five network connections, and two of the remodeled classrooms are equipped with thirty network connections each.

Assistive Technology

The technology department has been working with the special education department in many areas. Training on the use of various software programs for students with special needs has been offered to both regular and special education teachers. Additional licenses for Co: Writer, Picture It, Inspiration and Kidspiration continue to be purchased to meet the needs of more students.

Assistive Technology tubs have been created for each building. A variety of low tech and mid tech assistive technology devices will be placed in each of these tubs for checkout. Teachers can check out devices such as talking calculators, slant boards, foam alphabets and pencil grips and determine if their students can benefit from using them.

Innovative Options for Underserved Students

Several online curriculum programs are used to provide an option for underserved students to succeed. These include, but are not limited to, NovaNet, Wisconsin Virtual School, Apex Learning, and E-Tutor. Increasing access to hardware, peripherals, and software has also helped to provide innovative options for this population.

Administrative Networking Tools

The District continues to research and evaluate administrative networking tools. Skyward is currently used in the business and human resources departments. School Dude (Maintenance Direct) is used for maintenance work orders and IT Direct component is utilized for technology related work orders.

Data Management Tools

Payroll and Human Resources uses Skyward for data management. PowerSchool is used as our student information system. It includes grade books and attendance capabilities. Follett is used for automated library media circulation and cataloging. WordWare is used for food service, and Smarter –EPS is used for the transportations software.

Interoperability

Some data management tools have interoperability. These include PowerSchool, Follet, and the Smarter EPS program. Skyward, the business and human resource software, does not.

Communication Tools

The school district web page is used extensively as a communication tool. In addition to this all staff have email accounts. Students also have access to filtered email if their teacher sets it up. Power School has the capability for parents to see homework and grades. ConnectEd is an electronic communication system that is used to send phone and email messages to parents and staff.

Video and/or Web-Based Distance Learning Opportunities

The District does not have an ITV classroom. We do use the web-based curriculums previously mentioned to meet individual student needs.

Total Cost of Ownership is Determined

A total cost of ownership study was done using the Gartner Total Cost of Ownership for Information Technology Tool (http://classroomtco.cosn.org/gartner_intro.html). Information collected from this tool and other instruments resulted in numerous decisions that were made to lower the total cost of ownership for technology in our District. These included the following:

- Continue to standardize on one model for computers and peripherals
- Discontinue the purchase of stand alone printers
- Establish one platform/one operating system (Windows XP)
- Continue to research and implement system monitoring tools and data archiving tools
- Expand the use of Thin Client computing
- Establishing interoperability to eliminate data error and duplication of data input
- Monitor the amount of network storage space for staff members
- Monitor the size of email attachments and mailbox storage
- Remove outdated/surplus equipment
- Improve computer: technician ratio
- Train students to provide technical support

Analysis of Systems Support and Leadership

Administrators Use of Technology

Administrators are prepared to use technology effectively to guide the effective use for teaching, learning, and student management. *Are administrators prepared to use technology effectively? Are they prepared to work with colleagues to guide their school system toward more effective uses of technology in teaching, learning and managing?*

Administrators have begun to use technology as a vital tool in their communication and management. Many principals are looking at the use of technology when observing and evaluating teachers and in turn encourage them to attend training if needed. When looking at the enGauge data related to this issue, we can agree with the results that indicate that they operate in the high Adoption Level (2.7).

Policies and Procedures

Students and staff must fill out an Acceptable Use Form before they are given access to the network. The AUF contains information on CIPA compliancy and copyright infringement. The Library Media Staff annually provide a review of copyright compliance to the staff. Technology related policies are located at this website address: <http://www.rhineland.k12.wi.us/Policies/Policies.htm>

Completion of Grade Level Benchmarks and Alignment of ITL Standards

With the completion of the alignment of the curriculum benchmarks with the core academic standards we can now focus on the integration of the ITL standards into the local curriculum. We have completed a K-6 Keyboarding curriculum and continue to look at keyboarding as electives in grades 7 and higher as well as more application based classes. Progress has been made in alignment of ITL and Language Arts Standards. A webpage is being developed for posting curriculum and sample lesson plans.

Sustained Systemic Professional Development

The goal of the technology specialist is to ensure that the District's investment in technology results in information and technologically literate students, teachers and staff and to facilitate the use of technology resources to improve communication with parents and community. The staff development program focuses on the integration of the State's Information and Technology Literacy Standards. Through ongoing technological needs assessment, sessions are designed and implemented on specific curriculum software applications, hardware, and peripherals. Many opportunities are also given to special education staff on software and other resources relating to special needs students. The Technology Specialist and Library Media Specialists continue to collaborate with teachers to design information and technology-enhanced lessons. In addition they team-teach the information and technology enhanced lessons in the classroom and support and advise classroom teachers on the appropriate use of technology through modeling activities in the classroom

Engaged Leaders Integrating Technology in Education (ELITE)

The technology specialist has been running a staff development initiative called *Engaged Leaders Integrating Technology in Education (ELITE)* for four years. This staff development program helps twelve teachers each year focus on the integration of technology into their current lesson plans and requires teachers to go back into their classrooms and utilize what they have learned.

Training Evaluations

At the end of each year a training evaluation is given to all staff that participated in the professional development opportunities. The comments and suggestions received in that evaluation are taken into consideration and training opportunities are developed around the needs of teachers and best practices.

Analysis of information and technology resources and fixed assets:

Breadth And Depth Of Resources In Relation To Curriculum Needs And Reading Interests

A collection analysis was completed by Mackin and Follett (vendors) on each library media collection. Detailed maps are completed as needed each year and reflect changes in curriculum revisions. Students and teachers are encouraged to make additional recommendations regarding their reading interest.

Library Media Centers and building computer labs are scheduled according to implementation of classroom projects

All elementary students have fixed scheduled weekly visits to a computer lab and to the library for a variety of projects. During weekly library visits the Library Media Paraprofessional provides an ITL lesson based on curricular needs expressed by the classroom teacher. The elementary Library Media Specialist authors a collection of reinforcement lessons that can also be used during weekly visits.

All elementary teachers are also able to schedule additional library and lab time for students to work on projects if facilities are available. Each classroom has at least two computers wired to the network.

In both the Middle School and High School the LMCs and Computer labs are flexibly scheduled according to the needs of teachers and students. The Library Media Specialists and teachers collaborate on lessons to provide resources that meet students' needs.

Information resources and learning tools are not equally available to students in all grade levels.

Elementary LMCs are open before and after school for staff use. They are only open to students during their fixed weekly visit unless their teacher makes additional arrangements. Elementary students do not have open, flexible access to their building libraries.

Middle school and High school LMCs are open to staff and students for both flexible and scheduled visits. Before and after school hours vary.

Middle and High School Library Media Centers are open during parent teacher conferences and open houses. The Wisconsin School of the Arts uses the middle school facilities extensively during the summer months.

Training opportunities at the High school are available to community members through arrangements with the Rhinelander Senior Center.

Information resources are available for students and faculty outside the school facility.

Some online subscription databases are available beyond the school day for students, parents and community members. However, the LMC catalog is not easily accessible after hours.

The district provides web-based access to faculty for email and use of network files via Citrix. Parents and students are encouraged to access teacher created web pages for classroom needs. All teacher email addresses are posted on the School District web page for community access.

Information resources and learning tools reflect cultural diversity and meet reading needs of all levels.

Supplemental reading materials have been placed into each elementary school. These “book bins” were created using the library collections from the recently closed elementary schools. The book bins are grouped by subjects and contain multiple reading levels. They are heavily used by classroom teachers.

All purchases for district LMC collections continue to provide students with diverse cultural and global viewpoints.+ A collection analysis was completed by Mackin and Follett (vendors) on each library media collection. Detailed maps are completed as needed each year and reflect changes in curriculum revisions. Students and teachers are encouraged to make additional recommendations regarding their reading interest.

*Appendices include information on learning tools, instructional resources, inventories, and network infrastructure.

Goals, Objectives, and Implementation Plan

	Long-Term Goal (Vision)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
1.	Build a shared, community-based vision that prepares students to learn, work, and live successfully in the Digital Age.	The District's vision will encompass 21st Century skills that focus on technology-supported problem-solving and critical thinking in real-world contexts	District initiatives will focus on creating learners who have the self-confidence, independence, and high-tech proficiencies to continuously learn; meeting challenges innovatively and creatively.	<ul style="list-style-type: none"> • All stakeholders will be provided with an abundance of information about research related to 21st century skills at meetings, and through electronic communications. • Educators will incorporate the advancement of 21st century skills into student learning opportunities. 	<ul style="list-style-type: none"> • Technology Director • Curriculum Director • Library Media Specialist • Ed. Technology Specialist • Principals
2.	Build a shared, community-based vision that prepares students to learn, work, and live successfully in the Digital Age.	School and community leaders will form collaborative partnerships and systematically identify and pursue opportunities and resources for partnering to sustain a shared vision.	Relationships will be established and maintained that facilitate ongoing interactive communications with all stakeholders.	<ul style="list-style-type: none"> • A District wide ITL committee that includes representation from all buildings will be established and maintained. • Opportunities for parents and community members to collaborate with the schools will be communicated via Connect Ed, Power School, and teacher web pages. • Student successes focusing on 21st Century skills and research that supports the District's vision will be shared via media news, public forums, flyers, links on web pages, blogs, wikis, discussion boards, etc. 	<ul style="list-style-type: none"> • Technology Director • Curriculum Director • Library Media Specialist • Ed. Technology Specialist • Principals

	Long-Term Goal (Practice and Proficiency)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
3.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students effectively master basic operations and concepts related to information and technology literacy.	<p>All students will demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>All students will show proficiency in the use of technology.</p> <p>All students will have weekly opportunities to practice and master basic operations and concepts related to information and technology literacy.</p>	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to effectively teach basic operations and concepts. (word processing, spreadsheets, keyboarding, etc.) • Provide opportunities for teachers to model and share technology lessons and learn from one another. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master basic operations and concepts. • Collect and share examples of student work that indicates mastery of these concepts. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Library Media Specialist • Teachers • Principals
4.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students understand, develop, and practice social, ethical, and human issues related to information and technology literacy.	<p>All students will demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</p> <p>All students will practice responsible use of technology systems, information, and software.</p>	<ul style="list-style-type: none"> • Integrate the iSafe curriculum into the Information and Technology Literacy Scope and Sequence. • Provide mandatory training to assure that all teachers are prepared to effectively integrate and teach the iSafe curriculum. • Complete iSafe assessments, Net Day surveys and student attitude surveys. • Require strict adherence to copyright laws and require all students to cite research appropriately. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Curriculum Director • Library Media Specialist • Teachers • Students • Principals

	Long-Term Goal	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
5.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students utilize technology productivity tools to enhance 21 st century skills.	<p>All students will use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p>All students will use productivity tools to collaborate in constructing technology-enhanced reports, prepare publications, and produce other creative works.</p>	<ul style="list-style-type: none"> • Provide all buildings with sets of PDA's, digital cameras, video cameras, and document cameras available for checkout. • Provide one projector and Smart Board per grade level or curricular area. • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize productivity tools. • Provide opportunities for teachers to model and share technology integrated lessons and learn from one another. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the use of productivity tools. • Collect and share examples of student work that indicates mastery of these concepts. 	<ul style="list-style-type: none"> • Technology Director • Principals • Ed. Technology Specialist • Library Media Specialist • Teachers • Principals
6.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students utilize communication tools to enhance 21 st century skills.	All students will use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize communication tools. (eMail, pod casting, blogs, discussion boards, etc.) 	<ul style="list-style-type: none"> • Technology Director • Principals

	Long-Term Goal	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
7.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students utilize communication tools to enhance 21 st century skills.	<p>All students will use a variety of media formats to communicate ideas effectively to multiple audiences.</p> <p>All high school students will complete one virtual learning course before they graduate.</p>	<ul style="list-style-type: none"> • Provide opportunities for teachers to model and share technology integrated lessons that allow students to operate audio, video, and multimedia equipment. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the use of communication tools. 	<ul style="list-style-type: none"> • Teachers • Principals
8.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students utilize research tools to enhance 21 st century skills.	<p>All students will use technology to locate, evaluate, and collect information from a variety of sources.</p> <p>All students will use technology tools to process data and report results.</p> <p>All students use a wide range of electronic sources (various search engines and online databases) to find information.</p>	<ul style="list-style-type: none"> • Provide teachers, parents, and students with access to a variety of online research tools. • Provide teachers and students with equipment that can be utilized to perform 21st century research. (PDA's, probes, calculators, digital microscopes, GPS systems, etc.) • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize research tools. • Provide opportunities for teachers to model and share technology integrated lessons that focus on research tools. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the utilization of research tools. 	<ul style="list-style-type: none"> • Technology Director • Ed. Technology Specialist • Principals

	Long-Term Goal	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
9.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Establish and maintain learning environments in which all students utilize problem solving and decision-making tools to enhance 21 st century skills.	<p>All students will use technology resources for solving problems and making informed decisions.</p> <p>All students will employ technology in the development of strategies for solving authentic problems in the real world.</p>	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize problems solving and decision making tools. • Provide opportunities for teachers to model and share technology integrated lessons that utilize problem solving and decision making tools to solve authentic problems. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the utilization of problem solving and decision making tools. • Collect and share examples of student work that indicates mastery of these concepts. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Principals
10.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Increase all educators' proficiency in assessing, implementing, and supporting technology literacy skills that develop and enhance 21 st century learning.	<p>All educators will assess student technology literacy skills that enhance their curriculum.</p> <p>All educators will implement and support technology literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Teachers will use RubiStar Project Rubrics and other criterion referenced assessments to evaluate student projects. • Student technology literacy will be assessed through a variety of online assessment tools (NETS Online Assessment Tool; Profiling Educational Technology Integration (PETI); checklists, etc. • Develop a collection of assessment strategies and rubrics for student projects. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Library Media Specialist • Teachers

	Long-Term Goal	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
11.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Increase all educators' proficiency in assessing, implementing, and supporting visual literacy skills that develop and enhance 21 st century learning.	<p>All educators will assess student visual literacy skills that enhance their curriculum.</p> <p>All educators will implement and support visual literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Student visual literacy will be assessed through a variety of online assessment tools (NETS Online Assessment Tool; Profiling Ed. Technology Integration (PETI); checklists, etc.) • Teachers will utilize presentation tools, visual organizers; concept maps (Inspiration), digital images, videos (United Streaming), charts, simulations, graphs, and tables to enhance visual literacy skills. • Teachers will provide opportunities for students to learn through digital storytelling, web quests, electronic books, virtual fieldtrips, and online coursework. 	<ul style="list-style-type: none"> •Ed. Technology Specialist • Library Media Specialist • Teachers
12.	Prepare educators to create and maintain learning environments that incorporate powerful, research-based strategies that develop and increase students' 21st Century Skills.	Increase all educators' proficiency in assessing, implementing, and supporting informational literacy skills that develop and enhance 21 st century learning.	<p>All educators will assess student informational literacy skills that will enhance their curriculum.</p> <p>All educators will implement and support informational literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Student informational literacy will be assessed • Teachers will provide opportunities for students to access and evaluate information using online resources such as WISCAT, MarcoPolo, NetTrekker, online encyclopedias, Wikipedia,, etc. 	<ul style="list-style-type: none"> •Ed. Technology Specialist • Library Media Specialist • Teachers

	Long-Term Goal (Access)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
13.	Provide students and school staff with robust access to information, media, and technology—anytime, anywhere—to support effective designs for teaching and learning.	Provide ubiquitous access to information, media and technology that supports innovative designs for teaching and learning.	All educators and students will have access to information, media, and technology resources, bandwidth, network storage, and technical assistance that support teaching and learning.	<ul style="list-style-type: none"> • Increase access to library facilities during the school day and after hours. • Upgrade library system software to a web-based platform. • Upgrade the Citrix server to increase performance and reliability. • Provide wireless laptops for checkout that can be used in public places. • Purchase technology, peripherals, bandwidth, storage space, and network resources that support digital age learning and 21st Century skills. • Pilot ultra wideband wireless access in specific areas and prepare to expand throughout the District. 	<ul style="list-style-type: none"> • Administrators • Library Media Specialist • Technology Director
14.	Provide students and school staff with robust access to information, media, and technology—anytime, anywhere—to support effective designs for teaching and learning	Provide ubiquitous access to information, media, and technology that supports innovative designs for communication.	All educators and students will have access to technology resources, bandwidth, network storage, and technical assistance that support communication.	<ul style="list-style-type: none"> • Utilize ConnectEd, PowerSchool, and teacher web sites to provide information and communicate with parents and staff at home. • Expect that teachers will create and maintain websites that provide information to parents. 	<ul style="list-style-type: none"> • Technology Director • Curriculum Director • Library Media Specialist • Ed. Technology Specialist • Principals • Teachers

	Long-Term Goal (Access)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
15.	Provide students and school staff with robust access to information, media, and technology—anytime, anywhere—to support effective designs for teaching and learning.	Provide ubiquitous access to online digital resources.	All educators and students will have access to an abundance of digital resources including Discovery Streaming, NetTrekker, online encyclopedias, and reference databases.	<ul style="list-style-type: none"> • Provide access to subscription based digital resources from home and other places. • Continuously review, purchase, and update web based software options for keyboarding and other instructional programs. 	<ul style="list-style-type: none"> •Library Media Specialist •Ed. Technology Specialist •Technology Director
16.	Provide students and school staff with robust access to information, media, and technology—anytime, anywhere—to support effective designs for teaching and learning.	Provide access to and emerging technologies.	All educators will have the opportunity to research and propose projects that focus on emerging technologies.	<ul style="list-style-type: none"> • Research and set up a process for educators to pilot emerging technologies. 	<ul style="list-style-type: none"> •Technology Director •Library Media Specialist •Ed. Technology Specialist
17.	Provide students and school staff with robust access to information, media, and technology—anytime, anywhere—to support effective designs for teaching and learning.	Provide ubiquitous access to computers and library resources.	All educators will have access to computers and library resources throughout the school day and beyond.	<ul style="list-style-type: none"> • Assess the utilization of lab facilities and technology-enhanced classrooms at the high school and increase the utilization to capacity. • Research potential wireless configurations for all buildings and implement pilot projects. • Develop a plan to increase community access to library and computer resources. • Apply for potential funding through eRate for wiring, cabling, and network upgrades to accommodate new technologies. 	<ul style="list-style-type: none"> •Library Media Specialist •Principals •Technology Director

	Long-Term Goal (Systems and Leadership)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
18.	Provide support systems and leadership resources that facilitate cost effective solutions based on sound theory, emerging practice, and research that promote digital age learning.	All administrators are proficient in the use of information, media, and technology resources and act as role models in the usage.	Administrators are fully cognizant of effective uses of technology and expect progress by every staff member in the effective use of technology to advance the vision.	<ul style="list-style-type: none"> • Administrators will be trained in all aspects of information and technology literacy. • Administrators will use information and technology tools to provide staff development, share information, and model use. • Administrators will develop and maintain building level ITL plans. • Administrators will teachers with clear expectations regarding the integration of information and technology skills. 	<ul style="list-style-type: none"> • Administrators • Technology Director • Library Media Specialist • Ed. Technology Specialist • Principals
19.	Provide support systems and leadership resources that facilitate cost effective solutions based on sound theory, emerging practice, and research that promote digital age learning.	An efficient, cost effective process is established and maintained that provides exemplary technology support for digital age learning.	<p>Technology department members acquire and maintain the necessary expertise to support digital age learning.</p> <p>Appropriate funding is available to support digital age learning.</p>	<ul style="list-style-type: none"> • Technology department members will receive training on the skills necessary to support the infrastructure, hardware, and applications. • The total cost of ownership (TCO) will be assessed and leasing options considered. • Investment and spending patterns will be analyzed and consolidated where possible. • Continue to seek out grants that help to fund technology. 	<ul style="list-style-type: none"> • Technology Director • Technology Department • Business Director • Principals • Teachers

20.	Long-Term Goal (Systems and Leadership)	Long-Term Objective	Long-Term Performance Indicator	Action Step	Accountability
	Provide information and technology resources that facilitate alignment to the standards, state of the art learning tools, constructivist education, and telecommunications.	District resource allocation and infrastructure plans provide students, parents, teachers and administrators with seamless access to technology in school, at home, and any other place where learning activities are envisioned.	Student management systems and software that supports human resources, transportation, financial management, and food service will be managed and maintained through District network services.	<ul style="list-style-type: none"> • Access to District information and resources will be made available through the District website • Upgrades and expansions will be implemented as required 	<ul style="list-style-type: none"> •Technology Director •Technology Department

Dissemination

The school board receives an annual report outlining technology efforts and progress on the information and technology literacy plan and its goals. The approved plan will be posted on the district web site and will be used to provide updated information to stakeholders. Copies of the plan will be available in each District building.

Monitoring and Evaluation

The technology department, which consists of the technology director, the educational technology specialist, and the technicians, meets on a weekly basis. The building computer contact people meet with the technology department as needed. The information and technology literacy committee meets several times a year. All of these groups discuss issues and concerns related to educational technology, brainstorm solutions to any problems that occur, and share innovative ideas. They all contribute to a continuous evaluation of the goals and objectives that are stated in the information and technology plan and determine necessary steps to update the plan.

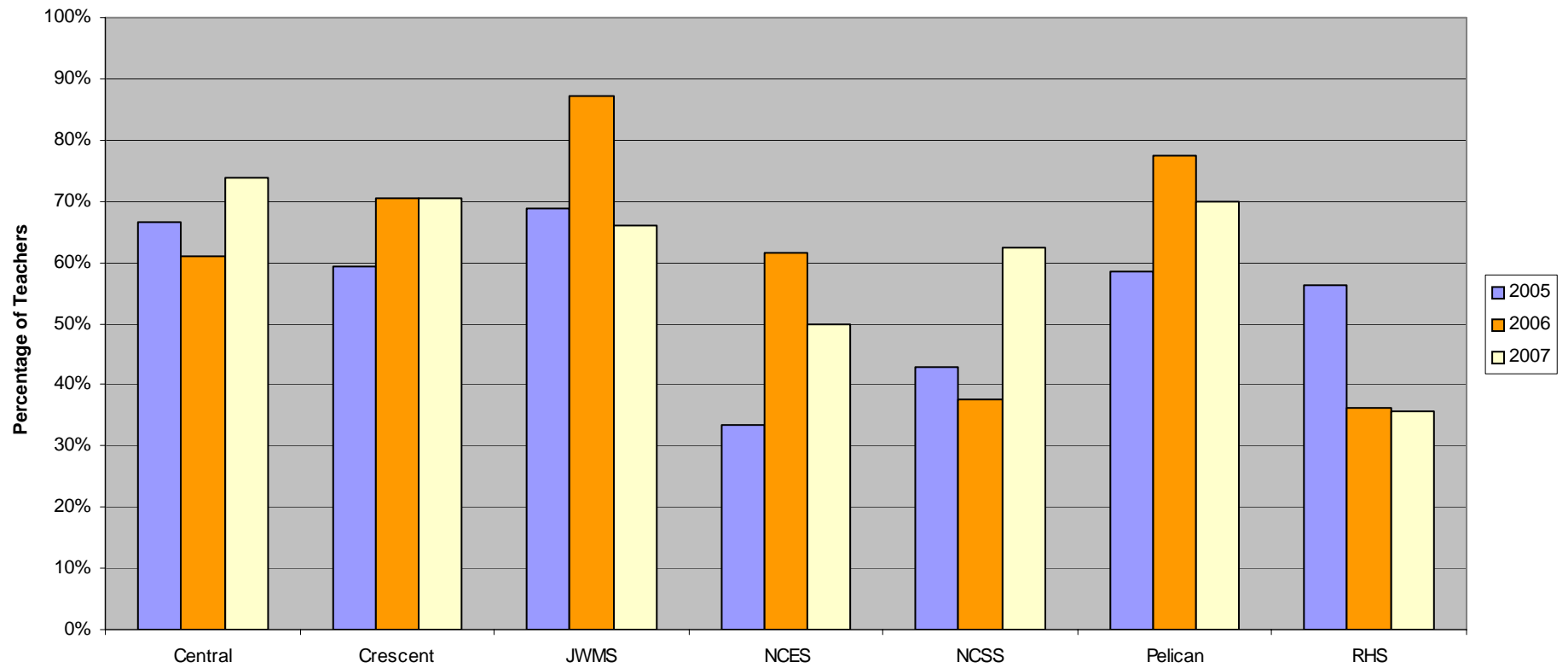
Members of the library media department and the technology department continuously evaluate research and literature that pertains to emerging technologies and how they affect classroom teaching, learning, and curriculum. Key aspects of this information are shared with building computer contact people, information and technology literacy committee members, and other staff members at meetings and via email. The District web site contains several web pages that link to specific resources that focus on research pertaining to information resources and educational technology. We are working closely with the curriculum department to make sure that information and technology is used to meet the needs of a diverse group of learning styles.

Progress on goals and objectives will be documented and reported on at information and technology literacy committee meetings. The district technology director and the district library leader will maintain the documentation and evaluation data identified in each objective. Progress will be included in the board annual reports.

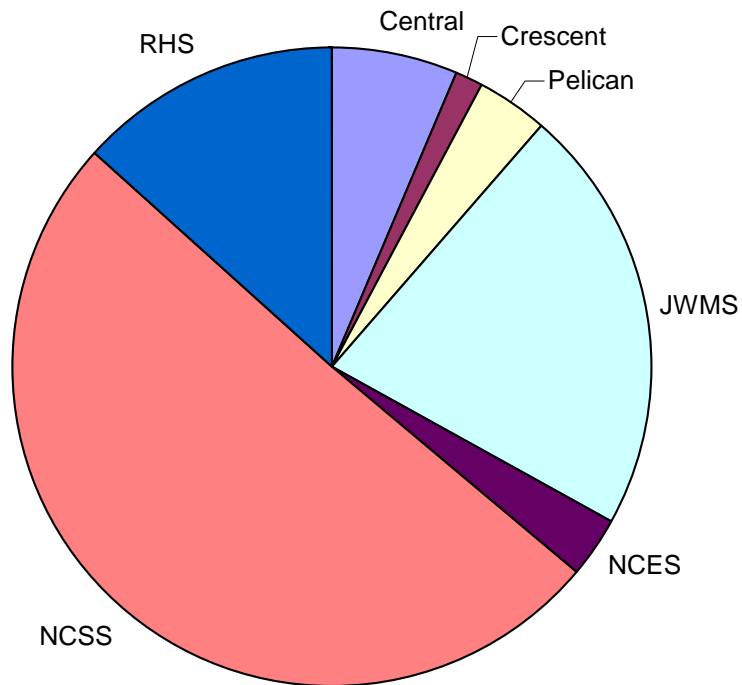
Appendix A

Needs Assessment and Supporting Graphs

**Information and Technology Literacy
Teacher Training
2005 - 2008**



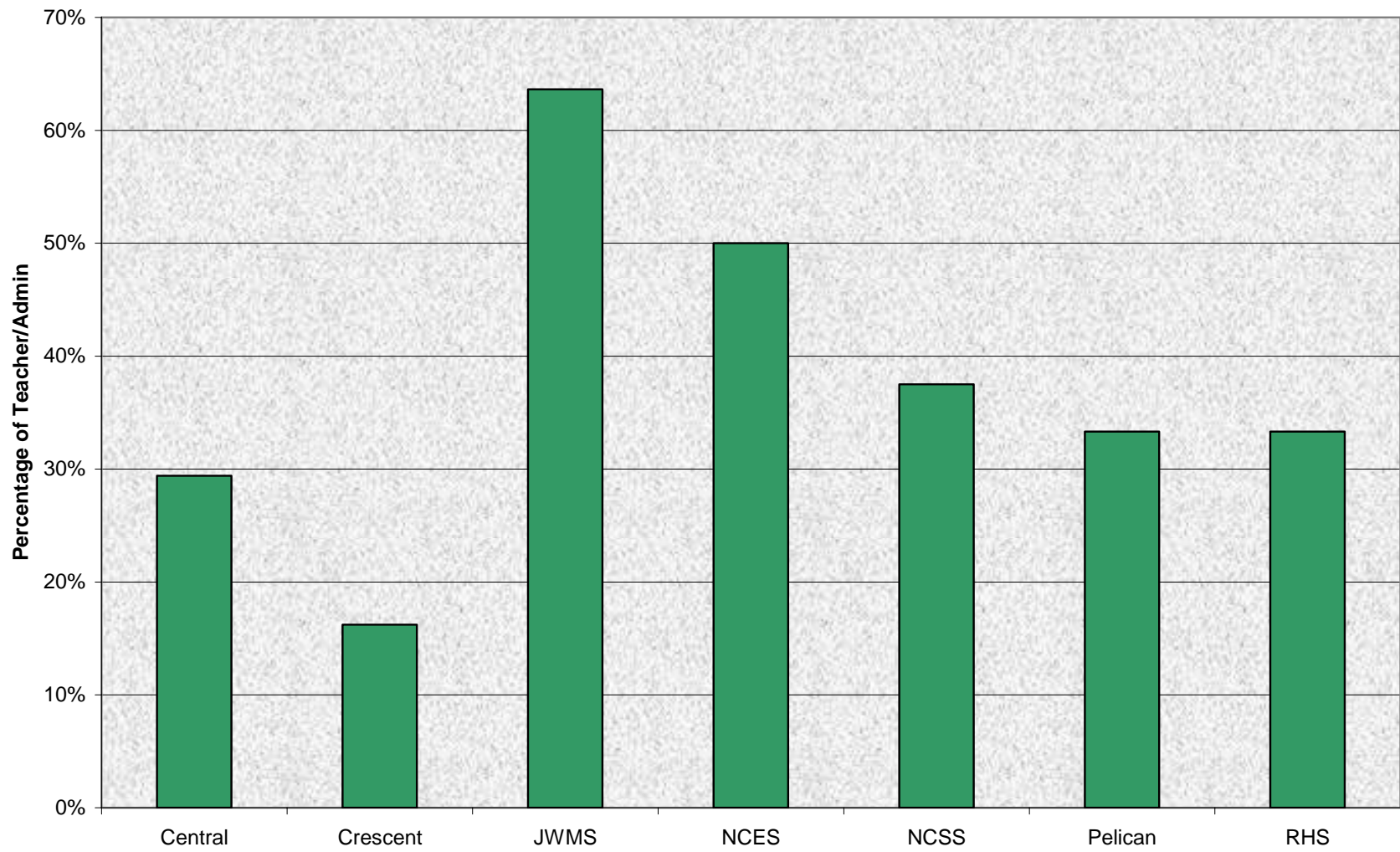
United Streaming Logins
December 2006 - January 2008



United Streaming
Dec. 2006 - Jan. 2008

	Streams	Downloads	Total Views	Logins
Central	318	466	784	271
Crescent	247	199	446	56
Pelican	323	198	521	159
JWMS	1208	1453	2661	917
NCES	154	95	249	135
NCSS	3572	342	3914	2152
RHS	903	760	1663	564

Teacher Web Pages

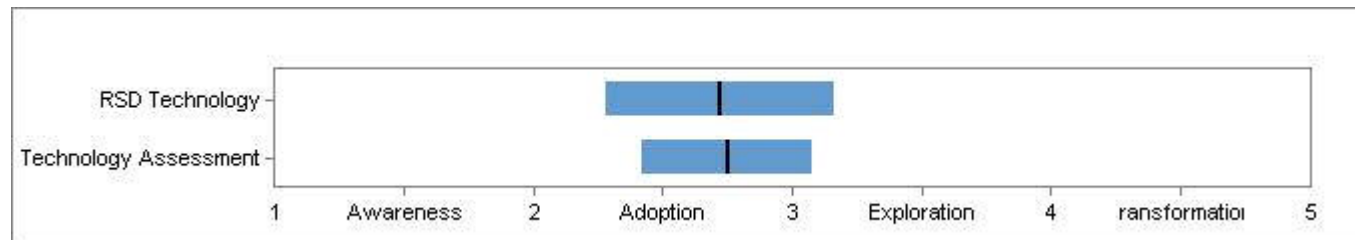


Project vs. Another Project (same leader)

Project: RSD Technology

Survey Dates: Feb 12 2003 through Mar 2 2007

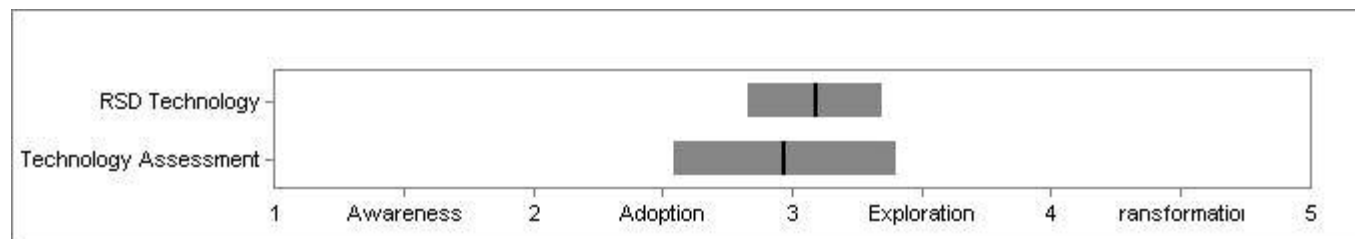
Condition: Forward-Thinking, Shared Vision



RSD Technology: Mean = 2.72 Variation = 0.44

Technology Assessment: Mean = 2.75 Variation = 0.33

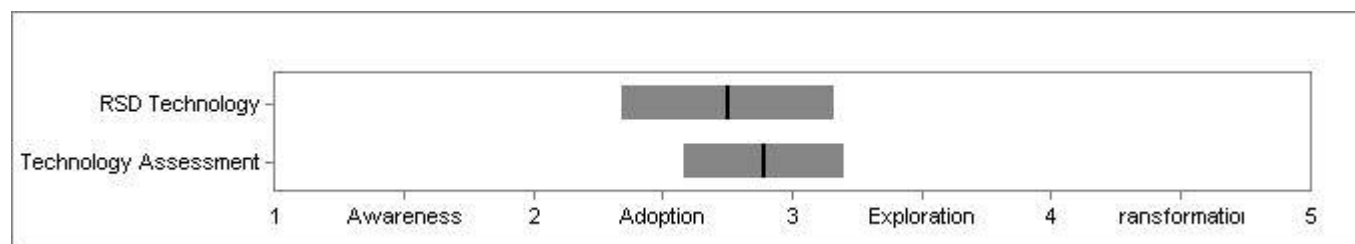
Indicator: Digital-Age Vision for Learners



RSD Technology: Mean = 3.09 Variation = 0.26

Technology Assessment: Mean = 2.97 Variation = 0.43

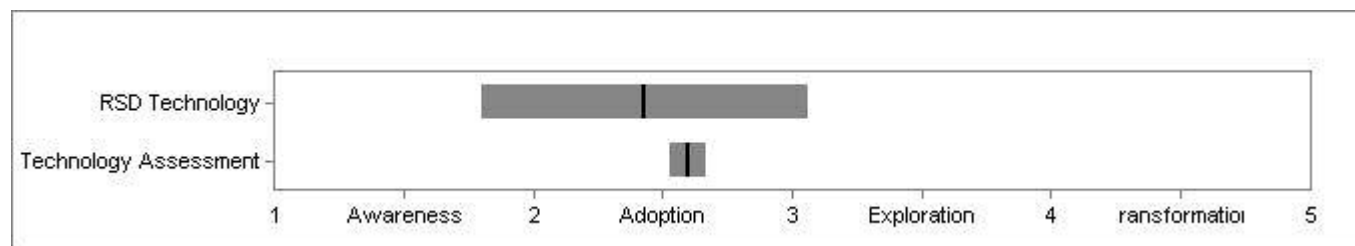
Indicator: Sound Base in Research and Best Practices



RSD Technology: Mean = 2.75 Variation = 0.41

Technology Assessment: Mean = 2.89 Variation = 0.31

Indicator: Community Linkages



RSD Technology: Mean = 2.43 Variation = 0.63

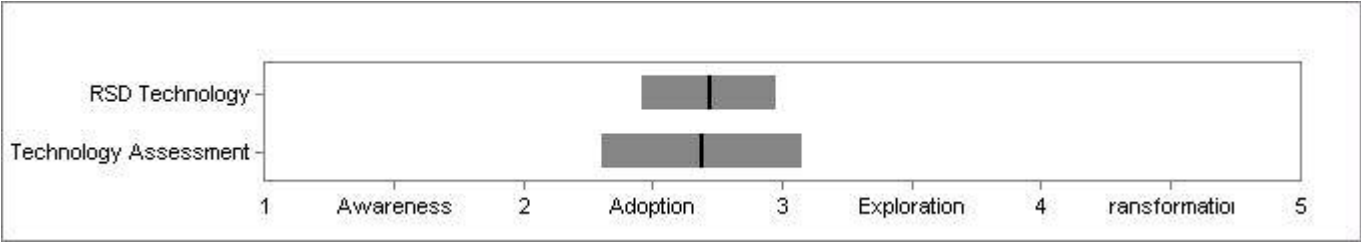
Technology Assessment: Mean = 2.6 Variation = 0.07

enGauge Online Assessment Profile: Confidential

Page 1

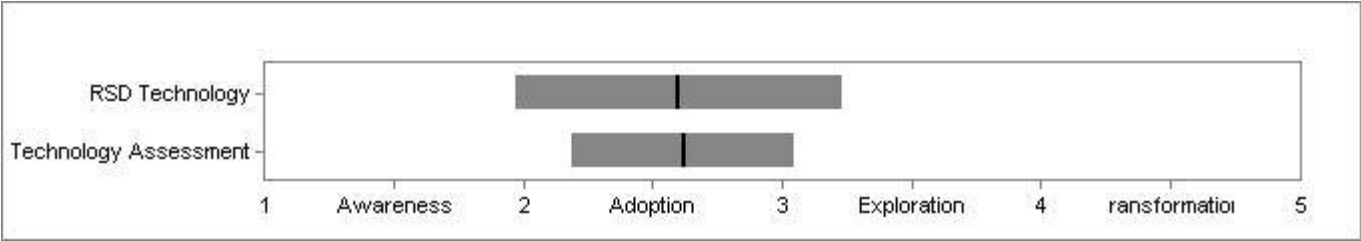
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Indicator: Stakeholder Commitment



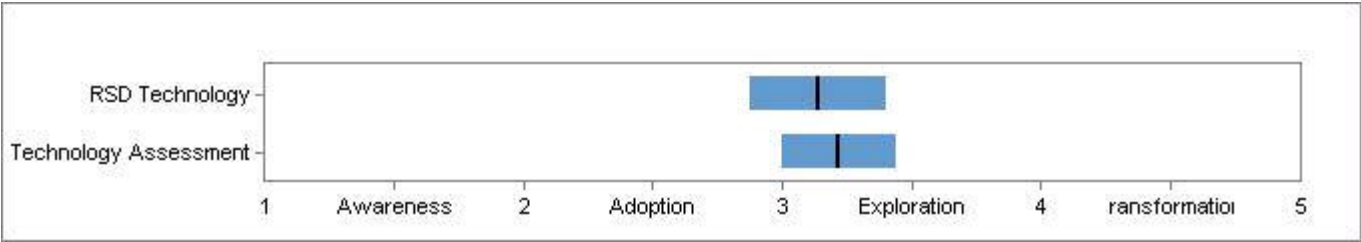
RSD Technology: Mean = 2.72 Variation = 0.26
Technology Assessment: Mean = 2.69 Variation = 0.39

Indicator: Communication



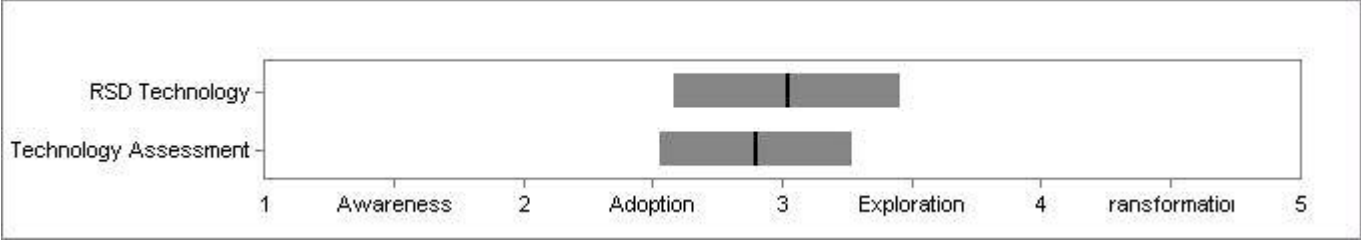
RSD Technology: Mean = 2.6 Variation = 0.63
Technology Assessment: Mean = 2.62 Variation = 0.43

Condition: Effective Teaching and Learning Practice



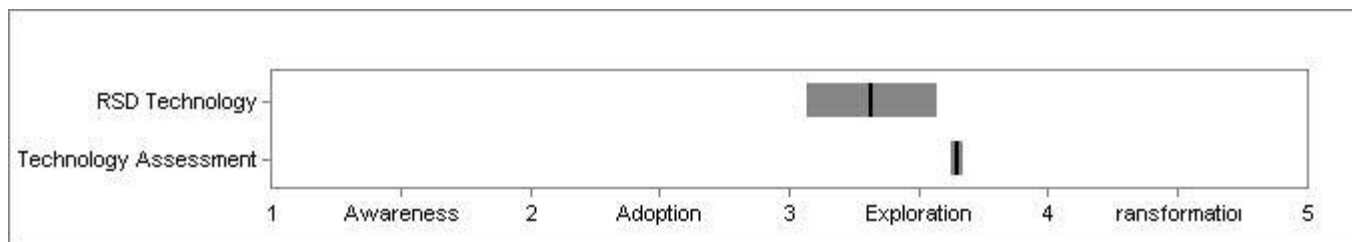
RSD Technology: Mean = 3.14 Variation = 0.26
Technology Assessment: Mean = 3.22 Variation = 0.22

Indicator: Learning Environment



RSD Technology: Mean = 3.02 Variation = 0.44
Technology Assessment: Mean = 2.9 Variation = 0.37

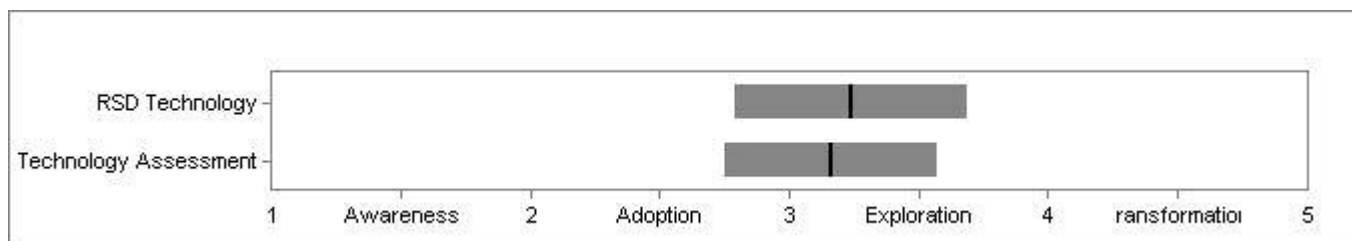
Indicator: Alignment To the Vision



RSD Technology: Mean = 3.32 Variation = 0.25

Technology Assessment: Mean = 3.65 Variation = 0.02

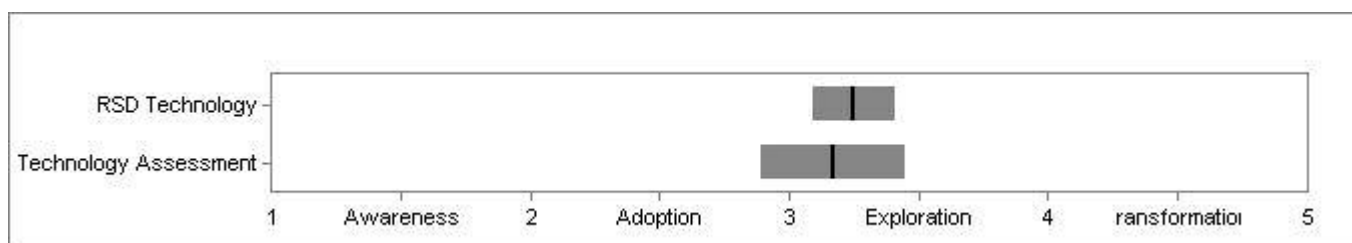
Indicator: Relevance



RSD Technology: Mean = 3.24 Variation = 0.45

Technology Assessment: Mean = 3.16 Variation = 0.41

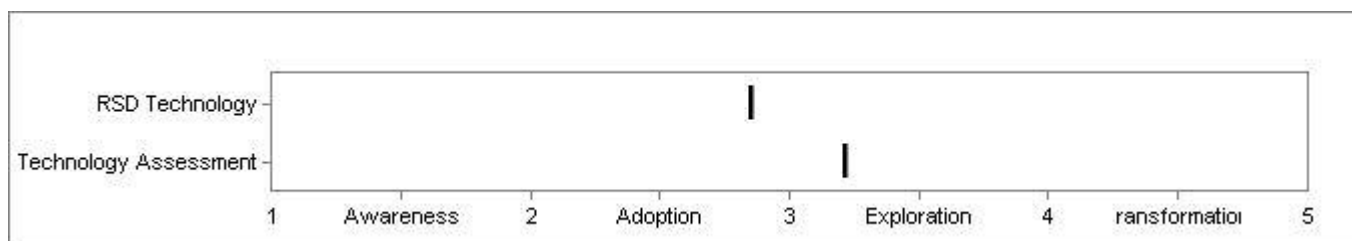
Indicator: Range of Use



RSD Technology: Mean = 3.25 Variation = 0.16

Technology Assessment: Mean = 3.17 Variation = 0.28

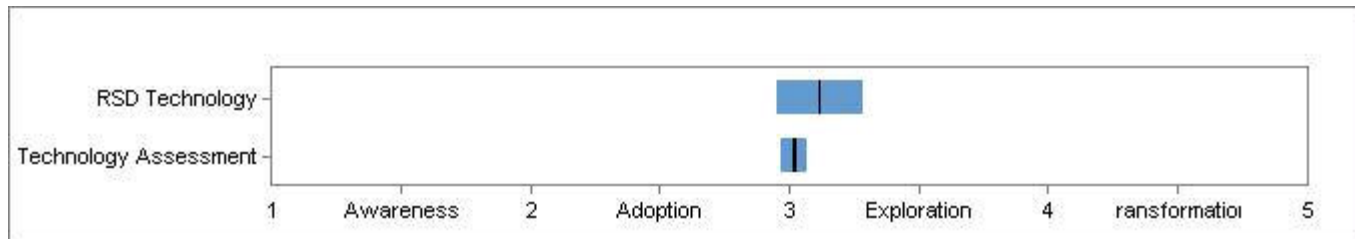
Indicator: Sound Base in Research and Best Practices



RSD Technology: Mean = 2.85 Variation = 0

Technology Assessment: Mean = 3.22 Variation = 0

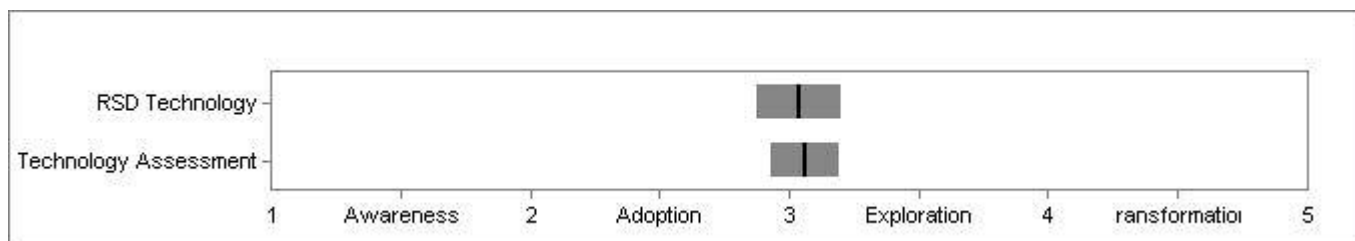
Condition: Educator Proficiency



RSD Technology: Mean = 3.12 Variation = 0.17

Technology Assessment: Mean = 3.02 Variation = 0.05

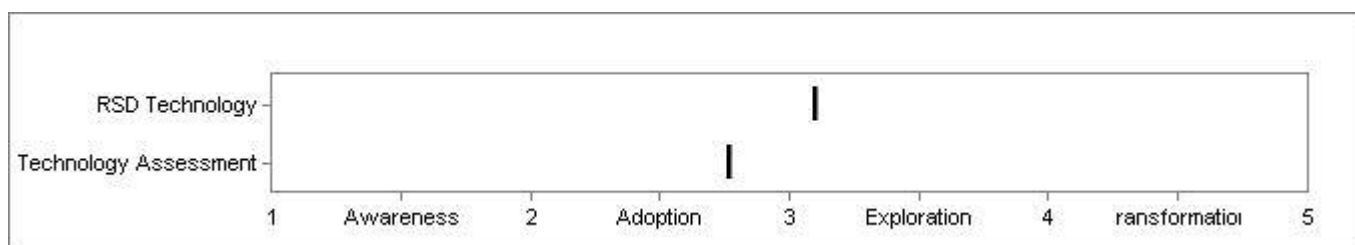
Indicator: Cultivation of Digital-Age Skills and Processes



RSD Technology: Mean = 3.04 Variation = 0.16

Technology Assessment: Mean = 3.06 Variation = 0.13

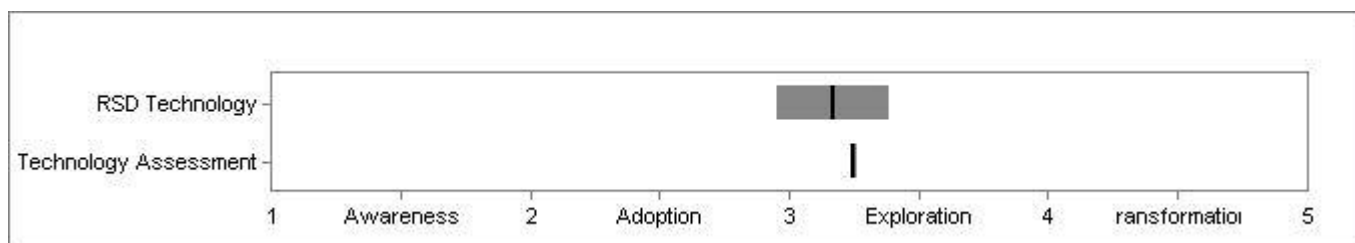
Indicator: Planning and Design



RSD Technology: Mean = 3.1 Variation = 0

Technology Assessment: Mean = 2.77 Variation = 0

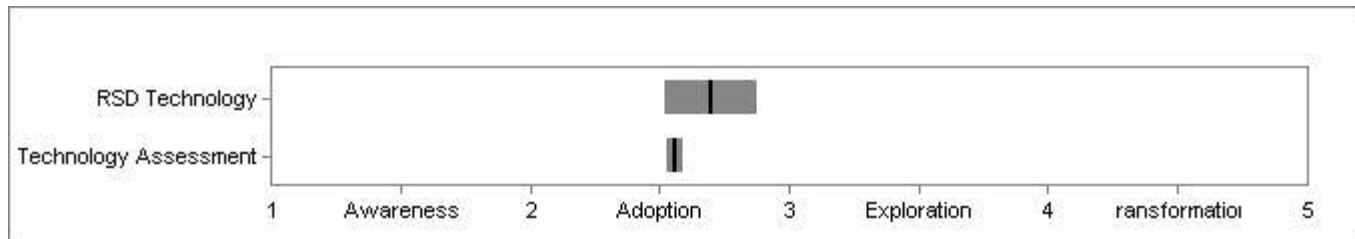
Indicator: Implementing Technology-Supported Learning



RSD Technology: Mean = 3.17 Variation = 0.22

Technology Assessment: Mean = 3.25 Variation = 0.01

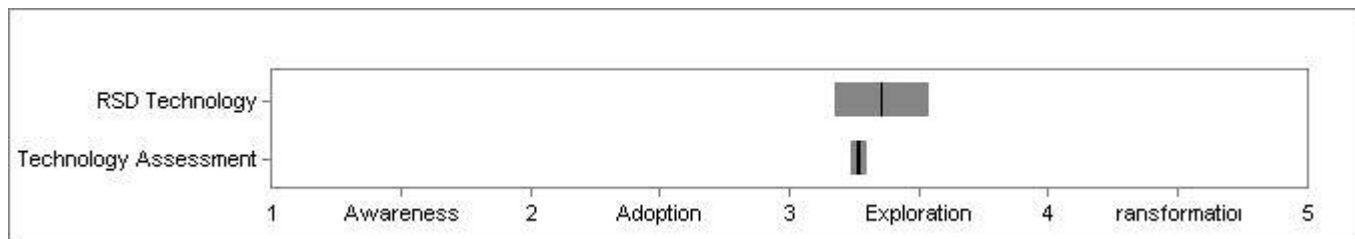
Indicator: Assessment Literacy



RSD Technology: Mean = 2.7 Variation = 0.18

Technology Assessment: Mean = 2.56 Variation = 0.03

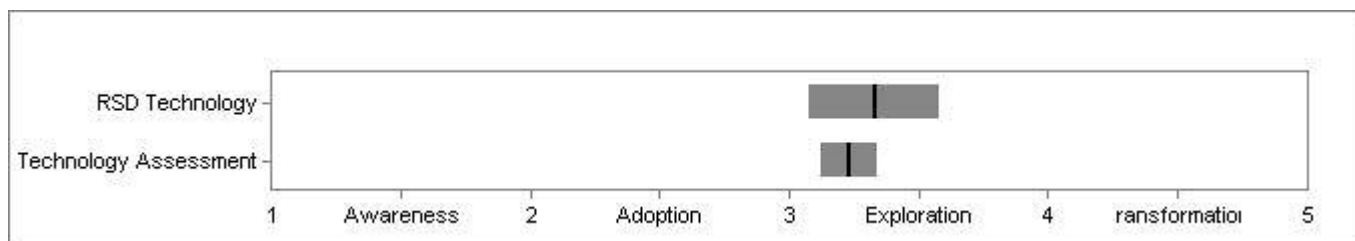
Indicator: Professional Practice and Productivity



RSD Technology: Mean = 3.36 Variation = 0.18

Technology Assessment: Mean = 3.27 Variation = 0.03

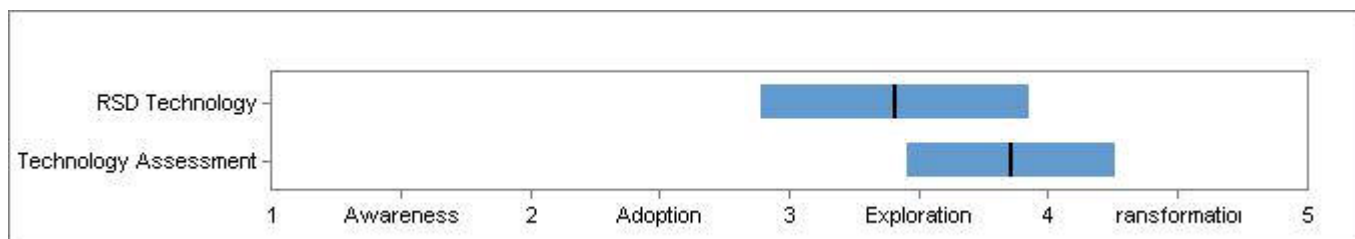
Indicator: Social, Ethical, and Legal Issues



RSD Technology: Mean = 3.33 Variation = 0.25

Technology Assessment: Mean = 3.23 Variation = 0.11

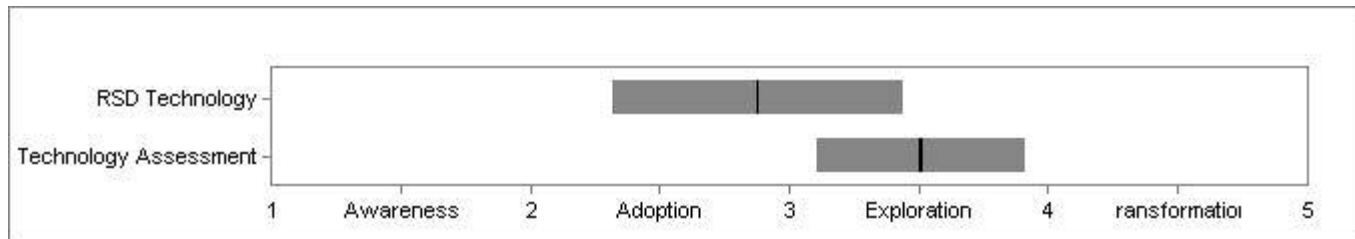
Condition: Digital-Age Equity



RSD Technology: Mean = 3.41 Variation = 0.52

Technology Assessment: Mean = 3.86 Variation = 0.4

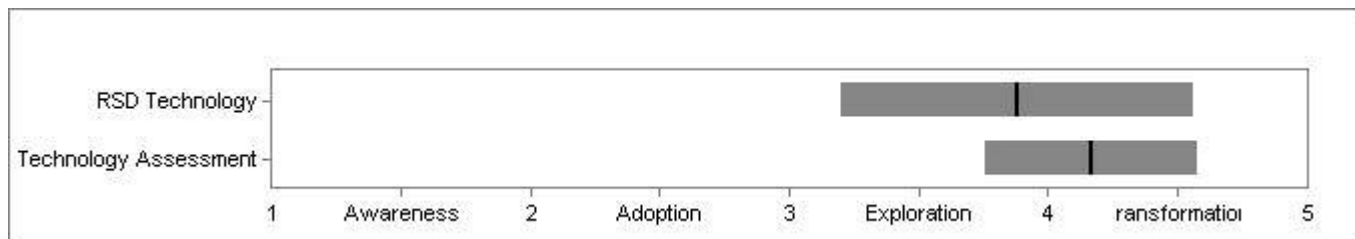
Indicator: Digital Equity: Socioeconomic



RSD Technology: Mean = 2.88 Variation = 0.56

Technology Assessment: Mean = 3.51 Variation = 0.4

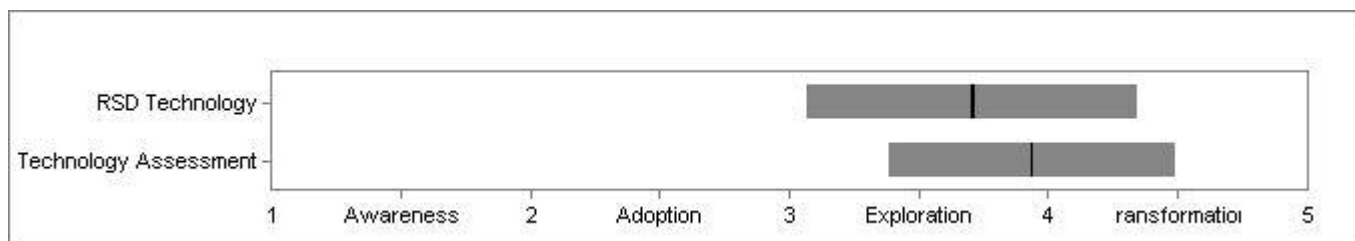
Indicator: Digital Equity: Gender



RSD Technology: Mean = 3.88 Variation = 0.68

Technology Assessment: Mean = 4.17 Variation = 0.41

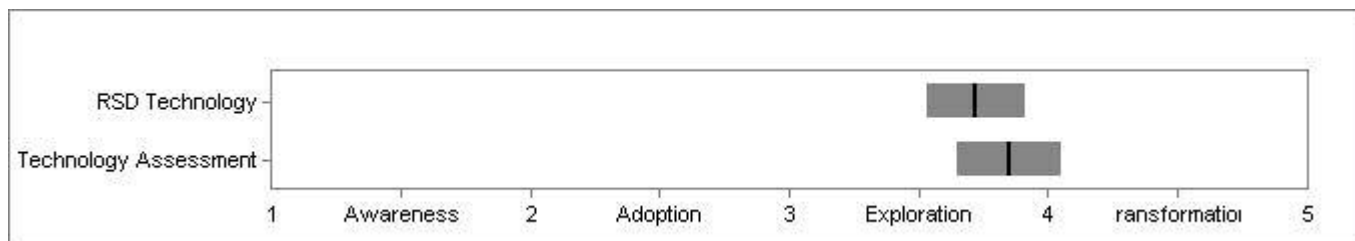
Indicator: Digital Equity: Race



RSD Technology: Mean = 3.71 Variation = 0.64

Technology Assessment: Mean = 3.94 Variation = 0.55

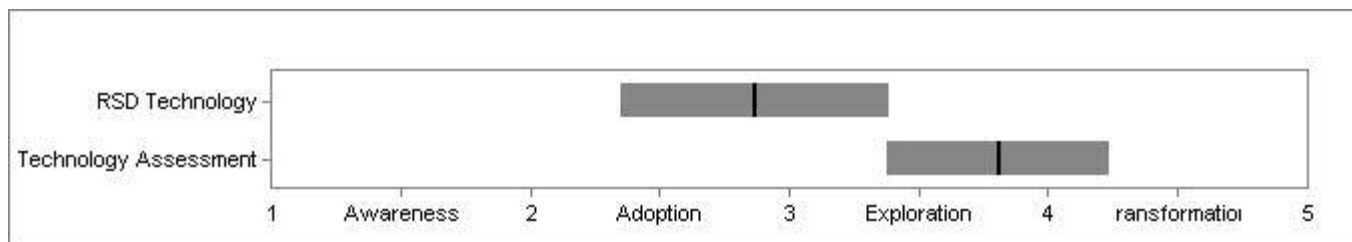
Indicator: Digital Equity: Special Needs



RSD Technology: Mean = 3.72 Variation = 0.19

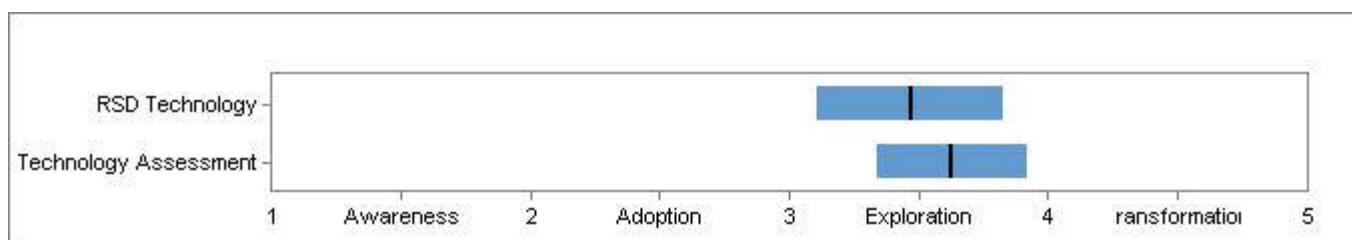
Technology Assessment: Mean = 3.85 Variation = 0.2

Indicator: Digital Equity: Systemwide



RSD Technology: Mean = 2.87 Variation = 0.52
Technology Assessment: Mean = 3.81 Variation = 0.43

Condition: Robust Access Anywhere, Anytime



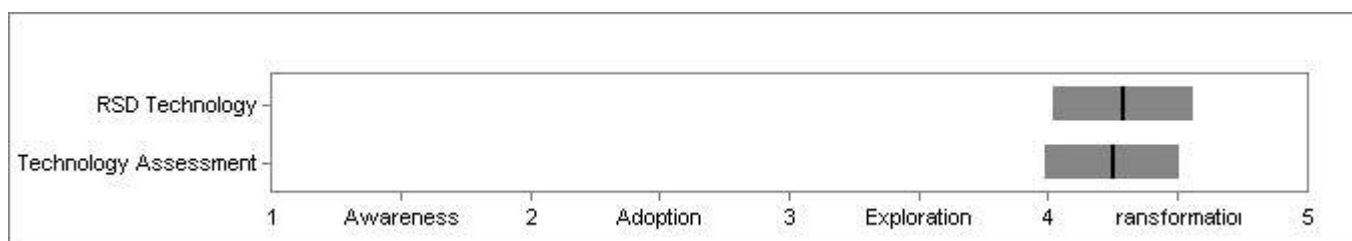
RSD Technology: Mean = 3.47 Variation = 0.36
Technology Assessment: Mean = 3.63 Variation = 0.29

Indicator: Technology Resources



RSD Technology: Mean = 4.1 Variation = 0.46
Technology Assessment: Mean = 4.29 Variation = 0.34

Indicator: Connectivity



RSD Technology: Mean = 4.29 Variation = 0.27
Technology Assessment: Mean = 4.25 Variation = 0.26

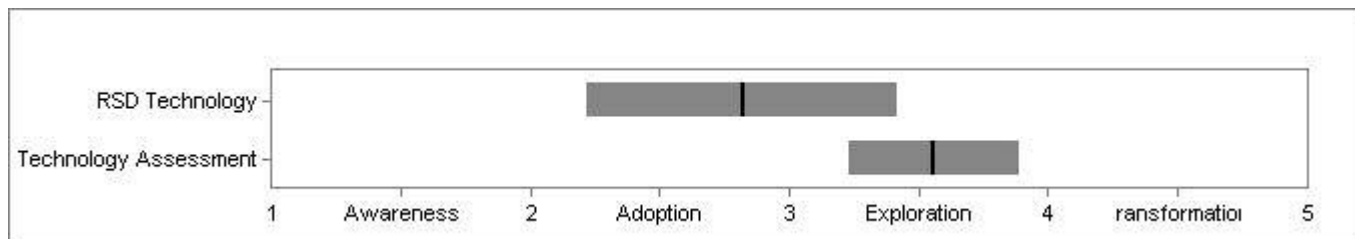
Indicator: Technical Support



RSD Technology: Mean = 3.39 Variation = 0.14

Technology Assessment: Mean = 3.73 Variation = 0.12

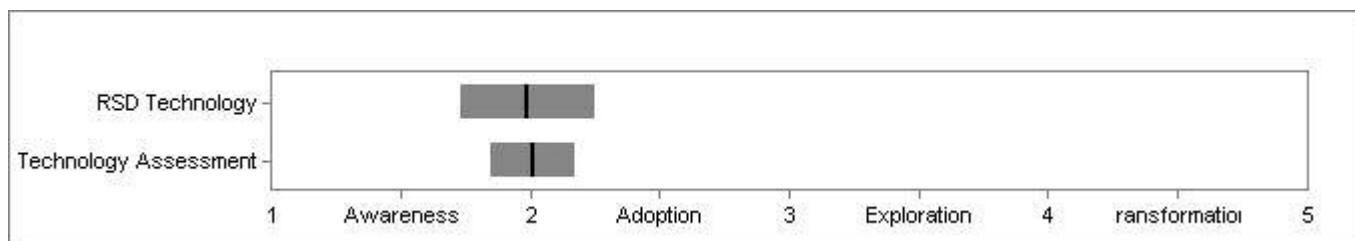
Indicator: Technology-Ready Facilities



RSD Technology: Mean = 2.82 Variation = 0.6

Technology Assessment: Mean = 3.56 Variation = 0.33

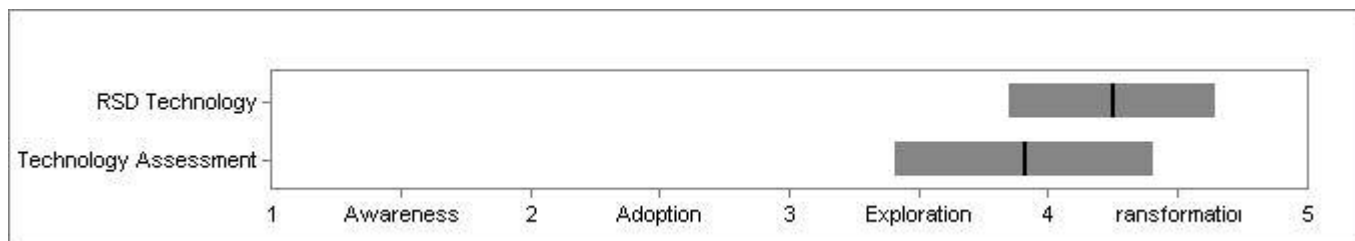
Indicator: Virtual Learning Opportunities



RSD Technology: Mean = 1.99 Variation = 0.26

Technology Assessment: Mean = 2.01 Variation = 0.16

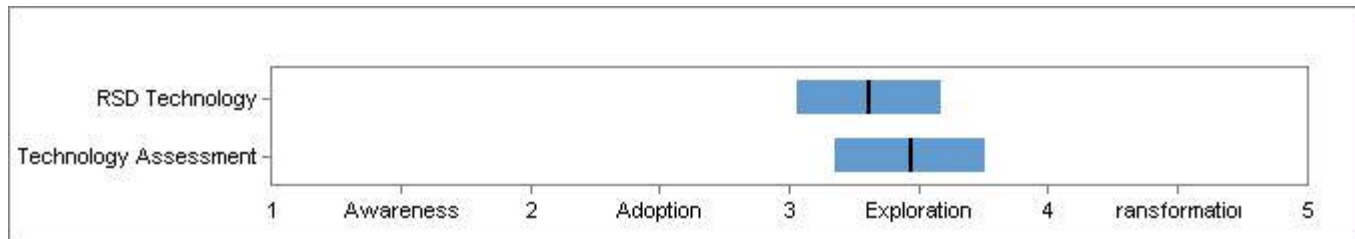
Indicator: Administrative Processes and Operations



RSD Technology: Mean = 4.25 Variation = 0.4

Technology Assessment: Mean = 3.91 Variation = 0.5

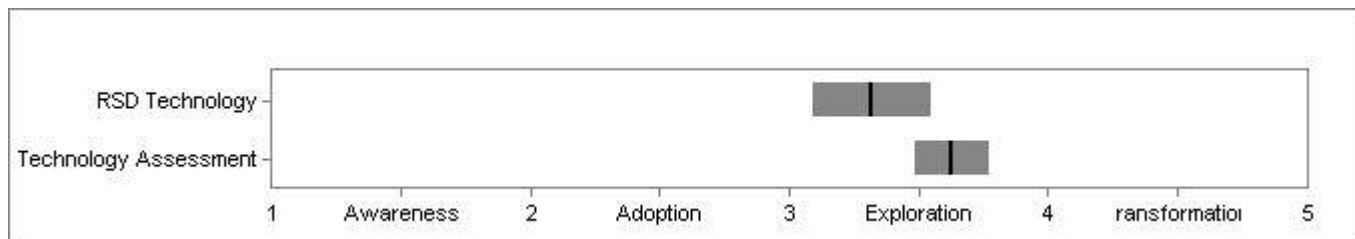
Condition: Systems and Leadership



RSD Technology: Mean = 3.31 Variation = 0.28

Technology Assessment: Mean = 3.47 Variation = 0.29

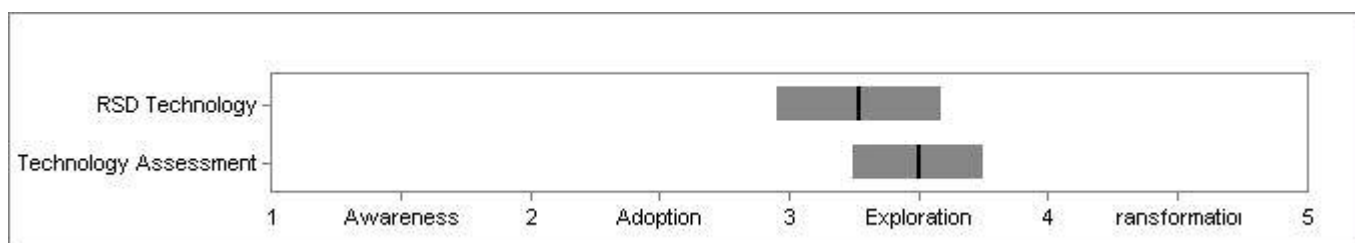
Indicator: Systems Thinking and Process Reengineering



RSD Technology: Mean = 3.32 Variation = 0.23

Technology Assessment: Mean = 3.63 Variation = 0.14

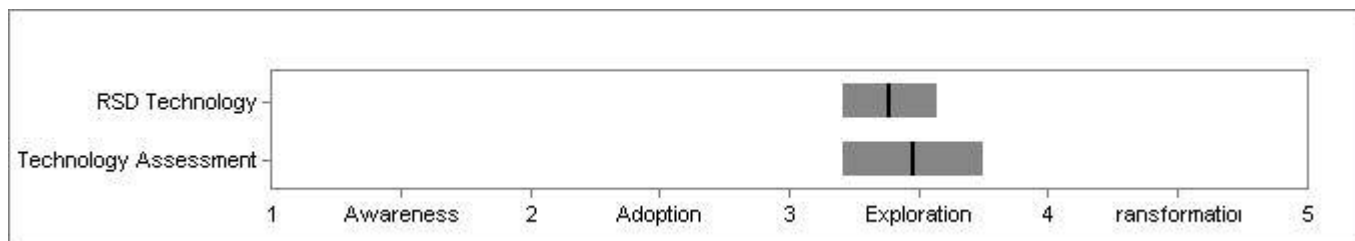
Indicator: Digital-Age Standards and Assessments



RSD Technology: Mean = 3.27 Variation = 0.32

Technology Assessment: Mean = 3.5 Variation = 0.25

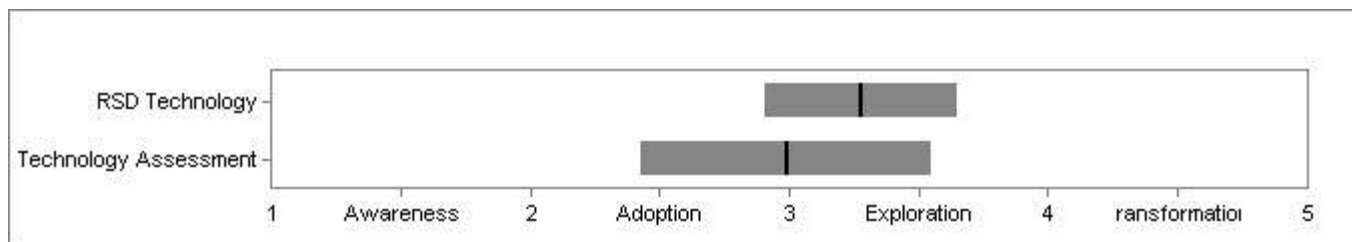
Indicator: Culture of Learning and Innovation



RSD Technology: Mean = 3.39 Variation = 0.18

Technology Assessment: Mean = 3.48 Variation = 0.27

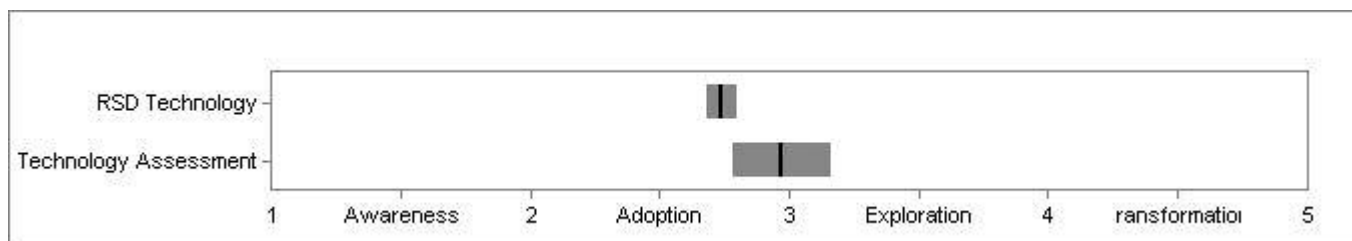
Indicator: Community Connections



RSD Technology: Mean = 3.28 Variation = 0.37

Technology Assessment: Mean = 2.99 Variation = 0.56

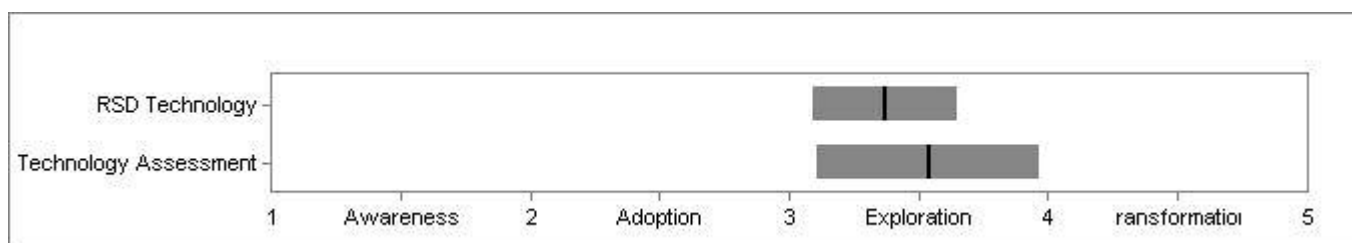
Indicator: Administrator Proficiency



RSD Technology: Mean = 2.74 Variation = 0.06

Technology Assessment: Mean = 2.97 Variation = 0.19

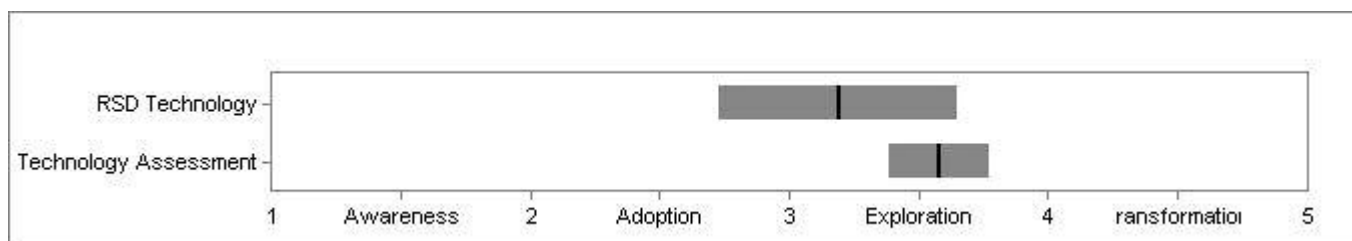
Indicator: Professional Development



RSD Technology: Mean = 3.37 Variation = 0.28

Technology Assessment: Mean = 3.54 Variation = 0.43

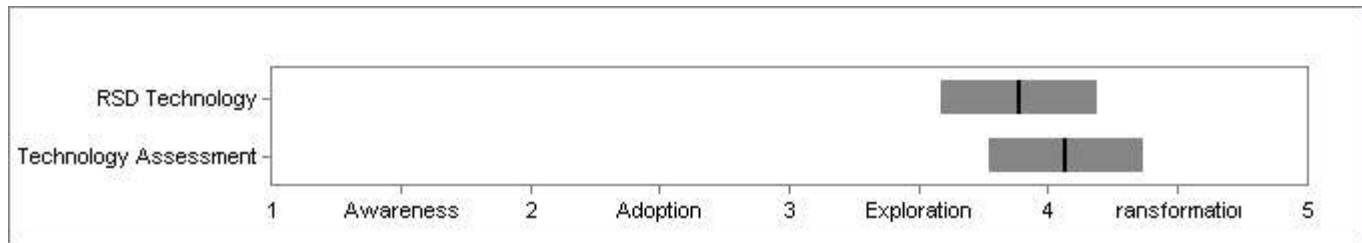
Indicator: Data-Driven Decision Making and Accountability



RSD Technology: Mean = 3.19 Variation = 0.46

Technology Assessment: Mean = 3.58 Variation = 0.19

Indicator: Comprehensive, Prioritized Funding



RSD Technology: Mean = 3.89 Variation = 0.3

Technology Assessment: Mean = 4.07 Variation = 0.3

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Appendix B

Timeline and Funding Source

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
1. District initiatives will focus on creating learners who have the self-confidence, independence, and high-tech proficiencies to continuously learn; meeting challenges innovatively and creatively.	<ul style="list-style-type: none"> • All stakeholders will be provided with an abundance of information about research related to 21st century skills at meetings, and through electronic communications. • Educators will incorporate the advancement of 21st century skills into student learning opportunities. 	<ul style="list-style-type: none"> • Technology Director • Curriculum Director • Library Media Specialist • Ed. Technology Specialist • Principals 	<p>2008-2009</p> <p>Ongoing</p>	District Budget
2. Relationships will be established and maintained that facilitate ongoing interactive communications with all stakeholders.	<ul style="list-style-type: none"> • A District wide ITL committee that includes representation from all buildings will be established and maintained. • Opportunities for parents and community members to collaborate with the schools will be communicated via Connect Ed, Power School, and teacher web pages. • Student successes focusing on 21st Century skills and research that supports the District's vision will be shared via media news, public forums, flyers, links on web pages, blogs, wikis, discussion boards, etc. 	<ul style="list-style-type: none"> • Technology Director • Curriculum Director • Library Media Specialist • Ed. Technology Specialist • Principals 	<p>2008</p> <p>Ongoing</p> <p>Ongoing</p>	District Budget
<p>3. All students will demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>All students will show proficiency in the use of technology.</p> <p>All students will have weekly opportunities to practice and master basic operations and concepts related to information and technology literacy.</p>	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to effectively teach basic operations and concepts. (word processing, spreadsheets, keyboarding, etc.) • Provide opportunities for teachers to model and share technology lessons and learn from one another. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master basic operations and concepts. • Collect and share examples of student work that indicates mastery of these concepts. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Library Media Specialist • Teachers • Principals 	<p>2008-2009</p> <p>Ongoing</p> <p>Ongoing</p>	<p>District Budget</p> <p>Title IID</p>

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
<p>4. A students will demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</p> <p>All students will practice responsible use of technology systems, information, and software.</p>	<ul style="list-style-type: none"> • Integrate the iSafe curriculum into the Information and Technology Literacy Scope and Sequence. • Provide mandatory training to assure that all teachers are prepared to effectively integrate and teach the iSafe curriculum. • Complete iSafe assessments, Net Day surveys and student attitude surveys. • Require strict adherence to copyright laws and require all students to cite research appropriately. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Curriculum Director • Library Media Specialist • Teachers • Students • Principals 	<p>2008 – 2009</p> <p>Ongoing</p>	<p>District Budget</p> <p>Title II D</p>
<p>5. All students will use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p>All students will use productivity tools to collaborate in constructing technology-enhanced reports, prepare publications, and produce other creative works.</p>	<ul style="list-style-type: none"> • Provide all buildings with sets of PDA's, digital cameras, video cameras, and document cameras available for checkout. • Provide one projector and Smart Board per grade level or curricular area. • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize productivity tools. • Provide opportunities for teachers to model and share technology integrated lessons and learn from one another. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the use of productivity tools. <p>Collect and share examples of student work that indicates mastery of these concepts.</p>	<ul style="list-style-type: none"> • Technology Director • Principals • Ed. Technology Specialist • Library Media Specialist • Teachers • Principals 	<p>2008 – 2009</p> <p>Ongoing</p>	<p>District Budget</p> <p>Common School Funds</p>

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
6. All students will use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize communication tools. (eMail, pod casting, blogs, discussion boards, etc.) 	<ul style="list-style-type: none"> • Technology Director • Principals 	2008 - 2010	District Budget Title II D
7. All students will use a variety of media formats to communicate ideas effectively to multiple audiences. All high school students will complete one virtual learning course before they graduate.	<ul style="list-style-type: none"> • Provide opportunities for teachers to model and share technology integrated lessons that allow students to operate audio, video, and multimedia equipment. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the use of communication tools. 	<ul style="list-style-type: none"> • Teachers • Principals 	Ongoing 2010 - 2011	District Budget Title II D
8. All students will use technology to locate, evaluate, and collect information from a variety of sources. All students will use technology tools to process data and report results. All students use a wide range of electronic sources (various search engines and online databases) to find information.	<ul style="list-style-type: none"> • Provide teachers, parents, and students with access to a variety of online research tools. • Provide teachers and students with equipment that can be utilized to perform 21st century research. (PDA's, probes, calculators, digital microscopes, GPS systems, etc.) • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize research tools. • Provide opportunities for teachers to model and share technology integrated lessons that focus on research tools. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the utilization of research tools. 	<ul style="list-style-type: none"> • Technology Director • Ed. Technology Specialist • Principals 	Ongoing Ongoing Ongoing	District Budget Title II D Common School Funds

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
<p>9. All students will use technology resources for solving problems and making informed decisions.</p> <p>All students will employ technology in the development of strategies for solving authentic problems in the real world.</p>	<ul style="list-style-type: none"> • Provide mandatory training to assure that all teachers are prepared to teach students how to utilize problems solving and decision making tools. • Provide opportunities for teachers to model and share technology integrated lessons that utilize problem solving and decision making tools to solve authentic problems. • Review lesson plans and observe teachers in order to document that all students have an opportunity to learn and master the utilization of problem solving and decision making tools. • Collect and share examples of student work that indicates mastery of these concepts. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Principals 	<p>Ongoing</p> <p>Ongoing</p>	<p>District Budget</p> <p>Title II D</p>
<p>10. All educators will assess student technology literacy skills that enhance their curriculum.</p> <p>All educators will implement and support technology literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Teachers will use RubiStar Project Rubrics and other criterion referenced assessments to evaluate student projects. • Student technology literacy will be assessed through a variety of online assessment tools (NETS Online Assessment Tool; Profiling Educational Technology Integration (PETI); checklists, etc. • Develop a collection of assessment strategies and rubrics for student projects. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Library Media Specialist • Teachers 	<p>Ongoing</p>	<p>District Budget</p> <p>Common School Funds</p>
<p>11. All educators will assess student visual literacy skills that enhance their curriculum.</p> <p>All educators will implement and support visual literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Student visual literacy will be assessed through a variety of online assessment tools (NETS Online Assessment Tool; Profiling Ed. Technology Integration (PETI); checklists, etc.) • Teachers will utilize presentation tools, visual organizers; concept maps (Inspiration), digital images, videos (United Streaming), charts, simulations, graphs, and tables to enhance visual literacy skills. • Teachers will provide opportunities for students to learn through digital storytelling, web quests, electronic books, virtual fieldtrips, and online coursework. 	<ul style="list-style-type: none"> • Ed. Technology Specialist • Library Media Specialist • Teachers 	<p>Ongoing</p>	<p>District Budget</p> <p>Common School Funds</p>

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
<p>12. All educators will assess student informational literacy skills that will enhance their curriculum.</p> <p>All educators will implement and support informational literacy skills that enhance their curriculum.</p>	<ul style="list-style-type: none"> • Student informational literacy will be assessed • Teachers will provide opportunities for students to access and evaluate information using online resources such as WISCAT, MarcoPolo, NetTrekker, online encyclopedias, Wikipedia,, etc. 	<ul style="list-style-type: none"> •Ed. Technology Specialist • Library Media Specialist •Teachers 	<p>2008 – 2009</p> <p>Ongoing</p>	<p>District Budget</p> <p>Common School Funds</p>
<p>13. All educators and students will have access to information, media, and technology resources, bandwidth, network storage, and technical assistance that support teaching and learning.</p>	<ul style="list-style-type: none"> • Increase access to library facilities during the school day and after hours. • Upgrade library system software to a web-based platform. • Upgrade the Citrix server to increase performance and reliability. • Provide wireless laptops for checkout that can be used in public places. • Purchase technology, peripherals, bandwidth, storage space, and network resources that support digital age learning and 21st Century skills. • Pilot ultra wideband wireless access in specific areas and prepare to expand throughout the District. 	<ul style="list-style-type: none"> •Administrators •Library Media Specialist •Technology Director 	<p>2008 – 2009</p> <p>2008 – 2009</p> <p>2008 – 2009</p> <p>Ongoing</p>	<p>District Budget</p> <p>Common School Funds</p>
<p>14. All educators and students will have access to technology resources, bandwidth, network storage, and technical assistance that support communication.</p>	<ul style="list-style-type: none"> • Utilize ConnectEd, PowerSchool, and teacher web sites to provide information and communicate with parents and staff at home. • Expect that teachers will create and maintain websites that provide information to parents. 	<ul style="list-style-type: none"> •Technology Director •Curriculum Director •Library Media Specialist •Ed. Technology Specialist •Principals •Teachers 	<p>Ongoing</p> <p>2008 - 2009</p>	<p>District Budget</p>

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
15. All educators and students will have access to an abundance of digital resources including Discovery Streaming, NetTrekker, online encyclopedias, and reference databases.	<ul style="list-style-type: none"> • Provide access to subscription based digital resources from home and other places. • Continuously review, purchase, and update web based software options for keyboarding and other instructional programs. 	<ul style="list-style-type: none"> •Library Media Specialist •Ed. Technology Specialist •Technology Director 	Ongoing	District Budget Common School Funds
16. All educators will have the opportunity to research and propose projects that focus on emerging technologies.	<ul style="list-style-type: none"> • Research and set up a process for educators to pilot emerging technologies. 	<ul style="list-style-type: none"> •Technology Director •Library Media Specialist •Ed. Technology Specialist 	Ongoing	District Budget Common School Funds
17. All educators will have access to computers and library resources throughout the school day and beyond.	<ul style="list-style-type: none"> • Assess the utilization of lab facilities and technology-enhanced classrooms at the high school and increase the utilization to capacity. • Research potential wireless configurations for all buildings and implement pilot projects. • Develop a plan to increase community access to library and computer resources. • Apply for potential funding through eRate for wiring, cabling, and network upgrades to accommodate new technologies. 	<ul style="list-style-type: none"> •Library Media Specialist •Principals •Technology Director 	2008 – 2009 2008 – 2009 (RHS and JWMS) Ongoing	District Budget
18. Administrators are fully cognizant of effective uses of technology and expect progress by every staff member in the effective use of technology to advance the vision.	<ul style="list-style-type: none"> • Administrators will be trained in all aspects of information and technology literacy. • Administrators will use information and technology tools to provide staff development, share information, and model use. • Administrators will develop and maintain building level ITL plans. • Administrators will provide teachers with clear expectations regarding the integration of information and technology skills. 	<ul style="list-style-type: none"> •Administrators •Technology Director •Ed. Technology Specialist •Principals •Library Media Specialist 	2008 - 2009 Ongoing 2008 – 2009 2008 - 2009	District Budget Title II D

Goal (Vision) Indicators:	Action Step	Accountability	Timeline	Funding Source
<p>19. Technology department members acquire and maintain the necessary expertise to support digital age learning.</p> <p>Appropriate funding is available to support digital age learning.</p>	<ul style="list-style-type: none"> • Technology department members will receive training on the skills necessary to support the infrastructure, hardware, and applications. • The total cost of ownership (TCO) will be assessed and leasing options considered. • Investment and spending patterns will be analyzed and consolidated where possible. • Continue to seek out grants that help to fund technology. 	<ul style="list-style-type: none"> •Technology Director •Technology Department •Business Director •Principals •Teachers 	<p>Ongoing</p> <p>2008 – 2009</p> <p>2008 – 2009</p> <p>Ongoing</p>	<p>District Budget</p>
<p>20. Student management systems and software that supports human resources, transportation, financial management, and food service will be managed and maintained through District network services.</p>	<ul style="list-style-type: none"> • Access to District information and resources will be made available through the District website • Upgrades and expansions will be implemented as required 	<ul style="list-style-type: none"> •Technology Director •Technology Department 	<p>Ongoing</p>	<p>District Budget</p>

Appendix C

Information and Technology Literacy Matrices and Curriculum Maps, Network Maps

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

A.8.1	Use common media and technology terminology and equipment	5	6	7	8
	a. Identify and define computer and networking terms (e.g., modem, file server, client station, LAN, Internet/Intranet, data storage device)	I	I	I/R/A	
	b. Demonstrate the correct operation of a computer system on a network	I	I	I/R/A	
	c. Demonstrate touch keyboarding skills at acceptable speed and accuracy levels (suggested range 20-25 wpm)	I	I	R	R
	d. Organize and backup files on a computer disk, drive, server, or other storage device	I	I	I/R/A	
	e. Recognize and solve routine computer hardware and software problems	I	I/R	R	R
	f. Use basic content-specific tools (e.g., environmental probes, measurement sensors) to provide evidence/support in a class project				I
	g. Scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment	I	I/R	I/R	A
	h. Use simple graphing calculator functions to solve a problem				I
	i. Capture, edit, and combine video segments using a multimedia computer with editing software or a video editing system			I	R
A.8.2	Identify and use common media formats	5	6	7	8
	a. Describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box)	I	I	I/R	A
	b. Identify the various organizational patterns used in different kinds of reference books	I	I/R	A	A
	c. Define the basic types of learning software (e.g., drill and practice, tutorial, simulation)		I	I	R
	d. Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select information	I	R	R	A
	e. Describe the various applications of productivity software programs (e.g., word processing, database, spreadsheet, presentation, communication, drawing, desktop publishing)	I	R	R/A	
	f. Identify common integrated software packages or applications suites		I	R/A	
	g. Use a graphics program to create or modify detail to an image or picture		I	R	A
A.8.3	Use a computer and productivity software to organize and create information	5	6	7	8
	a. Explain the use of basic word processing functions (e.g., menu, tool bars, dialog boxes, radio buttons, spell checker, thesaurus, page layout, headers and footers, word count, tabs)	I	R	A	
	b. Use the spell checker and thesaurus functions of a word processing program	I	A		
	c. Move textual and graphics data from one document to another		I	A	
	d. Use graphics software to import pictures, images, and charts into documents		I	A	
	e. Use a graphical organizer program to construct outlines or webs that organize ideas and information	I	A	R/A	A
	f. Compose a class report using advanced text formatting and layout styles (e.g., single and double spacing, different size and style of fonts, indents, headers and footers, pagination, table of contents, bibliography)	I	R	R	A
	g. Classify collected data and construct a simple database by defining fields, entering and sorting data, and producing a report	I	R	R	A
	h. Construct a simple spreadsheet, enter data, and interpret the information	I	R	A	

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	i. Plot and use different types of charts and graphs (e.g., line, bar, stacked, scatter diagram, area, pie charts, pictogram) from a spreadsheet program	I	R	A	
	j. Incorporate database and spreadsheet information (e.g., charts, graphs, lists) in word-processed documents		I	A	
A.8.4	Use a computer and communications software to access and transmit information	5	6	7	8
	a. Define basic on-line searching and Internet terminology (e.g., website, HTML, home page, hypertext link, bookmark, URL address)	I	R	A	
	b. Send an e-mail message with an attachment to several persons simultaneously	I	R	R	A
	c. Access information using a modem or network connection to the Internet or other on-line information services	I	R	A	
	d. View, print, save, and open a document from the Internet or other on-line sources	I	I	R/A	
	e. Use basic search engines and directories to locate resources on a specific topic	I	R	R	A
	f. Demonstrate efficient Internet navigation	I	R	A	R/A
	g. Organize World Wide Web bookmarks by subject or topic			I	R/A
A.8.5	Use media and technology to create and present information	5	6	7	8
	a. Use draw, paint, or graphics software to create visuals that will enhance a class project or report	I	I	R	A
	b. Design and produce a multimedia program	I	R	R	A
	c. Plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, or content	I	R	R	A
A.8.6	Evaluate the use of media and technology in a production or presentation	5	6	7	8
	a. Determine the purpose of a specific production or presentation	I	R	R	A
	b. Describe the effectiveness of the media and technology used in a production or presentation	I	R	R	A
	c. Identify criteria for judging the technical quality of a production or presentation		I	R	A
	d. Judge how well the production or presentation meets identified criteria		I	R	A
	e. Recommend ways to improve future productions or presentations		I	R	A
B.8.1	Define the need for information	5	6	7	8
	a. Identify the information problem or question to be resolved	I	I	R/A	R/A
	b. Relate what is already known to the information need	I	I	R/A	R/A
	c. Formulate general and specific research questions using a variety of questioning skills	I	I	R/A	R/A
	d. Revise and narrow the information questions to focus on the information need		I	R/A	R/A
B.8.2	Develop information seeking strategies	5	6	7	8
	a. Identify relevant sources of information including print, non-print, electronic, human, and community resources	I	I	R	A
	b. Evaluate possible sources of information based on criteria of timeliness, genre, point of view, bias, and authority	I	R	R	A

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	c. Select multiple sources that reflect differing or supporting points of view			I	A
	d. Identify and select keywords and phrases for each source, recognizing that different sources use different terminology for similar concepts	I	R	R	A
	e. Organize ideas, concepts, and phrases using webbing, outlines, trees, or other visual or graphic tools	I	R	A	A
	f. Focus search strategies on matching information needs with available resources	I	R	R/A	A
B.8.3	Locate and access information sources	5	6	7	8
	a. Identify the classification system used in the school library media center, and other local libraries	I	R	R	R
	b. Locate materials using the classification systems of the school library media center and the public library	I	R	R	R
	c. Use an on-line catalog and other databases of print and electronic resources	I	I	I/R	A
	d. Recognize differences in searching bibliographic records, abstracts, or full text databases	I	I	I/R	R
	e. Search for information by subject, author, title, and keyword	I	I	R	A
	f. Use boolean operators with guidance to narrow or broaden searches			I	A
	g. Use biographical dictionaries, thesauri, and other common reference tools in both print and electronic formats	I	I	I	A
	h. Use a search engine to locate appropriate internet or intranet resources	I	I	R	A
B.8.4	Evaluate and select information from a variety of print, nonprint, and electronic formats	5	6	7	8
	a. Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords	I	I	R	R
	b. Differentiate between primary and secondary sources		I	R	R
	c. Distinguish between fact and opinion; recognize point of view or bias	I	I	R	R
	d. Determine if information is timely, valid, accurate, comprehensive, and relevant	I	I	R	R
	e. Analyze and evaluate information presented in charts, graphs, and tables	I	I	R	R
	f. Locate indicators of authority for all sources of information			I	R/A
	g. Select resources in formats appropriate to content and information need and compatible with their own learning style			I	R
B.8.5	Record and organize information	5	6	7	8
	a. Use note taking strategies including summarizing and paraphrasing	I	R	R	R
	b. Record concise notes in a prescribed manner, including bibliographic information	I	I	R	R/A
	c. Cite the source of specific quotations or visuals using footnotes, endnotes, or internal citation formats	I	I	R	R/A
	d. Organize and compare information using graphic organizers, storyboarding, and other relational techniques	I	I	R	A
	e. Organize information in a systematic manner appropriate to question, audience, and intended format of presentation		I	A	A
	f. Record sources of information in a standardized bibliographic format	I	R/A	R	R/A

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

B.8.6	<i>Interpret and use information to solve the problem or answer the question</i>	5	6	7	8
	a. Compare and integrate new information with prior knowledge	I	I	R	R
	b. Analyze information for relevance to the question	I	R	R	R
	c. Analyze findings to determine need for additional information			I	R
	d. Gather and synthesize additional information as needed			I	R
	e. Draw conclusions to address the problem or question	I	I	R	R
B.8.7	<i>Communicate the results of research and inquiry in an appropriate format</i>	5	6	7	8
	a. Determine the audience and purpose for the product or presentation	I	I	R	A
	b. Identify possible communication or production formats	I	I	R	A
	c. Select a presentation format appropriate to the topic, audience, purpose, content, and technology available	I	I	R	A
	d. Develop an original product or presentation which addresses the information problem or question	I	I	R	A
B.8.8	<i>Evaluate the information product and process</i>	5	6	7	8
	a. Identify the criteria to be used in judging both the product (or presentation) and the process	I	R	R	R
	b. Determine how well research conclusions and product meet the original information need or question based on the identified criteria			I	R
	c. Assess the process based on identified criteria			I	R
	d. Summarize ways in which the process and product can be improved	I	R	R	R
C.8.1	<i>Pursue information related to various dimensions of personal well-being and academic success</i>	5	6	7	8
	a. Identify topics of interest and seek relevant information about them	I	R	R	R
	b. Identify information appropriate for decision-making and personal interest	I	R	R	R
	c. Recognize that accurate and complete information is basic to sound decisions in both personal and academic pursuits	I	R	R	R
C.8.2	<i>Appreciate and derive meaning from literature and other creative expressions of information</i>	5	6	7	8
	a. Recognize that reviews, evaluations, and guidance from teachers, library media specialists, and others assist in the selection of appropriate literature and creative expressions of information	I	R	R	R
	b. Identify and use personal criteria for choosing literature and other creative expressions of information	I	R	R	R
	c. Relate literature and creative expressions of information to personal experiences	I	R	R	R
	d. Relate literature and creative expressions of information to other literature or creative expressions of information	I	R	R	R
C.8.3	<i>Develop competence and selectivity in reading, listening, and viewing</i>	5	6	7	8
	a. Choose materials at appropriate developmental levels	I	R	R	R
	b. Identify and select materials that reflect diverse perspectives	I	I	R	R

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	c. Identify characteristics of common literary forms	I	R	R	R
	d. Recognize how words, images, sounds, and illustrations can be constructed to convey specific messages, viewpoints, and values	I	R	R	R
C.8.4	Demonstrate self-motivation and increasing responsibility for their learning	5	6	7	8
	a. Participate in decisions about group and classroom projects and learning objectives	I	R	R	R
	b. Identify and select topics of personal interest to expand classroom learning projects	I	R	R	R
	c. Recommend criteria for judging success of learning projects			I	R
	d. Establish goals and develop a plan for completing projects on time and within the scope of the assignment		I	I	R
	e. Evaluate progress and quality of personal learning		I	I	R
	f. Establish personal goals in pursuit of individual interests, academic requirements, and career paths			I	R
D.8.1	Participate productively in workgroups or other collaborative learning environments	5	6	7	8
	a. Collaborate with others to identify information needs and seek solutions	I	R	R	R
	b. Demonstrate acceptance to new ideas and strategies from workgroup members	I	I	R	R
	c. Determine workgroup goals and equitable distribution of individual or subgroup responsibilities and tasks			I	R
	d. Plan for the efficient use and allocation of time		I	R	R
	e. Complete workgroup projects on time	I	R	R	R
	f. Evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively	I	R	R	R
D.8.2	Use information, media, and technology in a responsible manner	5	6	7	8
	a. Return all borrowed materials on time	I	R	R	R
	b. Describe and explain the school policy on technology and network use, media borrowing, and internet access	I	R	R	R
	c. Demonstrate responsible use of the internet and other electronic resources consistent with the school's acceptable use policy	I	R	R	R
	d. Recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior	I	R	R	R
	e. Identify and define the consequences of violations to the school's policies on media and technology use		I	R	R
	f. Recognize the need for privacy and protection of personal information	I	I	R	R
D.8.3	Respect intellectual property rights	5	6	7	8
	a. Define the purpose of copyright and copyright law	I	I	R	R
	b. Identify what kinds of works of authorship can be copyrighted	I	I	R	R
	c. Explain the concept of "fair use" as it pertains to the copyright law		I	R	R
	d. Recognize that the "fair use" provisions may differ depending on the media format		I	R	R

5 -8 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	e. Relate examples of copyright violations	I	I	R	R
	f. Cite the source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation	I	I	R	R
	g. Explain and differentiate the purposes of a patent, trademark, and logo			I	R
D.8.4	Recognize the importance of intellectual freedom and access to information in a democratic society	5	6	7	8
	a. Explain the concept of intellectual freedom			I	R
	b. Identify examples and explain the implications of censorship in the United States and in other countries			I	R
	c. Explain the importance of the principle of equitable access to information			I	R
	d. Compare and contrast freedom of the press in different situations and geographic areas			I	R
	e. Recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good			I	R

K-4 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

A.4.1 Use common media technology terminology and equipment		K	1	2	3	4
	a. Identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, storage medium, file, memory,)	I	I	I	I	I
	b. Identify and explain the functions of the components of a computer system (e.g., monitor, central processing unit, storage devices, keyboard, mouse, printer)		I	I	I	I
	c. Demonstrate proper care and correct use of media and equipment	I	I/R	I/R		
	d. Demonstrate the correct use of input devices (e.g. mouse, keyboard) and the output devices (e.g., monitor, printer, speakers)	I	R	I	I	R
	e. Develop touch keyboarding techniques using both hands	I	I	I	I	I
	f. Save and backup files on a computer hard drive, storage medium, or server		I	I	I/A	I
	g. Demonstrate the use of still and video cameras and scanners.		I	I	I	I
	h. Solve problems using the basic four arithmetic functions of a calculator when appropriate		I	I	I/A	R
	i. Operate basic audio and video equipment to listen to and view media programs	I	I/A	R	R	I
A.4.2 Identify and use common media formats		K	1	2	3	4
	a. Identify a variety of current media formats (e.g., video programs, magazines, computer software, audio cassettes, CD-ROM and DVD, newspapers, books, the Internet)	I	I/R	R	R	R
	b. Recognize the common organizational characteristics of print media (e.g., title page, table of contents, copyright statement, index)		I	I	I	R
	c. Differentiate among the common types of computer software (e.g., drawing programs, utilities, word processing, and simulations.)	I	I	I	I	A
	d. Listen to and view common audio and video media	I	I	R	I	I
	e. Access information using common electronic reference sources (e.g., indexes, almanacs, on-line catalogs, encyclopedias)		I	I/R	I	I
	f. Describe the purpose and use of a virus detection program	I	I	I	I	I
	g. Demonstrate how to open & run a software program from a local storage device or network server	I	I	I	I	I
	h. Create, save, move, copy, retrieve and delete electronic files		I	I	I	I/A
	i. Incorporate graphics, pictures, and sound into another document		I	A	I	I/A
A.4.3 Use a computer and productivity software to organize and create information		K	1	2	3	4
	a. Identify and define basic word processing terminology (cursor, open, save, file, I-beam, window, document, cut, copy, paste)	I	I	I	I	A
	b. Produce a document using a word processing program	I	I	A	R	R
	c. Edit a word-processed document using a spell checker program			I	A	R
	d. Demonstrate the text editing features of a word processing program (bold, italics, underline, double spacing, different size and style fonts) to produce a finished product			I	I	A
	e. Explore special formatting features (e.g., borders, shading, centering, justification) of a word processing program			I	I	R

K-4 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	f. Identify a database and define basic database terms (e.g., file, record, field)				I	R
	g. Use a prepared database template to enter and edit data and to locate records				I	I
	h. Identify a spreadsheet and explain basic terms (column, row, active cell)		I	A	I	R
	i. Use a prepared spreadsheet template to enter and edit data, and to produce and interpret a simple graph or chart			I	I	R
A.4.4	Use a computer and communications software to access and transmit information	K	1	2	3	4
	a. Describe and explain an on-line information network.					I
	b. Generate, send, retrieve, save, and organize electronic messages			I	R	I
	c. Log on and view information from preselected sites on the Internet		I	R	R	R
	d. Use the functions of a web browser to navigate and save World Wide Web sites		I	I	I	I
	e. Identify and use simple search engines and directories			I	I	I
A.4.5	Use media and technology to create and present information	K	1	2	3	4
	a. Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.		I	I	I	A
	b. Plan a multimedia production using an outline or storyboard		I	I	I	I
	c. Create and present a short video or hypermedia program				I	R
A.4.6	Evaluate the use of media and technology in a production or presentation	K	1	2	3	4
	a. Identify the media and technology used		I	I	R	R
	b. Explain how well the media and technology contributed to its impact					I
	c. Identify simple criteria for judging the quality of a production or presentation				I	R
	d. Judge how well a particular production meets the identified criteria				I	R
	e. Suggest ways to improve future productions or presentations				I	R
B.4.1	Determine the need for information	K	1	2	3	4
	a. Identify the information problem or question to be resolved	I	I	I	I	I
	b. Determine what is already known about the information problem or question	I	I	I	I	I
	c. Formulate initial questions to define what additional information is needed	I	I	I	I	I
	d. Determine a specific focus for the information search questions				I	R
B.4.2	Develop information seeking strategies	K	1	2	3	4
	a. Identify possible sources of information including print, non-print, electronic, and human resources	I	I	I	I	R
	b. Evaluate possible sources based on currency, genre, and relevance to topic		I	R	I	I
	c. Select more than one resource when appropriate		I	I	A	R
	d. Identify keywords for information source			I	I	I
	e. Recognize different ways to organize ideas, concepts, and phrases		I	R	R	I/R
	f. List steps to follow in carrying out the information search				I	

K-4 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

B.4.3	Locate and access information sources	K	1	2	3	4
	a. Recognize that materials in the school library media center are organized in a systematic manner	I	I	I	I	A
	b. Locate materials using the classification system of the school library media center	I	I	I	I	A
	c. Identify and use printed or electronic catalogs to access materials in the school library media center		I	I	I	A
	d. Search for information by keyword, author, title, and topic or subject		I	I	I	A
	e. Use an encyclopedia, dictionary, almanac, and atlas in print or electronic formats		I	I	I	I
	f. Use the index or table of contents of a book or reference set to locate specific information		I	I	I	A
	g. Locate information from pre-selected Internet sites and web pages	I	I	I	I	I
B.4.4	Evaluate and select information from a variety of print, non-print, and electronic formats	K	1	2	3	4
	a. Preview selected resources using table of contents, index, and other simple scanning strategies			I	I	I
	b. Differentiate between fiction and non-fiction resources	I	I	I	A	R
	c. Distinguish between fact and opinion			I	A	R
	d. Determine timeliness and validity of information sources				I	I
	e. Recognize that graphics and images can be used to convey a message	I	I	R	R	R
	f. Identify the sponsoring organization or author for resources				I	I
	g. Choose resources appropriate to their interests, abilities and information need	I	I	I	R	R
B.4.5	Record and organize information	K	1	2	3	4
	a. Take notes or record information in their own words	I	I	I	I	R
	b. Record the sources of information as notes are taken				I	R
	c. Recognize the need to identify the author of any information copied verbatim					I
	d. Arrange notes to help answer the information problem or question					I
	e. Organize information using simple outlining techniques			I	I	I
	f. List basic bibliographic sources for information used			I	I	I
B.4.6	Interpret and use information to solve a problem or answer a question	K	1	2	3	4
	a. Identify new information and integrate it with prior knowledge		I	I	I	R
	b. Determine if information is relevant to the information question		I	I	I	I
	c. Select information applicable to the information question					I
	d. Seek additional information if needed					I
	e. Apply the information gathered to solve the information problem or question					I
B.4.7	Communicate the results of research and inquiry in an appropriate format	K	1	2	3	4
	a. Identify the audience for the product or presentation				I	R

K-4 Information and Technology Literacy Scope and Sequence

I – Introduce

R – Reinforce

A - Assess

	b. Identify whether the purpose of the product or presentation is to inform, entertain, or persuade				I	R
	c. Recognize the three common types of products and presentations (written, oral, visual)			I	I	R
	d. Choose a presentation format (e.g., speech, paper, web page, hypermedia)					I
	e. Develop a product or presentation to communicate the results of the research			I	I	R
B.4.8	Evaluate the information product and process	K	1	2	3	4
	a. Review the criteria to be used in judging both the product (or presentation) and the process			I	I	I
	b. Determine how well the product or presentation meets the original information need based on the criteria			I	I	R
	c. Review the process based on established criteria				I	I
	d. Suggest ways in which the process and product can be improved				I	I
C.4.1	Pursue information related to various dimensions of personal well-being and academic success	K	1	2	3	4
	a. Identify topics of interest and seek relevant information about them	I	R	R	R	R
	b. Recognize that information can be used to make decisions or satisfy personal interest		I	I	I	R
	c. Recognize that accurate information is basic to sound decisions				I	R
C.4.2	Appreciate and derive meaning from literature and other creative expressions of information	K	1	2	3	4
	a. Choose fiction and other literature of personal interest	I	I	A	R	R
	b. Recognize that award winning books reflect literary and artistic excellence	I	R	R	R	I
	c. Relate literature and other creative expressions of information to personal experiences		I	I	R	R
	d. Compare their own interpretations of literature and other creative expressions of information with those of others				I	
C.4.3	Develop competence and selectivity in reading, listening, and viewing	K	1	2	3	4
	a. Choose materials at appropriate developmental levels	I	I	I	R	R
	b. Identify materials that reflect diverse perspectives		I	I	I	I
	c. Differentiate among written, oral, and visual forms of literature			I	I	I
	d. Recognize that media can be constructed to convey specific messages, viewpoints, and values		I	I	I	R
C.4.4	Demonstrate self-motivation and increasing responsibility for their learning	K	1	2	3	4
	a. Contribute to group or classroom decisions about learning objectives			I	I	R
	b. Identify topics suitable for independent learning or in-depth exploration			I	I	I
	c. Apply prescribed criteria for judging success of learning projects				I	R
	d. Establish goals and determine steps for completing a project					I
	e. Assess progress and quality of work				I	R
D.4.1	Participate productively in workgroups or other collaborative learning environments	K	1	2	3	4
	a. Share information and ideas with others	I	R	R	R	R

K-4 Information and Technology Literacy Scope and Sequence

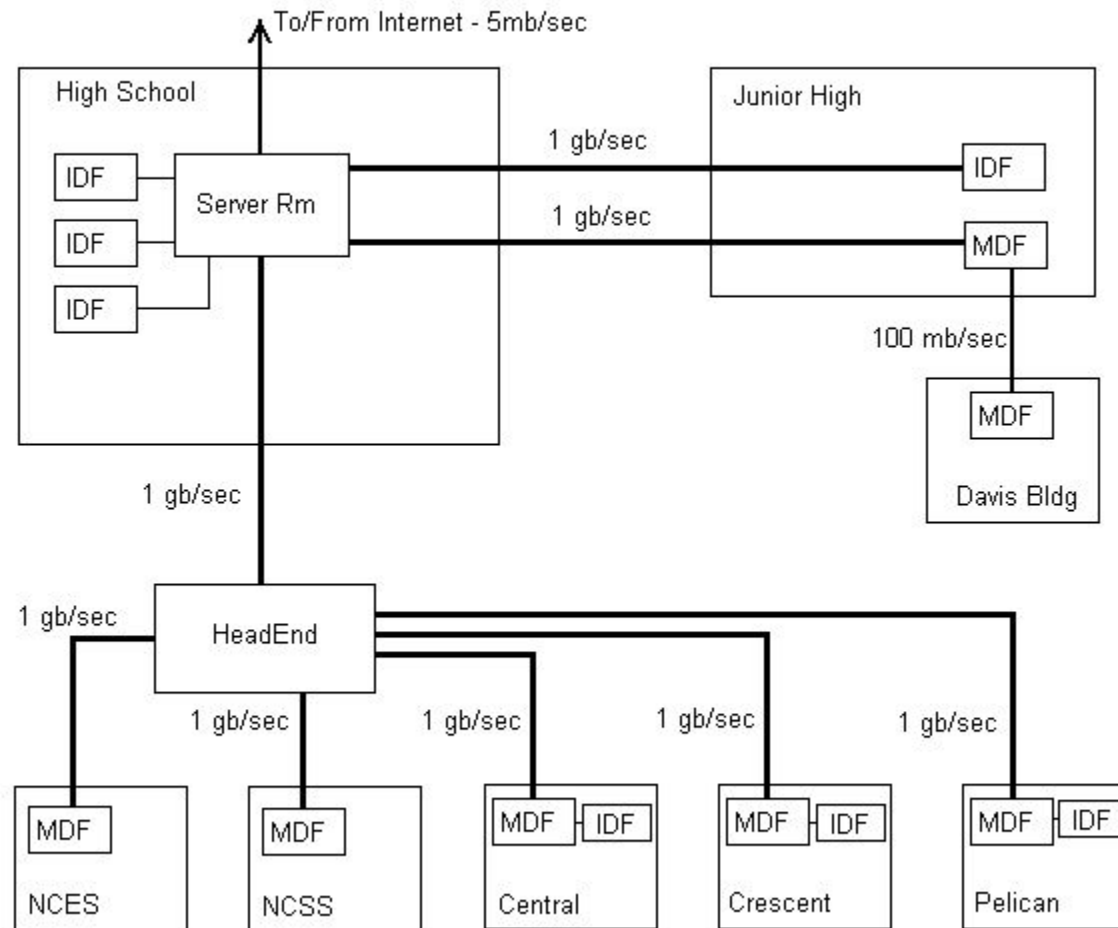
I – Introduce

R – Reinforce

A - Assess

	b. Respect the ideas of others	I	R	R	R	R
	c. Articulate workgroup goals and individual responsibilities within the group		I	R	I	R
	d. Participate in the development of individual and workgroup tasks and priorities					I
	e. Recognize that individual achievement is linked to the successful completion of workgroup projects					I
	f. Complete workgroup projects to meet an established timeline				I	R
	g. Review workgroup projects and suggest improvements				I	R
D.4.2	Use information, media, and technology in a responsible manner	K	1	2	3	4
	a. Return all borrowed materials on time	I	R	R	R	R
	b. Identify the school's rules on student use of the internet and other resources		I	R	R	I
	c. Demonstrate use of the internet and other on-line sources consistent with the school's acceptable use policy				I	
	d. Employ proper etiquette in all forms of communication	I	I/R	I	I	I
	e. Recognize that altering or destroying another person's program or file constitutes unacceptable behavior	I	I	R	R	I
	f. Differentiate between copying and summarizing		I	I	I	I
	g. Recognize that using media and technology to defame another person or group constitutes unacceptable behavior				I	R
	h. Recognize the need for privacy of personal information				I	R
D.4.3	Respect intellectual property rights	K	1	2	3	4
	a. Explain the concept of intellectual property rights		I	I	I	I
	b. Describe how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works		I	I	I	I
	c. Recognize that the copying of commercial or licensed media is a violation of the copyright law			I	R	R
	d. Identify violations of the copyright law as a crime for which there are serious consequences					I
	e. Explain why the use of all or parts of another person's work requires prior permission or citation					I
	f. Recognize that a quoted work must be stated in the author's exact words					I
	g. List sources quoted verbatim and visuals used in a presentation					I
	h. Recognize that reports or articles they write must be put in their own words			I	R	R
D.4.4	Recognize the importance of intellectual freedom and access to information in a democratic society	K	1	2	3	4
	a. Define the concept of intellectual freedom			I	I	I
	b. Identify examples of censorship				I	I
	c. Recognize the importance of free and open access to information for all citizens				I	I
	d. Acknowledge the right of classmates to express opinions different from their own	I	R	R	R	R
	e. Describe situations or conditions where information is repressed or restricted					I

Network Map



Appendix D

Inventories

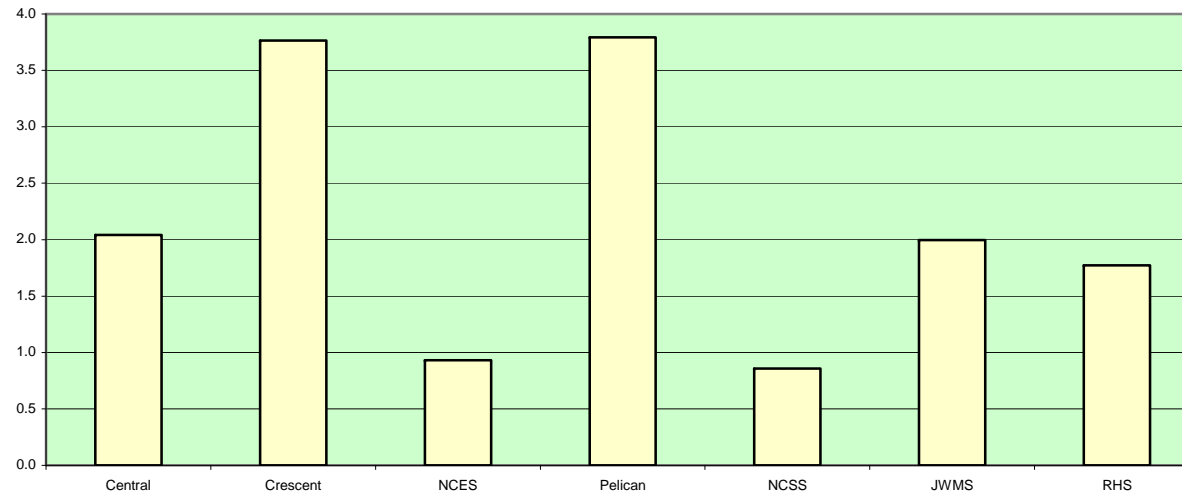
Resources

Collection Maps

Appendix D: Technology Equipment Ratios

School Name	Computers	Laptops	Total	Printers	Students	Students per Computer	Students per Printer
Central	67	78	145	16	296	2	19
Crescent	62	40	102	16	384	4	24
Pelican	46	31	77	18	292	4	16
NCES	47	70	117	7	109	1	16
NCSS	61	58	119	11	97	1	9
JWMS	208	70	278	43	555	2	13
RHS	540	44	584	92	1035	2	11
District Total	1031	391	1422	203	2768	2	14

**Computer:Student
Ratio Spring 2008**



Networked Software and Online Subscriptions

Microsoft Office 2000 & 2003

Microsoft Word
Microsoft Excel
Microsoft PowerPoint
Microsoft Publisher
Microsoft Frontpage
Microsoft Access

Microsoft PhotoStory
Audacity

GroupWise 7
PowerSchool
PowerGrade
Easy IEP

Bailey's Book House
Millies' Math House
Sammy's Science House
Thinkin' Things 1
Thinkin' Things 2
Thinkin' Things 3

Inspiration 8.0
Kidspiration 2.0
MapMakers Toolkit
GraphMaster
Geometer's Sketchpad
TimeLiner 5.0
Tesselation
Print Artist
Student Writing Center

Mavis Beacon v.16
Typing Time
Kid Keys

Nova NET v15
Periodic Table Trainer
The Elements
Puzzle Power

Adobe Premiere Elements 3
Adobe Photoshop Elements 5

High School

Adobe Creative Suite 3

- Adobe Acrobat 8 Professional
- Adobe Illustrator CS3
- Adobe InDesign CS3
- Adobe Photoshop CS3

Decisions, Decisions

Immigration
Colonization
Revolutionary War
Substance Abuse
Campaign Trail
The Cold War
The Constitution
The Environment
The Rainforest
Town Government

Business Education

Dreamweaver / Cold
Fusion / Macro Media Suite
Glencoe Accounting
Glencoe Data Processing
Keyboarding
Lotus 1-2-3 v9
QuickBooks
A Plus
Microsoft Visual
Studio.NET
Master Cam

Technology Education

Auto CAD 2007
Career Visions 2001
Chief Architect
MultiSim
PLTW Digital Electronics
Student Software

Library Media

Follett Circulation and
Cataloging Software
(OPAC, etc.)
Alliance
Marc Magician
Atlas – US
Atlas – World
Pinnacle DV Studio

Spanish/French/German

BodyBuilder
DressMe
GrammarTutor
HouseKey
MysteryFamily
TimeTeller
Before You Know It
Flashcards

Spanish

Expresate
WordTutor
Jackpot Verbs

German

Komm Mitt

French

DressMe
Bien Dit

Online Subscriptions

Worldbook Online
Grolier Online

- New Book of Knowledge Online
- Grolier Multimedia Online
- Encyclopedia Americana Online

InfoTrac
E-Library
History Resource Center
Literature Resource Center
Opposing Viewpoints
JStor
WisCareers
Turn It In
WISCAT

Reading A-Z
NetTrekker
Discovery Streaming
Discovery Scien

Information Resources: selection, organization, maintenance and adequacy								
School LMC	TOTAL	Pelican ES	Crescent ES	NC ES	Central ES	JWMS	NCSS	RHS
# of Records	98657	14114	10744	10090	15128	22861	2545	23175
Average Age of Collection	1992.29	1994	1994	1993	1994	1992	1991	1988
Enrollment	2766	301	387	110	298	566	96	1008
Books per student	44.41	46.89	32.57	91.73	50.76	40.39	25.45	23.1
World Book		x	x	x	x	x	x	x
Grolier encyclopedias		x	x	x	x	x	x	x
Badgerlink resources		x	x	x	x	x	x	x
WISCAT - interlibrary loan							x	x
JSTOR								x
eLibrary								x
Gale databases								x
WisCareers								x

Central Elementary School Library Media Center

Assessment

Teaching the information technology and literacy skills within the grade level curriculum is a goal of the LMC program. The media specialist informally assesses student learning during her scheduled library instructional times.

Facility

The Central School's LMC serves a population of approximately 300 students in grades four and five. There are 12 regular education classrooms and 1 special education classroom. The facility is comprised of a main library area that is approximately 2000 square feet. The library is automated and is using Follett Circ/Cat V5.0 for Windows. There are four online catalog stations in the LMC. The online catalog is also accessible from the computers in the classrooms.

Staffing

.25 FTE - Library Media Specialist

.75 FTE - Library Media Paraprofessional

Inventories

Print & Nonprint – 8627 Fiction and Non-fiction Books, 401 Audio Book Sets, 969 Videos, 43 DVDs, 750 Magazines, 176 Professional Materials, 80 Themed Book Bins (a collection of 25-40 books) used for extended periods of time by classrooms. All reference books are shelved within the non-fiction sections.

AV Equipment - 5 Digital Still Cameras, 3 VHS Video Camera, 1 VCR unit with monitor, 1 DVD player, 1 scanner, 1 LCD projector w/CPU on cart, 10 tape recorders, 1 combination U.S./World wall-mounted map, 3 World Globes

Scheduling

Fixed 45-minute classes once per week taught by Library Media Paraprofessional during teacher prep time. Classroom teachers and the Library Media Specialist plan collaborative lessons that are taught by the Library Media Paraprofessional. The Library Media Specialist rotates into each of the four elementary schools for 8-9 weeks each. While in the school, the LMS collaborates with teachers on a non-fixed schedule within both the classroom and the library facility.

Teachers often bring their students to the LMC for individual project work. They may also have an additional 15 minutes of library time used exclusively for checkout. ITL lessons are the responsibility of the classroom teacher.

Reading Programs

Students are encouraged to read through a variety of activities including the celebration of National Children's Book Week, National Library Week, and other developmentally appropriate promotions. Materials are available for all interest and reading levels.

Check Out Procedures

Students check out books on a weekly basis during their scheduled library time. In addition they can check out books on a per need basis. Fines are not charged for overdue books at this level. Students/families are responsible for the cost of replacement for lost materials. Students may check out books, magazines, tape recorders, audio book sets, and Reading Rainbow videos.

Staff members may check out materials for extended periods. If another staff member needs the material, a request will be made for return of the material after a reasonable period. There is no limit to the number of materials a staff member may check out. Themed book bins may be borrowed from the LMC for enhancement of classroom libraries.

Pelican Elementary School Library Media Center

Assessment

Teaching the information technology and literacy skills within the grade level curriculum is a goal of the LMC program. The media specialist informally assesses student learning during her scheduled library instructional times.

Facility

The Pelican Library Media Center serves a population of approximately 298 students in grades PreK-3. The physical facility is 1400 square feet, which contains the library materials and a computer lab. The library is automated and is using Follett Circ/Cat V5.0 for Windows. There are two online catalog stations in the LMC. The online catalog is accessible from 20 stations in the computer lab and in 17 classrooms.

Staffing

.25 FTE - Library Media Specialist

.75 FTE - Library Media Paraprofessional

Inventories

Print & Nonprint – 11,818 Fiction and Non-fiction Books, 361 Audio Book Sets, 742 Videos, 5 DVDs, 684 Magazines, 81 Professional Materials, 36 Themed Book Bins (a collection of 25-40 books) used for extended periods of time by classrooms.

AV Equipment - 5 Digital Still Cameras, 3 VHS Video Camera, 1 VCR unit with monitor, 1 DVD player, 1 scanner, 1 LCD projector in lab area, 1 LCD projector w/CPU on cart, 4 tape recorders, 10 Fisher-Price Tuff Stuff tape recorders, 1 combination U.S./World wall-mounted map.

Scheduling

Fixed 45-minute classes once per week taught by Library Media Paraprofessional during teacher prep time. Classroom teachers and the Library Media Specialist plan collaborative lessons that are taught by the Library Media Paraprofessional. The Library Media Specialist rotates into each of the four elementary schools for 8-9 weeks each. While in the school, the LMS collaborates with teachers on a non-fixed schedule within both the classroom and the library facility.

Teachers often bring their students to the LMC for individual project work. They may also have an additional 15 minutes of library time used exclusively for checkout. ITL lessons are the responsibility of the classroom teacher.

Reading Programs

Students are encouraged to read through a variety of activities including the celebration of National Children's Book Week, National Library Week, and other developmentally appropriate promotions. Materials are available at all reading and interest levels.

Check Out Procedures

Students check out books on a weekly basis during their scheduled library time. In addition they can check out books on a per need basis. Fines are not charged for overdue books at this level. Students/families are responsible for the cost of replacement for lost materials. Students may check out books, magazines, Fisher Price Tuff Stuff tape recorders, audio book sets, and Reading Rainbow videos.

Staff members may check out materials for extended periods. If another staff member needs the material, a request will be made for return of the material after a reasonable period. There is no limit to the number of materials a staff member may check out. Themed book bins may be borrowed from the LMC for enhancement of classroom libraries.

Crescent Elementary School Library Media Center

Assessment

Teaching the information technology and literacy skills within the grade level curriculum is a goal of the LMC program. The media specialist informally assesses student learning during her scheduled library instructional times.

Facility

The Crescent Library Media Center serves a population of approximately 343 students in Early Childhood to Grade 3. The physical facility is approximately 930 square feet. The library is automated and is using Follett Circ/Cat V5.0 for Windows. There are two online catalog stations in the LMC. The online catalog is accessible from 20 stations in the computer lab (located in the multi-purpose room) and in 18 classrooms.

LMC Staffing

.25 FTE Library Media Specialist

.75 FTE Library Media Paraprofessional

Inventories

Print & Nonprint – 14,756 Fiction and Non-fiction Books, 323 Audio Book Sets, 860 Videos, 5 DVDs, 767 Magazines, 104 Professional Materials, 38 Themed Book Bins (a collection of 25-40 books) used for extended periods of time in classrooms.

AV Equipment - 5 Digital Still Cameras, 3 VHS Video Camera, 1 VCR unit with monitor, 1 DVD player, 1 scanner, 4 tape recorders, 10 Fisher-Price Tuff Stuff tape recorders, 1 combination U.S./World wall-mounted map, 2 World Globes

Scheduling

Fixed 45-minute classes once per week taught by Library Media Paraprofessional during teacher prep time. Classroom teachers and the Library Media Specialist plan collaborative lessons that are taught by the Library Media Paraprofessional. The Library Media Specialist rotates into each of the four elementary schools for 8-9 weeks each. While in the school, the LMS collaborates with teachers on a non-fixed schedule within both the classroom and the library facility.

Teachers often bring their students to the LMC for individual project work. They may also have an additional 15 minutes of library time used exclusively for checkout. ITL lessons are the responsibility of the classroom teacher.

Reading Programs

Students are encouraged to read through a variety of activities including the celebration of National Children's Book Week, National Library Week, and other developmentally appropriate promotions. Materials at all reading and interest levels are provided.

Check Out Procedures

Students check out books on a weekly basis during their scheduled library time. In addition they can check out books on a per need basis. Fines are not charged for overdue books at this level. Students/families are responsible for the cost of replacement for lost materials. Students may check out books, magazines, Fisher Price Tuff Stuff tape recorders, audio book sets, and Reading Rainbow videos.

Staff members may check out materials for extended periods. If another staff member needs the material, a request will be made for return of the material after a reasonable period. There is no limit to the number of materials a staff member may check out. Themed book bins may be borrowed from the LMC for enhancement of classroom libraries.

Northwoods Community Elementary School LMC

Assessment

Teaching the information technology and literacy skills within the grade level curriculum is a goal of the LMC program. The media specialist informally assesses student learning during her scheduled library instructional times.

Facility

The NCES Library Media Center serves a population of approximately 108 students in grades K-5. The physical facility is approximately 1000 square feet and contains the library materials and a computer lab with 15 computers. The library is automated and is using Follett Circ/Cat V5.0 for Windows. There are two online catalog stations in the LMC. The online catalog is also accessible from the computer lab and in the 6 classrooms.

LMC Staffing

.25 FTE - Library Media Specialist

.60 FTE - Library Media Paraprofessional

Inventories

Print & Nonprint – 8664 Fiction and Non-fiction Books, 342 Audio Book Sets, 893 Videos, 2 DVDs, 20 CDs, 551 Magazines, 190 Professional Materials, 14 Reference Collections, 23 Themed Book Bins (a collection of 25-40 books used for extended periods of time by classrooms).

AV Equipment (does not include equipment that is not a part of the LMC catalog)- 2 Digital Still Cameras, 1 VHS Video Camera, 1 VCR unit with monitor, 1 DVD player, 1 scanner, 1 LCD projector in lab area, 4 tape recorders, 7 Fisher-Price Tuff Stuff tape recorders, 1 combination U.S./World wall-mounted map, 2 World Globes

Scheduling

Fixed 45-minute classes once per week taught by Library Media Paraprofessional during teacher prep time. Classroom teachers and the Library Media Specialist plan collaborative lessons that are taught by the Library Media Paraprofessional. The Library Media Specialist rotates into each of the four elementary schools for 8-9 weeks each. While in the school, the LMS collaborates with teachers on a non-fixed schedule within both the classroom and the library facility.

Teachers often bring their students to the LMC for individual project work. They may also have an additional 15 minutes of library time used exclusively for checkout. ITL lessons are the responsibility of the classroom teacher.

Reading Programs

Students are encouraged to read through a variety of activities including the celebration of National Children's Book Week, National Library Week, and other developmentally appropriate promotions. Materials are available for all interest and reading levels.

Check Out Procedures

Students check out books on a weekly basis during their scheduled library time. In addition they can check out books on a per need basis. Fines are not charged for overdues at this level. Students/families are responsible for the cost of replacement for lost materials. Students may check out books, magazines, Fisher Price Tuff Stuff tape recorders, tape recorders, audio book sets, and Reading Rainbow videos.

Staff members may check out materials for extended periods. If the material is needed by another staff member, a request will be made for return of the material after a reasonable period. There is no limit to the number of materials a staff member may check out. Themed book bins may be borrowed from the LMC for enhancement of classroom libraries.

James Williams Middle School LMC

Assessment

As teachers prepare research units, the media specialist discusses the assignment with the teacher in advance to find out the parameters of the assignment and student expectations, get copies of the student rubrics, etc. The media specialist does not do assessment of the student work, but does give suggestions or recommendations to students as to the content or topics researched and to find the appropriate information to fill in the gaps. The media specialist also helps with editing student work and overseeing works consulted citations before the final drafts are handed in.

Facility

The middle school LMC serves a population of approximately 550 students in grades 6-8. It consists of a main LMC area as well as an office. The LMC has lost space the last two years because of the need by the school district to reassign space due to declining enrollment and the closure of multiple buildings. Currently, there is a maximum seating capacity of about 60 students. There is a student computer lab in the LMC for class use or individual students during tutorial. There is one LMC catalog station. AV storage has been moved to the LMC office along with storage for equipment/technology and supplies. Besides AV equipment, the LMC office is used for: video storage, digital equipment storage, periodical storage, the professional library collection, and workroom space. Recently, part of the office space was converted to secure storage for district testing materials.

Staffing

.5 FTE - Library Media Specialist

1.4 FTE - Library Media Paraprofessional

Inventories

Print & Nonprint: 7443 Fiction , 10,382 Non-fiction, 2868 Reference, 45 Periodical subscriptions, 766 Professional library, 152 Graphic books, 941 Videos, 36 CD, 192 Audio Books, 30 DVDs , 120 Off-Air Educational TV recordings.

A-V and computer equipment: 7 Digital Cameras, 2 Digital camcorders, 1 Card reader, 2 VHS Camcorders, 5 LCD Projectors, 2 Filmstrip projectors, 2 Slide projectors, 30 Boom boxes, 6 Cassette recorders, 10 Laptop computers (stand alone word processing only), 3 Portable computer labs (15 laptops each), 1 8-mm cameras, 2 DVD players , 60 Overhead projectors, 1 Portable sound system, 2 Bed scanners, 4 TV Monitors, 1 Go video duplicator, 1 Document camera, 6 VCRs.

Scheduling

The LMC and LMC computer lab are both on a flexible schedule. Teachers may schedule LMC time to student research. The computer lab is also scheduled for class work time. The portable computer labs are signed out by teachers to use in their classrooms, or they are used in the LMC when the regular computer lab is full. Students come to the LMC throughout the day on passes from classes and study hall. The LMC is also heavily used in the morning before school and has some use after school. ITL lessons are the responsibility of the classroom teacher and the library media specialist.

Reading Programs

6th grade: booktalks, 4-Block, genre (mysteries, realistic, nonfiction, fantasy, science fiction, early Americana historical fiction), poetry, reading circles

7th grade booktalks, Civil War historical fiction, immigration historical fiction

8th grade booktalks, short stories, poetry, memoirs, Holocaust historical fiction, World War II historical fiction

Special interest book displays throughout the year (examples: Olympic related books-nonfiction and fiction, drawing books, ethnic cookbooks, etc.)

New books display areas

Examples of Collaborative Units

6th grade; biomes, colonial pen pals, Native Americans, supernatural/ scary stories, Early Americana, citing reference sources print and non-print

7th grade; Presidential trivia, Civil War topics, trip across America, Roaring '20s

8th grade; intelligence, unexplained and paranormal, Eastern hemisphere nations, Western hemisphere nations, ethnic cooking, flags of the world's countries, Greek gods and goddesses/ heroes

Northwoods Community Secondary School LMC

Assessment

Project based work is assessed by the teacher advisor.

Facility

The NCSS library collection serves a population of approximately 100 students in grades 6-12. The collection consists of project based print and non print resources. Titles are distributed into six classroom and are centrally accessible using the building OPAC. Information resources are easily available to students because of a one-to-one laptop ratio. Each laptop has an icon for the building OPAC. Media equipment is distributed into individual classrooms and includes SmartBoards, LCD projectors, video production equipment and sound studio equipment.

Staffing

Shared FTE via HS Library Media Specialist located in Rhinelander High School facility. The LMS provides collection development and cataloguing services. ITL lessons are the responsibility of each teacher-advisor.

Inventories

Print & Nonprint: 776 Fiction , 989 Non-fiction, 176 Reference, 0 Periodical subscriptions, 90 Professional library, 0 Graphic books, 75Videos, 0 CD, 47 Audio Books, 10 DVDs .

A-V and computer equipment: ? Digital Cameras, ? Digital camcorders, ? Card reader, ? VHS Camcorders, ? LCD Projectors, ? Slide projectors, ? Boom boxes, ? Cassette recorders, ? Laptop computers (stand alone word processing only), ? Portable computer labs (? laptops each), ? DVD players , ? Overhead projectors, ? Portable sound system, ? Bed scanners, ? TV Monitors, ? Go video duplicator, 1 Document camera, 6 VCRs, ? SmartBoards

Scheduling

N/A.

Reading Programs

Examples of Collaborative Units

James Williams Middle School LMC

Assessment

As teachers prepare research units, the media specialist discusses the assignment with the teacher in advance to find out the parameters of the assignment and student expectations, get copies of the student rubrics, etc. The media specialist does not do assessment of the student work, but does give suggestions or recommendations to students as to the content or topics researched and to find the appropriate information to fill in the gaps. The media specialist also helps with editing student work and overseeing works consulted citations before the final drafts are handed in.

Facility

The middle school LMC serves a population of approximately 550 students in grades 6-8. It consists of a main LMC area as well as an office. The LMC has lost space the last two years because of the need by the school district to reassign space due to declining enrollment and the closure of multiple buildings. Currently, there is a maximum seating capacity of about 60 students. There is a student computer lab in the LMC for class use or individual students during tutorial. There is one LMC catalog station. AV storage has been moved to the LMC office along with storage for equipment/technology and supplies. Besides AV equipment, the LMC office is used for: video storage, digital equipment storage, periodical storage, the professional library collection, and workroom space. Recently, part of the office space was converted to secure storage for district testing materials.

Staffing

.5 FTE - Library Media Specialist

1.4 FTE - Library Media Paraprofessional

Inventories

Print & Nonprint: 7443 Fiction , 10,382 Non-fiction, 2868 Reference, 45 Periodical subscriptions, 766 Professional library, 152 Graphic books, 941 Videos, 36 CD, 192 Audio Books, 30 DVDs , 120 Off-Air Educational TV recordings.

A-V and computer equipment: 7 Digital Cameras, 2 Digital camcorders, 1 Card reader, 2 VHS Camcorders, 5 LCD Projectors, 2 Filmstrip projectors, 2 Slide projectors, 30 Boom boxes, 6 Cassette recorders, 10 Laptop computers (stand alone word processing only), 3 Portable computer labs (15 laptops each), 1 8-mm cameras, 2 DVD players , 60 Overhead projectors, 1 Portable sound system, 2 Bed scanners, 4 TV Monitors, 1 Go video duplicator, 1 Document camera, 6 VCRs.

Scheduling

The LMC and LMC computer lab are both on a flexible schedule. Teachers may schedule LMC time to student research. The computer lab is also scheduled for class work time. The portable computer labs are signed out by teachers to use in their classrooms, or they are used in the LMC when the regular computer lab is full. Students come to the LMC throughout the day on passes from classes and study hall. The LMC is also heavily used in the morning before school and has some use after school. ITL lessons are the responsibility of the classroom teacher and the library media specialist.

Reading Programs

6th grade: booktalks, 4-Block, genre (mysteries, realistic, nonfiction, fantasy, science fiction, early Americana historical fiction), poetry, reading circles

7th grade booktalks, Civil War historical fiction, immigration historical fiction

8th grade booktalks, short stories, poetry, memoirs, Holocaust historical fiction, World War II historical fiction

Special interest book displays throughout the year (examples: Olympic related books-nonfiction and fiction, drawing books, ethnic cookbooks, etc.)

New books display areas

Examples of Collaborative Units

6th grade; biomes, colonial pen pals, Native Americans, supernatural/ scary stories, Early Americana, citing reference sources print and non-print

7th grade; Presidential trivia, Civil War topics, trip across America, Roaring '20s

8th grade; intelligence, unexplained and paranormal, Eastern hemisphere nations, Western hemisphere nations, ethnic cooking, flags of the world's countries, Greek gods and goddesses/ heroes

Rhineland High School LMC

Assessment

The library media specialist discusses the expectations of the teacher and students for each research project both formally and informally. The media specialist makes recommendations and shares opinions on the content and quality of the student's performance of the assigned task during both scheduled and non-scheduled work time in the LMC.

Description of facilities

The high school LMC serves a population of approximately 1008 students in grades 9-12. The LMC was designed with a maximum seating capacity of 90. The LMC consists of 2 computer labs, 1 project-based classroom, 1 conference/recording room, 1 large group instruction room, an office workroom, a staff workroom and elevator access to the second floor. There are 8 additional computers for study hall students, 4 desktop computers for the use of LMC & study hall staff, and a loanable cart with 15 wireless laptops for student and faculty use. The LMC is automated and is using Follett Circ/Cat v.5.0 for Windows. The online catalog is accessible from any workstation in the school along with one walk-up workstation in the LMC.

LMC Staffing

1 FTE - Library Media Specialist & District Library Leader
1 FTE - Library Media Paraprofessional

Inventories

Print & Non-print: 25,000 Fiction and non-fiction books; 50 periodicals; 322 audiobooks, 40 mp3 Audiobooks, 656 Professional books, 85 Parent Resource books, 2340 Videos & DVDs; 295 CDs

AV and computer equipment: 30 Digital Cameras; 5 Digital camcorders, 5 Flash drives, 1 Card Reader, 1 Digital Voice recorder, 8 loanable laptops (stand alone); 1 Portable Computer Lab (15 laptops), 2 fixed LCD Projectors; 5 loanable LCD projectors with CPUs and DVDs on carts; 2 scanners, 1 Teacher workstation, 4 video viewing stations, 1 color printer, 3 B&W printers, 2 Media Production workstations, 1 DVD Recorder, 1 DVD duplicator, numerous classroom equipment (Overheads, Boomboxes, VCRs, TVs, Cassette recorders), 1 Electronic security system.

Scheduling:

In addition to flexibly scheduled LMC time, study hall students are assigned seats in the lower level and are supervised by a school paraprofessional. The LMC is heavily used before school and after school. All instructional spaces are scheduled at our Circulation Desk. Staff members complete a Collaborative Planning Form to describe their assignment and request instructional spaces and resources. The facility is frequently booked with three concurrent usage requests during each block of the school day. ITL lessons are the responsibility of the classroom teacher and the library media specialist.

Reading Programs

Topical Reading Lists
Special Interest Display Promotions
Booktalks

Examples of Collaborative Units

Science: Biology topics (9); Biology Careers (10)
Social Studies: Global Studies(9), Psychology research (11,12)
Art: Art Gallery (9-12); Visual sourcebook (9-12)
F/CE: Health Drug Reports (9 & 10), Children's Literature Selection (11 & 12).
English: Orientation and Author studies (9), online bibliography tools (11 & 12).

Appendix E

Policies

TECHNOLOGY USE

Unless otherwise specified, the following policy shall apply equally to all users. Some users may have additional obligations based on the nature of their positions and/or access privileges.

The School District of Rhinelander has a combination of local and wide area networks, linking computers in all District facilities together and providing access to other networks. The purpose of the School District of Rhinelander network is to facilitate district-wide technological operations and global communication and to promote instructional innovation by facilitating resource retrieval and information sharing that is consistent with the mission of the School District of Rhinelander and the vision and goals of the technology plan. The network and the messages transmitted and documents created on it are the property of the District. The District will supervise the use of such property.

A copy of the technology use policy and guidelines will be provided to each user.

Network

A prerequisite for the use of the network is that each person reads and signs an Acceptable Use Form (AUF). Any use without this AUF is prohibited. Any use of the network that accesses outside resources must comply with District policy. Fee based subscriptions to listservs, bulletin boards, and other online services must be pre-approved by the District. The District reserves the right to monitor system capacity space and limit user access accordingly.

I. Monitoring and responsibilities for network (including Internet) usage includes the following:

- A. The District is responsible for teaching proper techniques and standards for participation, for guiding access to appropriate sections of the network, and for assuring that users understand that if they misuse the network, they will lose their usage privilege. Particular concerns include issues of privacy, copyright infringement, e-mail etiquette, and approved and intended use of all networked resources.
- B. Use of digital information should be credited appropriately as with the use of any copyrighted materials. In some cases, it may be necessary to obtain author's permission before using materials.
- C. Users access to and use of the network will be directed and monitored, as are regular educational activities.
- D. The network is provided for users to facilitate instruction, perform expected job duties, conduct research and communicate with others. Independent access to network service is provided to users who agree to act in a responsible manner. Access entails responsibility.
- E. Network storage areas may be treated like school lockers. Files and communication will be treated confidentially to the greatest possible extent. However, the Superintendent or his/her designee has the right to monitor the content of these to ensure educational purpose and responsible use is maintained.
- F. The following are not permitted by any user:
 - 1. Sending or displaying offensive messages or pictures
 - 2. Using obscene language, harassing, insulting or attacking others
 - 3. Damaging network or technology equipment
 - 4. Violating copyright laws
 - 5. Using others' passwords
 - 6. Trespassing in others' folders, work, or files
 - 7. Intentionally wasting limited resources
 - 8. Employing the network for commercial purposes
 - 9. Any use of technology or network for illegal activity
 - 10. Posting anonymous messages

11. Posting personal communication without author's consent
 12. Access to sites that are considered pornographic, violent or inappropriate in nature
- II. The School District of Rhinelander makes no guarantees, implied or otherwise, regarding the reliability of the data connection. Neither the District nor the Internet provider shall be liable for any loss or corruption of data while using online services. The School District of Rhinelander will provide filtering (firewall) software to limit access to undesirable sites in compliance with the Children's Internet Protection Act (CIPA).

E-Mail

- I. Electronic Mail, otherwise known as E-Mail, is stored information. It is classified as "discoverable information": (public) and therefore is not confidential. Nothing included in the E-Mail is "off the record". The School District of Rhinelander has the responsibility to guard records and will implement management systems that ensure, as much as possible, that confidentiality and privacy are maintained.
- II. Employees, students, and others should use the District's E-Mail primarily for school business and for instructional purposes.
- III. Language that may be interpreted as offensive and/or discriminatory should not be included in any online communication.
- IV. E-Mail messages should be retained only as long as they serve their purpose and then should be deleted immediately thereafter. Any E-Mail that must be kept over an extended period of time should be archived.
- V. E-Mail attachments will be limited in size and should only be sent if there is an educational or job related purpose.

User's Responsibilities

- I. The content and maintenance of a user's network files and electronic communications are the user's responsibility. The following general guidelines should be observed:
 - A. Use only appropriate language. Do not create or send anything that could not be printed for all to see.
 - B. Read and respond only to mail that is intended for you.
 - C. Keep messages short and to the point.
 - D. To protect your privacy, do not include your home address and phone number in a message.
 - E. Delete or archive messages as soon as you have read and responded to them in order to save hard disk space.
 - F. School District of Rhinelander staff should check E-Mail at least once each workday.
- II. The content and maintenance of user's network storage area is the user's responsibility.
 - A. Keep files to a minimum. Files should be stored/saved off the network whenever possible.
 - B. Files are accessible by persons with system privileges so do not maintain anything private on the network.
- III. All users will be required to sign an AUF and to abide by District policies. See forms on the following pages.

Sanctions

- I. Violations may result in disciplinary action and/or loss of access.
- II. Additional disciplinary action may be determined in line with existing practice regarding inappropriate language or behavior, harassment, violation of copyright laws, or illegal activity.

III. When applicable, law enforcement agencies may be involved.

Security/Passwords

I. The following security provisions are required:

- A. Users will respect the rights, property, and confidentiality of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
- B. Users will not share their account with anyone or leave the account open or unattended.
- C. Users will keep all accounts and passwords confidential and not accessible to others.
- D. Users will change passwords regularly. Using combinations of letters and numbers is recommended.
- E. Users are responsible for making back-up copies of important documents.
- F. Passwords will be assigned by the Technology Director designee when completed agreement AUF forms are received and changed by the user to their personal password.
- G. It is recommended that individuals use different passwords for each application accessed.
- H. In accordance with the Children Internet Protection Act (CIPA), the District will install Internet filtering and firewall software to limit access to inappropriate internet sites.

Software

The following precautions are required:

- I. The District will take precautions to prevent virus infected software from damaging the network.
- II. The illegal installation of copyrighted software or files for use on District computers is prohibited.
 - A. Copyrighted Software: Users of software shall abide by the software licensing agreement provided by the software publisher. Without notice, any equipment on the District's property may be audited for compliance. Software piracy is the illegal use or possession of copyrighted software and is strictly prohibited.
 - B. Site Licensed Software: Site licensed software is that which can be used on any equipment at the site for which the software was purchased. The District's network administrator can copy this software legally to equipment at the site belonging to the licensee. Unless permitted by the license, the software shall not be copied to equipment not owned by the licensee. Before equipment is moved from one site to another, any site-licensed software shall be removed.
 - C. Network Use Software: Network use software is purchased for use by a limited number of concurrent users. This software is launched from a server and concurrent use is regulated by server metering software. Unless permitted by the license, this software shall not be copied off of the server to individual hard drives or storage devices.
 - D. Single License Software: Single license software shall not be copied to multiple machines or media in violation of the license agreement.
 - E. Privately Owned Software: Software owned by individuals in the District may be brought into the District under the following conditions:
 - 1. The software has a documented instructional purpose
 - 2. User adheres to the licensing agreement for that software.
 - 3. User has registered the software with the software company.
 - 4. The user has registered the software with the District's Technology Director and received permission to load the software on one workstation only.
 - 5. User will exercise professional judgment in the use of software as it correlates to approved curriculum.

Hardware

Hardware/Software Acquisition Form:

- I. The Director of Technology will review the hardware and software requirements as they relate to the ongoing Information Technology Plan. Requests will be evaluated for:
 - A. Compatibility with System
 - B. Funding Available
 - C. Applicability to the District long range Information and Technology Literacy Plan
- II. Procedural requirements:
 - A. Complete Hardware/Software Acquisition Form
 - B. Submit form to administrator for approval and designation of funding source.
 - C. Submit to Director of Technology.
 - D. Send approved request form and purchase order form to business department.
- III. Hardware Inventory:
 - A. The technology department will maintain an inventory of computers and peripherals.
 - B. Technology equipment should not be moved from room to room without notifying the technology department so that an accurate inventory can be maintained.

Training

It is the responsibility of the District to provide staff training necessary on how to use available technologies and the integration of information and technology standards into instruction. The School District of Rhinelander will provide training at various ability and interest levels to meet the individual needs of staff members and help them achieve defined competency levels.

DISTRICT WEB PAGE

The Board authorizes the creation of web sites by employees and students of the District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of the web site is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

- A. Educate
Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.
- B. Inform
Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.
- C. Communicate
Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright law, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web-site use.

The Board retains all proprietary rights to the design of web sites and/ or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written permission from their parent or guardian and expressly license its display without cost to the Board.

Prior written permission by a student's parent or guardian is necessary for a student to be identified by name on the Board's website.

ASSISTIVE TECHNOLOGY AND SERVICES

Students with disabilities have special challenges and may need assistive technology in order to more fully participate in their classrooms, homes, communities, and workplaces. Through the use of assistive technology and services, these students will have the opportunity to become more independent and self-reliant.

The Board expects each Individualized Educational Program (IEP) team to include in their deliberations the use of assistive technology devices and services to aid students with disabilities. The Board also directs that students who qualify under Section 504 of the Rehabilitation Act be provided with assistive technology devices and services when deemed necessary.

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

"Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of assistive technology devices.

The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize assistive technology resources and assistive technology services.

The Board designates the Superintendent and the appropriate Assistant Superintendent as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of assistive technology and services in the District.

Individuals with Disabilities Act (IDEA) Amendments of 1997
20 V.S.C. 1401
Section 504 Rehabilitation Act of 1973
Assistive Technology Act (P.L. 105 - 394) 1998

COPYRIGHTED WORKS

The Board directs its staff to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and the staff must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

17 U.S.C. 101 et seq.

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
(Challenged Instructional Materials)

In the event an issue relating to instructional material is not resolved at the point or level of concern, the parent or citizen shall be advised of the proper procedures to follow.

- Step 1 A parent or citizen will be encouraged to bring a complaint to the attention of the certified school employee(s) most directly involved in the problem. Accurate notes as to the nature of the complaint and agreements or disagreements should be kept. The individual receiving the initial complaint will advise the principal of the initial contact no later than the end of the following school day. Within 2 school days of the time he/she has been contacted concerning the complaint, the building principal will inform the Library/Media Coordinator of the complaint.*
- Step 2 If the complaint is not resolved to the mutual satisfaction of the parties involved and supervisor(s) at Step 1, the building administrator will arrange a conference among the parties involved. If after discussion the complainant desires to file a formal complaint, he/she will be given a Citizens Request for Reconsideration of Educational Material form to fill out individually or with the help of the building principal. If the complaint is not resolved in Step 2, the parent or citizen will be advised of the next step to be taken.*
- Step 3 The complainant may then submit the "Citizen's Request for Reconsideration of Educational Materials" to the Superintendent. S/He will refer the request to the Reconsideration Committee which will consider and discuss it within 20 working days.*
- a. The Reconsideration Committee will be made up of at least 12 members.*
 - (1) One teacher from elementary and one from secondary schools designated annually by the Superintendent.*
 - (2) One school media specialist (librarian) designated annually by the Superintendent.*
 - (3) One elementary principal designated annually by the Superintendent.*
 - (4) One secondary principal designated annually by the Superintendent.*
 - (5) The Library Media Coordinator and/or Curriculum Coordinator.*
 - (6) Five members from the community appointed annually by the School Board.*
 - (7) Chairman of the department most closely related to the challenge.*
 - (8) Other professional staff as deemed appropriate.*
 - b. The chairperson of the committee elected by the committee members will not be an employee or officer of the District. The Library Media Coordinator will be the committee secretary.*
 - c. The committee will first meet each year to elect a chairperson during the third week in September at a time and place designated by the Superintendent and made known to the members of the committee at least three school days in advance.*
 - d. Subsequent meetings for the year will be called by the chairperson and noticed by the secretary upon receipt of a Citizen's Request for Reconsideration of Educational Material form.*

- e. *Student and teacher access to challenged materials will not be restricted during the reconsideration process.*
- f. *Special meetings may be called by the Superintendent to consider temporary removal of materials in unusual circumstances.*
- g. *The committee will:*
 - (1) *Distribute copies of:*
 - (a) *written request form*
 - (b) *material in question*
 - (c) *professional reviews*
 - (2) *Give complainant or group spokesman opportunity to talk about and expand on the request form.*
 - (3) *Discuss reputable, professionally prepared reviews of the materials when available.*
 - (4) *Give persons with opposing views an opportunity to share their opinions.*
- h. *The vote on the recommendation shall be by written ballot.*
- i. *Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. Every Citizen's Request for Reconsideration of Educational Material form shall be acted upon by the committee.*

Step 4 *The committee chairperson will submit a written report on the discussion of the committee and its recommendations to the Superintendent within 15 school days.*

Superintendent will meet with the complainant to discuss the recommendation. If the complainant is not satisfied with the decision of the Superintendent, the Superintendent will refer the Citizen's Request for Reconsideration of Educational Material to the School Board.

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. In addition, s/he shall periodically provide for a systematic review by the Board of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop activities where the product becomes the property of the student.

The District shall not discriminate in admission procedures based solely on the sex, race, national origin, ancestry, creed, pregnancy, or marital or parental status, sexual orientation or physical, mental, emotional, or learning disability of the student.

120.13 (5) Wis. Stats.

LIBRARY MEDIA CENTER MATERIALS USE AND SELECTION

The School Board recognizes the need to provide a wide range of appropriate library media (previously audio-video) materials and equipment which supplement approved textbooks to carry out the educational program of the District.

Library media (previously audio-video) collections have two (2) major purposes:

- A. To support and enrich the curriculum.
- B. To provide for personal interests and recreational reading.

Library media centers shall provide a current balanced collection of books, reference materials, periodicals, audio-visual materials and other media which meets the requirements of the law.

Library media (previously audio-video) materials and equipment shall be organized so students have access to all types of materials in the LMC's throughout the school day, as well as before and after school. Collections in each building will provide enough materials to serve most school needs.

Definitions:

- A. For the purposes of this policy, a library media center is defined as an area or areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to all students and school personnel.
- B. Selection is defined as the decision which must be made to add or delete materials to the library media center collection.
- C. Library media center materials are defined as both print and no-print materials purchased by or housed in the school media center.

The School District of Rhinelander does not discriminate in the selection and evaluation of library media center materials on the basis of sex, race, national origin, color ancestry, creed, pregnancy, marital status, sexual orientation, handicapping condition, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Wis. Stats. Section 118.12
Wis. Stats. Section 118.13
Wis. Stats. Section 120.13
Wis. Stats. Section 121.02(1)(h)
Wis. Admin. Code P.I. 9.03(1)
Title VI, Civil Rights Act of 1964
Title IX, Educational Amendments of 1972
Section 504, Rehabilitation Act of 1973
Wis. Pupil Nondiscrimination Law s. 118.13

MUTUAL RESOURCE SHARING THROUGH INTERLIBRARY LOAN

The Board of the School District of Rhineland recognizes three (3) facts in the area of resource sharing.

- A. No single library media center can provide for the information needs of all its patrons.
- B. School library media centers can provide materials, services, and human resources of value to other libraries.
- C. Interlibrary borrowing does not relieve any library of the responsibility for developing its own collection.

Therefore, the District shall participate in mutual resource sharing with the Wisconsin Valley Library Service (WVLS). It shall further be the policy of the Board that interlibrary loans shall be provided to all students and staff.

Appendix F

Budget

	Projected Budget for Information and Technology Plan				
	Projected Expenditures				
		CITP		School Year	
eRate Subsidized		Goal.Obj.	2008-09	2009-10	2010-11
	Educational Software Procurement (Web Based)	----	31,960	39,260	39,260
	Digital Video Library (Learn 360)	8,11,15	2,800	2,800	2,800
	Online Research (NetTrekker)	8,11,12,15	2,400	2,500	2,500
	Web Based Assessment Software	10,15	1,800	5,000	5,000
	Instructional Software Licenses	7,11,15	6,000	6,000	6,000
	Virtual Learning Opportunities	7,11,15	2,000	6,000	6,000
	Online Research (Jstor, eLibrary, Gale databases, encyclopedias)	8,12,15,16	16,960	16,960	16,960
	Network Connections/Communication		99,900	99,900	99,900
X	Internet Service Provider (WiscNet)	13,14	9,000	9,000	9,000
X	Fiber Leasing	13,14	53,100	53,100	53,100
X	TEACH Data Line	13,14	4,000	4,000	4,000
	Connect Ed	2,14	10,500	10,500	10,500
X	Student eMail (Gaggle)	6	3,500	3,500	3,500
X	Web Hosting	2,6,14,15	10,000	10,000	10,000
	Work Order Management Software (IT Direct)	13,14	1,800	1,800	1,800
	Internet Filtering	13,14	8,000	8,000	8,000
	Hardware, Facilities & Networking		179,464	179,464	189,464
	Equipment Components, Backup Tapes, Adapters, Cables, etc.	7,13,14,17	26,000	26,000	26,000
	Library Media Computers	5,13	3,464	3,464	3,464
	Servers, Switches, Routers	13,14,17	20,000	20,000	20,000
	Peripherals (Printers, SmartBoards,Projectors,Cameras,etc.)	5,7,8,13	20,000	20,000	20,000
	Replacement Computers (100)	13,14,17	100,000	90,000	90,000
	Wireless Networks	13,14,17	10,000	20,000	30,000

	Operation, Maint, Upgrade		59,009	59,009	59,009
	Consultation, Maintenance and Support	13,14,17	10,000	10,000	10,000
	Library Media Maintenance	13	786	786	786
	Anti-Virus, Firewall, Spam Filter	13,14	7,500	7,500	7,500
	Student Information System (PowerSchool)	2,14	15,000	15,000	15,000
	Remote Access to Network Resources (Citrix)	13,14	2,000	2,000	2,000
	Network Operations License (Novell)	13,14	8,500	8,500	8,500
	Network Management License (Aristotle)	13,14	3,000	3,000	3,000
	Software Applications Licensing	13,15	8,000	8,000	8,000
	Library Media Software Licensing (Follett)	13,15	4,223	4,223	4,223
	Professional Development		8,125	8,125	8,125
	Conferences, Workshops	3,4,5,6,8,9,19	4,000	4,000	4,000
	Technician Training/ Certification	13,19	2,000	2,000	2,000
	Conferences, Workshops (Library Media)	19	750	750	750
	Professional Dues (Technology)	16,19	800	800	800
	Professional Dues (Library Media)	16	575	575	575
	Human Resources		979,898	961,664	976,409
	Technology Director, Technology Trainer, Network Administrator, Technicians, Building Support People (Salary)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18	282,632	291,111	299,844
	Technology Director, Technology Trainer, Network Administrator, Technicians, Building Support People (Fringes)	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18	194,560	200,397	206,409

	Library Media Leader, Library Media Specialists, Library Media Support Staff (Salary)	4,5,8,14,17,18	302,173	291,556	291,556
	Library Media Leader, Library Media Specialists, Library Media Support Staff (Fringes)	4,5,8,14,17,18	200,533	178,600	178,600
	Other		97,710	97,710	97,710
	Technology Supplies and Materials	1,5	4,700	4,700	4,700
	Library Media Supplies and Materials	5	8,730	8,730	8,730
	Library Media Collection Development & Resources	8,12,15,16	84,280	84,280	84,280
	Total		1,456,066	1,445,132	1,469,877
	Projected Funding Sources				
	District General Budget		502,706	470,156	470,156
	District Technology Budget		833,592	833,592	833,592
	District Library Media Budget		18,519	18,519	18,519
	eRate		38,030	40,030	42,030
	Title II, Part D: Ed Tech		3,800	3,800	3,800
	Common School Fund		102,878	102,878	102,878