

**ISD 4
McGregor Public School**

District Technology Plan

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CRITERIA I: PLANNING AND NEEDS ASSESSMENT

1. Organizational Leadership and Technology Planning Committee

a. Executive Leadership The superintendent of schools is responsible for providing districtwide leadership, communication, and guidance relative to ensuring this technology plan is implemented in a timely and pragmatic way. This role is enhanced by the input provided by our technology coordinator and our technology team.

b. Technology Planning Team Our technology team makes recommendations to the Superintendent of Schools on aspects of technology planning as needed and when exposed to new technology applications that might benefit our district. Our goal to embed technology into our mainstream includes visioning, developing objectives, budgeting, previewing new technology, and evaluating ongoing progress. The team, chaired by the district technology coordinator, is comprised of elementary and secondary faculty and non-certified staff. Input regarding technology is solicited from students, staff and administrators throughout the year. Community members are also included in the ongoing dialogue related to how our district can better educate the public and provide access to technology. The team meets several times throughout the year as needs, opportunities or resources surface. Obviously, a persistent current lack of funds limits our ability to to meet our goals.

Over the past year, committee members:

- Identified and discussed key issues such as staff development, maintenance, lab staffing, funding, curriculum integration, leadership time (planning, implementation, learning), hardware purchase/plan, inventory of existing equipment, site-based management, and donation policies and the lack of funding to implement committee recommendations.
- Investigated technology related conferences and workshops;
- Reviewed the aging hardware inventory;
- Collected lists of building needs;
- Implemented portions of the current technology plan as feasible, including greater integration of technology into daily student learning through projector and SmartBoard use. Rapid changes in current technology will drive annual modifications to the district technology plan. Implementation of the goals and objectives set forth in the plan are the responsibility of district administrators with assistance from the technology team.

An evaluation of the progress of the Technology Plan is to be done at the close of each school year and will be reviewed by the technology team over the summer. The time line for updating the annual plan will be as follows:

- June: Review of current technology plan objectives.
- September: Copies of a draft technology plan will be made available to staff / administration.
- October: Approval of an annual Technology Plan that includes training topics and dates.
- November - June: Ongoing monitoring of technology objectives and outcomes.

2. Demographics of District

a. Our certified staff serve an enrollment of 440 pre-K through grade twelve students in the 9th most sparse district in Minnesota.

b. The McGregor Public Schools facility is a maze of building additions, 1921 through 2003, which houses a 7-12 high school and K-6 elementary school. ISD 4 covers a rural area of just over

900 square miles, making up the eastern one-half of Aitkin County in east-central Minnesota. The district's 3000 permanent residents are clustered in small communities of 50 to 350 members as well as scattered in isolated and individual households as far as 45 miles from the school and one or more miles from their nearest neighbors. About 300 households are home to the district's 440 students and an additional 300 preschool age and younger children. Most of the remaining population consists of the elderly and retired.

c. Economically, the district sits in an area of poverty. Aitkin County ranks 78th out of 87 counties for *per capita* income. It has an unemployment rate of 7.5% (fifth highest in MN). Approximately one-fourth of the children in ISD 4 live in poverty and 63% of the district's students qualify for free or reduced lunches. 20% of our students are identified as having special needs.

Due to the disproportionately large numbers of families in our district who experience economic hardship, it follows that access to technology is limited for students at home. Most students are fluent in the use of technology for entertainment but not as a tool for developing economic independence. Today, technological literacy is synonymous with literacy in the business world. The ability to use technology is currently recognized as a major work force skill by the U.S. Department of Labor. To help narrow the gap between welfare reform and work readiness for many of our district's residents, one of our goals is to develop a community of technologically literate citizens.

It is common for heads of households here to commute one or more hours per day for employment, and accessing technology and educational resources requires the same commute. Increasing technology literacy and access locally can reduce commuting and diversify employment opportunities.

The McGregor school facility is the technology hub for our community out of necessity. The fact that our students come from a relatively isolated population made up primarily of economically disenfranchised families means that these children are more dependent upon their local school for their source of technology exposure / education than students who attend other rural school districts of similar size.

At this time, we are able to maintain an advanced technological atmosphere by having four full-sized computer labs, two in the high school and two in the elementary, including our high school media center which has a PC lab and iMac islands for student use. Additionally, we have been able to equip one industrial technology classroom with CAD loaded computers and a small high school graphic arts and journalism lab with twelve iMacs in operation. Our elementary teachers also share a mobile lab with 18 laptop computers that are utilized daily along with the small stations of 1 - 3 computers that can be found in various instructional areas of the school. Through E2T2 grants awarded to collaborative efforts with Cloquet and Willow River school districts our labs are equipped with multimedia compatible, internet-connected iMacs and/or IBM-compatible PCs. Each computer runs many up to date software titles. Each classroom has at least one iMac and one or more of the more antiquated PowerMacs. Both the elementary and secondary libraries use electronic circulation and cataloging. ERIC is still available to library staff for locating resource materials.

d. Our demographics have led to steadily declining enrollment over recent years. This situation impacts our ability to equip and maintain computer labs in our district through our general or capital budgets. We continuously need to seek and secure grant funds to hold our own in the area of technology. With the construction of a charter school four miles from our facility the State of Minnesota has set us up for an even greater struggle to maintain enrollment and provide technology opportunities for our students.

e. ISD 4 and collaborating agencies are committed to becoming a community of learners with access to technology at school, alternate learning center sites and the public library for:

- increased and enhanced communication with the school;

- personal access to the Internet and Email;
- enhanced research capabilities;
- more effective use of school data;
- opportunities for community-based, post-secondary education; and
- entry into a greater variety of work and career choices.

Community Education within ISD 4 offers several basic computer courses to the public each year. The courses attract approximately six to ten high school students and adults per series (25-30 people annually). Internet use courses are increasing due to more available home access to internet (dial up and DSL). Although resident use of technology is currently more common among retirees and families moving into the community from metro areas, it is our hope that with more technology options, reductions in the cost of home systems, and encouragement from our LEA, more families in our district will be able to include home technology in their budgets.

Enhanced access to Alternative Learning has been made possible for families in ISD 4 through the establishment of an off campus alternative learning site. The facility provides space for outreach services to families by Aitkin County Family Services and Public Health, and houses the Alternative Learning Center which operates two nights each week for high school students of ISD 4. Adult Basic Education is also offered at the site. While human service needs of families may not be directly related to the needs of students to be technologically literate, there is a significant relationship. The effects of poverty in ISD 4 are complex and diverse. Children coming from homes in which adults are unable to meet physical, emotional, and financial needs are likely to be poorly equipped to perform well at school. Academic success and progress in our rural area are intimately associated with economic and health factors. Advances in technology which serve to assist families in meeting basic needs contribute to the overall success of the child.

Business partnerships supporting technological literacy have not been established beyond the donations of small amounts of hardware. This lack of development can be attributed to the fact that the community lacks both the economic and technological infrastructures to communicate with the school via technology. Most community businesses use increasing technology in daily operations, but with the exception of the McGregor Public Library, which has a computer system networked into the regional library system and the school system and computers available to the public for internet access, businesses do not as a rule routinely communicate with the school via technology.

f. Overcoming barriers to technological literacy in ISD 4 will require continued collaboration with regional agencies as well. As a member of Northern Lights Cooperative Education District, ISD 4 communicates regularly with other rural school districts in the region to explore more efficient educational service and resource sharing. We have been able to accommodate the needs for physically adaptive computer equipment for those who need it through our special services cooperative. As a member of the Arrowhead Regional Computer Consortium, ISD 4 has access to services which increase use of technology in facility management and financial administration as well as providing software for student record keeping.

3. Needs Assessment items a. - e.

Needs assessment using Minnesota eSchools Matrix criteria. The following is a category-by-category assessment of the need to increase the use of technology in the delivery of educational services within ISD 4 using the Minnesota eSchools Matrix:

I. PLATFORM (computer hardware, software, etc.). *Overall Ranking: Progressive.*

a. **Computers.** *Rank: Progressive. Rationale:* Approximately 95% of computers are multi-media; six computer labs (elementary: two wired, one wireless, three secondary); average of one computer per classroom.

b. **Other Equipment / Peripherals.** *Rank: Progressive. Rationale:* 2 SmartBoard enhanced
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classrooms, 8 LED Projector enhanced classrooms, TV, VCR, and dot matrix printers in all classrooms; computer labs have at least one laser printer; scanners, digital cameras, and digital video cameras and editing capability available districtwide.

- c. **Internet Access.** *Rank: Borderline Progressive-Advanced. Rationale:* Internet access through a DSL connection; static web site for ISD 4 news and upcoming events. Progress being made toward ADA accessible web site.
- d. **Digital Access / Infrastructure.** *Rank: Progressive. Rationale:* All progressive criteria met.
- e. **Communication.** *Rank: Progressive. Rationale:* All progressive criteria met.
- f. **Software.** *Rank: Progressive. Rationale:* All progressive criteria met but relatively limited secondary curriculum software available.

II. PEOPLE. *Overall Ranking: Progressive.*

- a. **Teachers-Licensed Staff.** *Rank: Borderline Progressive-Advanced. Rationale: Roughly 85% of staff meet all or most basic technology standards, 50% meet advanced standards; staff communicate with parents via phones, email and our Edline enhanced web site.*
- b. **Principals.** *Rank: Novice. Rationale: Awareness of technology's potential; principals are beginning to work closely with staff when it comes to technology related issues.*
- c. **Support Curriculum Integration Specialist Staff.** *Rank: Entry. Rationale: No staff.*
- d. **Technology Staff.** *Rank: Progressive. Rationale: Onsite technology person available (.28 FTE position) who can work with networking tools.*
- e. **Parents.** *Rank: Novice. Rationale: Scattered but uneven support for technological initiatives.*
- f. **Students.** *Rank: Progressive. Rationale: Most students can run some computer programs applicable to limitations of equipment; some have one to two hours a week of exposure through labs or classroom extra credit opportunities via computers at home or Public Library; many students are able to create multimedia presentations beginning at the fifth grade level; some students achieve ISTE standards for technology*

III. PROCESS. *Overall Ranking: Borderline Novice-Progressive.*

- a. **Planning.** *Rank: Borderline-Progressive-Advanced. Rationale: All progressive criteria met; technology plan addresses major areas of eSchool matrix.*
- b. **Instructional Process.** *Rank: Borderline Novice-Progressive. Rationale: All novice criteria met; some instruction through computers use (mostly in elementary).*
- c. **Curriculum Development.** *Rank: Borderline Progressive-Advanced. Rationale: Computers are currently being used in industrial arts drafting and as a drill and practice tool in elementary reading and math programs and keyboarding; those exceptions notwithstanding, instructional options using computers are relatively limited. Curriculum writing in place for SmartBoard and projector use.*
- d. **Training To Use Technology.** *Rank: Borderline Novice-Progressive. Rationale: All faculty have been evaluated relative to basic eSchool matrix skills. Staff development time used for training. Technological expertise of faculty varies; secretaries trained in office automation.*
- e. **Community Engagement.** *Rank: Borderline Novice-Progressive. Rationale: Computer training via community education using district's computer labs, otherwise community use of labs extremely limited (e.g. personal use); interactive video rooms do not exist.*
- f. **Business.** *Rank: Novice. Rationale: Technology-related business partnerships beginning to be built; some donations of equipment. Few businesses operating within the area served by the*

district use computers.

- g. **Funding and Budgets. Rank: Progressive. Rationale:** Operating budgets have some discretionary funding dedicated to technology; roughly half of technology funding comes through aggressively pursuing grants.

CRITERIA II: VISION, GOALS, OBJECTIVES AND STRATEGIES FOR TECHNOLOGY

a. The vision of the school districts is to introduce the students to as much technology as the school can provide.

b. The vision is to use our technology to move more towards curriculum. At the current time, the school is in the process of upgrading our SuccessMaker licenses to a site license. This will allow for all of the students to use this curriculum. Our vision would be to keep high MCA scores and increase the percentage of students passing the Basic Skills tests. The school uses SuccessMaker in the elementary to increase Math skills. The other program that is used by the whole elementary is Accelerated Reader. Students are given incentives to read. They get tested on the books that they read, in order to accumulate points. These points are used to purchase items that include everything from pencils to basketballs. At the end of the marking period, these same students are tested on their reading level by using a program called STAR Testing. The STAR Test will pinpoint their reading level. This tells the teachers the students reading level and shows how much they have gained in reading levels.

c. Our needs assessment has shown that the school needs more training in CAD systems and desktop publishing. Because of the cost of such programs as AutoCAD, InDesign, and Quark Express, we are not sure that the school will be able to purchase these programs in the near future. So many of our advances in technology are dependent upon a successful grant application. And as you know, these are few and far between.

d. Our school hardware assessment has shown that the school is in need of many new computers. The school has four computer labs. Only one lab has computers new enough to do the online testing that the State of Minnesota is moving towards. And I must say that the only reason that this one lab is up to date is because of the Microsoft grant. The Microsoft grant allowed us to replace all of the computers in this lab. The other three labs have computers that were new in 1998 and 1999. At the current time, we have no idea how we will replace these aging computers. As with everything else, replacing hardware requires money. This is something that the school doesn't have at the current time.

Let me elaborate on this and explain some of the many reasons why the school doesn't have money for new computers. For one reason, the State has not increased the funding to smaller schools to handle increases in operating costs. Another reason is that the school population has started to decline. The third big reason is that the State, in all of its wisdom, has allowed a charter school to start up, four miles south of McGregor. This new charter school will take as many as 65 students from our school population. This means that the school will lose \$650,000 in school funding this next school year. The school board has told the administration to cut the budget by this same amount. Therefore, eight teachers have been cut, along with aids and a bus driver. It is unrealistic to, at this time, to increase funding for technology while people and jobs are being lost.

It has been said, by the DOE, that the schools have had an increase in funding which would allow the schools to purchase newer hardware. As I have said before, when it comes to purchasing a new bus or refurbishing a computer lab, which do you think that school board will do? The only way that an increase in school funding, for technology, will end up going to technology, will be if the State creates a funding category that is just for technology. Otherwise, at least in small schools, any increase in funding will go towards the day-to-day needs of the school.

e. Our school has adopted technology literacy standards for students. We are currently using the International Society for Technology in Education (ISTE). The technology committee meets at least once a year to check on the schools progress towards these standards. Once a year, the student body is evaluated as to this progress.

f & g. At the current time, many junior and senior students are taking online courses. These courses are via the Internet. Such courses have helped to keep some of our students from going PSEO. In the past, we were providing courses through interactive television (ITV), but that changed a few years ago. There are several reasons for this change. One is that we had problems with colleges providing meaningful classes. The second, and biggest problem, is that the State stopped the funding for T1 access to the Internet. ITV needs at least a half T1. The cost of a T1, to McGregor, was about \$2,000 a month at that time. The school could not afford a T1, at this cost. Therefore, we had to switch to a DSL line. The cost of this DSL line was \$300 a month. This was the only way that the school could afford to have Internet access.

h. The students and staff can get some training from Atomic Learning, which the school purchases. Other than Atomic Learning, the only other way that the school can afford training for staff is by way of staff development moneys. In the past, this money has been used to send teachers to workshops, such as TIES.

i. The school has a few students with unique needs. Besides full time aids, for these students, we have provided special computers and assistive technology. We use special programs to enlarge the screen image on computers and use such programs as Universal Access. We possible, special programs are purchased to help these students.

To help parents and students, the school has a web site and uses programs such as Edline and SuccessMaker. Edline gives the teachers their own web page to post assignments and grades. It also gives the parents access to students reports via the Internet. Each teacher uses a program, Easy Grade Pro, to evaluate their students. Easy Grade Pro has the ability to post grade reports to Edline which is accessed via the Internet.

This past summer, the school installed two interactive white boards, SmartBoard. Because of the success of these two boards, most of the teachers have been given some training on the SmartBoard software. Eight other teachers were given video projectors, as part of the E2T2 grant. Before the end of this school year, the school will do a fixed mount on these eight projectors. Also, all four of the computer labs will have a fixed mount video projector to be used by the staff with student training and education.

The school has looked into such things as one-to-one laptops for student training. But without a hardware budget or special funding, we find that this is almost impossible to fund.

j. The school tried using NWEA as a tool for data-driven decision making. What we found was that we could not fund this program. We also found that this type of tool was taking up both the computer lab time and the student's class time. It took us a week to get all of the testing done. That was one week without the use of this computer lab. We also found out that we needed one staff member to enter the student info and to keep the classes on schedule. We cannot afford a staff member to do this when classroom teachers are getting laid off. We are going to try to do the online MCA science test. Since we only have one computer lab that has computers new enough to handle this test, it will cause use some scheduling problems and hardware problems. If the State is going to require that all MCA testing, in the future, will be online, I don't believe that we will be able to handle the tests. The school will have to make a major investment in new computer hardware, which doesn't seem likely at this time. The technology committee will have to revisit this technology plan, after the next school year begins, to reassess the technology needs of the school. This is because we will have a better idea of how many students will be lost to the new charter school.

k. The only online assessments that the school is using, at the current time, are Accelerated Reading and START Testing. Of course, we will be trying out the MCA science testing for both the 5th and 10th grades.

l. As we move into the future, I'm sure that both the State and curriculum demands will require use to do more online assessments. As I mentioned, above, this will require major investments in new hardware. The efforts of the technology committee will be to keep the school board informed of these requirements in the future. The school will continue to write grants, but most likely the school board will have to commit itself to purchasing new hardware. Two possibilities come to mind. One, try to pass a special assessment with the taxpayers. Or two, look into a lease purchase plan. Even with a lease purchase plan, the school board will still have to commit to a large amount of funding for the next few years.

m. As I mentioned above, we are using Edline as a tool to let parents know the progress of their children. Edline is a Internet web site that teachers use to post grades, assignments, worksheets, and class calendars. By using the grading program, Easy Grade Pro, teachers are able to post grade reports, directly from the grading program, to their classroom web page. Our goal is to end traditional paper report cards. We have been using Edline for over a year, and have found that most of the parents love it. The school uses it's web site for the posting of school information such as the weather, student bulletin, sports scores, schedules and the school calendar. The school web site also has a link to the school's Edline site.

n. At the current time, we are not considering any new strategies in these areas. The lack of money, decreasing enrollment, and loss of staff, prevent us, at the current time, to consider anything new. It will be the job of the technology committee to keep on top of the future developments. With the cut in the school budget, there isn't a budget for either hardware replacements or repair of the current hardware. The school board has not created a budget for any software upgrades or additions. So the only way that we will be able to either increase our software or replace hardware will be if we are successful on future grants.

o. The plan we are using to keep our teachers trained on new technology is as follows. We use both grant money and staff development money for workshops. The grant money will make it possible for our trained staff to teach the rest of the staff new skills and the use of new technology, such as SmartBoard programs and new software.

CRITERIA III: POLICIES AND PROCEDURES

I. Equitable Access for Students and Library Customers with Exceptional Needs

- a. ISD 4 assures the Minnesota Department of Education (MDE) that all policies, classrooms and programs relating to technology will operate in strict agreement with Board of Education Policy 402: "Disability Nondiscrimination Policy." This policy is in accordance with the U.S. Rehabilitation Act of 1973 and the Americans With Disabilities Act.
- b. ISD 4's special education staff will be consulted on a regular basis by the elementary and secondary school building principal(s) in order to ensure that students with Individual Education Programs have their special needs taken into consideration when faculty and staff are designing instructional strategies.
- c. ISD 4 assures MDE that the following ISD 4 Board of Education Policies apply to the rules and regulations pertaining to building and equipment use, and supervision guidelines will be strictly followed:

Policy Number

Policy Title

411	<i>Responsibility of District Personnel</i>
801	<i>Equal Access Facilities</i>
902	<i>Use of School District Buildings and Sites</i>
524	<i>Internet Acceptable Use Policy</i>

- d. ISD 4 has trained teachers in the use of special computers with touch screens. These computers are used in the education of students with exceptional needs. ISD 4 has also purchased Alphasmart word processors for students that have difficulties in writing. On several occasions, laptop computers were provided to students. These computers can be taken home by the student to help in completing assignments.

II. Data Privacy, Data Security and Acceptable Use:

Schools must develop and manage government data consistent with the public information policies and requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, and the Family Educational Rights and Privacy Act (FERPA). This will ensure public access to government data, and the protection of rights of subjects of government data.

Data Privacy and Security. The two main sources of governmental data which are kept at ISD 4 are student data records and lunch program records. Our student record program is JMC. This program is controlled by one employee at the school. JMC keeps records on a student's class schedules, grades, health records, discipline records, locker numbers and combinations, and family data. This data cannot be readily accessed without a special program. In the event that someone was able to get a copy of the program, they would need a user name and password. The creation of the user name and password can only be granted from the program at the server. In order to install a new user to the JMC program, the technology coordinator's user name and password have to be entered at the server. The server for this data is secured in a locked closet. A library aid is stationed within five feet of this closet during the school day. Entry to this server closet is under constant observation.

Only employees which have a need to gain access to certain student data can do so. The users are installed at the server, and are given user privileges as needed. For instance, the school nurse can only access a students health records, the students class schedule and the parents/guardians names and address. The nurse cannot make any changes to any of these data except the health records. This assures that the nurse cannot change any data except those that she is responsible for, and cannot view a students grades, discipline records, or any other data pertaining to that student.

The employee who is in charge of the JMC (student record) program has total access to the program's data and is the only employee in charge of the STARS and MARSS reporting for the school. The school has installed two new servers. One of these servers contains the data that is used by the student information application. To help with data backups, an extra hard drive has been installed on the server. A program, Carbon Copy Cloner, is used to automatically make daily backups of this data. At the end of the grading period, student data, along with other school data, are copied to a CD for permanent storage. One copy of this CD is kept in the school safe. Another copy is kept in another location.

Acceptable Use. Every computer used by ISD 4 students is filtered. The filter (iPrism) is part of the school's network. There is no easy way for students to bypass this filter. All Internet traffic must pass through this filter. All students computers at ISD 4 are secured (locked) with either *FoolProof* or restricted accounts installed on the newer computers when they are set up for student use. The *FoolProof* program prevents the students from making any changes to the computer settings. Each computer is given a unique IP address. This address is what is used to set the filter settings. This filter is updated on a daily basis.

All students are given a copy of the Internet Use Regulations (*Appendix B*). These regulations

govern the correct use of the computer hardware at ISD 4. The regulations are printed in the student handbook and are sent to the parents/guardians of the students at the beginning of the school year.

Internet Security. At the start of the 2003-2004 school year, ISD 4 installed a Cisco PIX Firewall. This firewall was installed to help with the security of the school's servers and computers. The firewall doesn't allow any Internet traffic into the network other than E-mail. We have run penetration tests on the firewall to check the security of the system. The firewall passed all tests.

III. Disaster Recovery Planning

ISD 4 has done everything it can to minimize the effects of certain disasters. Essential data is backed up on a routine basis. The data backups are secured in a safe place. All servers and switches are plugged into battery backups to provide for the filtering of electricity and to handle small power interruptions. The district has six servers and the essential programs are distributed among these servers. In the case of a server failure, only one or two programs are affected. With the use of backups, these programs could be switched to another server. The only person at the district that can manage the servers and make any changes to their operation is the technology coordinator. The technology coordinator reports directly to the superintendent of schools when a disaster occurs. With input from the principals and other parties involved, decisions are made which will cause the least amount of interruption to the school program.

There are only two programs running on the servers which could cause an interruption to the school. The student record program (JMC) and the lunch billing program (Lemar). A plan has been worked out to handle any interruption to the servers which contain this data. Each of these programs is running on it's own server.

In the case of a server failure which would bring down the student record program, the students data backup would be used to install the data on a different server. The employees which work with this data would just have to mount this data from the new server and they would be back in operation. As part of the backup program, the servers have a cloned hard drive. In the event that the servers hard drive fails, the backup hard drive can be used to keep the programs running. If the server itself fails, the school has purchased a three year warranty on the server. We have been promised a replacement in one day.

The above plan would also work for the lunch billing program (Lemar). We have found it beneficial to do the lunch count from a stand alone computer. This removes the lunch count from having to depend on the server and the network. After the lunch count is finished, the person in charge of the lunch audit, transfers the total lunch count to the server from the stand alone computer. If the stand alone computer were to fail during lunch time, the lunch billing employee would switch to a paper count until the computer was repaired or replaced. This employee would then enter the lunch count into the computer when the repairs were made

IV. Internet Safety Policy for CIPA Compliance

A copy of ISD 4's CIPA policy (524) is included as *Appendix A*. The ISD 4 School Board is in the process of revising this policy in accordance with MSBA guidelines.

ISD 4 maintains it's own Internet filter. This filter is updated daily. The filter(iPrism) has 66 filtering categories. The categories that are filtered include, but are not limited to:

- Adult Sex Education
- Drugs
- Online Chat
- Web Banners
- Computer Hacking
- K-12 Sex Education
- E-mail Host
- Shareware Download
- Web Host
- Intolerance/Extremism

- Profanity
- Violence
- Digital Music
- Gambling
- Mature Humor
- Lingerie/Bikini
- Pornography Sexuality
- Tasteless
- Weapons/Bombs
- Entertainment
- Games
- Adult Themes
- Nudity
- Cult

The iPrism filter can be modified to allow access to certain sites as is required by the teacher. For instance, the health teacher might want the K-12 Sex Education category unfiltered for their class. The filter allows us to unfilter any set of computers, for any category, for any amount of time, and then turn the filter back on. We can also block sites that slip through the filter categories. From time to time, a web site is created that either gets put into the wrong category or doesn't get categorized. The staff or students, will bring these sites to the technology coordinator and the coordinator will do a local deny or allow, depending on the site.

V. School Web Site

ISD 4 has an Internet web. This web site is secured on a server kept, in Duluth, at the Arrowhead Regional Computing Consortium (ARCC). This helps secure the school's network and data. This web site is for information only. It is not designed to be interactive. The school maintains this web site so that parents can check on school schedules and programs.

ISD 4 became aware of the problems with the school web site after running the Bobby software on the site. The problems have been taken to the superintendent and will be addressed in the near future. The school will address these problems with the web designer.

As mentioned above, the iPrism filter is used for the CIPA regulations. The school board has a public meeting on the school regulations at the beginning of the school year. The policies are included in the student handbook. Teachers sign off on the acceptable use policy, that they have read it each year. The students sign off on the policy after reading it. As part of one of their first classes at the start of the new school year, the students are required to read this handbook. We have plans to include these policies on the school web page next year.

CRITERIA IV: TECHNOLOGY INFRASTRUCTURE, MANAGEMENT, AND SUPPORT

QUESTION	RESPONSE
What is your telecommunications/Internet connectivity capacity in your school district or school for Internet access and video connectivity?	One DSL line, which is a max of 2 MB download and 512 KB upload.
Do you have plans to expand this capacity within the next three to four years?	The plan is to upgrade to a T1 this next school year. Unless we get a grant or E-Rate Internal Connections grant for a new router, we cannot upgrade past a single T1. A new router would allow us to use either two T1 or DSL lines.
If you plan to expand telecommunications capacity, what will be your anticipated capacity by the end of this planning period (July 1, 2011)?	Our plan would be to have either two T1 lines or a combination of a T1 line and a DSL line. Of course, this still requires a new router. If we went to two T1 lines, we would have 3 MB of both download and upload. If we installed one T1 line and one DSL line, the capacity would be 3.5 MB download and 2 MB upload.
What is your student to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?	420/146 student to computer ratio. Of course, this will go up when the charter school starts up next year. So, next year, it might be 355/146. With no budget for additional computers in the future, these ratios will not change. We believe that we have enough computers for student use. The only problem is that they are old computers and we need to get them replaced.
What is your teacher to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?	The ratio is 1/1. Every teacher has an Internet connected computer. Next year, we will have more staff Internet connected computers than staff. Eight teachers have been cut for next year.
Are the majority of the computers accessible for students located within labs or classrooms?	The majority of the computers are accessible in labs.
What is the average age of computer equipment used for instruction?	The average age is 2000. 107 out of 146 are of the age 1998 or 1999.
What is the timeline for your computer equipment replacement cycle?	We don't have a timeline, at this moment. Without a replacement budget, we cannot replace any computers. So, we need some new funding by way of the State or a successful grant application.
What is your computer platform? PC-based, or Macintosh-based or both?	Most of our computers are Macintosh. Only 29 computers are PC based.

QUESTION	RESPONSE
How many technology support staff do you have to manage your technology infrastructure and network?	One half time technology coordinator and one half time volunteer.
Is the technology support staff sufficient to effectively manage your technology infrastructure and network? If not, what staff capacity do you think you need?	No! The school should have a full time technology coordinator. The reasons for this are quite obvious. It takes almost a full time staff person just to keep the hardware and the network running. With older computers and no repair budget, most of the repairs are done in house. This leaves no time for paperwork such as E-Rates, technology plans, and grants. This is why I'm working on weekends, at home, doing this plan.
Is assistive technology for students with special needs provided and supported in your school district or school?	Students with special needs are given any technology that can assist them. This technology is identified by the school's OT, the school councilor, the student's IEP, or the students case worker.
Are technology support staff provided with the necessary training they need, including training associated with assistive technology?	Yes they are. They are given release time and access to workshops whenever it is needed.
How and when are technology support staff provided with training?	With a small school, it is on an as needed basis. When we identify a need for training, the staff involved are given access to either workshops or training. Staff development money is used to pay for the costs involved.
What particular challenges does your school district or school face in providing sufficient access and technology resources to your staff and students?	The main challenge is money. The cuts in the budget, the increase in school operating costs (fuel for heating, power costs, increases in salaries, etc.) all create problems with financing old and new technologies. Small schools are affected more by the loss of students or increases in operating costs. The main reason for this is the fact that small schools cannot run very efficiently. Class sizes are small, therefore, the cost of providing this class is inefficient compared to schools with a larger amount of students per class. Both schools have to provide a room, room expenses, and the teacher. Therefore, the costs are almost the same, but the larger school has more students paying this same expense.

CRITERIA V: ROLE OF SCHOOL LIBRARY MEDIA CENTER AND SCHOOL LIBRARY MEDIA CENTER STAFF

- a. Yes our school has media centers. There are media centers for both the high school and the elementary school.
- b. The school media center staff have not been involved with the development of this technology plan. The main reason for this is the fact that the school doesn't have a librarian or media specialist. The school cut this position many years ago. As with other positions in a school district, (the business teacher, the councilor, etc.) the State doesn't require that a school district maintain these positions. So when the school needs to cut the budget, positions that are not required are cut first. This will be the case with the school councilor, next year. As part of the budget cuts, the councilor's position has been cut for next year.
- c. The school media center is used for Internet access by classes. It is also a source for books and research.
- d. Instructors send their classes to the media centers for access to the Internet to do research. The classroom instructor is in charge of helping their students. Without a librarian, and only media center aids, there isn't anyone else to help these students. The main job of the media aid is to keep the books on the shelves and check books in and out. They are not instructors and are not paid to be instructors. If a teacher brings their class to the media center, they are also in charge of helping these students when they run into problems using anything in the media center.
- e. The school has set standards for what students need to know at certain levels in their education. Computer literacy is covered in the 6th grade, when the teacher feels that they have an opportunity to fit it into the curriculum. With the increases and expansion in the curriculum, they have less time to fit this in.
- Keyboarding is covered in the 5th grade. It is also addressed in the 7th and 8th grades. Application training for word processing, spreadsheets and data bases is also covered in the junior high. After the junior high, applications are learned in special classes designed for these applications. Examples of this are Photoshop, iMovie, iDVD, and iPhoto.
- f. Budget cuts in the media center/library were made many years ago. The media specialist was cut, along with the library's budget for new materials. Unless the State requires that a school district hire a media specialist, I don't think that the school will hire one.
- g. The school has an agreement with the East Central Library System for the loan of books and materials that the school doesn't have.
- h. The school doesn't have access to any online information resources that require a fee. Another budget cut. In other words, if it is online and free, we will use it. As soon as there is a cost, forget it.

CRITERIA VI: STAFF DEVELOPMENT AND TRAINING

- a. The school has inservice days through out the school year. On some of these days, the staff are given training in the use of applications and technology. Because of a successful E2T2 grant, the school will be putting on at least 10 workshops in the next two years for staff training. These workshops will be conducted after the regular school day. This will save on substitute costs. This grant will also pay for four teachers to go to the TIES Convention for the next two years. The school will match this amount and therefore there will be 8 teachers that get this training in each of the next two years.
- b. The school has adapted the ISTE standards. Each teacher has to incorporate these standards into

their instruction. As the older staff retire, we find that it is much easier for the new staff to incorporate these standards into instruction.

c. At the current time, the school doesn't have technology literacy requirements for the teachers and administrative staff.

d. With the introduction of interactive white boards, more and more of the staff are incorporating technology into their instruction. The goal of the technology committee would be to provide a video projector and the a means to project video and/or the computer screen onto a large projection screen. Each teacher would be provided with a means to remotely interact with the computer.

At the current time, the only means we have used to assess the effectiveness of the training is to use a written assessment survey.

e. The school administrators are on their own. They are welcome to participate in any of the training workshops that are put on for the staff. No one is in a position to demand that they get any training and no one is assessing them. They are given the written assessment, just like the rest of the staff. It is up to them, whether they answer it or not.

f. It seems that this question has been answered many times in this document. The biggest challenge is the cost. How can a school board spend money on professional development activities for the staff and on the other hand, lay off many teachers and staff? How do you explain to the public that on the one hand, you are laying off teachers and on the other hand, you are sending the remaining staff to a workshop in the cities? In order to give the students the best education, we need to retain as many staff members as possible. In order to do this, we need to save as much money as possible. This limits us to in-house training, whenever possible. We have to rely on grants to provide for out-of-school workshops.

CRITERIA VII: BUDGET FOR TECHNOLOGY

UFARS OBJECT CODE	CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
100	Salaries and Wages for Technology Staff	technology coordinator	27,500	28,500	28,500	28,500
200	Fringe Benefits for Technology Staff	tech coordinator FICA, PERA	3,892	4,000	4,000	4,000
300	Purchased Technology Services		0	0	0	0
	Consultant Services		0	0	0	0
	Communications	Internet, cell phone, phone	3,660	3,850	3,900	3,950
	Computer and System Services		0	0	0	0
	Technology Staff Development		0	0	0	0
	Technology Workshops and Conferences	TIES, workshops	2,000	2,100	0	0
	Technology Leases and Rentals		0	0	0	0
	Purchased Technology Services	Follett, AR4, Edline, web site, St. Bernard, Atomic Learning, Gaggle	4,160	4,210	4,260	4,310
400	Supplies and materials (computer software, etc. both instructional and non-instructional)		0	0	0	0
500	Capital Expenditures (technology equipment)		0	0	0	0
800	Other Expenditures (list)		0	0	0	0
TOTALS			41,212	42,660	40,660	40,760

CRITERIA VIII: IMPLEMENTATION PLAN

The Technology Committee has a very simple Implementation plan for the school district. Since the school is making \$650,000 in budget cuts, and the school does not plan on any new hardware purchases in the next four years, it is very easy to make a schedule for the planned implementations. That is, there is no plan. The school will be upgrading it's Internet access from a DSL line to a T1 line in July. The current cost of the DSL line is \$310 a month. The cost of the T1 line will be \$550

per month. Since the school will file for an E-Rate on the cost of the T1 and the school qualifies for an 80% discount on E-Rate items, the cost to the school district will go from \$62 per month to \$110 per month. In the case that SLD will not allow the switch, the school will continue to use DSL for Internet access.

There are no other hardware or software improvements planned for the school. The school has received an E2T2 grant which will upgrade the Success Maker software that it uses. This will be implemented in the next month, that is before this plan goes into effect. The E2T2 grant will allow the school to put fixed mounts on classroom projectors and install projectors in many classrooms. The grant will pay for several workshops on applications and interactive white boards. We will also purchase more interactive devices for classroom use. As always, the school will continue to use Gaggle for student email, as long as the school gets its 80% from E-Rates.

The technology coordinator will continue to apply for some internal connections with SLD. As in the past three years, the school has applied for internal connections with SLD and the E-Rate process. The application is for a new router, several new switches, and an updated PBX. At the current time, the school is using a Cisco PIX firewall as its router. This is working, but does not allow for the option of using more than one T1 or a combination of one T1 and one DSL line.

The needs of the school have grown and the number of lines per room have increased. The school has had to reuse several old switches for network connections. These older switches are not capable of fiber connectivity. So there is a need to replace these old switches.

Last, but not least, we need an upgrade in the school's phone system. The system that is in use was installed in the 1990's. It is still working, but we cannot find parts when something breaks down. We cannot purchase replacement phones, because no one makes them for this old digital phone system. We have been able to find a replacement phone, from time to time, in the used hardware market. It is getting to the point where we will not be able to replace a bad phone.

Therefore, the technology coordinator will plan on applying for these hardware improvements with SLD and the E-Rate. In four years, we may be still making this application. Any other improvements in software and hardware will have to come from successful grant applications. The technology committee will keep an eye out for new technology that can be applied for in grants. The school will continue to look at interactive white boards and try to find money to increase the number of classrooms that have this equipment.

CRITERIA IX: EVALUATION PLAN

A. Evaluation of Previous Plan

After evaluating the last plan, we found that 6 of the 20 hardware goals had been met. We considered this to be very good, in view of the hardships that the district has gone through in the past three years. We have continued to stress the nine goals that were not fulfilled or only partially fulfilled. Several new goals were added to the list (see Criteria II).

The evaluation team found that there is still more progress needed in the area of people. The district has made a lot of staff changes. The principal and technology staff have moved to the advanced level, but more progress is needed with the teachers. Many teachers have retired and the new teachers embrace technology. Over all, this helps with the level of progress made. One of the things that the school has done move more of the teacher duties to the computers. Grades, attendance and student reports are all done on the network. E-mail is used to deliver the daily bulletin to the classrooms. Grades are posted on the Internet using Edline and Easy Grade Pro. These changes help with the general computer knowledge of the school staff.

B. Evaluation Plan for 2007-2011 Technology Plan

Evaluation of ISD 4's plan for weaving the use of technology into its K-12 curriculum will be the responsibility of the district's Technology Team with the support and participation of the principal and the district superintendent. The evaluative process used by the team will be both formative and summative in nature. It will be formative in that team members will ensure that the goals and objectives outlined in Criteria II of this report are accomplished in a timely and realistic manner. Data will be collected via teacher, parent, and student feedback. The team will revise time lines and update its objectives as needed over the four-year period covered by this plan. At this point the greatest inhibitor of achieving the plan as described is adequate funding to take necessary action.

That being said, at the end of each school year, the technology coordinator will summarize the progress made towards achieving the plan's objectives. In addition, when specific objectives are not met according to the time line developed by the team, the coordinator will offer an analysis of what specific problems were encountered and what needs to be done to rectify the situation.

Technological improvements and gains in student achievement made possible through the successful implementation of ISD 4's technology plan will be measured against three general criteria: local educational needs, state standards, and national goals.

Local Needs. Has the plan addressed district and student needs? The data collected from faculty, parents, and students will be assessed by the Technology Team. Data related to the people, platform and process objectives will be used to determine if the amount of progress being made towards realizing the district's goals is occurring in a timely fashion.

In addition to the mostly empirical data gathered above, information will be collected to answer the following qualitative questions:

1. Has the lower computer-to-student ratios resulted in greater computer literacy?
2. Do students at each grade level demonstrate competency in manipulating software so that is used and applied in an appropriate manner?
3. Do students at each grade level interact with staff or outside parties via e-mail?
4. Has computer usage been integrated into the curricula of all subject areas?
5. Do faculty and paraprofessional staff demonstrate proficiency in the use of available computer hardware and software?

State Standards. Does the Technology Plan for ISD 4 address state standards in a such a manner that students and staff are progressing through the Minnesota eSchools Matrix in a timely manner? ISD 4's technology scope and sequence will be designed in a such a way as to ensure that students make some progress in all areas of the skills outlined in Attachment A of the MM eSchool's matrix on an annual basis. In addition, there will be a primary area of focus during each year of the four-year plan.

National Goals. The U.S. Dept. of Education has advocated that local school districts should strive to meet its four goals for technology education. Those goals are: (1) achieving technological literacy among all faculty and staff who work with children; (2) reducing the student-to-computer ratio to 4:1; (3) employing a full-time technology coordinator; and (4) embedding effective and engaging software as well as on-line resources into every part of a district's K-12 curriculum.

The Technology Team will take the approach that achieving National Goals one - three are necessary prerequisites in order to fully realize goal four. Accordingly, the Team's prioritizing of objectives will reflect this philosophy.

APPENDIX "A"

Internet Safety Policy for CIPA Compliance

Adopted: June 26, 2001

Policy 524

Revised: _____

524 INTERNET ACCEPTABLE USE POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable use of the Internet.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and to the Internet, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is not merely to provide students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store,

print, post, receive, transmit or distribute:

- a. pornographic, obscene or sexually explicit material;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school district system to post, transmit or distribute private information about another person or to post, transmit or distribute personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find

on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

B. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. CONSISTENCY WITH OTHER SCHOOL POLICIES

A. Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

VIII. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

IX. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

X. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.
2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

7. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

XI. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.
2. A description of parent/guardian responsibilities.
3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

XII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:

17 U.S.C. § 101 et. seq. (Copyrights)
Minn. Stat § 125B.22

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Material)
MSBA/MASA Model Policy 804 (Bomb Threats)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

APPENDIX "B"

Internet Use Regulations

McGregor Public Schools, ISD 4

A. Rights and Responsibilities

Internet access is a privilege offered each academic year to some of the staff and students of the McGregor Public Schools. With this learning tool, students and staff must understand and practice proper and ethical use. District staff that have signed the "Employee Internet User Agreement letter" are encouraged to use the Internet before/after work or while on a break to gain experience on how to use and explore the Internet. Parents/guardians will be notified that their students may be using District resources or accounts to access the Internet.

This regulation requires that all electronic resources and materials be consistent with District-adopted guidelines; supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles and abilities of the students. Access to telecommunications will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with people throughout the world.

On a global network, it is impossible to effectively control the content of data. The District will employ appropriate means available to attempt to limit access to inappropriate or offensive material. The School Board believes that the benefits to students from access to Internet information resources and opportunities for collaboration exceed the disadvantages. Parents & guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Parents or guardians must sign a letter if they do not want their child/children to access the Internet. The District will assume your children have your permission to use the Internet unless the attached form is returned to the school.

Teachers and staff will use the parent's letter that requests no access to the Internet for their children to monitor the parent's request. Please be aware the schools' library systems are computerized and are accessed only through the Internet. Also, the Internet is used extensively for research, including ISD 4 Districtwide research sites (e.g. *World Book Encyclopedia*, *Pro Quest* and other educational resources). If you return this form, your child's use of Library Media Center resources will be limited to only word processing, individual computer applications and other school non-electronic resources.

Individual users of the District computer networks are responsible for their behavior and communications over those networks. General school rules for behavior and communications as outlined in the McGregor School Policy shall apply to all students. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

B. Ethical Use Expectations

1. Use of McGregor Public Schools Internet access is limited to educational purposes such as research, professional development, instruction and collaborative educational projects.
2. Users will protect individual accounts by keeping passwords secure, not using another person's account and reporting any security problems to a teacher, principal, supervisor or other appropriate authority.
3. McGregor Public Schools are not responsible for unauthorized financial obligations resulting from staff or student users of the District or Internet access accounts.

4. Use of McGregor Public Schools Internet access or accounts for unauthorized commercial use and/or financial gain of the user is prohibited.
5. Users storing information on District diskettes, hard drives or servers do so at their own risk.
6. Users will respect the legal protection provided by copyright, trademark, licenses and other laws to programs, data and documents as referenced in the Copyright policy.
7. All users will use McGregor Public Schools' services and facilities in a manner that does not interfere with or disrupt other network users, services or equipment. Such prohibited interference or disruption includes, but is not limited to:
 - a. Wide distribution of messages to forums or mailing lists unrelated to the current classroom topic.
 - b. Propagation of computer viruses or worms.
 - c. Use of the network to make unauthorized entry into other computational, information or communication devices or resources. (This includes unauthorized security probing activities or other attempts of evaluate the security integrity of a network or host system.)
8. Vandalism and harassment will not be tolerated.

Vandalism definition: "any intentional attempt to harm, modify, or destroy data of another user, Internet, McGregor Public Schools or other networks that are connected to the McGregor Public Schools network." This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment definition: "the persistent annoyance of another user, or the interference in any way of another user's work." Harassment includes but is not limited to the sending of unsolicited mail.

9. The McGregor Public Schools' computer system may not be used for illegal or criminal purposes.
10. Obstructing other users' work by consuming excessively large amounts of system resources (e.g. disk space, CPU time) or by deliberately crashing the machine(s) will not be tolerated and is subject to discipline.
11. Users will not attempt to (a) gain unauthorized access to the Districts' system or any other system through the computer system; or (b) attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
12. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate District official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this regulation. A user may also, in certain rare instances, access otherwise unacceptable materials if (a) they are necessary to complete an assignment; and (b) only if it is done with the prior approval of - and with appropriate guidance from - the teacher that requires said assignment.

C. Electronic Mail (E-mail)

Like other forms of communications, it is expected that E-mail messages will follow the rules of courtesy outlined in McGregor Public Schools Network Procedures. Attempts to read another person's electronic mail or other protected fields will be subject to discipline. If a user's E-mail is

stored on the District Post Office, messages older than 100 days will be automatically deleted. If a user desires to save a copy of an E-mail, he or she must print a hardcopy or save the message in an authorized hard drive or floppy disk.

D. Limited Expectation of Privacy

1. By authorizing use of the McGregor Public Schools system, the District does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the District system.
2. Routine maintenance and monitoring of the Districts' computer system may lead to a discovery that a user has violated a policy or the law.
3. The telecommunication network is owned and operated by Duluth Public Schools for the expressed use of staff and students in education related activities. The District retains the right to monitor activity of users consistent with the law.
4. Data maintained on the McGregor Public Schools system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13 (Minnesota Government Data Practices Act).
5. Parents have the right to request to review the contents of their child's files and E-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. Web Publishing

1. Students should not be easily identifiable from materials they might publish on the Internet. Only the student's first name will be used in published student work.
2. Pictures that are a part of student publishing should not include identifying information and under no circumstances will the student's home address or telephone number be included.
3. If replies to published student work are appropriate, the sponsoring staff member's E-mail address will be displayed. See paragraph F (2) for exception.
4. If student-identifying information is required, a parent-signed release form will be kept on file for two years.
5. All students' web pages will be posted under the District Home Page for that student's school.
6. The sponsoring staff member will review all Student Web Pages prior to authorizing publication to assure compliance with this regulation.

F. Student E-mail Accounts

1. Normally, students will use the sponsoring staff member's E-mail account.
2. In cases like special projects, a staff member may request a group of E-mail accounts that will have a time limit for expiration. The maximum time limit is one semester. The sponsoring staff member must request these accounts a minimum of six weeks in advance. Prior to a student using a District E-mail account, a signed parental permission slip must be on file at the school.

G. Internet Use Agreement

The purpose of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the McGregor Public Schools. The Internet Use Agreement form must be read and signed by District employees and returned to ISD 4 District Office.

The District will assume your child/children has your permission to use the Internet unless a letter is returned to the child's school. A form letter is attached to their regulation. The form must then be filed at the school office.

H. Limitation of School District Liability

Use of the McGregor Public Schools computer system is at the user's own risk. The system is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the Districts' diskettes, tapes, hard drives or servers. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the Districts' computer system. The District will not be responsible for financial obligations arising through unauthorized use of the District's system or Internet. The District does not promise that any particular level or method of access will be given or continued and retains the authority to qualify, limit or terminate any or all Internet and computer use. The District network is a private network used as an educational tool by ISD 4 employees and students. The network may be monitored electronically.

References: MSBA/MASA Model Policy 524

McGregor Public Schools Policy

Revised: 18 December 2000

Approved: 20 February 2001 ISD 4

Only return this form signed if you DO NOT want your children to have Internet access.

Return By: _____

Dear Parents or Guardians:

Your children need your permission to use the Internet in the McGregor Public Schools. We realize the vast amount of paperwork that is required for you to complete for each child that attends our schools. Therefore, in order to reduce this workload, we will assume your children have your permission to use the Internet unless this form is returned to your children's school(s).

The McGregor school district has taken precautions to attempt to limit access to inappropriate or offensive materials. However, parents/guardians must recognize it is impossible for the District to restrict access to all inappropriate or offensive materials. If you or your child find a site that is inappropriate or offensive to you, please report the site address (URL) to the technology coordinator of the school district. A review of the site will be made based on District policy.

Teachers and staff will use the parent's letter that requests no access to the Internet for their children to monitor the parent's request. Please be aware the schools' library systems are computerized and are accessed only through the Internet. Also, the Internet is used extensively for research, including ISD 4, districtwide research sites [*World Book Encyclopedia, Pro Quest* and other educational resources]. If you return this form, your child's use of Library Media Center resources will be limited to only word processing, individual computer applications and other school non-electronic resources.

I, _____, (print name) do not want my children to have access to the Internet. Please list each child you do not wish to have access to the Internet, along with their grade and school. Return a copy of this form to each school's Principal's office.

Child's Name _____ Grade _____

Parent/Guardian's Signature

Date

Sincerely,

John Brula
Technology Coordinator

Need to Know Facts about the District Internet and E-Mail Policy

1. Although the District encourages the use of its technology equipment, users must comply with all governing Policies and Regulations.
2. The computer and network is not the students' of staffs' private system. It can be monitored at any time by the District Technology personnel and school technology coordinators.
3. Information stored on District computers should not be personal information. It can be deleted when repairs are done.
4. E-mail is not confidential medium for transmitting personal information.
5. E-mail can be reviewed by others and should be used only for legitimate educational purposes or as authorized.
6. If a student is using a District E-mail account, they should be informed that their E-mail can be monitored and the discipline policy enforced if infractions occur.
7. There is no guarantee of privacy when using any school technology.
8. Students should be advised not to give personal information over the Internet. This information includes, but is not limited to, their full name, telephone number, and home address.
9. When exchanging or sharing records with other school districts or public agencies, District staff must insure that safeguards are in place to protect the privacy rights of students under federal law. This includes that the mode of delivery is secure and the agency receiving the information has the rights to the information. These rules of confidentiality apply to student records that are computerized.
10. The District does filter and/or block objectionable sites. All users can request a site to be blocked or unblocked. The school media specialist can help users request blocking or unblocking of sites.



2012 Technology Plan Update Cover Sheet

ORGANIZATION INFORMATION	
District/Agency/School (legal name):	MCGREGOR PUBLIC SCHOOLS
District Number:	4
Technology Plan Status	The District/Agency/School has an approved 2008-2011 technology plan: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
IDENTIFIED OFFICIAL WITH AUTHORITY INFORMATION	
Name	PAUL GRAMS
Title	SUPERINTENDENT
Address	148 SOUTH 2 ND STREET, MCGREGOR, MN 55760
Phone Number & E-mail	218-768-2111 X226 PGRAMS@MCGREGOR.K12.MN.US
TECHNOLOGY CONTACT INFORMATION	
Name	JOHN BRULA
Title	TECHNOLOGY COORDINATOR
Address	148 SOUTH 2 ND STREET, MCGREGOR, MN 55760
Phone Number & E-mail	218-768-2111 X287 JEBRULA@MCGREGOR.K12.MN.US



2012 Technology Plan Update

Instructions: Use the format below to complete your responses. Do not include any attachments or additional materials. Expand text boxes and add rows as needed.

I. Technology Needs Assessment

Briefly describe recent changes in the technology needs of the school/district and the method(s) used to gather that information.

The school is in need of at least one new server. Along with the need for new servers, we could use more bandwidth access to the Internet. This has become evident in the past few years with our greater dependence on the Internet for information, email, and online software and classes.

II. Goals and Strategies

List goals and planned strategies for implementing technology in the school/district.

Goal	Related Strategies
New server	E-Rate application or other grants
Installation of fiber into the building	Work with NESC on middle mile project
To replace the computers in the elem. Lab	Try to budget money each year & grants

III. Professional Development Plan

Briefly describe updates or additions to planned technology professional development.

The school has hired a Technology Integration Specialist(TIS) to work with the staff to train them in new uses of technology and software. Also, we have added an additional \$37,000 to staff development for teacher training. The TIS will be doing mini-workshops for staff training. We hope to bring experts to the school to help educate the staff.

IV. Budget for Technology

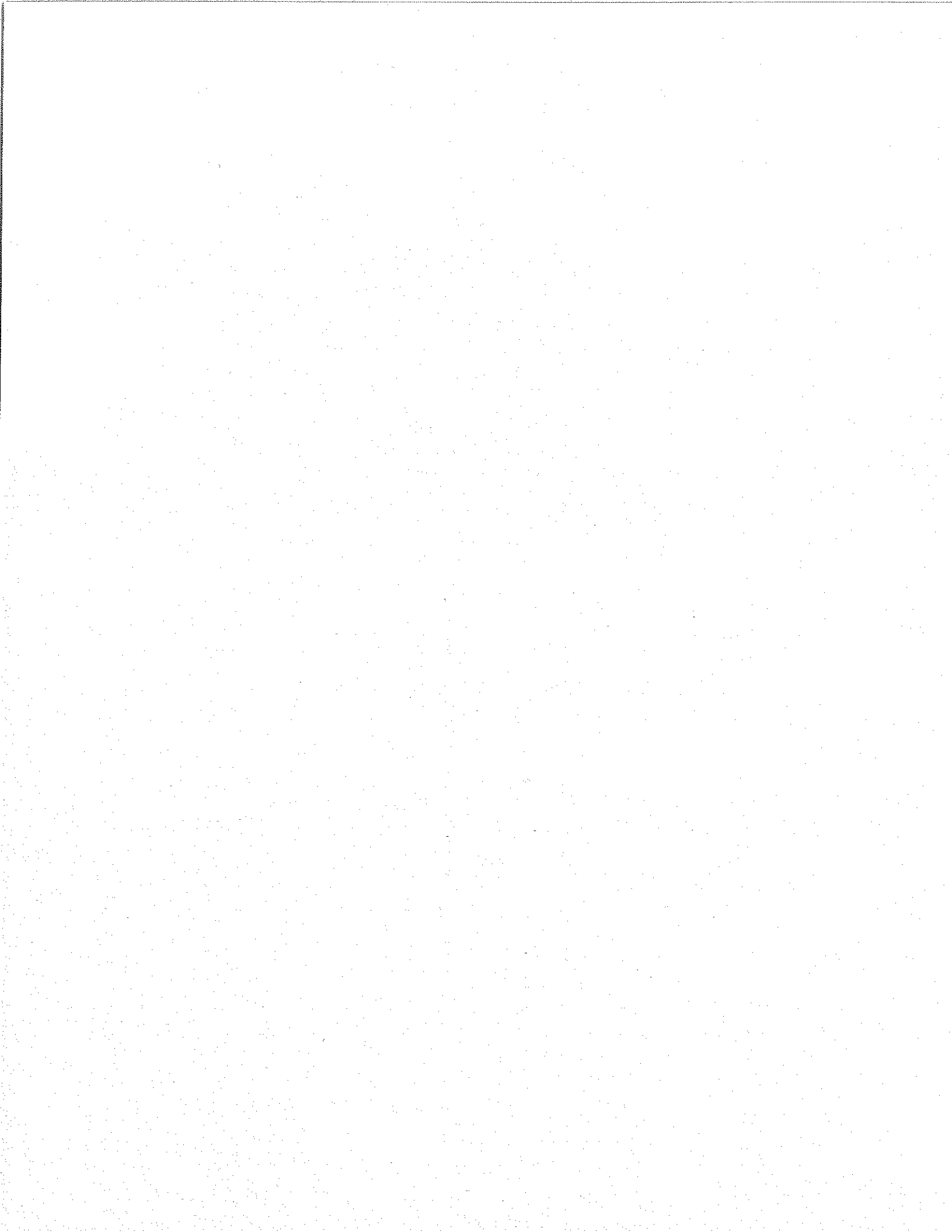
Summarize the general budget categories for your school districts. This will help demonstrate how the school/district will fund the cost of planned technology services after any E-rate discounts are applied. Also list all the specific services for which you will apply for and receive E-rate discounts.

• Equipment/Hardware	\$5,000
• Technology Support Staff	\$30,000
• Maintenance	\$2,000
• Telecommunications/Internet Access	\$1,800
• Software	\$2,300
• Staff Development	\$76,000
• Services (E-Rate discounts) – Internet costs, phone service (local & long distance), cell phones, teacher web pages, student email, and I hope a new server	

V. Evaluation

Concisely explain how the implementation of the technology plan will be evaluated.

The school technology committee will meet every few months and evaluate the progress made towards the goals of this committee. Some of these goals include, but are not limited to, additional interactive white boards, new computer hardware, replacement of older computer equipment and software, increased Internet bandwidth, and additional staff training in the uses of technology in the classroom.



2013-2015 Technology Plan Cover Sheet

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2013-15 Technology Plan

Instructions: Use the format below to complete your responses.

1. **Technology Needs Assessment:** Describe recent changes in the technology needs of the school/district and the method(s) used to gather that information.

Student use of technology in the district is no longer a privilege as much as it is an expectation, so enforcement of district wide technology policies among students by teachers and administrators is essential. This need has driven the development of more definitive policies.

As more learning tools such as internet resources and core subject applications are available, access to labs and hand held units has become more competitive and difficult to schedule. A plan for student access to such tools will be developed during the 2012 school year.

Hardware and software have to meet the needs of online testing. These needs have to be met in order for our students to access mandatory testing and because of this situation the district is perpetually in the process of updating tech labs. An adequate number of computers will be made test ready.

Staff turnover has created a need for increased staff development in use of technology installed in classrooms. Without grant funds to provide technology training, the technology team will have to work closely with the district staff development committee to ensure funds are allocated for essential tech training.

These needs were established through a review of current technology and its use within the district completed by the district technology team during monthly meetings, September 2010 – June 2011

(Expands as needed)

2. **Goals and Strategies:** List goals and strategies for implementing technology in the school/district. The following goals will be addressed through the work of the district technology team during the 2012 school year.

Create a detailed in-house technology plan addressing individual classroom, teacher, grade level needs related to technology competencies and equipment.

Create a district wide two-year plan for technology hardware and software upgrades, replacements and maintenance.

Work with school board to create budget to address technology needs, increasing funds allocated from \$5000 per year to an amount that will sufficiently address maintenance, upgrades and replacements.

Work with staff development committee to provide necessary technology training opportunities throughout the school year.

Create parent opportunities to learn about technology use, policies and needs within the district.

Provide high quality technology experiences for student access through desktop, mobile and hand held tools.

(Expands as needed)

3. **Professional Development Plan:** Describe your technology professional development plan.

Assess teacher needs for technology related staff development in September 2011.

Create staff development opportunities on a monthly basis coordinated with non-technology related staff development calendar.

Evaluate staff outcomes from participation in staff development.

Assess staff development outcomes relative to student achievement.

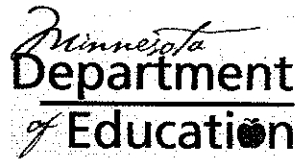
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4. **Evaluation:** Explain how the implementation of the technology plan will be evaluated.

The district technology team will allocate time at each monthly meeting to review the technology plan and progress being made toward achievement of goals. Strategies will be updated /modified to increase the success of students linked to use of technology and access to technological tools. A written evaluation will be included in the tech team minutes quarterly and will be presented to the district school board twice per year.

(Expands as needed)

5. **Optional Links:** Provide links to district strategic planning documents, survey instruments, etc. that were used to provide data and help prepare the technology plan.



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