

# **WEST FORK Community Schools**

## **Technology and Learning Implementation Plan**

### **Revised: October 2014**

## **1. VISION**

*The mission of the WEST FORK Community School District, in partnership with the community, is to provide students with the knowledge, skills, and qualities required to be successful in a changing, diverse world.*

Student learning is at the heart of all we do in the WEST FORK Community School District. It is our belief that student learning is improved with the use of computer technologies. This plan begins with a vision for student learning, a statement of beliefs, and a rationale for creating and continuing to build networked learning environments. It continues with Technology Learning Standards for all students, including performance indicators by grade level, and expectations for schools. Professional development strategies and philosophy are described in support of the standards. The district-level technology and learning implementation plan follows, including three instructional learning goals, and network and telecommunications planning to support the learning goals. A section follows describing the process to annually review and update this plan. The plan additionally includes the district's Information Technology Accessibility Standards, which will assist the district in ensuring the accessibility of its technology resources for all students, including those with disabilities.

Students and staff work within a networked environment in which all classrooms and work areas are equipped with networked computers and telephones with voice mail. All computers are equipped with a suite of applications used by all members of the learning community. All staff and students above third grade are able to have network and email accounts so that they may collaborate and seek information. From any computer in the district, members of the network access files from their own dedicated space on servers and from shared drives at their school and across the district. The district is linked in a voice, video, and data wide-area network, and is part of the statewide ICN network.

### **VISION**

In the WEST FORK Community School District, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, education, and workplace goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally to develop and create products.

### **BELIEFS**

Skillful use of technology supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are essential to success in our rapidly changing information age.

Technology allows us to better serve the diverse learning needs of our students.

Our schools must prepare students to be lifelong learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and world-wide.

## **RATIONALE**

To accomplish our vision for increased student learning with the use of technologies, our plan enables the following:

### **EQUAL ACCESS FOR THE LEARNING COMMUNITY**

- Establishes basic technological networking capabilities provided at all sites.
- Assures that all students, staff and sites will be provided with and have equal access to minimum standards of hardware and software.
- Implements grade level technology goals identified to insure equity of delivery to all students.
- Via telecommunications, enables 24-7 access to school learning resources, school information and electronic messages for students, parents, staff, and community members.
- Provides the learning community with greater opportunity for interaction, collaboration and information exchange. The school will become a vital meeting place for a host of community services.
- Promotes equitable access to learning technology as a community investment and encourages an active partnership among schools, businesses, homes and the community.

### **DEVELOPMENT OF LIFELONG LEARNERS**

- Assures skillful use of technology to support the development of lifelong learning skills and process skills such as: flexibility, adaptability, critical thinking, problem solving, and collaboration, which are essential to success in our rapidly changing information age.

### **INTEGRATION OF TECHNOLOGY IN THE CLASSROOM**

- Expands classroom tools for teaching and learning.
- Provides for the integration of multiple resources for existing and emerging curriculum.
- Enables the learning community to communicate more effectively, access and process information, and work productively.
- Links the classroom with educational resources within the building, community and worldwide.
- Creates a collaborative environment for project oriented activities.
- Increases the productivity of students as they work toward attaining learning outcomes.
- Encourages the use of multimedia tools enabling students to become active and experiential learners.

- Enables learning to involve partnerships within the school, among schools, and with other organizations.

## **BUILD A CULTURE OF CONTINUOUS LEARNING FOR STAFF**

- Develops school-based technology planning and learning.
- Builds online learning opportunities.
- Incorporates learning new curriculum (math, writing, science, etc.) with technology applications.
- Facilitates access to collegial support and best practice information from a wide variety of resources.
- Expands the variety of teaching tools to differentiate and support diverse learners.
- Supports productive and efficient management of student assessment and portfolio data.
- Increases support for emerging instructional strategies: inter-disciplinary, collaborative, and active learning options.
- Enables curriculum, instruction and assessment to be developed and aligned with each other.
- Provides a system that helps students, parents and teachers work together to support educational outcomes.
- Pilots new teaching strategies, technologies, and instructional resources.
- Investigates emerging possibilities for electronic learning resources such as e-books, handhelds, and tablets for teachers and students.

## **LEARNING GOALS**

*Education in WEST FORK is a shared, life-long experience in which the diverse needs of all individuals are met. This experience, provided in a safe, supportive environment, will ensure success in a changing world.*

Education in the WEST FORK Community School District is guided by our strategic plan, which lists the following seven visionary goals:

### **WHAT WE ARE WORKING TO ACCOMPLISH**

GOAL ONE: The Essential Student LEARNINGS are taught and demonstrated using defined standards.

GOAL TWO: Programs and instruction meet the individual needs of all students.

GOAL THREE: Ongoing assessment of student learning, program results, and staff performance is understood and used to support continuous improvement.

### **HOW WE WILL ACCOMPLISH THIS WORK**

GOAL FOUR: Schools, programs and services use improvement plans that are developed collaboratively and are consistent with the District's strategic plan.

GOAL FIVE: The learning and work environment is safe, supportive, and nurturing for all.

GOAL SIX: Understanding and respect for human diversity are taught and practiced.

GOAL SEVEN: Schools, families, and the community interact as partners to strengthen opportunities to learn.

WEST FORK Community School District expects its graduates to achieve these “Essential Student Learnings” and to be:

- **Knowledgeable Individuals** who read with comprehension; write with skill; communicate effectively and responsibly; and demonstrate academic proficiency in the arts, geography, mathematics, civics and history, health and fitness, social sciences, and physical and life sciences
- **Quality Producers** who successfully apply academic, intellectual, artistic, and practical learning to create quality products and performances
- **Effective Communicators** who apply their communication skills and processes effectively in a variety of ways and settings
- **Competent Thinkers** who are able to think analytically and creatively, solve problems and make decisions
- **Effective Collaborators** who can work successfully with diverse individuals and groups
- **Responsible Citizens** who are informed and apply knowledge to improve the quality of their lives and communities
- **Life-Long Learners** who are self-directed and apply learning confidently and successfully to new and different situations and tasks in preparation for a changing world and workplace.

# TECHNOLOGY STANDARDS FOR ALL STUDENTS

In order to achieve our current goals and to meet state standards, the district adopted Technology Standards for all students. The standards were derived from previous technology goals and the National Educational Technology Standards for Students from the International Society for Technology in Education (ISTE).

## 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

## 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

## 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

#### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

**5. Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

**6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

# **Essential Conditions: Necessary Conditions to Effectively Leverage Technology for Learning**

## **Shared Vision**

Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

## **Empowered Leaders**

Stakeholders at every level empowered to be leaders in effecting change

## **Implementation Planning**

A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources

## **Consistent and Adequate Funding**

Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

## **Equitable Access**

Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

## **Skilled Personnel**

Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

## **Ongoing Professional Learning**

Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

## **Technical Support**

Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

## **Curriculum Framework**

Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work

## **Student-Centered Learning**

Planning, teaching, and assessment centered around the needs and abilities of students

## **Assessment and Evaluation**

Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

## **Engaged Communities**

Partnerships and collaboration within communities to support and fund the use of ICT and digital resources

## **Support Policies**

Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and digital learning resources for learning and in district school operations

## **Supportive External Context**

Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in effective implementation of technology for achieving curriculum and learning technology (ICT) standards

# Profiles for Technology (ICT) Literate Students

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in their precollege education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society.

The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource.

The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

- Grades PK–2 (ages 4–8)
- Grades 3–5 (ages 8–11)
- Grades 6–8 (ages 11–14)
- Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

## Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)
2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)
3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)
4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)
5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)
6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4, 5, 6)
7. Design a Web site that meets accessibility requirements. (1, 5)
8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)
9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)
10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## **PROFESSIONAL DEVELOPMENT STRATEGIES**

### **WHY PROFESSIONAL DEVELOPMENT?**

A thriving learning community focuses on improving learning for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. The WEST FORK Community School District describes a system which “promotes continuous inquiry and improvement embedded in the daily life of schools” and which focuses on “individual, collegial, and organizational improvement.” The professional development strategies for improving learning and teaching with technology are a part of numerous district and school-based strategic plans and curriculum initiatives.

### **TARGETED AREAS FOR IMPLEMENTING TECHNOLOGY GOALS**

#### **ASSESSMENT:**

- Evaluate individual work and class progress with reporting options available in software programs.
- Report student achievement to parents.
- Review student work and writing saved on the network.
- Prepare assessments of student progress with report card programs.

#### **INSTRUCTION:**

- Use a variety of multi-media materials to more effectively differentiate instruction to reach students with diverse learning styles.
- Plan individualized learning programs based on assessment data.
- Increase student motivation with expanded multi-media resources for class work and assignments.
- Provide opportunities for students to work collaboratively and actively.
- Guide student use of the Internet by creating and using curriculum pages on school and district websites. Continue to create resources for each other.
- Guide students to deeper investigations by engaging them in research based on the Research Cycle (McKenzie <http://questioning.org/rcycle.html>). Use online research modules created by teacher/librarians that guide students through investigations using the resources of the World Wide Web, online services provided by AEA267, and productivity software such as Word, PowerPoint, and Excel. Challenge students with an intriguing question which prods them, working in collaborative groups, to seek information, display it, process it, and produce a presentation of their solution. Teacher teams write the research modules to support the district-adopted curriculum.

#### **COMMUNICATION:**

- Use electronic mail systems to communicate within the building and throughout the district.
- Use network access to link up with other educators on specific topics through online discussion groups and professional list serves.

- Increase communication with parents by phone and email exchanges, and by posting information on classroom and school websites.
- Collaborate with distant learning partners via online global projects and distance learning opportunities.

### **INFORMATION:**

- Access current information to supplement teaching resources with electronic sources and online services.
- Access professional journals and information online.

### **PRODUCTIVITY:**

- Increase teaching time by using management programs to streamline grades, attendance, lunch count, etc.
- Use report card programs, databases, and spreadsheets to manage student data.
- Prepare high quality teaching materials at the desktop.

### **STAFF NEEDS ASSESSMENT**

Since the outset of the technology implementation in WEST FORK, staff has completed the Technology Skills Self-Assessment annually. Each school has graphed the results and used the information to plan for staff development opportunities.

Additionally, staff teams administer, observe, and score the student performance assessments at one grade level in elementary, middle, and high school. As staff members note the skills in which students need assistance, they work with their peers to enable changes in student learning experiences.

Staff members have participated in an online assessment called the TAGLIT (Taking a Good Look at Instructional Technology). Results from this and PILOT online assessments will be combined with the annual Self-Assessment data and used to create professional development strategies for the next three years.

### **BUILDING A CULTURE OF CONTINUOUS STAFF LEARNING**

#### **School-based Support Strategies**

##### School Technology Team

- The School Technology Team works throughout the year to coordinate activities and staff development in the school. The team has written the school technology plan and updates it as needed. They use yearly assessments to plan for the next school year.

##### Peer Experts

- Tech Committees identify in-school “experts” or “lead learners” who assist colleagues with new programs or ongoing learning.

#### **District-wide Support Strategies**

## Network Services Support

- Next Generation Technologies supports the network infrastructure, servers and related security
- Next Generation Technologies supports the technology coordinator with remote desktop, email and phone help.
- The technology coordinator supports staff learners with phone and email help.
- The technology coordinator answers specific questions and designs and offers workshops on applications such as desktop management, using email, and using Microsoft Office applications.

## Library/Media/Technology Support

- The staff coordinates in service and learning activities conducted via the ICN.
- The department maintains a professional library of books, videos, and resources to support staff learning.

## **Invention Opportunities**

### Curriculum Committees

- Serve on curriculum committees to write curriculum, select materials, and look for ways to integrate technologies into curriculum areas.

### Clear Expectations Tied to Professional Practice

As part of the National Technology Standards published by ISTE, educational technology foundational skills have been established for preservice and inservice teachers. The standards fall in six areas:

- Technology operations and concepts
- Planning and designing learning environments and experiences
- Teaching, learning, and curriculum
- Assessment and evaluation
- Productivity and professional practice
- Social, ethical, legal, and human issues

It will be an ongoing effort to include the NETS teacher standards in ongoing district initiatives aimed at improving teaching and ongoing professional development.

### Support Resources

- Teacher teams design online professional development modules such as “Information Literacy and the Net,” designed to guide teachers through a set of explorations and understandings of Internet use in the classroom.
- The district website is a rich resource for student and staff learners. Students and staff are both consumers and creators of curriculum resources online.

## **FUNDING FOR PROFESSIONAL DEVELOPMENT**

Funding for staff development has been understood by the WEST FORK Community School District to be critical to the successful implementation of technology throughout the District. To date the District has primarily funded staff development through District Operating Funds. Operating Funds were used primarily for dedicated Technology Coaches and Technology Trainers and substitutes provided for release time for teacher/trainers. Most of the training has been offered during district provided in service time such as Building-Based In service days or early release time.

### **3. DISTRICT LEVEL TECHNOLOGY & LEARNING IMPLEMENTATION PLAN**

#### **The district instructional learning goals are:**

1. Increase the number of students K-12 who use technology to communicate effectively in a variety of modes, as demonstrated in classroom, school, district and state assessments.
2. Increase the number of students K-12 who use technology for thinking, learning and producing quality projects in a variety of modes, as demonstrated in classroom, school, district and state assessments.
3. Increase the number of students K-12 who use technology for research, problem-solving, and decision-making in a variety of modes, as demonstrated in classroom, school, district and state assessments.

#### **The Network and Telecommunications Plan describes:**

1. District Technology Standards with a review and update strategy
2. Desired Services (voice, data, video) as they support learning goals
3. Desired Technologies
4. Level of Connectivity (transmission components-speed, number of connections, bandwidth, etc.)
5. Maintenance, Upgrade and Support Strategy including technical support needs

#### **Goals:**

#### **All Staff and Students Will Have Appropriate Information Access:**

1. Establish communications between all computers by September, 2007  
Progress: Complete. All computers now have a minimum connectivity speed of shared 100mb. WAN connectivity is provided through fiber at a speed of 1GB.
2. Establish ICN access by September, 2007  
Progress: Complete. ICN classroom at the WEST FORK Sheffield Campus as well as Rockwell Campus.
3. Install network capacity for adequate response time.  
Progress: Complete. All buildings connected to network using a switched 100mb architecture.
4. Integrate telecommunications to every classroom by September, 2010, including message, voice messaging, and message routing. Rockwell Campus by 2012.  
Progress: Incomplete. Administration is in the process of reviewing bids.
5. Establish global communications link accessible to all computer terminals in the district.  
Progress: Complete. All staff members have access to electronic mail and network resources in addition to Internet connectivity.
6. Establish printing capabilities for all computers in a convenient location, based on student and staff needs.  
Progress: Complete. All computers have access to network printing with printers

located in strategic locations around each building. Some local printing is also available.

## **The WEST FORK Community School District Will Provide Ongoing Resources to Support the Technology Mission.**

### **Resources to Support the Technology Mission:**

1. Determine technology needs and prioritize those needs by building.  
Progress: Complete and Ongoing.
2. Expand the funding base to ensure funding that is ongoing and supports the WFCSD Technology Plan.  
Progress: Ongoing. Funding for technology comes primarily through the Instructional Support Levy. Funding levels vary dependent upon needs, financial status of the district, and long-range planning.
3. Have adequate on-site technical support.  
Progress: Ongoing. Support is provided at the building level through the tech committee. One Director of Technology. Next Generation Technologies also provide district support.
4. Utilize additional funding sources, including federal ERATE, grants, fund-raisers, contributions from private foundations, volunteer labor, bond revenues and other resources  
Progress: Ongoing. Alternative funding sources are always being sought out by the WFCSD.

### **The Staff Will Develop Necessary Skills to Incorporate Technology into the Curriculum**

1. Provide ongoing staff development activities so:
  - a. All staff has specific technological skills  
Progress: Ongoing. Assessment of technology skills is performed via a technology assessment tool.
  - b. All staff use technology as a tool to enhance learning.  
Progress: Ongoing. Staff development opportunities are plentiful.

### **Staff Goal Areas**

1. Professional Development
2. Integration of Technology
3. Ethics and Safety
4. Evaluation of Process
5. Investment/Budget
6. Support Services and Resources

## **Technology Strategic Planning Committee Meeting Dates and Focus**

February 2011

Tech Committee

	Introduction of task and process
October 2011	Tech Committee Focus Question -- "What do we want to see in place five years from now as a result of our efforts?"
November 2011	Tech Committee Using each building's draft, create a shared vision
January 2012	Tech Committee Review vision; determine vision considerations and potential goal areas
February 2012	Tech Committee Refine vision, narrow categories for goal areas
February 2012	Tech Committee Using each building's draft, refine the vision and goal areas
March 2012	Tech Committee Review goal statements and action items
April 2012	Tech Committee Review vision, goal areas, create questions for consideration
June 2012	Presentation of Strategic Plan to School Board

## **Tech Committee Roles**

### Building Technology Action Plan

- develop Action Plans based on the district technology vision and goal, including budget and priorities
- develop short term Action Plan (2-3 years) and long term Action Plan (3-5 years)
- evaluate technology Action Plans and monitor progress
- evaluate building's use of technology
- develop procedures for building technology use
- research, evaluate, and select hardware and software to match the technology Action Plan, staff requests, and curricular infusion

### Professional Development

- survey staff technology skills and identify staff development needs
- attend "train the trainer" sessions and workshops
- plan and facilitate staff development in-services and training sessions, with focus on curriculum infusion
- assist staff in acquiring technology skills
- inform and lead staff in technology infusion activities

### Curriculum Infusion

- brainstorm activities in which technology supports the curriculum standards
- assist in creating activities which integrate technology benchmarks with curriculum standards
- assist in identifying technology benchmarks
- assist in assessing students' use of technology and achievement levels of technology benchmarks
- assist with special projects upon request

#### Maintenance

- train and assist teachers with minor troubleshooting tasks
  - restart computer and/or printer
  - check connections
- assist with Copyright awareness and compliance
- assist in other activities as directed by changes in district or building short or long term

#### Action Plans

- meet on a regular basis or as needed
- committee composition may vary; grade level or department representation is encouraged

# WEST FORK Community Schools

## Student Network/Internet User Agreement and Parent Permission Form

### Introduction

We are pleased to offer students of the WEST FORK Community Schools access to the district computer network resources, electronic mail and the Internet. To use these resources, all students must sign and return this form, and those under age 18 must obtain parental permission. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign and initial where appropriate. Any questions or concerns about this permission form or any aspect of the computer network should be referred to your school's principal. A copy of Board policy regarding student access to networked information resources and this document are available on the WEST FORK Community School District web site, [www.westforkschool.org](http://www.westforkschool.org).

### General Network Use

The network is provided for students to conduct research, complete assignments, and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Access is a privilege - not a right. As such, general school rules for behavior and communications apply and users must comply with district standards and honor the agreements they have signed (see over). Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

### Internet / World Wide Web / E-mail Access

Access to the Internet and e-mail will enable students to use thousands of libraries and databases. Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the WEST FORK Community Schools support and respect each family's right to decide whether or not to apply for access (see over).

### Publishing to the World Wide Web

Parents, your daughter or son's work may be considered for publication on the World Wide Web, specifically on his/her school's web site. Such publishing requires parent/guardian permission (see over). The work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to the student's parent/guardian.

Unidentified photos of students may be published on school websites, illustrating student projects and achievements. In addition, your daughter or son's full name may be considered for publication on his/her school's web site. If published, his/her name will appear on pages with a clear school related purpose and will be included to further instructional and/or co-curricular activities. Permission for such publishing does not grant permission to share any other information about your son/daughter, beyond that implied by their inclusion on the web page(s). **If you do not want your child's photo or name to be published on the website**, please indicate this on the RESTRICTION OF RELEASE OF DIRECTORY INFORMATION, which can be found in the Back-to-School mailing or on the district web site at <http://www.westforkschool.org>. Click on the "Restriction of Release of Student Information Form" link.

# WEST FORK Community Schools

## Student Network/Internet User Agreement and Parent Permission Form

To use networked resources, all students must sign and return this form, and those under age 18 must obtain parental permission. The activities listed below are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Giving personal information, such as complete name, phone number, address or identifiable photo, without permission from teacher and parent or guardian
- Harassing, insulting or attacking others
- Damaging or modifying computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes, financial gain, or fraud

Violations may result in a loss of access as well as other disciplinary or legal action (Board policy and procedures on student rights and responsibilities).

### Student User Agreement:

As a user of the WEST FORK Public Schools computer network, I hereby agree to comply with the statements and expectations outlined in this document and to honor all relevant laws and restrictions.

(Initial appropriate items)

\_\_\_\_\_ agree to use the network responsibly  
\_\_\_\_\_ grant permission to have my materials published to the World Wide Web

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parent/Guardian Permission:

All students are provided with access to district computer resources. In addition to accessing our district computer network, as the parent or legal guardian, I grant permission for the above named student to:

(Initial appropriate items)

\_\_\_\_\_ access the Internet and e-mail systems  
\_\_\_\_\_ have his/her materials published to the World Wide Web

These permissions are granted for an indefinite period of time, unless otherwise requested. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Street Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

## **Equipment Re-Use or Disposal**

The WEST FORK Community School District will ensure equipment or media containing institutional information will be rendered unrecoverable prior to re-use or disposal. WEST FORK CSD will ensure that disposal of equipment or media will be done in accordance with all applicable surplus property and environmental disposal laws, regulation, or policies.

## **Use of copyrighted or licensed materials / Software Agreement**

Unauthorized copying of software is prohibited. Software installed on any WEST FORK CSD computer or network device must be accompanied with a valid license. Users may be asked to show a valid license agreement to ensure the legal use of software on WEST FORK CSD computers. Contact the technology coordinator if you have any questions regarding licensing issues. Faculty, staff, and students who include copyrighted materials on their web pages or in any electronic format bear the responsibility for obtaining permission to use these materials from the author or creator.

## **Consequences of Violations**

Violations of the policies contained in this document are subject to the same types of disciplinary action as violations of other WEST FORK CSD policies, or state or federal laws, including criminal prosecution in serious cases. All users are expected to be familiar with these policies and abide by them at all times. Penalties for violating this policy can include, but are not limited to:

1. \* Suspension of WEST FORK CSD computing privileges
2. \* Disconnection of the user's account from the WEST FORK CSD network
3. \* Suspension from attending WEST FORK CSD
4. \* Expulsion from WEST FORK CSD
5. \* Criminal charges, if applicable
6. \* Civil liability, if applicable

## **Electronic Mail Security**

WEST FORK CSD will implement standards and procedures that will comply with state, federal, and institutional electronic mail security regulations.

## **Model Classroom Configuration**

An important factor in effective student computer use in the classroom is the physical setup of the workstations and peripherals (printers, scanners, etc...). Teachers must be confident that they can send the students to the computers to work independently and the students should have the space to work comfortably. A good physical setup encourages greater student time on-task, increases the teacher's ability to monitor student computer use, and can minimize hardware and networking problems.

**WEST FORK CSD suggestions for effective classroom setup:**

\*Spread the classroom computers at least several feet apart from one another along the wall. This allows the teacher to send students in pairs to work at each workstation. The WEST FORK CSD does not have a computer for each student so 'doubling up' is important and can only be done effectively if there is space between the workstations. Spacing the machines out also cuts down on copying – one student looking on the monitor of another for answers – and general behavior problems. It is important to note that to be able to space out the classroom machines requires sufficient furniture (tables or computer desks and chairs).

\*Consider how you as the teacher wish to monitor student computer use. It is a good practice to have the computer monitors easily viewable from both the teacher's desk and the front of the classroom. Students easily can fall off-task and even discover content that is offensive or inappropriate while using the computer. Therefore, setting up the computers in your classroom so you can see what your students are working on is important. Equally important is the fact that you ideally do not want other students who are participating in the non-computer based activities (e.g. lecture) to be distracted by the computer monitors. Placing the computers along the back wall allows the teacher to see the monitors from the front of the room but should not distract the other students at their desks.

\*It will be easiest to place the computers on the wall where the network ports are located. However, if this is not the most convenient location for any reason (configuration of the classroom, glare from windows, too distracting to other students) the computers can be moved to another wall with the help of long network cables. If this approach is taken the cords should be secured to ensure safety and keep an orderly appearance.

\*Create a comfortable workspace at the computer for the students. Often teachers want students to take notes from their Internet research or complete a paper assignment. It is important that students have a place to write effectively next to the computer. If the computers are spaced out sufficiently there should be space beside the keyboard for note-taking and writing.

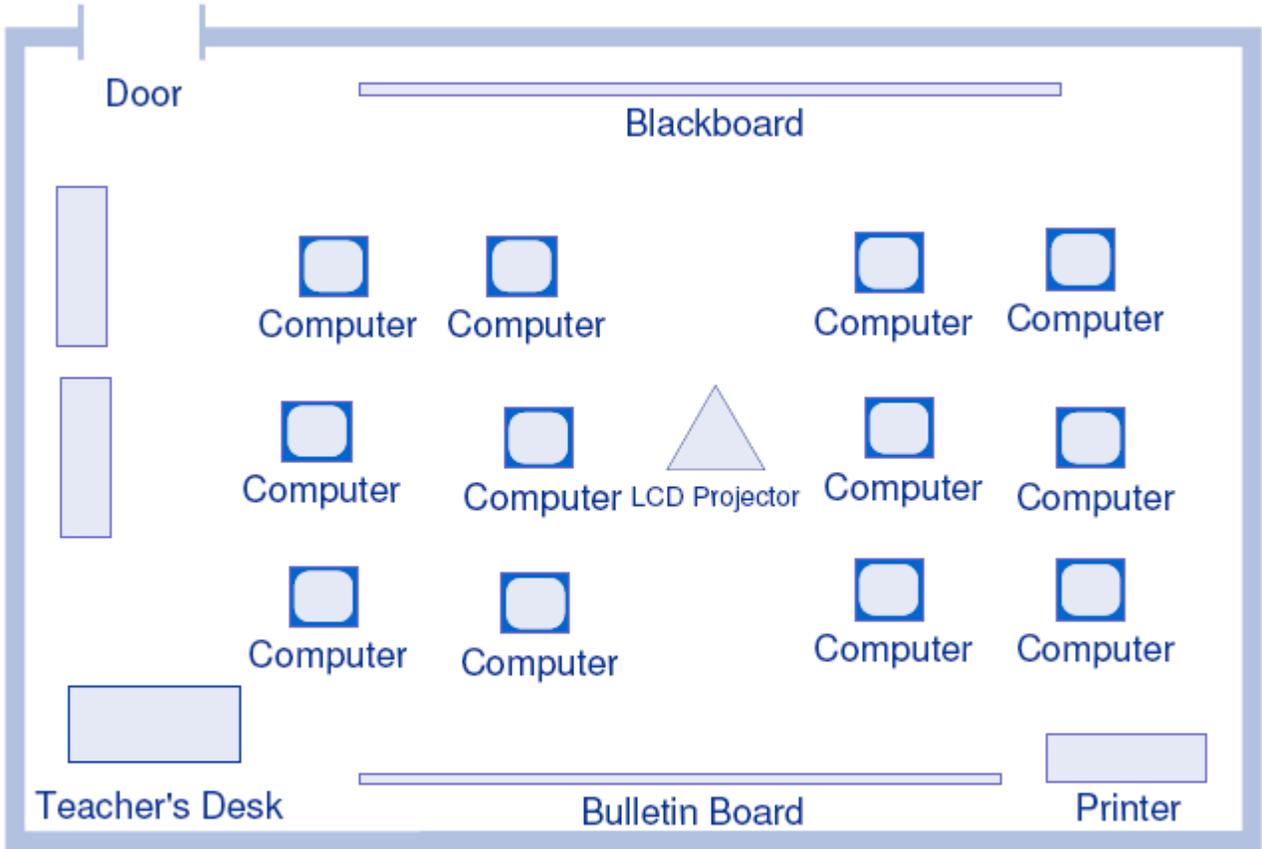
\*Do not place computers on student desks. These small desks do not provide even enough room for effective use of the keyboard or mouse not to mention giving the students nowhere to take notes or write if needed.

\*Maintain your classroom computers. Small things like mouse pads and keyboard trays improve the general appearance. Monitor screens should be cleaned regularly. Computers that are not setup properly or maintained can quickly look 'junky' and become disrespected and damaged by the students.

\*Most educational software (especially for K-3) and many Web sites have audio components. Strongly consider getting headphones to reduce the distractions for other students.

\*If your computers are visible to the students at their desks use simple and non-distracting screensavers.

\*If you have a classroom printer it is important to think through where the printer will be setup and what kind of access individual students have to print. Allowing unlimited student access to the printer often leads to lots of unnecessary printing that burns through print cartridges. Even well-meaning students can accidentally print a Web page that has images and a colored background that will use significant amounts of ink. Strongly consider locating the printer close to the teacher's desk and/or requiring a teacher password to allow students to print.



## **Gifts and Donations**

The WEST FORK Community School District Board of Education believes gifts and donations to the school district may be accepted when they will further the interests of the school district. The board will have sole authority to determine whether the gift furthers the interests of the school district.

Gifts and donations are approved by the board. Once it has been approved by the board, a board member or the superintendent may accept the gift on behalf of the school district.

Gifts and donations once accepted on behalf of the school district become the property of the school district. The minimum machine specs would be 700-800MHz and up to 256MB RAM and 10GB hard drives.