

# **Technology Plan 2013-2015**

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**OFFICIAL SUBMISSION CERTIFICATION**

This 2008-2011 Technology Plan is the official submission of the

\_\_\_\_\_ (name of school,  
school district, regional public library system, or public library).

\_\_\_\_\_  
Signature of Superintendent, School Administrator, or Regional Public Library System Administrator and  
System Governing Board Chair, or Public Library Director

\_\_\_\_\_  
DATE

# Technology Plan Independent School District 518 Worthington, Minnesota

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## Technology Plan ISD 518

### I. Planning and Needs Assessment

#### A. Organization Leadership and Technology Planning Committee

The Technology Planning Steering Committee is comprised of the District Technology Committee. Representatives include faculty representatives from Prairie Elementary, Worthington Middle School, Worthington High School, and the Area Learning Center, building administration, representatives from the administrative office, school board members, media/technology persons from each building, community members, and the District Technology Director.

**B. Partnerships:** District 518 has several partnership programs in place. The school to work program, in conjunction with the school district, allows students to have diverse exposure to the various technological components necessary to compete in the workplace today. The District also includes partners from the community in the technology committee. These technological leaders in the community provide feedback, ideas and technical expertise to the district.

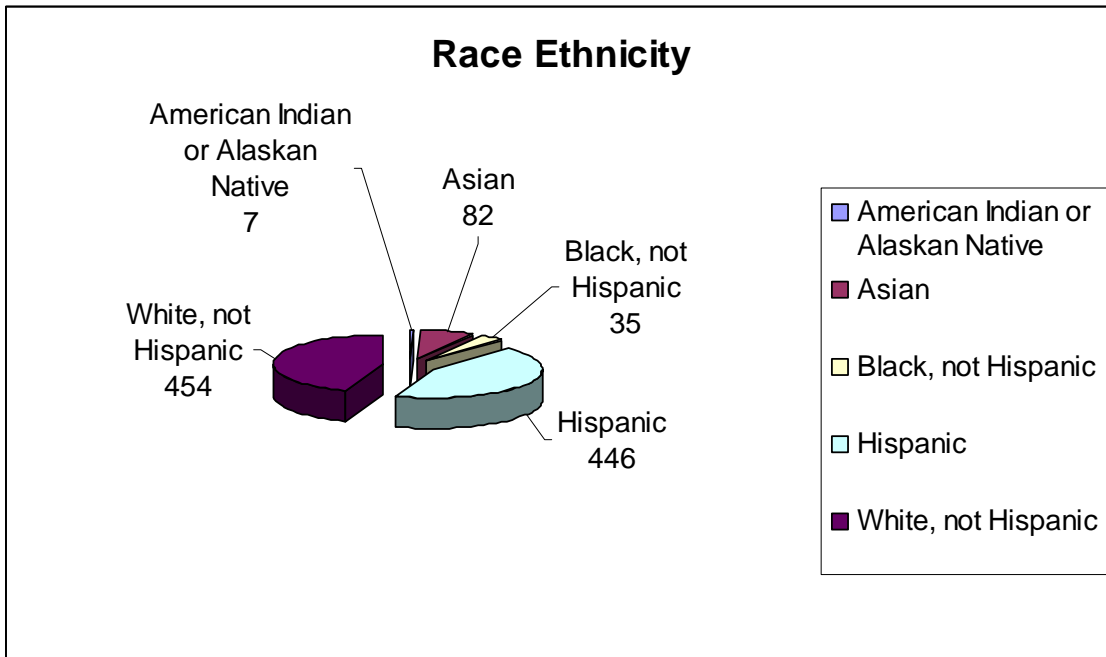
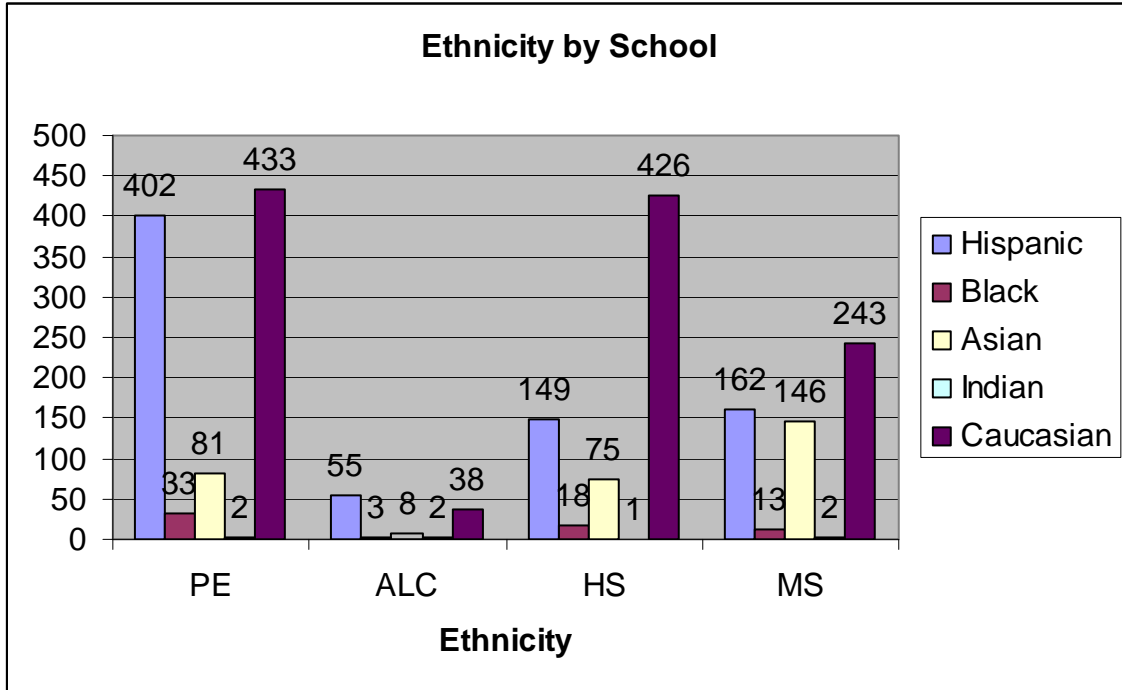
Community Education is an integral part of educating all ages, infants through adults. The school district works hand in hand with Community Education. Community Education offers many technology classes to the members of the community at large and uses much of the district's equipment. The district, in turn, supplies instructors for these classes. Adult Basic Education also works closely with the school district to educate the over 21 population of the diverse culture in District 518. The district partners with both the city of Worthington and the County of Nobles by sharing some equipment. Currently, District 518 has a use agreement with the county for unused capacity on an AS400 on which the administrative financial system is run. The district is also working with the county to serve as a possible backup to the emergency 911 system. Presently the high school has a video surveillance system installed with a plan to feed the video into the local law enforcement center in the event of an emergency.

Community Education is currently administering the 21<sup>st</sup> Century Grant which is designed to help the school district meet the special needs of students who have limited language proficiency, attendance issues with school, are failing, or just getting by in school. The grant is designed to help the students gain confidence in their ability to become successful in school, to work with the families and help the families understand the need to get students to school daily, bridging school and home. One goal of the grant is increasing the total number of days students attend a regular school day as well as improve attendance in the after school program. A second goal is to increase academic achievement of students. Currently, the after school programs offer both academic and enrichment activities for students. The enrichment activities include a trip to the YMCA, cooking, art, music, computer classes, readers theater, scrap booking and board games. The activities

funded by this grant are fully integrated into schools in District 518. The district also has various partnerships with the Minnesota West Community and Technical College, enriching the learning environment for both students within the school district and learners at the college level.

### C. Demographics of School District

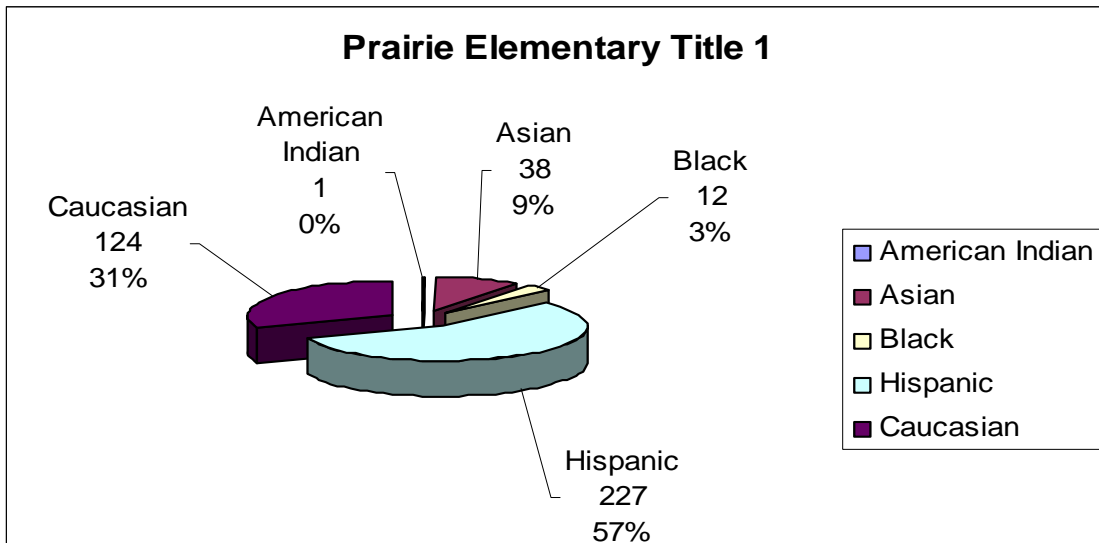
District 518 is an educational organization in rural Southwest Minnesota serving students from birth through high school graduation. The district includes the communities of Worthington, Wilmont, Rushmore, Reading, and Bigelow. The area served has a population of 20,832. District 518 has approximately 2292 students in grades K-12. The K-12 student body is comprised of 1140 Caucasian, 768 Hispanic, 310 Asian, 67 Black, and 7 Native American students.



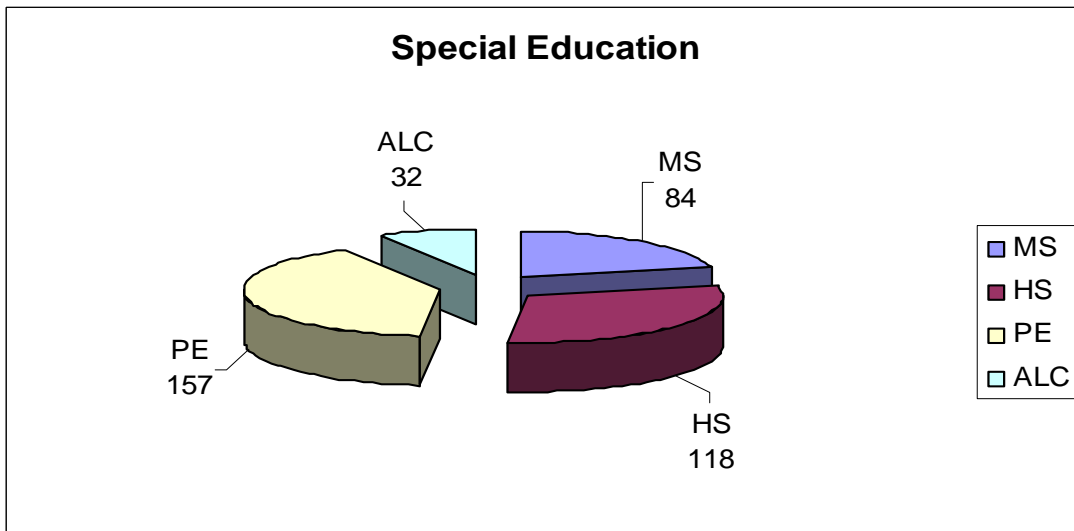
District 518 currently consists of 3 traditional educational buildings including Prairie Elementary, PreK-5; Worthington Middle School, 6-8; and Worthington High School, 9-12. In addition to this, the district has an Area Learning Center that serves student in grades 7-12 during the school year in their own building. They also service students in K-6 in the other educational buildings with special programs. Summer school is offered for grades K-6 at Prairie Elementary and at the Area Learning Center which serves grades 7-12 for summer school. District 518 also has Adult Basic Education, Community Education and the Special Programs office for the district.

Technology for these organizations is procured from the district's yearly capital outlay, grants and other special funding sources for specific services. All technology requests must go through the District Technology Committee who then submits their proposal to the Administrative team who brings the proposal to the School Board for approval. All technology purchased during the school year is to go through the District Technology Coordinator to assure optimal pricing and consistency and uniformity of equipment.

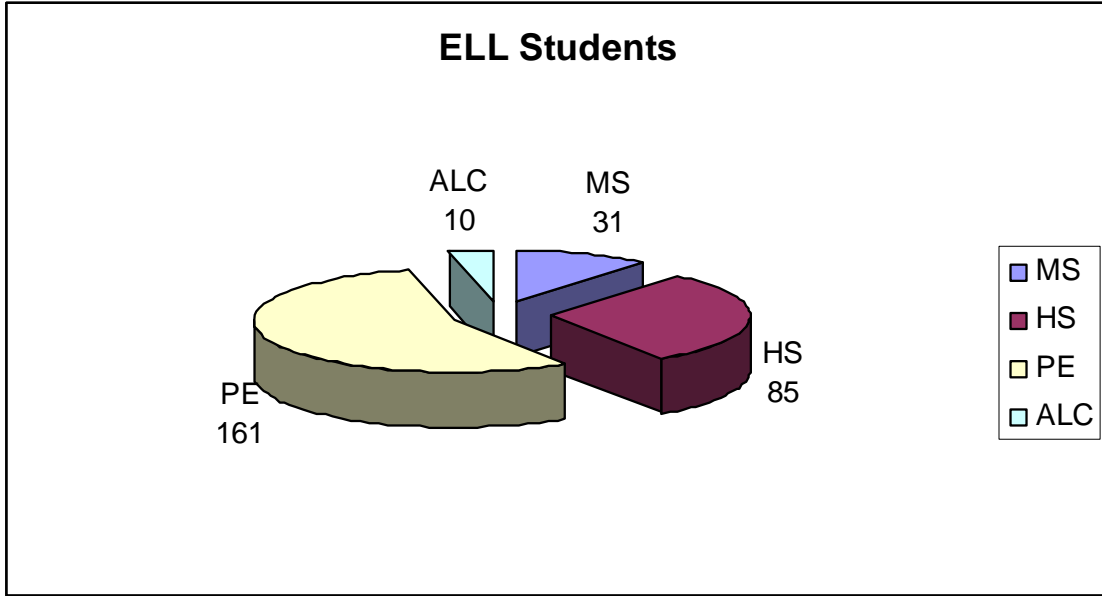
The district services a large minority and special needs population. 402 of the students at Prairie Elementary qualify for Title funding. The following is the breakdown of Title students at Prairie Elementary.



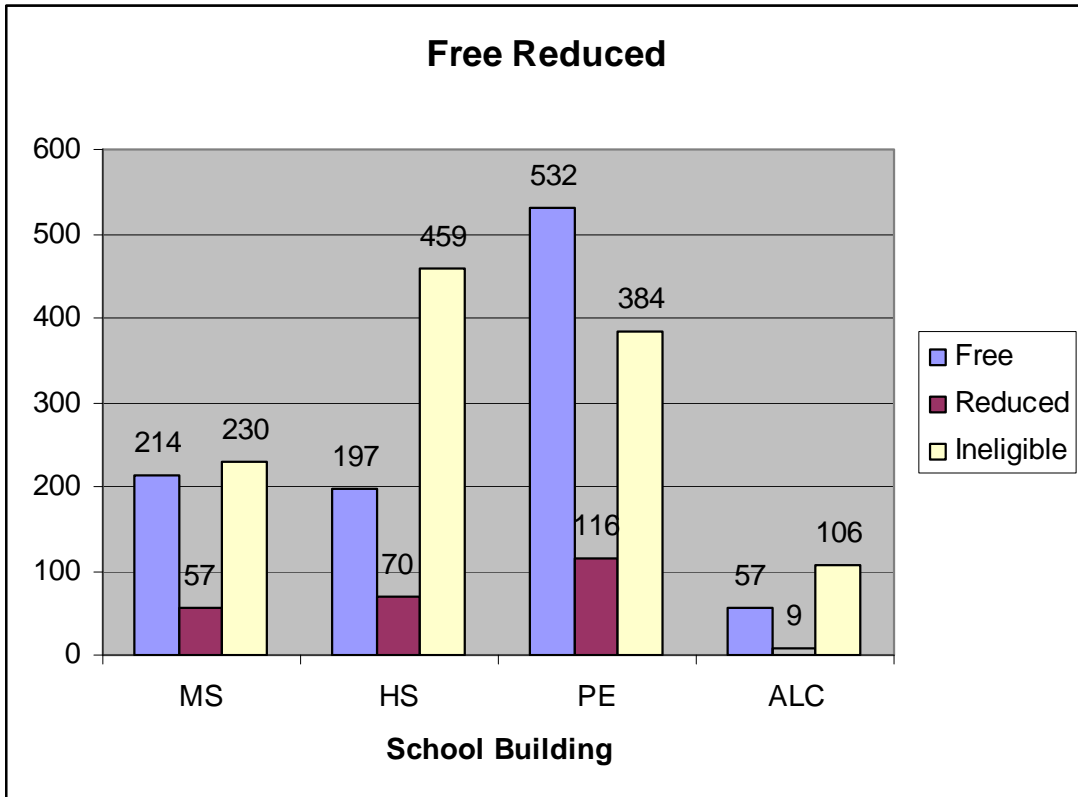
391 students district wide receive Special Education services.



The District offers Special Services to a large percentage of the population. The English Language Learners Program serves 161 students though out the school district.



Sixty-three percent of the students at Prairie Elementary qualify for free and reduced lunches. 52% of the students qualify for free lunches and another 11 % qualify for reduced lunches.



## **D. Needs Assessment Method and Results**

The assessment of Worthington District 518's technology program is ongoing using the following instruments to gather information from stakeholders: surveys, questionnaires, observations, and anecdotal stories.

Critical components of the assessment include teacher self-assessment of their technology skills, professional development needs, student self-assessment and their ideas for improvement.

The results in general showed us the need for hardware, software and staff development. Specifically, it showed need in the following areas:

- A district wide, uniform system of student management that generates reports and provides for the sharing of information among schools and parents.
- Staff Development in technology, telecommunications and video technology to insure that staff will be adequately skilled in the use of new technologies and applications of existing installations.
- Regularly review bandwidth between buildings and to Internet for adequate throughput.
- Enhance connectivity between buildings.
- Increase school/home communication.
- Increase use of video network
- Maintain an annual software budget to meet the needs of the curriculum
- Provide wireless access throughout district
- Provide specialized mini labs/pods (up to 15 workstations per lab/pod) for small group instruction
- Provide adequate data storage space with servers running at no more than at 80% capacity.
- Encourage teachers and students to move up Bloom's Taxonomy to analysis, synthesis and evaluation in the use of technology.
- Maintain updated presence on Web
- Enhance English Language Learners Curriculum through technology
- Enhance Reading Scores with the aid of technology
- Improve Math scores with the aid of technology
- Improve Science scores with the aid of technology
- Continue appropriate assistive technology for students with special needs.
- Implement new delivery systems for video and virtual classrooms. (ie. Streaming video, online courses)
- Teacher workstations need to be tailored to meet the specific requirements of individuals.
- Networked labs at each site to facilitate technology support for the curriculum and to provide access to Internet resources for large group instruction.
- TIC – Technology Integration Carts for classroom use. These carts include a computer, scanner, video projection system, Smartboard and a document camera. These need to be available on a 1:6 room ratio.
- Smartboard for every classroom
- Enhance research and production resources.
- Maintain the current level of services currently available through state and federal funding.
- Investigate and apply for additional funding through alternative sources.
- Provide necessary technology to aid students in achieving skills necessary for graduation and life.
- An adequate number of systems trained technicians in each building to support the networks, hardware, and software installations currently in the district and planned for future.



- Add an additional district wide technology position.
- Interactive television facilities to provide additional opportunities for students, staff and community.
- A Voice over IP phone system for the district.
- Centralized library program district wide (one database)
- Utilize existing student management system for lunch program (one database)

The district currently provides equal access to technology to all students before, during and after school. Students with exceptional needs have the necessary adaptations specific to their needs. Our special needs department continually reviews these needs for each individual. The technology personnel work closely with the special needs department to address the requirements.

## **II. Vision, Goals, Objectives and Strategies for Technology**

### **District Mission:**

Our mission at District 518 is to equip *ALL* learners with skills for life today...and tomorrow.

### **Technology Vision:**

Technology is key to learners' achievement of world-class standards. There is a critical need for learners ... staff, students, and community... to be able to access information, manipulate data, synthesize concepts, and creatively express ideas to others using voice, visual, and print media.

### **A. Technology Integration with Curriculum and Instruction**

The primary goal of all technology integration is to support district-adopted curricular goals and academic content standards in order to improve student achievement and enhance the teaching and learning environment within District 518. District 518 believes that technology is key to a learners' achievement of world class standards. There is a need for all stakeholders... students, staff, community... to be able to access information, manipulate data, synthesize concepts, and creatively express ideas using voice, visual and print media. It is District 518's goal to integrate technology into the curriculum in order to aid the community's diverse student population in the achievement of the skills they can use today and in life tomorrow.

Teachers and students are transforming what can be done in school through the use of technology to access resources, to expose students to diverse perspectives and to offer enhanced learning experiences through multimedia resources, simulations and interactive software. With the way technology is so dramatically changing the outside world, our school needs to now change the teaching and learning environment. Students are expected to competently use technology to work efficiently and complete tasks assigned. As a school district, we also recognize that students will sometimes drive the use of technology due to the fact that they were born in and are comfortable with this age of technology. A student's skill level is expected to increase and become more complex as he/she moves through District 518.

District 518 has developed technology benchmarks for students in grades K-8. These benchmarks start with very basic computer skills at the kindergarten level, and then build on and reinforce these skills as students advance through the grade levels. These benchmarks were developed within the district are reviewed annually to enhance achievement from all students.

Technologically related curriculum is constantly being reviewed for grades 9-12 to meet the needs of individuals. As technical literacy becomes basic life skills for many students today, advanced classes are being offered to those who can demonstrate baseline technical literacy, whereas, basic skills are still being offered to those who need reinforcement.

Many of the technology applications used throughout the school district directly align with the Minnesota Academic Standards. When purchasing software for the district, the software is evaluated to assure it aligns with benchmarks set by the district and state. Renaissance Learning's Progress-Monitoring Assessment Systems, a computer based program for both reading and math, are supported by scientific research in the areas of school improvement, reading, math and assessment. These systems are directly aligned to Minnesota's benchmarks in both math and reading and are used by grades 1 through 8. As Minnesota standards change, Renaissance Place continually realigns the curriculum in their program to meet these changes. The district's servers housing the Renaissance Learning software are then updated to reflect the changes. Assignments in Renaissance Math are specifically aligned to the benchmarks of the student's current grade level.

The Houghton Mifflin Math series, adopted by grades kindergarten through five, and the McDougal Little Math series, adopted by grades six through twelve, is modified to specifically highlight the objectives which aligned with the Minnesota Math Standards, indicating to teachers the areas that need to be covered to meet these objectives. To reinforce and expand upon concepts learned in class, the district also purchased the Way to Success software for grades kindergarten through fifth grade which allows student to work on a computer in a lab or individual setting. The Houghton Mifflin Math Texts books are also available online for each of the students. This allows the student to access assignments from home. Individual CD's of the text book were purchased to go along with the McDougal series, allowing students to access the text book from any computer with a CD Rom drive. The McDougal series also comes with a new testing scoring and reporting system supporting teacher or company created tests, electronic scoring, reporting on students, classes or buildings for AYP (Adequate Yearly Progress) and an intervene and extend module which can individually prescribe the program's resources for individual students or classes.

## **B. Increase/Improve Technology Access**

Worthington District 518 sees the value of technology in education so we may prepare students to be competent, responsible users of technology in their academic studies and in their future career choices. We must capitalize on the opportunities that technology offers to broaden the educational experience of our students with resources not available with textbooks, labs or other existing medium. In addition, we intend to develop and nurture information literacy as a goal for our students. Our goal is to integrate technology into the curriculum so technology is viewed as another tool to accomplish the objectives laid out, verses using technology in addition to the curriculum in the classroom.

It is District 518's objective to integrate technology into the curriculum in order to aid the diverse student population in the learning process and assist in the achievement of state and national academic standards.

Technology leaders in each educational building work closely with the teachers to determine the needs of students in the areas of technology. Staff Development and technology committees from each building are developing and implementing benchmarks for all teachers and students in the district.

Technology for these organizations is procured from the district's yearly capital outlay money, grants, and special funding sources for specific services. All large technology requests must go through the District Technology Committee who then submits the proposal to the Administrative team who in turn brings the proposal to the School Board for approval. All technology purchased during the school year is to go through the District Technology Director to assure optimal pricing, consistency, and uniformity of equipment. Management of technological resources is more efficient with consistency of hardware and software throughout the district.

The technology integrations program objectives for reference and information services are met by encouraging students and staff to use reputable online resources for research.

Based on the needs assessment, specific objectives to be accomplished include:

- Continually evaluate bandwidth capabilities for optimal performance.
- Maintain up-to-date teacher workstations with current software and provide appropriate teacher education in use of both hardware and software.
- Update video production equipment and expand use of video network
- Provide adequate technical support for envisioning, researching, installation and maintenance of both existing and new technology.
- Provide adequate access to technology for all students and staff.
- Expansion of World Wide Web Development – Both by students and staff.
- Regularly upgrade and replace technology equipment.
- Maintain an annual software budget.
- Educate teachers to become confident in using technology as an integrated tool for instruction and learning.
- Administrative System upgrades.
- Provide ongoing, relevant training for technology support personnel.
- Provide educational support for parents and community to enhance communication between school and home.
- Increase access to resources through the installation of wireless access points throughout the district.
- Develop specialized mini labs for small group instruction.
- Educate the staff and students on the availability of video and virtual classrooms.
- Provide adequate access to Technology Integration Carts for students and teachers to use to deliver content and projects in a convenient and efficient method.
- Lobby for increased funding on both state and federal level for funding in technology.
- Continue to move to one database for all student information.
- Provide adequate funding to meet these objectives
- Implement Classroom Response systems in the Middle School Science Department.

District 518 has a curriculum cycle for all of its subject areas. As each subject area comes up to cycle, the new curriculum that is purchased comes with online or technology related resources. Offering the option of online or digital resources to students will allow the learners to easily access the resources from a variety of locations, as well as supplement the materials covered in class.

Many of the curricular areas in the school district are currently addressed with technology throughout the school district. Students who have been identified as at risk in reading at the elementary school have the opportunity to work in mini labs on SuccessMaker software. This software is geared toward students who have either limited language skills, or are behind in learning to read. My Skills Tutor is an online software program available for grades four through twelve and is

used by individuals, small groups and whole classes on various subjects throughout the curriculum. English language learners from kindergarten through adult use the Rosetta Stone software program to gain vocabulary and acquire grammar skills as they learn the English language. A course at the high school obtains its entire curriculum online, assuring that the information is always up to date with the most current and multimedia enhanced delivery.

### **C. Administration**

Technology in general and computers more specifically are needed for job efficiency in all areas of the district. It is the district's goal to incorporate all student information into one centralized database to allow for one login to access all resources. The concept of the importance of technology for students today to make them successful in society is vital for parents and community members to realize. The goal is also to move toward a paperless district in all possible areas.

Teaching staff are expected to use technology to take attendance and record grades via computer. All staff members are expected to receive communications via email and use direct deposit. Special Programs staff members use technology to track IEP's.

### **D. Professional Development**

With today's students of all ages being born into the information age, and with the student's comfort level with technology, many students are ahead of their teachers in computer literacy, often preferring to access information and subject matter online where it is more accessible, up-to-date and abundant. Working in an environment such as this gives teachers no choice but to continually work toward becoming more technically literate and comfortable with the use of technology.

For success in integrating instruction and curriculum with appropriate, effective technology, teachers must be proficient in the use of the tools needed to achieve such integration. The professional development component of this plan provides staff with opportunities to increase their proficiencies through a variety of initiatives.

The district will further evaluate the use of online learning by staff members as a means to meet their continuing education requirements. Teachers can now track all continuing education credits and teaching certificate status online. Forms, guidelines and procedures are also available on this website.

District 518's District Staff Development Committee provides leadership in the coordination of staff development and curriculum alignment for district employees. Staff development in the area of technology is offered on an ongoing basis. Formal classes are offered throughout the school year after school, and during in-service days as well as during the summer months. Staff members are given opportunities to integrate new technology skills into classroom instruction with their new knowledge.

Online courses are available to community members and students on various technology related topics through the Community Education program. These online classes include: Teaching with Technology and a variety of classes in these broad subjects: The Internet, Web Page Design, Web Graphics and Multimedia, Web Programming, Basic Computer Literacy, Computer Applications, Desktop Publishing and Imaging, Computer Troubleshooting and Networking, Computer

Programming and Database Management, Certification Prep, Palm Pilot and Pocket PC, Digital Photography and Digital Video, as well as a host of other non – technical related topics.

The district's Area Learning Center has implemented a wireless classroom with terminal stations in this area as a pilot program to possibly lower the cost of computer lab workstations by purchasing terminals or using old computers no longer able run current programs instead.

Administrators and grant writers for the district use statistics and reports generated from our student management system which runs an SQL database queried through Microsoft Access and modified with Microsoft Excel. Data based decision data is also collected from the Minnesota Department of Education.

## **E. Assessment**

Various assessments are given to students both on the computer and paper and pencil. Assessments include the Minnesota Comprehensive Assessment (MCA), NWEA MAP testing, Star Reading, Star Math, and classroom assessment tools. Staff members are given time to get together and participate in data retreats by grade level or subject area to analyze the data collected. This concentrated time allows the staff members to analyze the data and look at what areas are weak, what is working, and what strategies are needed to the areas that need to be addressed. Workshops on data analysis are held to assist staff members in interpretation of data.

More and more curriculum areas are utilizing computerized assessments. The Middle School is implementing Classroom Performance Systems (CPS) which provides immediate assessment feedback to both students and teachers. The CPS can be used to check for understanding of a topic just covered in class or can be used to administer a graded quiz, unit test, or chapter test. Feedback is given immediately on a per student or per class ratio, depending upon the parameters set. This type of assessment tool will help improve student achievement and meet key performance measures.

The state's plan to conduct state testing via computer is a concern in the area of lab usage. Every day the labs are occupied with testing is one less day for academic instruction for students. District 518's computers at the current time are technologically capable of handling the applications currently being offered by the state. Another concern is the bandwidth requirements for testing from the site hosting the state required tests. Experience has shown that, although the district has adequate capacity, the connection to the host site has latency issues when many districts are utilizing resources simultaneously.

## **F. Online/Distance Learning**

Physical and philosophical walls can be broken down and creativity and innovation can take their place when online learning takes place in the learning environment. The wealth of information available online, as well as the convenience and flexibility, allow for a world of education for all learners and instructors. Educating both instructors and students on the benefits and strategies of effective online learning is key to achieving the full benefit from this type of learning and delivery method. The district is now in the process of creating some online classes for students who are homebound or have been academically relocated. Research and evaluation of available online courseware which will allow teachers to develop this courseware is currently taking place. The district has an Online Learning Policy with the purpose recognizing and governing on-line learning options of students enrolled in the school district for purposes of compulsory attendance ([Appendix A](#)).

## **G. Parental Involvement**

Two-way communication between the school, students, parents and community is vital to maintaining an optimal and safe learning environment for all involved. District 518 is continually evaluating the means of communication and enhancing both communication and involvement of all stakeholders. A web portal has been established to allow access to the student management system so parents, students and teachers can see grades, attendance, discipline and other vital student information. This up to date means of communication allows parents to know on a daily basis, how their child is doing in school. Links to email address from the portal, allow for easy communication between parents and the school. To further facilitate communication, every teacher and administrator in the District has access to voicemail and e-mail and immediate access to phones and computers to respond to parents in a timely manner.

Communication between the school and community is also enhanced through the use of the district web site. Many of the teachers are trained in basic web development with the skills necessary to put class schedules, assignments, newsletters, online newspapers, special projects, and email links on the web for parents and the community to access. The district also has a link for Accelerated Reader books, lunch menu's, the school calendar, employment opportunities, district policies and information from administrators to keep everyone current.

## **III. Policies and Procedures**

### **Policy and Procedure Development and Revision:**

The following policies are in place and followed by the staff and students at District 518. The Technology Steering Committee will review on an annual basis the following plans and policies and make recommendations for revisions and changes.

Technology Plan – Review annually

[Internet Acceptable Use and Safety, and Electronic Communications Policy \(Appendix B\)](#) –

Review annually

[Media Selection and Reconsideration Policy \(Appendix C\)](#) – Review annually

Technology Disaster Recovery Plan – In process of development

Staff, students and parents are updated on all policies and procedures each year through the student handbook. This is provided at the beginning of the school year with the requirement of each student and parent signing as proof of receipt of the handbook.

### **A. Equitable Access for Students with Exceptional Needs.**

District 518 services a relatively large population of students with exceptional needs. Specialized technology adaptations are provided on an individual basis for these students based on need and ability as referenced in Individualized Education Plans. Regular education students have modifications provided as needed. It is District 518's practice to provide technology access to all students. A variety of special programs are provided for students with limited English skills, those who lag behind in reading, math, science, citizenship classes and Adult Basic Education. Our special education department continually reviews these needs. Technology personnel work closely with the special education department to address the requirements. The district has two policies regarding the service of children with special needs. The first policy is Equal Educational Opportunity ([Appendix D](#)). The purpose of this policy is to ensure that equal educational

opportunity is provided for all students of the school district. The second policy is Instructional Services – Special Education ([Appendix E](#)). The purpose of this policy is to set forth the position of the school board on the need for special educational services on the part of some students in the school district.

## **B. Data and Network Security**

Data and Network security are controlled through a variety of procedures. To ensure compliance with CIPA and to protect minors from pornography or content that could cause harm, the district uses a firewall and content filter in conjunction with the Southwest/West Central Service Cooperative. All internet traffic runs through this firewall and content filter and has been effective in blocking most unwanted intrusions. Policies are set by categories to block most harmful content. Other policies allow only a few specific types of file extensions are allowed through the firewall. An Internet Acceptable Use and Safety, and Electronic Communications Policy ([Appendix B](#)) is in place in to ensure conformity with CIPA.

The district also runs a DHCP server, limiting the number of workstations broadcasting directly to the outside world. All network services require a username and password from both students and staff. Staff and students have individual logins with limited access to information. The district's student management system is limited to three unsuccessful logon attempts per user before the user account is disabled. Many of the student workstations have policies on them that limit the access to various parts of the machine by the user. Nightly backups are made of critical data in the school district. Each workstation and server has a Norton Corporate Client installed on it. The virus definitions are automatically updated each morning. Systems scans are run daily.

## **C. Internet Safety and CIPA Compliance**

The following is a statement of CIPA compliance from the service coop. The SW/WC Service Cooperative has an Internet Safety Policy that enforces CIPA compliance for all members of the Wide Area Network. This Policy is by no means a substitution for all member schools to have their own policies as is required by CIPA and the FCC. SW/WC will enforce strict compliance with CIPA among all member school districts on the Wide Area Network as not to jeopardize any of our member districts.

#### IV. Technology Infrastructure, Management and Support

##### Technology Infrastructure, Management and Support Questions for School Districts, Charter Schools And Nonpublic Schools

QUESTION	RESPONSE
<p>What is your telecommunications/Internet connectivity capacity in your school district or school for Internet access and video connectivity?</p>	<p>District 518 currently has a technology infrastructure consisting of 100 megabit CAT 6 Ethernet connections to the desktops in the high school, middle school and elementary schools. Each of these buildings also has gigabit fiber back bones between wiring closets. The West Educational Building has a 100 megabit Ethernet backbone. All buildings are connected through a 100 megabit fiber backbone which is leased through Prairie Wave. These connections all go through a layer 3 switch at the central office of Prairie Wave and star back to the high school. A 100 megabit fiber connects the administration directly to the high school.</p> <p>The school district participates in the SW/WC Service Cooperatives Wide Area Network, a recognized Regional Telecommunications cluster as defined by the State of Minnesota Department of Education. Our capacity to the Internet is a combined 45 Mbps through two Points of Presence located at the Marshall and Windom Service Cooperative Offices. Our Wide Area Network provides all schools with a minimum of 15 Mbps between the participating school districts, which is utilized to share resources including, but not limited to, Internet Access, content filtering, SPAM filtering and an array of distance education resources.</p> <p>Video connectivity for ITV and distance education is IP based through the Wide Area Network. The Cooperative utilizes H.323 technologies, predominately from Tandberg. A video conferencing bridge is used to schedule and control distance education broadcasts for ITV, schools also have the capability to dial other IP-based video codec's directly by IP address if they wish.</p> <p>A PBX telephone system is located at the high school and elementary school. The middle school shares a PBX with the high school. The building's PBX's are connected through dry loop T1's. The West educational building use a Centrex system through Frontier. Every classroom and office in the district has a phone line</p>



<p>Do you have plans to expand this capacity within the next three to four years?</p>	<p>The Wide Area Network was built during the Fall of 2006 and early months of 2007. Our plans are to reassess the needs of the network after a period of five years and upgrade its capacity at that time. Within the timeframe of the next three to four years there are no definitive plans to expand the capacity of the network, but we do plan to expand the offering that are delivered through the network. Some of these offerings include but are not limited to, Internet 2, Streaming Media Services such as United Streaming, and off-site disaster recovery storage.</p> <p>The district frequently upgrades the infrastructure switches and networking capacity, as well as monitor performance. At this time, the district is taking an initial look and researching the feasibility at VoIP. We will continue to look at this technology in the next 2 to 3 years.</p>										
<p>If you plan to expand telecommunications capacity, what will be your anticipated capacity by the end of this planning period (July 1, 2011)?</p>	<p>Though there is no plan to further expand the capacity of the wide area network by July of 2011, there will definitely considerations and constant monitoring of the network to ensure adequate bandwidth is available to the schools on the network. It is possible that there may be a more immediate need for increased bandwidth, especially to the Internet, prior to 2011. If such a need should occur the members of the SW/WC Wide Area Network will assess the needs and investigate possible upgrades.</p> <p>Internally, the district anticipates installation of a gigabit network backbone infrastructure in all buildings by July1, 2011.</p>										
<p>What is your student to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?</p>	<p>The student to Internet connection computer ratio is presently 8:1. Our goal is to have a 4:1 ratio by the end of the planning cycle.</p>										
<p>What is your teacher to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?</p>	<p>100% of our teachers have an Internet-Connected Computer at this time. At the end of the planning cycle, it will also be 100%.</p>										
<p>Are the majority of the computers accessible for students located within labs or classrooms?</p>	<p>Approximately 75% of the computers accessible to students are located within labs and approximately 25% are located within classrooms.</p>										
<p>What is the average age of computer equipment used for instruction?</p>	<p>The age of the computers for the school district is:</p> <table border="0"> <tr> <td>0-2 years old</td> <td>343</td> </tr> <tr> <td>3-5 years old</td> <td>437</td> </tr> <tr> <td>6-8 years old</td> <td>207</td> </tr> <tr> <td>9-11 yrs old</td> <td>192</td> </tr> <tr> <td>12 or more yrs</td> <td>24</td> </tr> </table>	0-2 years old	343	3-5 years old	437	6-8 years old	207	9-11 yrs old	192	12 or more yrs	24
0-2 years old	343										
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6-8 years old	207										
9-11 yrs old	192										
12 or more yrs	24										

<p>What is timeline for your computer equipment replacement cycle?</p>	<p>It is District 518's objective to maintain reasonably up-to-date hardware and software for all stakeholders in the school district. The district's goal is to maintain a 3-year life-cycle replacement on administrative and secretarial computers, a 3-year life-cycle on 'high-end' graphic arts computers, and a 5 -7year cycle on teacher and lab computers. The networking infrastructure is continually evaluated for best performance and security. The district shall provide a software budget for each building for each fiscal year. Software and hardware upgrades are implemented where feasible. To maintain the quality and productivity of hardware and computers, the district standardizes on both hardware and software technologies throughout the district where possible.</p>
<p>What is your computer platform? PC-based, MacIntosh-based or both?</p>	<p>The district maintains a 95% PC-base platform. Macintoshes are purchased for specific application only.</p>
<p>How many technology support staff do you have to manage your technology infrastructure and network?</p>	<p>District 518 has one full time Technology Director and one full time technology support person. Each building has one or more persons who perform technology support for the technology needs in that particular building. The high school and middle school each have one full time person who is responsible for all troubleshooting all technology related issues and equipment and computer labs in the building. The elementary school has three technology support staff members who are responsible for all troubleshooting and technology related issues as well as five computer labs. Technical support at ALC, the administrative building, and a residential house are covered by the two full time district wide technical support people. The district is currently restructuring to free all technology support staff from lab monitoring to being available to troubleshoot problems and work closer with teachers and students throughout the building. More full time technology staff would be beneficial to the district.</p>
<p>Is the technology support staff sufficient to effectively manage your technology infrastructure and network? If not, what staff capacity do you think you need?</p>	<p>The district is presently evaluating the need for additional technology staff during the formation of the 2007-08 budget planning. The amount of technology support staff is insufficient at this time. Implementation of new technologies, daily and weekly maintenance of existing technologies and working with staff to integrate technology into the curriculum all happen at a level that is not as effective as it could be because of inadequate staffing. To keep the district effective in the education of the digital generation of students who demand and expect technology to work as well as acquire new technologies, additional support staff is a must.</p>

<p>Is assistive technology for students with special needs provided and supported in your school district or school?</p>	<p>Assistive technologies are provided to students and staff on an as needed basis. Modifications are tailored to individual needs for students. Much of this is dictated through the students Individual Education Plans. If a student has a temporary special need, these are met as the specific need arises. Staff's individual needs are also met as needs arise. The district pays close attention to ergonomic factors that can lead to injuries and discomfort. Our special needs department continually reviews these needs. The technology personnel work closely with the special needs department to address the requirements.</p>
<p>Are technology support staff provided with the necessary training they need, including training associated with assistive technology?</p>	<p>The technology support staff frequently offer staff development classes on various topics relating to technology. At this time, on the job training is typically the way the technology staff learns of new technologies including assistive technology.</p>
<p>How and when are technology support staff provided with training?</p>	<p>Whereas no specific training is offered for the technology support staff on a regular basis, all technology staff is encouraged to attend workshops, classes and seminars dealing with technology when possible. As needs arise, the district technology support people work closely with the building technical support staff. The district is in the process of developing a technical support staff training plan.</p>
<p>What particular challenges does your school district or school face in providing sufficient access and technology resources to your staff and students?</p>	<p>Budget limitations limit the speed and amount of technology that can be added or up-dated in each budget cycle.</p>

## V. Role of School Media Center

District 518 values the role of the school media center. One district media person oversees all of the media centers in the district. The media center is the learning hub of the school with the media specialist well versed in the curriculum used throughout the building. The media center should have pertinent print, non-print and online resources available to assist students in their learning process. The media center is no longer just the four walls within a building; therefore, these resources need to be available off site to accommodate the study habits of students today. Qualified staff members are available to assist both students and faculty in each location, evaluation and use of resources. These staff members also act as the visionaries in the use and integration of technology and media resources.

At the elementary level, the media staff, one licensed library media specialist and one and one half paraprofessionals provide prep time for classroom teachers so their ability to support instruction is limited. The middle school provides one-on-one assistance in the visual art of video editing and production, working closely with teachers to incorporate resources into the curriculum. At the high school, the library media specialist showcases quality online resources to support the curriculum. Also, print and audiovisual materials are purchased based on the curriculum. Purchase recommendations are solicited from current user's to help in encourage their continued usage.

The media staff members teach staff development classes in the use of resources available to enhance instruction. Using professional publications and peer networking, library media specialist search for, preview, and introduce staff and students to resources that support/enhance the curriculum.

Budget cuts over the last five years have cut the number of media positions from four media specialists across the district to one media person district wide. Additional unlicensed personnel were added to assist in the building's media centers due to the absence of a full time licensed staff. Budget cuts have also reduced media center budgets in some buildings across the district.

Technology benchmarks have been adopted at the elementary and middle school levels. The benchmarks provide a sequence for developing efficient technology skills at each grade level. The teachers are instrumental in the implementation and reinforcement of the benchmarks. The benchmarks build upon one another, providing students with the necessary skills for life long technical literacy.

District 518 has access to a assortment of online resources. ELM databases are available for use throughout the district. Access is provided via the media center's web page at each building, Prairie Elementary School, Worthington Middle School, and Worthington High School. In addition to ProQuest, InfoTrac, and EBSCO, members of the district can use World Book Online and My Skills Tutor.

## **VI. Staff Development and Training**

Once the technology support staff is trained, professional development for teachers, library staff and administrators, and support staff is provided through team teaching with staff, in-service training, and staff development opportunities. Students are assisted and trained by a team teaching approach with the classroom teacher. The technology support works with students, assisting with the development and production of assignments. Information dissemination and training for parents, community members and the general public is achieved through access to equipment, community presentations, cable television access channel, and adult involvement in various school functions.

District 518 will provide building and district wide in-service as well as Staff Development programs for internal users including staff, teachers and administrators to enhance skills in technology. Building specific technology needs are met in small group building level classes as well as one on one instruction. Community Education opportunities are available to external users of all age groups in the general public. The technology offerings are various and appropriate to the specific ages and interests.

Administrators attend conferences and seminars which concentrate solely on assisting them with data interpretation and use of technology as an administrative tool. The administrators use the data they glean to aid in decision making. The technology support staff members are readily available to assist with any questions or troubleshooting necessary.

<b>VII. Budget Development and Planning for Funding</b>						
<b>UFARS OBJECT CODE</b>	<b>CATEGORY</b>	<b>ITEM(S) DESCRIPTION</b>	<b>FY2008 BUDGET</b>	<b>FY2009 BUDGET</b>	<b>FY2010 BUDGET</b>	<b>FY2011 BUDGET</b>
<b>100</b>	<b>Salaries and Wages for Technology Staff</b>	<b>Tech Coordinator &amp; 4 Building Tech paraprofessional assistants</b>	<b>149,000</b>	<b>153,000</b>	<b>157,000</b>	<b>162,000</b>
<b>200</b>	<b>Fringe Benefits for Technology Staff</b>	<b>Tech Coordinator &amp; 4 Building Tech paraprofessional assistants</b>	<b>34,000</b>	<b>35,000</b>	<b>36,000</b>	<b>37,000</b>
<b>300</b>	<b>Purchased Technology Services</b>					
	<b>Consultant Services</b>	<b>Campus Student Program Administrator &amp; Other consultant services</b>	<b>66,000</b>	<b>68,000</b>	<b>69,000</b>	<b>70,000</b>
	<b>Communications (telephone, Internet access)</b>	<b>Intra-district Building connectivity &amp; SW Telcomm Consortium access</b>	<b>15,000</b>	<b>15,000</b>	<b>16,000</b>	<b>16,000</b>
	<b>Computer and System Services</b>	<b>Local computer vendors - repairs</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>
	<b>Technology Staff Development</b>		<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>
	<b>Technology Workshops and Conferences</b>		<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>
	<b>Technology Leases and Rentals</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Purchased Technology Services (i.e., maintenance)</b>	<b>With Computer &amp; System Services</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>400</b>	<b>Supplies and Materials (computer software, etc. both instructional and non-instructional)</b>	<b>Software, ink for printers, cables, other small items not qualifying as equipment</b>	<b>20,000</b>	<b>21,000</b>	<b>21,000</b>	<b>22,000</b>
<b>500</b>	<b>Capital Expenditures (technology equipment)</b>	<b>Computers, Projectors, SmartBoards, Printers, network switches, and Network servers</b>	<b>150,000</b>	<b>155,000</b>	<b>158,000</b>	<b>158,000</b>
<b>800</b>	<b>Other Expenditures (list)</b>	<b>License for Specific Software that is not owned</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>
			<b>22</b>			
<b>TOTALS</b>			<b>443,000</b>	<b>456,000</b>	<b>466,000</b>	<b>474,000</b>

## **Budget Development and Planning for Funding, Continued...**

Annually, a percent of District 518 capital outlay and facilities funds are made available for technology expenditures. These funds are generated from local and state tax dollars. Money from state and federal grants are also potential funding sources. Currently, grant dollars are being accessed through the Minnesota Telecommunications Access Grant for District 518 technology projects. We anticipate future financial assistance from the E-Rate Universal Service Fund.

Future District 518 technology expenditures are reflected in our 5 year technology plan. (See 5 Year Technology Plan). This plan is created and reviewed annually by the Technology Planning and Steering Committee. This plan is inclusive in its scope of necessary money for projects, including hardware, software, building concerns such as electrical and data wiring, engineering costs, installation charges, training costs, etc.

District 518 continues to look to the future and the new construction of facilities and the construction of a new building or expanding existing buildings. We understand additional facility construction will have an impact on future technology expenditures and it is our plan to address related technology issues when the time arises and when specific recommendations can be made.

Technology users are trained through District 518 Staff Development money. This includes training both for classes provide within the district as well as registration and expenses incurred for classes outside of the district.

With the increasing demand for technology assistance and implementation of new technologies, the need for additional district wide technology support staff exists in District 518. The funding for this position is uncertain at this time. Possible sources would include existing district personnel budgets and/or technology grants.

Actual expenditures for each project are tracked on the administrative computer system through the use of project and budget codes. These expenditures are reported annually to the Department of Children Families and Learning and are reviewed continually by District 518 personnel.

## **VIII. Implementation Plan:**

We are committed to graduating students from District 518 with technology and information literacy skills that will serve them throughout life. We do not intend to specify the particular software programs or hardware brands our students should use because the world of technology changes very rapidly. Rather, our intent is to provide an environment for learning that fosters creative and resourceful problem solving, filled with appropriate and flexible technological tools. It is critical to curriculum development that learning and delivering the curriculum is the main effort, not learning various programs and hardware. The key is not the hardware or specific software. It is the curriculum required for the standards being taught.

It is District 518's objective to integrate technology into the curriculum in order to aid the diverse student population in the learning process and assist in the achievement of state and national academic standards. The district is currently integrating technology into every area of the curriculum at all grade levels.

District purchases are based on identified needs. Technology leaders in each educational building work closely with the teachers to determine the needs of students in the areas of technology. Staff

Development and technology committees from each building are developing and implementing benchmarks for all teachers and students in the district.

The technology integrations program objectives for reference and information services are met by encouraging students and staff to use reputable online resources for research.

### **Technology performance objectives to be accomplished:**

#### **Technology Inventory**

Each building has a hardware and software inventory maintained by the media staff. The district technology coordinator maintains an inventory of network hardware and software. . The school district has an asset management system which tracks all assets, including technology with a purchase price greater than \$500.

#### **Security and Disaster Recovery:**

A complete backup and recovery system is in place and operational. This backup system creates a total system backup of each of the file servers, as well as the web server and two grading servers on a weekly basis with incremental backups on a daily basis. The backup will handle all name spacing configurations. An uninterruptible power supply is attached to each piece of network hardware, such as servers, hubs, routers, and switches, to minimize power spikes and brownouts.

Each local workstation that is connected to the network has passwords to ensure security on a user level. There is also a second password necessary to access the student management system throughout the district.

#### **Technical and User Support**

A computer hardware and software technical support protocol has been set up in the district. When a user has a problem on the computer that user asks another user for assistance. When the two users cannot solve the problem, the Media Specialist in the building is contacted. If the media specialist cannot solve the problem, another media specialist is contacted – if the problem is one that might be common in another building. If the media specialists cannot solve the problem the district technology coordinator tech support person is contacted.

#### **Hardware and Software Upgrades**

It is District 518's intent to maintain each user with hardware and software that will allow the user to complete assigned and required tasks efficiently and on tolerably modern equipment. Software and hardware purchases are driven by the needs dictated from the curriculum. Hardware and software upgrades are schedule on a yearly basis as reflected in the 5-Year Technology Hardware/Software Purchase Proposal listed earlier in this technology plan.

#### **Hardware and Software Maintenance Contracts**

Maintenance contracts are purchased for specialized programming that is purchased for District 518. We currently have software support agreements for the library program, lunch program, grading program, and the administrative software.

Most hardware purchased has a 3-year parts and labor warranty.



Much troubleshooting is done through the Internet. Updated drivers for printer drivers, vide drivers, sound drivers, miscellaneous patches, etc. are available free from the specific companies on the Internet. The Frequently Asked Questions on the Internet are also helpful when troubleshooting.

## **Action Plan**

### **November-December**

The District 518 Technology Plan is reviewed and revised by the Technology Planning and Steering Committee.

### **November-February**

District 518 goes through its budgeting process. Committee and administrative input is sought by the School Board of Education.

### **February**

Budget approval is given for major projects by District 518 School Board Engineering begins for major projects.

### **March**

District 518 budget is finalized by District 518 School Board.

Items from the 5-year Technology Plan are given final approval.

The approved items are reviewed and updated to reflect the changes that occur with new developments in technology.

### **April**

Request for bids for major projects are advertised by District 518 School Board.

### **May**

Bids opened and awarded by the District 518 School Board

### **June-August**

Ordering, Installation and Implementation of all new technologies.

### **August**

Training staff on new technologies.

### **September**

All technologies are implemented and used in curriculum.

## **IX. Evaluation Plan**

### **Results of Evaluation of Previous Technology Plan (2004-2007):**

The District Technology Committee met to evaluate the progress on the previous technology plan. Despite previous, current and ongoing budget restraints, access to and use of technology in the district has expanded, improved and has been enhanced in many areas over the last four years.

One of the most notable areas of progress of the areas address in the 2004-2007 technology plan is the amount of technology that has been integrated into the curriculum. Teachers have integrated the use of technology into many parts of their curriculum that they have not had the opportunity to do in the past. The science department at the high school level use probes and online classes that were not accessible in the past. Both the elementary and middle schools incorporate technology into both their reading and math curriculum by using Renaissance Place services. The business department uses technology in every course they teach, including computer maintenance, accounting, computer applications, and keyboarding.

During the previous four years, the district has implemented Campus, a district wide student management system, which generates reports and provides for the sharing of information between schools, administration, students, and parents. The implementation of this system has opened the communication between school and home through a parent web portal, allowing for real time access to grading, assignments, attendance, and discipline information. Home to school communication has also been enhanced through the expanded use of the district's web site. Teachers continue to be trained and supported in the process of publishing homework assignments, newsletters, and class information to the web.

Two times in the past four years, the district has increased its bandwidth out to the internet. In the Spring of 2005, an additional T1 was added to move the district from 1.544 megabytes of bandwidth to the internet to 3 megabytes of bandwidth to the internet. In January 2007, the district, in conjunction with Southwest/West Central Service Coop, moved to wireless connection out to the internet. This system will provide up to 45 megabytes of bandwidth to the internet.

The district has continued to increase and expand the use of the district's video network. In addition to the central video network which allows broadcast of videos and DVD's from a central location in each building, the district has begun to broadcast live events through the local access channel.

With budgets being as limited, the Microsoft CyPres money made available to public schools who qualified, was a welcome aid in both the hardware and software acquisitions for many curriculum areas throughout the district. With this funding, the district was able to supplement the software funding and purchase many software programs to supplement and enhance curriculum. Hardware was also purchased to initiate new programs such the Classroom Performance Systems and upgrade the district servers and infrastructure.

As technology becomes a more integral part of the lives staff and students, many teachers are using technology at a higher level than they did in the past. Work needs to be done to strive to make this a given with all teachers throughout the curriculum. Staff development in the areas in integrating technology with the curriculum has taken place, but must continue to be offered to faculty and staff members.

Some of the English Language Learners curriculum has moved computer based instruction to allow students to continue learning while the teacher is working with other students and to enhance the curriculum. The district is using Rosetta Stone, Success Maker, MTell, and various other software programs to assist with learning English.

Comprehension and understanding of reading has been tested and measured using the Accelerated Reading curriculum in grades 1-8 over the past four years. This computer based curriculum is research based to help improve reading scores. Much of the math curriculum throughout the district has technology components. Accelerated Math is offered in grades 1-8, allowing students to work and achieve at their own pace and ability level. The math series adopted in 2006 also has technology components which allow students to learn in the traditional paper pencil method as well as with technology.

The district has continued to provide the appropriate assistive technology that is necessary for individual students with special needs. Teacher and staff workstations continue to be tailored to meet the needs and specific requirements of the individual with the newer, higher end computers provided for the individuals who use technology to a greater extent and the less powerful machines provided to those who do not require as processor intensive technology.

In addition to maintaining seventeen networked and internet accessible labs in each educational building, the district has managed to also set up small workgroups of computers in various locations throughout the buildings. Many classrooms have one or more student computers in addition to the teacher workstations. Also, pods of computers are located throughout the elementary school for student use when the large computer labs are in use or for individual projects.

The first SMART board technology was introduced in the 2006-2007 school year. It remains a district goal to increase use of this interactive technology to enhance learning.

The district has been able to maintain their current level of funding and services for technology through state and federal funding, with supplementation coming from the Microsoft Cy Pres money and Title III Part D funds. Several grants have also been awarded to the district, allowing for small amounts of funding for technology.

With the progress in technology, several needs were not fully met in the area of technology over the last four years and are still in the process of being addressed. Lack of time and money were identified as the reasons for not completing the goals in most areas. Whereas the district provides technology staff development through classes offered before school, after school, during workshops and the summer, the consistency of technology staff development to all staff members needs continued work. The district needs to continue to get all teachers on trained and comfortable with technology to use in their classrooms and with students.

Connectivity between buildings is currently leased fiber through a local internet service provider. At the present time, the switch at the company's central office is not meeting the district's needs. The district, in conjunction with the internet service provider, is working on the replacement of this equipment to bring it up to the standards and capacity the district needs.

The district has begun providing wireless access throughout the district, but only in a few locations. Wireless access to the internet and network resources throughout the district will continue to be a goal for the district.

Technology integration carts which include a computer, scanner, video projector, and document camera for classroom use have not been made available for teachers. Budget constraints are to blame for not meeting this goal.

As District 518 looks to the future in preparing students for the 21<sup>st</sup> century, the curriculum will be aligned to the Minnesota Academic Standards. It is our hope that as time passes students will expect more from themselves as their abilities grow. Teachers will also have higher expectations of their students.

District 518 will communicate progress in the area of technology to the public through our cable access channel, live performances, community involvement programs, ie. grandparents and children teaming. The local newspaper has a weekly editorial column provided by a member of the school district, with a corresponding weekly radio spot to keep the community abreast of what is going on in the district. Communication within the district will be enhanced through expanded use of our email system and web presence and a web based student management system.. Communication with students and parents is completed through student announcements, email, voicemail, video crawlers, video productions and announcements, performances, the District 518 News, parent portal, newspaper articles, and building parent newsletters.

### **B. Evaluation Plan for 2008-2011 Technology Plan**

At each District Technology Committee meeting, the Technology Director and her staff report on the progress being made on yearly goals and the results of any studies or surveys. In addition, the Technology Director keeps school board members and Administrators aware of technology issues through the attendance at monthly administrative meetings and via email.

The district's technology department maintains contact via email and a presence on the web to inform staff members of technology resources, advice, and useful tips.

EVALUATION							
Objectives	Possible Baseline Data	Possible Data Sources for Ongoing Evaluation	Outcomes (Include items in Need Assessment achieved.)				
			2007	2008	2009	2010	2011
District 518 will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development surveys</li> <li>• School technology and improvement plans</li> <li>• Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to on-line resources</li> </ul>					
District 518 will provide the schools with multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.		<ul style="list-style-type: none"> <li>• Technology assessments</li> </ul>					

<b>EVALUATION</b>							
<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources for Ongoing Evaluation</b>	<b>Outcomes (Include items in Need Assesment achieved.)</b>				
			<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
District 518 will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							
District 518 will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							

# X. APPENDIX

## Appendix A

### Online Learning Options

<http://www.isd518.net/admin/Policy%20624.htm>

#### 624 ON-LINE LEARNING OPTIONS

##### I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance.

##### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.
- F. A student with a disability may enroll in an on-line learning course or program if the student's IEP team determines that on-line learning is appropriate education for the student.

##### III. DEFINITIONS

- A. "On-line learning" is an interactive course or program that delivers instruction to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
- B. "On-line learning student" is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider. An "On-line learning student" must be in attendance at their enrolled school district a minimum of one (1) day per week during the school year.

- C. “On-line learning provider” is another school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides on-line learning to students.

#### **IV. PROCEDURES**

##### **A. Dissemination and Receipt of Information**

1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
2. The school district will receive and maintain information provided to it by on-line learning providers.

##### **B. Students**

1. A student may apply to an on-line learning provider to enroll in on-line learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. An on-line learning student must notify the school district at least thirty (30) days before taking an on-line learning course or program if the school district is not providing the on-line learning.
3. An on-line learning provider will notify the school district and the student within ten (10) days of acceptance of the student’s on-line learning course or program and hours of instruction.
4. An on-line learning student may enroll during a single school year in a maximum of twelve (12) semester-long courses or their equivalent delivered by an on-line learning provider or the school district.
5. An on-line learning student may complete course work at a grade level that is different from the student’s current grade level.
6. An on-line learning student may enroll in additional courses with the on-line learning provider under a separate agreement that includes terms for payment of any tuition or course fees.
7. Courses that are currently available at the local High School are not eligible for on-line learning option or credit.
8. Students receiving failing grades in on-line courses forfeit the opportunity to participate in additional on-line courses at District #518 expense.

##### **C. Classroom Membership and Teacher Contact Time**



1. The school district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
2. The school district may reduce the teacher contact time of an on-line learning student in proportion to the number of on-line learning courses the student takes from an on-line learning provider other than the school district.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including on-line learning students. A student's on-line learning time will need to meet approximately 61 hours of equivalent course time in order to receive full credit for the on-line course.
2. The school district shall use the same criteria for accepting on-line learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
4. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements. Credits towards graduation or other requirements shall be prorated based on student learning time in the on-line course.
5. If a student completes an on-line learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

E. Other Requirements

1. The course must be assembled and delivered by a teacher with a Minnesota license.
2. The teacher providing the on-line instruction may not instruct more than 40 students in any on-line course, unless the provider is granted a waiver by the Commissioner of Education.
3. Parent consent is required for students under the age of 17.
4. The course must be accessible to students with disabilities.
5. The on-line provider must demonstrate expectations for actual teacher contact time or other student-to-teacher communications.
6. The provider must show that the on-line courses are rigorous, aligned with the Minnesota Academic Standards, and contribute to grade progression in a single subject.

7. The provider must also show that its on-line learning courses have equivalent standards or curriculum, and assessment requirements to other courses offered to enrolled students.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (On-Line Learning Option Act)

**Cross References:** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)

First Reading: 8/16/05  
Second Reading: 9/20/05  
Adopted: 9/20/05

# Appendix B

## Internet Acceptable Use and Safety, and Electronic Communications Policy

### 524 INTERNET ACCEPTABLE USE AND SAFETY, AND ELECTRONIC COMMUNICATIONS POLICY

#### I. General Conditions

- A. This policy applies to all technical resources and equipment that are: (1) owned or leased by the School District (the “System”); (2) used for School District functions. This policy also applies to all activities using any School District-paid accounts, subscriptions, or other technical services, such as Internet and World Wide Web (Web) access, voice mail, and e-mail, whether or not the activities are conducted on School District premises.
- B. This policy applies to all School District employees, contractors, consultants, volunteers, agents, students, group home residents, any other persons who use the School District’s computer system, or use or access other technical resources and equipment from School District premises, programs, facilities, or functions.
- C. All other School District policies apply to electronic communications, even if not specifically mentioned in this policy.

#### II. Responsibilities

- A. The District Technology Director will serve as the coordinator to oversee the System.
- B. The building principal or site administrator will serve as the building-level coordinator for the System, will approve building-level activities, coordinate staff training in the use of the System and the requirements of this policy, and establish a process for adequate supervision of students using the System.
- C. Consistent with applicable federal and state law<sup>1</sup>, the School District will filter, block, or otherwise prevent student and adult access transmissions or other communications on the System which are (1) obscene; (2) child pornography; or (3) harmful to minors, as defined under the Children’s Internet Protection Act, or as determined by School District officials. The School District may filter, block or otherwise prevent the use of the System for other inappropriate use as determined by Superintendent of Schools or his/her designee.
- D. The use of the System, including access to the Internet is a privilege, not a right. Violations of the School District’s Electronic Communications Policy may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline pursuant to applicable School

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<sup>1</sup>Children’s Internet Protection Act — 47 U.S.C. § 254(1); Minn. Stat. § 125B.25

District policies, including student suspension, expulsion and exclusion and termination of employment; and/or civil or criminal liability under other applicable laws.

- E. Providing users, including students and employees, access to the System, including the Internet, carries some risk that users may encounter material that is offensive or is otherwise not suitable for an educational environment. The School District will take reasonable measures to provide employees and students information about how to responsibly use the System; however, it is not possible or practical for the School District to filter and/or monitor all electronic communication that users may be subjected to on the System. Accordingly, System users, including employees and students, are responsible for complying with the standards for Acceptable Use (*see* III below) and student discipline policies/regulations. The School District is not legally responsible for guaranteeing appropriate use of its System, or other technical resources and equipment used on or accessed from School District premises, programs, facilities, and functions.

### III. Acceptable Use

- A. The System is a School District-owned tool to be used by authorized users primarily for matters directly related to educational purposes and School District business, and as a means to further the School District's mission.
- B. The standards for acceptable use also apply to technical resources and equipment, other than the System, that is accessed from School District premises, programs, facilities, or functions.
- C. Unacceptable uses:
  - 1. Users of the System or other technical resources and equipment are prohibited from accessing, reviewing, uploading, downloading, storing, printing, posting, receiving, transmitting or distributing the following types of images or other communication:
    - a. Pornographic, obscene, or sexually explicit;
    - b. Abusive, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful;
    - c. Inappropriate in the education or residential/group home setting or potentially disruptive to the educational process;
    - d. Violent material or advocating violence;
    - e. Promoting, fostering or perpetuating discrimination and/or harassment on the basis of race, creed, color, age, religion, sex, marital status, status with regard to public assistance, national origin, physical or mental disability, or sexual orientation;
    - f. Contrary to the School District's Sexual Harassment Policy;
    - g. False or defamatory information about a person or organization or which is harassing or a personal attack on another person.

2. Employee users of the System will not post, or distribute personal contact information about themselves or other persons, including, but not limited to home addresses, home telephone numbers, identification numbers, account numbers, access codes, passwords. Employee photographs may be posted only with the permission of the employee.
3. Users of the System will not post, or distribute personal contact information about students, including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes, passwords, and photographs.
4. Students will not meet with someone they have made contact with online without their parents' approval and participation.
5. Student users will inform their teacher or other School District staff if they receive any image or other communication that is inappropriate. Employee users will inform their supervisor, the building principal or site administrator if they receive any inappropriate image or other communication.
6. Users will immediately inform a School District official of inadvertent access to unacceptable images or other communications on the System.
7. Permission will not be granted for users to access blocked sites or any other sites deemed inappropriate by the School District.
8. Users will not use the 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 System software, hardware or wiring or take any action to violate the School District's security system; and will not use the System in a way as to disrupt the use of the System by other users.
9. Users will not attempt to gain unauthorized access to any other computer system through the System or go beyond their authorized access, including attempting to log in through another person's account or access another person's files, even if such action is for the purpose of "browsing."
10. Users will not load any kind of software on the System, only the District Technology Director or her designee is authorized to load software and change configurations. Also users may not download any file that changes the configuration of the software or the System.
11. Users are prohibited from using or downloading software that is designed to destroy data, provide unauthorized access to the System, or which would disrupt the System in any way, including using or downloading software that contain or harbor viruses, Trojan horses, worms, or other invasive software.
12. Users will not post, transmit or distribute chain letters or engage in any types of "spamming," *i.e.*, sending unnecessary messages (personal want ads, solicitations, personal requests, etc.) to a large number of people.

13. Users will not use the System for unauthorized commercial purposes or for financial gain unrelated to the mission of the School District. Users will not use the System to offer or provide goods or services or for product advertisement without authorization from the appropriate School District official.
14. Users will not use the System to engage in any illegal act or violate any local, state or federal law.

#### IV. Intellectual Property

- A. Users may not copy or distribute copyrighted materials (*e.g.*, software, database files, documentation, articles, graphics files, and downloaded information) through the System, unless the user has permission in advance from the copyright owner or a School District official has made a determination that the material falls in the “fair use” exception under the Copyright Act. To be protected by copyright law, a work need only be an original work fixed to a tangible medium of expression. Including a copyright notice is optional, thus, copyright protection exists for a work even if the “©” notice is omitted. Users should assume material is copyrighted.
- B. Users will not knowingly violate usage licensing agreements or trademark law.
- C. Users will not plagiarize works they find on the Internet. Plagiarism is the taking of ideas or writings of others and presenting them as if they were original to the user.

#### V. Security

- A. Employees must safeguard the School District’s confidential information and information classified as private personnel data or private student data under the Minnesota Government Data Practices Act. E-mail messages containing such information should not be left visible while employees are away from their work area.
- B. Users are responsible for taking precautions to protect the System. Users will immediately notify the District Technology Director or site administrator, if they identify a possible security problem. Users will not go looking for security problems, because doing so may be construed as a prohibited attempt to gain access.
- C. Users are responsible for protecting their passwords against unauthorized use.
- D. Users will avoid, if known, the spread of computer viruses.
- E. Users are requested to shut down and power off their computers at the end of each day.

#### VI. Notification and Responsibility

- A. The School District will inform parents, students and group home residents of this policy.
- B. Students or other users may encounter a wide range of material on the Internet, some of which may be contrary to the values of particular families, students or individuals. The School District will enforce its Acceptable Use policy; however, it is not practical or possible for the School District to monitor access to ensure individuals do not encounter images or other communication contrary to their values.

VII. Accounts and Agreements

- A. School District employees will be provided an e-mail account and access to the System.
- B. The School District may develop appropriate user notification forms, use agreements, guidelines and procedures necessary to implement this policy.

VIII. Websites

- A. The School District, sites, and/or classes may establish a web page that present information about the School District, school building, or class activities. The person(s) who develops a web page is responsible for the content of the web page and compliance with the School District's Electronic Communication Policy.
- B. The District Technology Director or his/her appointee, will be responsible for the oversight of the School District's website. The District Technology Director, or his/her designee, will be responsible for oversight of the buildings' and class websites.
- C. Pursuant to the data privacy rights under the Family Educational Rights and Privacy Rights (FERPA) and the Minnesota Government Data Practices Act (MGDPA), the School District's Web site will not contain information directly related to a student, including the student's image, and information that would otherwise be public directory information pursuant to the MGDPA and School District policy, without the consent of the student's parent or the student who has reached the age of majority. The School District's website may contain public personnel data, as defined under the Minnesota Government Data Practices Act, at the discretion of the School District.
- D. The School District may establish processing criteria for the creation and posting of material on the School District's web site. All student, staff, school or classroom web pages shall adhere to such criteria.

IX. Inspection and Monitoring

- A. All information created, transmitted, or retrieved over the System is the property of the School District and users have no privacy rights to such information. The School District has the right at any time to inspect, investigate, review or monitor the use of the System, any information transmitted or stored on it.

X. Limitation of School District Liability

- A. The School District makes no warranties of any kind, either expressed or implied, that the function or the services provided by or through the System will be error-free or without defect.
- B. The School District will not be responsible for any damage users may suffer, including, but not limited to, loss of data or interruptions of service.
- C. The School District is not responsible for the accuracy or quality of the information obtained through or stored on the System.

D. Users will be solely responsible for financial obligations and damages arising from confirmed deliberate misuse use of the System.

First Reading: 2/20/07, 5/18/04

Second Reading: 3/20/07, 6/15/04

Adopted: 3/20/07, 6/15/04



# Appendix C

## Media Selection Policy

### **INDEPENDENT SCHOOL DISTRICT 518** Worthington, Minnesota

#### **SELECTION OF RESOURCES**

##### **I. Statements of Policy and Definition**

- A. District 518 supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States as expressed in official statements of professional associations. Copies of the following documents are appended and form a part of this policy: library Bill of Rights (American Library Association), The Freedom to Read (American Library Association), The Intellectual Freedom (Association for Educational Communications and Technology), Freedom to View (Educational Film Library Association), and a Policy on the Freedom to Teach, to Learn, to Express Ideas in the Public School.
- B. Each building administrator shall annually provide (in Building Handbook) a copy of the Policy and Procedure for Selection and Reevaluation of Resources to all employees in his/her building. The employees shall be reminded that the right to object to a resource is one granted by policies enacted by the Board of Education.
- C. For the purpose of this statement of policy, the term “resources” will refer to any person(s) or any material(s) (whether acquired or locally produced) with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term “unavailable” refers to a resource that has been denied inclusion. Resources include but are not limited to textbooks, other books, supplementary reading and informational materials, charts, resource people, agencies and organizations, dioramas, filmstrips, kits, machine readable data files, maps, microforms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, video recordings, telecommunication, computer software, plays, concerts, athletic events, and written and performed music.

##### **II. Objectives of Selection**

- A. It is the responsibility of school personnel who select resources to provide resources that will support and enrich the curriculum, taking into consideration the varied interest, abilities, learning styles and maturity levels of student served.
- B. It is the responsibility of school personnel who select resources to provide resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.

- C. It is the responsibility of school personnel who select resources to place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

### **III. Responsibility for Selection**

- A. The Board of education of District 518 is legally responsible for all matters relating to the operation of the district. The Board of Education of District 518 delegates the responsibility for the selection of resources to the administrators and professional staff employed by the district, and declares that these selections shall have been made by the Board of Education of District 518.
- B. The responsibility for the selection and purchase of resources rests with the professional staff.

### **IV. Criteria for Selection ( To be used as they apply)**

- A. Resources shall support and be consistent with the general educational goals of District 518 and the goals and objectives of individual schools and specific courses.
- B. Resources shall be chosen to support and enrich the individual school curriculum and to meet the personal needs of the students.
- C. Resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom the materials are selected.
- D. Resources shall provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- E. Resources shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- F. Resources shall be selected for the atypical student as well as the average student.
- G. Resources shall be selected for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.

### **V. Procedure for Selection**

- A. In selecting resources, professional personnel shall evaluate the available resources and curriculum needs and shall consult reputable, professionally prepared aides for selection and other appropriate sources. The actual item shall be examined when deemed appropriate.

- B. Administrators, teachers, students and other school district personnel and community persons may make recommendations for purchase.
- C. Gift resources, leased and loaned items shall be judged by the criteria outlined in IV, page 2 and shall be accepted or rejected by those criteria.
- D. Selection is an ongoing process which includes the removal of resources which are no longer appropriate and replacement of resources which are lost or damaged.

## **PROCEDURE FOR DEALING WITH AN OBJECTION TO A RESOURCE**

### **I. Procedures Review**

- A. Occasional objections to resources will be made despite the care and procedure followed in their selection. Therefore, school personnel should be prepared to uphold the freedom of access to information.
- B. Any resident or employee of the school district may object to the inclusion or exclusion of resources in the district's educational program on the basis of appropriateness.
- C. An objection is defined as a verbal or written statement of opposition to a resource, request that it be excluded, included or restricted.
- D. All residents and employees of the school district shall adhere to the Policy and Procedure for Selection and Reevaluation of Resources.
- E. The same criteria will be used in reevaluation of resources as in selection, outlined in II, objectives of Selection, and the disposition of the resource will be based on the established criteria.

### **II. Step-By-Step Procedure When an Objection Occurs**

1. When a citizen objects to material, the person receiving the complaint should attempt to informally discuss and, if possible, resolve the issue with the objector.
2. If the complaint is not satisfied the objector(s) shall be directed to the building principal or his/her designee.
3. Within three (3) regular school days of receiving the objection, the principal or his/her designee shall contact the objector, provide him/her with a copy of these policies and procedures and arrange a meeting with him/her.
4. The principal or his/her designee shall explain to the objector the school's selection procedure, the selection criteria and the qualifications of those persons selecting the resources.
5. The principal or designee shall explain the selection rationale for the resource, its intended educational use, and any additional information regarding its use.
6. If the objector wishes the removal or restriction of the resource for anyone other than his/her

child/ward, or the inclusion of an unavailable resource, the use of the “Request for Reevaluation of a Resource” form shall be explained and the objector invited to complete it in its entirety and return it to the principal or designee. If the objector fails to return the form, the objection shall be regarded as waived or withdrawn.

7. The objector shall complete a “Request for Reevaluation of a Resource” form for each resource to which he/she objects.
8. The building principal and other appropriate personnel (i.e. superintendent, faculty person involved, and media person) shall be informed.
9. Upon receipt of the completed and signed “Request for Reevaluation of a Resource” form, the principal or designee shall, within five (5) regular school days, refer it to the Building Committee for Reevaluation of the Resource.
  - A. Use of the questioned resource shall not be restricted during the reevaluation process.
  - B. The Building Committee for Reevaluation of Resources shall consist of: the principal; two (2) teacher’s familiar with the subject material; the building media person, and two (2) Community Representatives, one (1) a member of the Parent Advisory Council and one (1) may be the objector. The committee chairperson shall be determined by the committee.
  - C. The committee will:
    1. Be notified of the objection.
    2. Read, view, or listen to the questioned resource in its entirety.
    3. Meet to consider the questioned resource and make a decision within 14 regular school days of receipt of the completed and signed “Request for Reevaluation of a Resource” form.
    4. Follow all procedures outlined in the Guidelines for Reevaluation committee (page 6).
    5. The principal informs the objector of the decision.
10. If the objector is not satisfied with the building level decision, he/she may submit their objection to the District 518 Committee for Reevaluation of a Resource.

### **III. Committee for Reevaluation**

- A. The District 518 Committee for Reevaluation of Resources shall be made up yearly, prior to September 22, of seven (7) members from School District 518.
- B. Categories 1 through 7 listed below, shall each be two-year terms. The odd numbered categories shall be elected/selected in the fall of the odd numbered years; the even numbered categories shall be elected/selected in the fall of the even numbered years.
  1. One member elected/selected from the Board of Education.

2. One building principal or assistant principal selected by the Superintendent.
  3. One elementary teacher elected/selected by the Worthington Education Association.
  4. One secondary teacher elected/selected by the Worthington Education Association.
  5. One professional media person elected/selected by the K-12 media staff.
  6. One student from Worthington Senior High School elected/selected by the high school student council.
  7. One District 518 resident appointed by the Superintendent.
- C. When a vacancy occurs on the committee, the principal; (page 5, III, D) shall meet with the individual(s) responsible for the category in which the vacancy has occurred and obtain a replacement to complete the term.
- D. By May 5 of each year, the superintendent shall appoint a principal to:
1. Notify in writing prior to May 15 those groups who must elect/select a representative for the following year.
  2. Send a reminder in writing between August 25 and September 5 to those groups who have not responded to the first notice.
  3. Arrange and convene an organizational/in-service meeting no later than September 22 for the seven (7) members Committee for Reevaluation of Resources.
- E. At their organizational/in-service meeting, the seven (7) members shall elect a chair and a recording secretary.
- F. Should any reevaluation committee member be involved with a questioned resource, a temporary replacement from his/her category shall be appointed by the chair of the Committee for Reevaluation of Resources. Once a decision on the questioned resource has been made by the reevaluation committee, the member shall return as a participating member of the committee.

#### **IV. Guidelines for the Reevaluation Committee**

- A. Five (5) members of the Committee for Reevaluation of Resources shall constitute a quorum. A quorum is required at all meetings where a decision is to be made regarding a questioned resource.
- B. All committee members are voting members.
- C. The chair of the Committee for Reevaluation of Resources shall:
1. Notify committee members of the objection and set a meeting date.

2. Distribute a copy of the completed “Request for Reevaluation of a Resource” form to each committee member.
3. Distribute the appropriate Checklist for Reevaluation Committee to each committee member.
4. Obtain and arrange for reading/view/listening to the questioned resource by the committee.
5. Within twenty (20) regular school days of receiving the objection, hold a reevaluation committee meeting to discuss the questioned resource, hear testimony and reach a decision. If more time is necessary, the committee members want all others involved shall be notified in writing by the chair.
6. Invite the objector, professional media person or teacher and administrator involved in the committee meeting.
7. Invite appropriate persons to provide testimony during the meeting.

D. The Committee for Reevaluation of Resource shall:

1. Post the time and date of the open meeting.
2. Examine the questioned resource in its entirety.
3. Determine professional acceptance of the resource by reading critical reviews.
4. Weigh values and faults and form opinions on the resources as a whole rather than on passages or sections taken out of context.
5. Discuss the resource in the context of the educational program.
6. Hear testimony.
7. Make a decision by public vote.
8. Prepare a written report using the Report for the Reevaluation Committee form.

E. The Recording secretary shall:

1. Record attendance.
2. Take notes and complete the Report of the Reevaluation Committee form.
3. Obtain signatures from committee members on the Report of the reevaluation Committee form.
4. Be responsible for filing all required reports within five (5) regular school days.
5. Send copies of the completed Report of the Reevaluation Committee form to the

objector, the building principal, the superintendent, and the professional media person or teacher involved.

## **V. Resolution**

- A. The written report, signed by all members of the committee who attended the meeting, accompanied by all materials used during the proceedings and a minority report, if one is made, shall be filed with the superintendent. This shall be the official record of the case.
- B. In the case of a tie vote, the objection shall be denied.
- C. The decision shall be binding for the individual school or as specified in the report by the reevaluation committee.
- D. The decision shall be communicated to all appropriate employees.
- E. A decision to sustain an objection shall not be interpreted as judgment of irresponsibility on the part of the professionals involved in the selection and/or use of the resource.
- F. The committee's decision may be appealed to the district 518 Board of Education.
- G. The reevaluation cycle for a given resource will not occur more than once every two (2) school years.

# Appendix D

## Equal Education Opportunity

### 102 EQUAL EDUCATIONAL OPPORTUNITY

#### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

#### II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)  
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)



## TITLE IX AND EQUAL EDUCATION OPPORTUNITY

### I. PURPOSE

The purpose of this policy is to ensure that an equal educational opportunity is provided for all students of the school district in accordance with Title IX regulations.

### II. GENERAL STATEMENT OF POLICY

- A. It is the school districts policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school districts policy on harassment and violence and the school districts procedures for addressing such complaints, refer to the school districts policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.**

### III. COORDINATOR

Any student, parent or guardian having any questions or complaints regarding alleged Title IX violations should contact John Landgaard, the Title IX Officer for the district at (507) 372-2172 or at 117 Marine Avenue, Worthington, Minnesota, 56187.

### IV. GRIEVANCE PROCEEDUES AND RIGHTS

- A. Contact Title IX Coordinator with concerns
- B. If concern is unresolved, grievance will be presented to Superintendent and School Board for investigation and response.
- C. In the event of disagreement with the school district's investigation and response the grievant has a right to request an impartial hearing with legal counsel.
- D. Grievant has the right to appeal the impartial hearing officer's decision.

# Appendix E

## Instructional Services – Special Education

<http://www.isd518.net/admin/Policy%20608.htm>

### 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

#### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need for special educational services on the part of some students in the school district.

#### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

#### III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided the special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

First Reading: 4/18/06  
Second Reading: 5/23/06  
Adopted: 5/23/06

# Appendix F

## Student Access to Networked Information Resources

The Board of Education of Worthington Public Schools, recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The Board of Education of the Worthington Public Schools generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened – prior to use – by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Board Policy INE requires that all such materials be consistent with district adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunications, because it may lead to any publicly available fileservers in the world, will open classrooms to electronic information resources, which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board of Education of Worthington Public Schools expects that staff will blend thoughtful use of such information throughout the curriculum and that staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy INB (Instructional Resources-Controversial Issues) and will honor the goals for selection of instructional materials contained therein.

Students are responsible for their behavior on school computer networks just as they are in classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy JF, Student Policies-Student's Rights and Responsibilities). The network is provided for students to conduct research and communicate with others. Access to networks services will be provided to students who agree to act in a considerate and responsible manner.

Access to telecommunications will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with people throughout the world. The Board of Education of Worthington Public Schools, believes that the benefits to student from access to information resources and opportunities for collaboration, exceed the disadvantages. But 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 Worthington Public Schools support and respect each families right to decide whether or not to apply for independent access.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

First Reading: 5/20/03  
Second Reading: 6/17/03  
Adopted: 6/17/03

# Appendix G

## Staff Development for Standards

<http://www.isd518.net/admin/Policy%20619.htm>

### **619 STAFF DEVELOPMENT FOR STANDARDS**

#### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Standards and with students as they progress to achievement of those Graduation Standards and meet the requirements of the No Child Left Behind Act.

#### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the Graduation Standards and the No Child Left Behind Act at all levels.

#### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the "Committee") shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Standards and the No Child Left Behind Act at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Standards effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Standards implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Standards at all levels for all students, including those with special needs.

#### **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation.

Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (“HOUSSE”) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher’s application for highly qualified status.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)  
Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)  
Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

First Reading: 4/18/06  
Second Reading: 5/23/06  
Adopted: 5/23/06