



# Technology Plan

**February, 2001**

## **I. Executive Leadership, Organization, and Partnerships**

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### **Executive Leadership**

The St. Cloud Area School District 742's Director of Support Services/Technology & Planning provides district-wide organization and community-wide leadership in the vision and formation of technology uses within the district and between the district and the City of St. Cloud, in the implementation of technology within the district, and in the evaluation process determining effective technology use. This individual provides direct guidance to the District Instructional Media Coordinator, fifteen building media specialists, core Technology Trainer, eleven technicians and a staff of thirty-plus support personnel located within Media Services. This person is also co-chair of the strategic planning process and leads the Initiative B (Tools for Tomorrow) section of the plan. The Director of Support Services/Technology & Planning reports directly to the superintendent.

The District Instructional Media Coordinator is assigned the responsibility of providing direct support to staff in the buildings by managing information systems, coordinating Media Services staff in meeting the instructional needs of the District, serving as a member on the curriculum and district inservice committees and by working with building media specialists.

Instructional media is not viewed as a separate curriculum. Instead, media is embedded into all aspects of the curriculum. Media specialists serve on all of the district curriculum committees. Media specialists also meet monthly as a group to discuss issues and share ideas. These media specialists serve as leaders of media and technology in the schools and chair the building technology committees. Building media specialists have flexible work schedules which enable them the opportunities to work with classroom teachers in the planning and delivery of instruction. Building media specialists are responsible for the library collection and site technology as well of the use of these tools in the delivery of instruction.

The technical staff consists of fifteen employees who provide staff development, training, networking/systems design/installation, telephone & communication systems, security, repair, equipment specification, inventory control, asset management, and procurement of technology. The technical staff is assigned to specific district buildings to work one-on-one with the leadership from each site. Weekly meetings serve as communication vehicles among the sites and the Media Services staff. These technicians, as well as the District Instructional Media Coordinator and Director of Support Services/Technology & Planning, provide input on the building technology plan and the implementation of this plan.

### **Organization**

District 742 is located on the banks of the Mississippi River in Central Minnesota. We are the 11th largest district in the state of Minnesota and span parts of three counties. Our student enrollment is approximately 10,200 students and we employ 2800 staff members. Staff and students are housed in one of twenty-one sites: two senior high schools, two alternative learning centers, two junior high schools, eleven elementary schools, one early childhood family education center, one community

education facility, two support facilities, one administrative building and a variety of special education satellite facilities.

Students are taught a broad and challenging curriculum using both high tech and traditional teaching methods. Every classroom has access to the world's ideas via our metropolitan-wide area network with the delivery of data, voice and video signals at fiber-optic speeds.

District 742 is committed to technology that enhances teaching and learning. Staff and students use a city and district owned fiber-optic fast network to share data, voice and video information among 40 servers, 2700 computers, 2800 telephones, 500 televisions, two distance-learning ITV rooms and other technological enhancements to support teaching and learning.

District Media Services oversees the overall procurement procedure for technical hardware, software, furniture and peripherals which are procured through district and state regulated guidelines. Specialists at District Media Services provide overall design and specifications relating to all technological acquisitions. Written requests are received and components and prices are researched. Orders are developed and authorized. Non-consumable equipment and district software are documented in the district's inventory database. Items are shipped to the proper locations within the school district within two business days. Payments are made to vendors within 35 days of receipt of the invoice.

### **Partnerships**

In 1996, District 742, in partnership with the City of St. Cloud, began plans for a joint, state-of-the-art fiber optic wide area network (WAN). A joint feasibility study was completed and it was determined that both organizations had similar communication needs. By joining forces, both organizations could save considerable money while accomplishing their goals.

Installation began during the summer of 1998. The network includes 32 miles of buried fiber optic cable and connects a total of 31 city and school sites stretching from Clearwater to St. Cloud, Waite Park and St. Joseph, Minnesota.

The WAN provides high speed data access, voice and video capabilities. The network is integrated and connected to St. Cloud State University and the St. Cloud Technical College via fiber optic cable. Currently, both high schools are fully equipped with distance learning/multimedia presentation centers. And, furthermore, the Learning Connections Project provides a direct classroom connection from Talahi Community School to the Education Center at the University.

We continue to nurture our partnership with the City of St. Cloud and share in many technology projects:

- We have combined technology-training efforts by sharing trainers and computer training facilities.
- The district's technical staff serves the city under contract to advise on technical issues, perform various wiring/equipment installations and equipment repair.

- The city shares the use of their Council Chambers so we may broadcast our school board meetings, live, informing the public of district issues. City and district staff share, on a monthly basis, the operation of audio-visual equipment for nine city and two school district meetings.
- We have partnered with the city in a joint venture to remodel their Council Chambers, adding state-of-the-art, live-broadcast equipment and production facilities, with plans to update the school's production studio in the next few years.
- A joint fiber-optic budget is operated by both the city and District 742 for continued maintenance and upgrades of our joint fiber plant and electronics. New data electronics, servers, test equipment, etc. is purchased and shared on a regular basis.
- The school district hosts and maintains the city's web page and e-mail on a shared server located on school property.

Other partnerships have developed because of the positive relationship and experiences with the City of St. Cloud. Other partners include: Astound Communications, Charter Communications, Cellular 2000, InfoTel, Minnesota State Colleges and Universities (MnSCU), Minnesota Satellite Technologies (MnSAT), St. Cloud State University (SCSU), St. Cloud Technical College (SCTC), SHAL Networks (Lakedale Telephone), and Stearns County Offices.

- As part of the partnership with Minnesota Satellite & Technology (MnSAT), they have provided a satellite dish and receivers, shared by the city and District 742, to provide educational and government programming to the local cable access channels, as well as to city and district buildings.
- SCSU and MnSAT have helped to uplink a government/educational program via satellite to other locations across the country. This link will be used more in the future.
- The school's video head-end is also the switching point for programming supplied to the city's government access channel and their internal cable channels and the switching for Stearns County programming. Switching is manually controlled by district staff or can be accessed via the web, using shared software applications.
- Local cable companies have supplied broadcast equipment to improve signal quality and services and have combined efforts to unify channel assignments for education and government access channels.
- As part of the city and school fiber partnership, InfoTel and Lakedale Telephone joined us as partners for sharing the costs of fiber locates. Our billings are split four ways, saving the city and school thousands of dollars each year.
- We have partnered with MnSCU and have provided them a fiber link, for educational purposes, between the city and schools, SCSU and SCTC. Fiber is also being made available, through our back-bone, to MnSCU's new St. Cloud based training facility to SCSU, in part and in exchange, for use of their facility.
- In cooperation with Cellular 2000, Discovery Community School received a \$30,000 grant to construct a mini-cellular system. Cellular phones are now used as extensions of the classroom phones and provide instant access to anywhere within the school grounds, adding increased security, safety and accessibility.

Several other areas for partnering are currently being explored with the City of St. Cloud and Stearns County:

- Streaming video technology for live broadcasts from the Council Chambers.
- On-line payment applications and software.

Partnerships with the Central Minnesota Research and Development Council (CMERDC) involves participation in a joint video and software library, copy machine service, Cisco instructional program and administrative computing services involving finance, payroll and human resource systems. A future partnership with CMERDC will involve a new student information system.

The district also works with Resource Training and Solutions (formerly the ECSU) on joint training ventures in technology.

The Minnesota State College and University (MNSCU) office in St. Cloud is working with District 742 on joint training and meeting facilities and shared infrastructure usage.

## II. Technology Planning Steering Committee

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Technology planning is not an entity in itself but is addressed by the commitment to teaching and learning as indicated in many sections of our Strategic Plan. The following commitment, as stated in our Strategic Plan, provides all committees involved in technology planning with a clear direction.

*Every District 742 student will graduate with state-of-the-art information management and technological literacy skills. The technology plan needs continual upgrading to reflect changes in technology and its uses. Timely replacement of equipment and updating of curriculum must occur to ensure student preparation in the use of relevant technology in business, industry and the work place environment. Ongoing staff development on new technology and curricula, as well as adequate support personnel, must accompany all upgrading.*

### Committees

Three types of committees work closely together to ensure implementation of the technology portion of the District Strategic Plan. These committees are the Technology Council, the twenty-one Site Technology Committees and the Strategic Plan Initiative B Tools for Tomorrow Committee.

### Technology Council

District 742's Technology Council monitors the technology process and provides leadership and direction for the total technology program. The District Technology Council includes members from instructional and administrative committees and represents all District stakeholders. This council takes direction from building technology teams, the Initiative B Committee, the Superintendent's Cabinet and the Board of Education. The Council will provide a clear and unified technology direction for instructional Site Technology Committees and the administrative Initiative B Committee.

The present Technology Council members are:

Duane Radeke	Director of Support Services/Technology & Planning
Gary Ganje	District Instructional Media Coordinator
Jim Tasto	Technical Systems Coordinator
Jeff Wood	Technology Trainer
Sue Ressemann	Special Projects Coordinator
Bob Morse	Computer Programmer
Karen Solarz	Administrative Computing
Dan Anderson	Elementary Principal
Cole Bacon	Elementary Teacher
Charlie Eisenreich	Secondary Principal
Nancy Lorentz-Berg	Secondary Teacher
Dan Heinen	Secondary Teacher
Kathryn McGowan	Media Specialist
Steve Kline	Media Specialist
Carol Ahlstrand	Media Specialist
Jan Hasbrouck	Media Specialist
Steve Ringsmuth	Board of Education
Kevin Januszewski	Director of Business Services

Tom Hannon	Director of IS, City of St. Cloud (Business Partner)
Mert Thompson	Post Secondary
Joan Vincent	Business Partner
Dennis Voigt	Parent
Keith Lindberg	Parent
Christina Meyer	Student
Dan Nistler	Student

### **Site Technology Committees**

Each of the twenty-one district sites has a committee which plans, develops and monitors the use of technology to ensure staff has access to the technologies they need to deliver instruction effectively. The committees also ensure that students have access to the technologies they need to become effective learners. Decisions that impact the site are made by using the District Strategic Plan as a guide.

### **Initiative B Committee**

The Initiative B Committee is made up of district and building administrators. This committee is responsible for monitoring the technology portion of the Strategic Plan. It is the role of this committee to develop and monitor the use of technology in administrative practices and to continually improve the quality of services delivered to the District, students and parents. It is also the responsibility of this committee to provide input and to assist in the development of district technology plans.

### **III. Overall Organizational Mission & Technology Vision Statement**

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#### **Mission Statement**

The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world.

#### **Introduction & Vision Statement**

District 742's technology program focuses upon what our graduates need to know about technology and what technological skills they must possess to function in the twenty-first century.

Students must be provided with the technological expertise to become independent thinkers, problem solvers and competitive members of a global society. All students and staff will employ technology as a tool to access, analyze and utilize information as they address the challenges of the future.

#### **Belief Statement**

In support of District 742's commitment to technology, we believe:

- that technology is a vital, necessary, required part of each person's existence in a global society and utilization of technology in schools is no longer an option.
- that our students must understand and utilize various forms of technology.
- that integrating technology equips teachers with a variety of creative tools to meet the diverse needs of learners.
- that the application of technology will enhance the learning process and provide skills for life-long learning.
- that carefully planned, on-going inservice programs for staff and administration must be provided.
- that the school district must have an on-going plan for the most effective and efficient uses of technology for students, staff, administration and the community.

#### **District Technology Goals**

- 1. Access:** To provide access to technology for all students regardless of gender, socioeconomic status, ethnic background or learning needs.
- 2. Learning & Instructional Strategies:** Incorporate technology into all areas of the curriculum to enhance and support learning. Provide staff with the instructional skills and support to maximize the use of this technology in the classroom.

- 3. Communication:** Empower students and staff to communicate in a variety of ways within buildings, within the district, within the community and globally.
- 4. Staff Development:** Establish and maintain an ongoing staff development program that is coordinated throughout the District. This program must address three levels: technology integration within the curriculum, technology as related to effective teaching strategies, and technology as a management and productivity tool.
- 5. District Support & Coordination:** Establish and maintain availability of technology staff, training, materials and equipment across the District.

### **Strategic Plan**

\*\* District 742 works with the framework of a strategic plan. This plan is divided into the following three broad initiatives: \*\*

- Initiative A. Safe, positive and caring learning environment which values and promotes diversity.
- Initiative B. Technology
- Initiative C. Flexible and creative delivery of teaching and learning

Although the impact of technology is realized in all three initiatives, the major impact is within Initiative B - Technology.

**\*\* The strategies and action steps of Initiative B are as follows: \*\***

*Every District 742 student will graduate with state-of-the-art information management and technological literacy skills. The technology plan needs continual upgrading to reflect changes in technology and its uses. Timely replacement of equipment and updating of curriculum must occur to ensure student preparation in the use of relevant technology in business, industry and the work place environment. Ongoing staff development on new technology and curricula, as well as adequate support personnel, must accompany all upgrading.*

#### **Strategy One**

*Continue to implement a technology plan which ensures real-world uses of technology in academic settings and embeds technology as an integral resource and tool for teaching and learning events.*

### Action Steps

- A. "Infuse" technology tools in the learning environment to ensure wide-spread access to tools and applications for both teachers and students.
- B. Infuse technology resources into content areas of the curriculum.
- C. Provide students with technology resources that support contextual or applied learning.
- D. Improve communication through electronic mail between staff and community agencies.
- E. Students and staff demonstrate ability to access research.
- F. Assertively approach the acquisition of resources through all sources of capital funds, levies and grants.
- G. Update the District technology plan annually.
- H. Maintain technology support personnel.
- I. Continually update and upgrade our technology program, including review of outcomes, acquisition of equipment and staff development.
- J. Maintain an advanced technology network with state-of-the-art equipment, software and training.

### ***Strategy Two***

*Manage and share student information and administrative data in a systematic approach.*

### Action Steps

- A. Provide a district-wide, PreK-12 system for graduation rule reporting.
- B. Develop a district-wide student information system that would include scheduling, attendance, health records and other student data. This system would align with the district-purchased Norris Education Instructional Inc., NEII software program for graduation rule reporting and grading.
- C. Acquire a user-friendly, district-wide system for business services and human resources.
- D. Utilize building computer networks and the district-wide area network to provide the opportunity for data and information exchange.
- E. Provide technology staff development in the strategies mentioned above when appropriate.

### ***Strategy Three***

*Expand learning opportunities by using technology to develop linkages between our schools and students' homes.*

### Action Steps

- A. With current technology, students will have access to the classroom and learning from their home environment.
- B. Students who are home schooled or homebound would have the ability to access

classroom curriculum and instruction.

- C. On-line reference tools utilized in schools will be available via the Internet.
- D. Parents and students should have the opportunity to access student information.

#### **IV. Needs Assessment to Meet the Technology Vision Statement**

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##### **Description of Process**

Several types of assessments were utilized for gathering data for previous planning, this needs assessment and our strategic plan. Completing this needs assessment and plan has not been treated as an entity in itself as Technology Tools for Tomorrow is one of the three initiative areas of our strategic plan.

Planning for learning through the use of technology assessment by NCREL has been administered twice in the past four years. Training in process learning, critical thinking, graduation rule and technology and increases in technological tools have provided interesting survey results. Teachers are making changes in their classroom instruction and how they utilize resources. There still is a significant need for improvement which will provide direction for the building and district-level technology plan. Teachers at all levels have been involved in this survey. (See Evaluation Section.)

The second assessment we utilized was the StaR chart self-diagnostic tool to determine the progress of integrating technology into the curriculum. This instrument provides general guidance regarding hardware, connectivity, content, professional development and integration and use at the school level. Aggregating individual school scores provided a matrix of district needs. Administrators, media specialists, department chairs and elementary instructional leaders were involved in this survey.

A third assessment is an annual spring building technology needs assessment. This is accomplished during an on-site interview between District Media Services staff and the building administrator, media specialist and site technology team. Covered in this survey are office technology, communications technology, instructional technology, staffing and training. Data from this annual interview has provided information to evaluate objectives from previous planning and training as well as identifying problems and unmet needs.

A fourth area of assessment involves limited information gathered on an annual basis from students. Students graduating with state-of-the-art information management and technological skills have a direct relationship to curriculum integration, type of classroom instruction and the degree of engaged learning. Student progress relating to the utilization of technology in learning is measured to some degree with graduation rule packages at the third, fourth and eighth grade levels and in the language arts business education and industrial technology areas. Both high schools do formal assessments for accreditation.

The final measuring device to assist us in determining the status of our technology program and

future steps forward is the utilization of the eSchools matrix.

## **Identify the unmet needs that will be addressed through the use of technology.**

### **1. Curriculum Integration**

Continue to develop a flexible media schedule in all schools. This flexible schedule enables media specialists to team with classroom teachers in the planning and implementation of instruction. This schedule also allows for training to take place during teacher planning time.

### **2. Calendaring**

Continual implementation of GroupWise 5.5 for the purpose of calendaring. Administration, central office staff, service building and clerical staff will utilize this program to schedule meetings, meeting areas and resources.

### **3. Facility Scheduling**

Utilization of a program that would enable staff to schedule facilities and equipment for the purposes of community education, general education, extra curricular events, public meetings and other community events.

### **4. Distance Learning/ITV**

Provide opportunities for students, staff and community to expand their education beyond the walls of the school building. These opportunities may include Internet-based instruction, centralized courseware, interactive television, video and television applications.

### **5. Online Resources**

Continue home access of online reference tools. Expansion of the current linkage of Internet sites that are directly related to curriculum and instruction would also be a goal.

### **6. Business Partnerships/Metropolitan Wide Area Network**

Maintain current and establish new business partnerships. These partnerships promote the betterment of the community and the school district.

### **7. Communication**

Continue to utilize technology to enhance the communication process. These enhancements should support student/staff safety, maximize resources and speed the communication process.

### **8. Security**

Utilize technology to improve building security. Network applications, telephone systems, wireless communications, security systems and agency partnerships play a role in these

improvements.

**9. Shared Information**

Conversion of existing databases to a format allowing network access. Network access would enable real time or scheduled updates and sharing of information.

**10. Intranet/Extranet**

Development of internal networks and external access of internal information. These networks would enable staff to share information internally and enable staff, students and parents to access information externally. Proper layers of security would need to be established.

**11. Student Information System**

Convert the current student information system into a system that allows single point of entry of data , automated updates to other information systems, and shared data among staff.

**12. Integration of Information Systems**

Integration of grading, human resource, business, SPED, and student information systems. The goal would be to have real time updates and seamless interface of systems.

**13. Remote Access**

Provide staff outside of the district access to electronic data. This data may include, but not be limited to, home folder, e-mail, calendar, grading, IEPs and other networked resources.

Provide student access to networked resources. Provide parent access to student information such as attendance, grades, assessment, student financial accounts and curriculum. Provide the community with access to information regarding District 742.

**14. Continuous Improvement and Replacement**

Our schools need to continue to provide access to diverse technologies and resources, both within its own classrooms and beyond the school.

**15. Improving Accessibility**

Improving the student to computer ratio is not the sole answer to providing enough access whereby technology is readily available at the point of instruction or engaged learning.

Configuration, processes in place and number of available computers are three factors that limit the open availability of technologies to students and staff at time of critical need.

## **V. Objectives for the Use of Technology to Address Needs**

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We are categorizing each of our objectives to fit in the appropriate place in our strategic plan.

### ***Strategic Plan Initiative B***

#### ***Strategy One***

*Continue to implement a technology plan which ensures real-world uses of technology in academic settings and embeds technology as an integral resource and tool for teaching and learning events.*

#### **Curriculum Web Page/Software**

Link appropriate web sites and software to new curriculum revisions.

#### **Teacher Help Page**

Expand teacher help pages in additional areas of operation.

#### **Flexible Scheduling**

Develop the media specialist position as one for leadership in technology/curriculum integration and instructional design.

#### **Basic Standards Remediation**

Expand and improve the use of Ideal Learning and other software programs to provide remediation for students who have not passed basic skills tests.

#### **Curriculum Resource Materials/Plato Materials**

Alternative Learning Opportunities with the Plato software program.

- A. Provide instruction to students awaiting alternative learning center (ALC) placements.
- B. Provide instruction to students currently expelled from school.
- C. Provide content acceleration for high-ability students.

#### **Calendaring**

Expand the use of palm pilots and Groupwise software in managing calendars.

#### **Distance Learning/ITV**

- A. Expand the course offerings and resource sharing between the two high schools.
- B. Provide ITV programming to and between our two junior high schools.
- C. Link our multi-media classrooms in the four secondary schools to St. Cloud State University and the St. Cloud Technical College.

- D. Explore ITV opportunities with other school districts.

### **Online Resources**

Continue to provide and expand online reference packages to staff and students at both school and home.

### **Curriculum**

Expand upon and further develop use of online projects such as Discover MN, Maya Quest, Africa Quest, Wandering Wolves, Journey North and the GLOBE project.

### **Business Partnerships/Metropolitan Wide Area Network**

#### **Joint Fiber-Optic Network**

- A. Continue to work with the City of St. Cloud to maintain the network.
- B. Participate in a joint powers endeavor to fund maintenance and growth of the network.
- C. Work in cooperation with the City to secure further business partnerships.

### **Communication**

#### **District Phone System Upgrade**

Establish centralized trunking of phone lines in appropriate applications.

#### **E-Mail**

- A. Transition all staff to utilize Groupwise e-mail.
- B. Provide remote access to e-mail via a web browser.

### **Continuous Improvement and Replacement**

Provide our students and staff with up-to-date technology and resources on a continuing basis. These tools need to be diverse, provide connectivity, open architecture, engagability, ease of use and functionality.

### **Improving Accessibility/Wireless Technology**

Provide students and staff with highly-mobile, wireless technology that will be flexible, fit unlimited configurations and be available at the point of instruction or engaged learning.

## ***Strategic Plan Initiative B***

### ***Strategy Two***

*Manage and share student information and administrative data in a systematic approach.*

### **Curriculum Integration**

#### **Graduation Standards: Grading & Tracking software Implementation**

Continue the implementation of the electronic report card, computerized grading and student

progress reporting over the next two years.

### **Curriculum Repository**

Expand the current UnitMaker program to include housing of curriculum, housing of assessment results, student grading and progress reporting made available in-house and through remote access.

### **Student Information System**

- < Convert the current student information programs into a new system that allows single point of entry of data and “real time” automated updates to other information systems.
- < Utilize district-wide area network to share information on the new system.
- < Train staff to access and utilize the information on the new system.

### **SMART Finance, Payroll & Human Resources System**

- < Continue to improve the payroll module of the SMART system.
- < Implement the human resources modules of the SMART system (modules will include negotiations, recruitment, benefits, staffing, etc.)
- < Implement the finance module of the SMART system.

### **Intranet**

#### **Internal Network**

- < Provide a system for viewing information (inventories, list-servs, electronic bulletin boards, etc.) within the district’s firewall, yet available via a web browser.

## ***Strategic Plan Initiative B***

### ***Strategy Three***

*Expand learning opportunities by using technology to develop linkages between our schools and students’ homes.*

### **Online Resources**

Continue to provide and expand online reference packages to staff and students at both school and home.

### **Remote Access**

- A. Continue to provide students with remote access to online resources, specific curriculum objectives, lessons, activities and correlated materials and web sites.
- B. Provide students remote access to their home folders.
- C. Provide students and parents remote access to grades, attendance and financial transactions.
- D. Provide students that are homebound and hospital-bound with opportunities for structured learning.
- E. Provide staff remote access to electronic files.

*Strategic Plan Initiative A*  
**INITIATIVE A STATEMENT**

Safe, Positive and Caring Learning Environment Which Values and Promotes Diversity.

**Security**

**Video Observation**

Complete the full installation of security cameras at the secondary schools.

**Electronic Government Services (EGS)**

**1. *Does your school district, school or public library have a web page?***

<http://isd742.org>

District 742 implemented a district-wide web page in 1996. Each district building is represented by its own page. Our pages are used by students, teachers and parents in many ways. Our district's newsletters can be accessed as well as links to on-line resources. School board meeting agenda and meeting notes can be printed and broadcast schedules can be viewed for our district's TV channel. Parents can also view activity calendars and up-to-the-minute weather-related announcements, as well as use our staff search to e-mail a teacher or district representative. A virtual art gallery displays student works.

**2. *If so, how often is it updated?***

Both individual building and district pages are updated daily.

**3. **Who is responsible for maintaining the web site i.e., students, staff members, business partners, volunteers from the community?****

Our communications committee is responsible for the overall look and flow to the web pages. We have a full-time web designer and two support staff for district pages. Individual schools assign staff to make updates and comply with standards. Students may work with the school-assigned staff to supply information and input.

**4. **Is the web page a stand-alone site or is it integrated with a community web site?****

Our district web site is a stand-alone site. We do have a community link to our site so visitors may travel freely throughout our community. Our link can also be found on many other local organization's web pages.

**5. **Who does your organization provide e-mail accounts to; i.e., students, staff, school or library board members, community partners, others?****

District 742 provides e-mail accounts for all staff with network access. Staff includes administrators, teachers, support staff, clerical staff and school board members. Students currently are not provided e-mail accounts. Exceptions are made for foreign exchange students.

**6. **Is the web site a preferred method for disseminating information to your community?****

**What other methods are used?**

No. Our web site is not looked at as the primary method for informing the public of district information, but it is a secondary resource. Items such as newsletters, student registrations, etc., are mailed to parents and community member's homes. The same information can be accessed via our web site, as well as other newsworthy stories. <http://isd742.org/newsitems.html>.

Internally, staff communicate on a daily basis using a combination of phone, voice-mail and e-mail. The use of a standardized calendar program among support staff and administration is also an important communication tool keeping us connected.

**Is information sent out to school or library board members electronically?**

No, these are produced as hard copies. We recently have moved all board members to utilization of e-mail. It is our plan to begin sending information electronically over the next year.

**7. Do you now purchase supplies electronically? If yes, briefly describe how this is accomplished. If no, does your organization have any plans to migrate towards this method?**

Yes. District 742 orders office supplies through a Corporate Express yearly contract via eWay. Future online purchasing options are currently being explored.

**8. Do you post staffing openings on your website?**

Staff openings are posted on the district web site. The postings on the web site are linked to the human resources software so that current opening information is always available and current. Applicants can also obtain job descriptions and job applications via this web page.

**9. Do you hold classes using interactive television?**

The 1999 installation of two state-of-the-art ITV rooms at each of high schools has given us the opportunity to offer several successful courses between the two schools and with St. Cloud State University.

The TAG provided CODEC system has been used in its single location to visit other Minnesota schools, NASA and several zoos. We have many interested teachers, but the cost is prohibitive, access is limited and not many Minnesota based organizations are participating. There are plans to connect the CODEC to our local ITV rooms to allow access by our other high school. Currently, two portable ITV carts are being constructed to be used and connected in other district locations.

**10. Do you hold classes on-line using the Internet?**

On-line classes are currently not being offered in District 742. This concept has been discussed and will continue to be explored in the future.

**11. Can students submit assignments electronically?**

Students can submit assignments electronically if they have a personal e-mail account. They can also save assignments to a common drive (pool) on the building server.

**12. Can students obtain assignment information electronically?**

Some staff members have built web pages that enable their students to retrieve assignments electronically. Other teachers utilize common drives (pools) as a means of disseminating assignments.

**13. Can students or library customers pay fees over the Internet for school or library programs?**

Currently we do not provide a means for electronic payment. We are in discussions with the City of St. Cloud and Stearns County into the joint use of EZ Gov. This is a program that will provide a vehicle for electronic payment.

**14. How can the state assist your school or library to facilitate this method of delivery? For example, could the state provide software, hardware, telecommunications capacity, or more technology-related financial assistance, etc?**

Technology that would enable the district to achieve these electronic services would require additional financial resources. To keep the funding of these services from impacting the funding of resources going directly to the classroom, financial assistance in the areas of hardware and software acquisition would be beneficial.

**15. Does your school district, school, or library report federal and state data electronically?**

Yes. Currently, state reporting is sent electronically for MARSS and STARS reporting and TRA and PERA information. In 2002, employee W-2 information will be sent electronically.

**16. Is your school district, school, or library capable of receiving communication from the state and other governmental entities in an electronic format?**

We receive daily communications from CFL and City of St. Cloud staff to personal e-mail accounts. A generic mailing address specifically designed for those looking for information about our district has been developed (info@isd742.org). Each district building and student program has a generic e-mail address. These are available via our web page.

## **VI. Measurable Benefits to Stakeholders**

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### **1. Curriculum Integration**

#### **Grading and Tracking software**

UnitMaker software is used at all sites in the district to record graduation standards. It has also been piloted by two schools as a grading program. This centralizes student records and increases access and accuracy of scores and student progress. In the future it will be used as a grading program at all sites and continued staff development will allow for future improvements and innovations in the program.

Measurement Criteria:	Tracking and grading completely implemented within UnitMaker.
Current Benchmark Position:	Implemented in two schools.
Future Benchmark Position:	Implemented in seventeen schools.

#### **Curriculum Web Page**

Currently in the developing stages. There are two curricular areas included with plans to add all areas. This page includes units, lessons, objectives activities and correlated web sites.

Measurement Criteria:	Number of curricular areas added per year. Usage can be tracked through our web page counter.
Current Benchmark Position:	Two curricular areas completed.
Future Benchmark Position:	Add two curriculum areas per year.

#### **Flexible Scheduling**

This was introduced in all elementary buildings in the fall of 1999. This promotes collaboration and integration with the classroom teachers, as well as technology use at the point of instruction. This is an evolving transition which will require continued support among all staff.

Measurement Criteria:	Media specialists are not utilized for prep time;
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media specialists are collaborating and teaming with teachers to bring forth technology/curriculum integration.

Current Benchmark Position:

Eighty-five percent of elementary media specialists' time is flexible.

Five to ten percent of elementary media specialists' time is spent with technology/curriculum integration and instructional design.

Future Benchmark Position:

One hundred percent of elementary media specialists' time is flexible.

Ten to fifteen percent of elementary media specialists' time is spent with technology/curriculum integration and instructional design.

### **Teacher Help Page**

A teacher help page has been developed to assist teachers with UnitMaker. Additional evolving help pages will be added for other areas of operation.

Measurement Criteria:

Number of staff utilizing help pages as determined by web page counter.

Current Benchmark Position:

One area covered on help page.

Future Benchmark Position:

Three areas of UnitMaker covered on help pages.

### **Curriculum Repository**

UnitMaker by NEII was implemented in the fall of 1998 for the purpose of tracking student progress on graduation rule packages. Teachers, students and parents will benefit from the expansion of this program which will include curriculum assessment results and student grading.

Measurement Criteria:

Semi-annual meetings of the NEII project team to review timelines.

Current Benchmark Position:

Tracking module implemented.

Future Benchmark Position:

Complete an additional module per year.

### **Basic Standards Remediation**

After students complete eighth grade basic skills tests, there is a need for remediation for those students who fail to pass the tests. The Ideal Learning program and other software packages will help meet the variety of needs and learning styles of these students.

Measurement Criteria:	Ease of accessibility to appropriate remedial software.
Current Benchmark Position:	Summer school currently provides students accessibility to this type of remediation.
Future Benchmark Position:	Most teachers would provide these students with access to this type of remediation during the regular school year. Summer school would also provide this opportunity.

**Curriculum Resource Materials/Platos Materials/Plato**

Alternative learning opportunities will provide instruction and assessment for students not currently enrolled in school and provide content acceleration for high-ability students.

Measurement Criteria:	Successful student completion rate of program and placements.
Current Benchmark Position:	Students currently in the program need to attend regularly and complete 5-10 units per week.
Future Benchmark Position:	Increase the number of students working towards degree completion thereby decreasing the number of students not in school. Increase the number of high-ability students using this acceleration option.

**2. Calendaring**

GroupWise and palm pilots are currently being used by selected staff in the district. The capabilities of this program have just begun to be used and the entire district will eventually use this program to schedule appointments and communicate through email. Productivity will increase and inservice time will decrease because there will no longer be three different programs used. This will also increase communication with all stakeholders.

Measurement Criteria:	Number of administrators and program personnel utilizing Groupwise calendaring and e-mail.
Current Benchmark Position:	One-third of administrators and program personnel utilizing Groupwise calendaring and e-mail.
Future Benchmark Position:	All administrators and program personnel utilizing the same calendaring and e-mail

software.

### 3. **ITV**

#### **ITV/Multi-Media Facility Development**

Additional learning opportunities will be provided to students of high ability through instruction television. These opportunities will involve more higher-level classes and AP classes as well as possibilities for acceleration in a given content area.

Measurement Criteria:	Number of classes. Number of students involved.
Current Benchmark Position:	Three classes. Forty-five students.
Future Benchmark Position:	Four additional classes. One hundred fifty students.

### 4. **Online Resources**

A team of media specialists continue to review available online reference packages. It is the desire of the school district to bring technological learning tools directly to the point of instruction or learning which may be almost anywhere, including home or school.

Measurement Criteria:	Number of hits on web page counter for school and home.
Current Benchmark Position:	School - Currently 500 hits per week. Home - Approximately 120 hits per week.
Future Benchmark Position:	School - Significantly increase the number of hits per week to 800. Home - Increase to 300 hits per week.

### 5. **Business Partnerships/Metropolitan Wide Area Network**

There is currently a partnership with the City of St. Cloud on a joint fiber-optic network. It allows for transmission of data, voice and video traffic. All parties involved benefit because of increased speed and reliability. In the future we will continue to modify the system to meet our changing needs. This metropolitan-wide area network brings the total community a state-of-the-art communication system at a reasonable cost.

Measurement Criteria:	Existence of a state-of-the art communication network.
Current Benchmark Position:	Joint maintenance of system.
Future Benchmark Position:	Joint planning for future needs. Joint expansion of system.

### 6. **Communication**

#### **District Phone System Upgrade**

Centralized trunking of phone lines is under consideration. This could be a cost-savings and also an improvement in service in the area of communications. Reconfiguring phone lines will also provide greater efficiency in fax transmission and remote access applications.

Measurement Criteria:	Reconfiguration of phone lines.
Current Benchmark Position:	Comprehensive phone system operation across T-1 and fiber-optic cable with Media Services hub. Four-digit extensions to all building phones.
Future Benchmark Position:	Centralized phone line trunking for greater efficiency in fax transmission and remote access applications.

### **E-Mail**

Our goal of improved communication through the use of e-mail is progressing with great satisfaction. We are currently using three different e-mail programs which creates confusion and training obstacles. By transitioning all staff to Groupwise e-mail and remote access via a web browser, we will reduce training costs and provide a more consistent and effective e-mail system.

Measurement Criteria:	Number of staff and buildings converted and effectively utilizing Groupwise e-mail.
Current Benchmark Position:	A limited number of administrators and program personnel are utilizing Groupwise e-mail and remote access to e-mail.
Future Benchmark Position:	All staff will utilize Groupwise e-mail and remote access to e-mail via a web browser.

## **7. Security**

### **Video Observation**

Installation is underway in five secondary schools for video observation. This is for staff and student safety, reviewal of activity and as a deterrent for unwanted behavior. The infrastructure and some basic cameras are being installed. Additional cameras will need to be installed to complete these installations as currently designed. Centralized observation and viewing from designated PCs are part of this plan.

Measurement Criteria:	Number of cameras installed as compared to original design.
Current Benchmark Position:	Maximum of ten cameras per site.

Future Benchmark Position: One hundred percent of designated locations will have camera installations.

## 8. Intranet

### Internal Network

There has been an increased number of requests for a vehicle to post and share information internally that is accomplished within the district's firewall, yet available via a web browser.

Measurement Criteria: Number of specific applications and items entered.  
Usage via counter.

Current Benchmark Criteria: No applications or items on system.

Future Benchmark Criteria: Six to ten applications with usage that is integral to operational processes.

## 9. Integration of Information Systems

### SMART Finance, Payroll and Human Resources System

The district is currently in the process of implementing a new, comprehensive software program for finance, payroll and human resources. There are many modules to implement in the human resources section. Conversion to the new system modules and accompanying training is extensive. Single point of data entry and "real time" automated updates will provide all employees with current and accurate information.

Measurement Criteria: Implementation of various modules of the SMART program.

Current Benchmark Position: Payroll module has been implemented.

Future Benchmark Position: Implementation of all the human resource modules.

Implementation of the finance module.

### Student Information System

Currently the district is using a number of databases for student information. The retrieval and efficient use of this information is cumbersome in a large district. There is a real need for the procurement of a comprehensive system which integrates needed information. All users will benefit from single point of data entry and "real time" updates.

Measurement Criteria: Efficient entry and retrieval of student data and information.

Current Benchmark Position: Use of a number of different student databases without much integration.

Future Benchmark Position: Purchase and implementation of new student information system with appropriate training of personnel key to running the application.

## 10. Remote Access

Effective communication links between the school and home is an endeavor that is a continued goal of the district. Recent advances in technology have opened electronic channels of communication utilizing remote computers, telephone lines and the Internet.

Measurement Criteria:	Equitable access to school information from home by administrators, teachers, staff, students and parents.
Current Benchmark Position:	Currently have school web site pages with on-line resources, curriculum objectives with lessons and activities/materials and linked sites accessible from home.
Future Benchmark Position:	Provision of home access to student home folders, grades, attendance and financial transactions. Provide staff remote access to electronic briefcase. Provide instructional capabilities for homebound/hospital-bound students.

## 11. Continuous Improvement and Replacement

Through the use of regular capital funds and levy monies, District 742 is committed, to the best of its ability, to providing our users with the best and most extensive resources that technology has to offer.

Measurement Criteria:	Access indicators in our assessments and surveys: A. NCREL study. B. Indicators of Quality Information Technology Systems in K-12 schools by National Study of School Evaluation. C. Local surveys.
Current Benchmark Position:	Every classroom has a relatively current work station that is networked. Every building has computer labs that are networked, video equipment and distribution systems. These classroom and building technology tools are all part of a wide area network.
Future Benchmark Position:	Classroom and building technology tools will be improved or replaced with a cycle that takes into account accessibility, operability, organization design, engagability, ease of use and functionality. *See Exhibit A in Section

## VIII.

### 12. Improving Accessibility/Wireless Technology

It is difficult for technology to become integral to the learning process when current computer labs are utilized so heavily and, in most cases, very scheduled. Open lab time is limited and classroom work stations are limited in number. Mobile wireless technology will allow technology to fit many classrooms, small groups or individual learning configurations.

Measurement Criteria:

NCREL and NSSE surveys on accessibility.

Current Benchmark Position:

Open lab workstation availability is limited. The number of computers available in the media centers varies and many are only available for specific tasks.

Future Benchmark Position:

Each school in the next three years has wireless infrastructure and a reasonable number of computers that can fit flexible and varying configurations. Engaged learning is supported by adequate technology.

## VII. Policy and Procedure Development and Revision

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### Equitable Access

#### Equitable Access for Students

It is the responsibility of District 742 to make technology and other resources available to all students. Board Policy 521 outlines our commitment to providing this equal access.

This policy is available at <http://isd742.org/students.html>.

### Board Policy 521

Student Disability Nondiscrimination

#### SECTION 504/AMERICANS WITH DISABILITIES ACT (ADA)

In compliance with its obligations under both Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, St. Cloud Area School District 742 does not discriminate against otherwise qualified disabled students in the provision of its educational programs and activities.

It is the intent of St. Cloud Area School District 742 to provide a free appropriate public education to each Section 504/ADA qualified and eligible disabled student within its jurisdiction.

It is the further intent of the District to ensure that each student with a disability within the meaning of Section 504 of the Rehabilitation Act of 1973, is identified, evaluated, and provided with the required appropriate education.

Students who because of a disability, need or are believed to need reasonable accommodations and/or services are addressed under this policy. Under this policy, a student with a disability is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning; (b) has a record of such an impairment; or (c) is regarded as having such an impairment.

A student may be a student with a disability under Section 504 and this policy even though the student does not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students who are identified as individuals with exceptional needs according to the IDEA criteria are not addressed under this policy, as the needs of such students are provided for elsewhere under state and federal law, and the District special education procedures.

Board Policy

Adopted: August 22, 1996

Revised/Updated: August 24, 2000

## **Data Privacy, Data Security and Acceptable Use**

### **Data Privacy**

A specific policy covering data privacy is Board Policy 515. This policy does not specify data privacy involving electronic records. Instead, the policy is written in generalities so that emerging technologies will be covered under the existing wording. As a part of this plan, Board Policy 515 will be reviewed yearly to ensure that emerging technologies apply to the current policy. In the case that new wording would be needed, district media staff will work with administration to make these changes.

This policy is available at <http://isd742.org/students.html>.

### **Board Policy 515**

#### The Protection and Privacy of Student Records

The Board of Education of St. Cloud Area School District 742 recognizes student and parent rights pursuant to 20 U.S.C. §1232g, et seq. (Family Educational Rights and Privacy Act), 20 U.S.C. §§1400-1487 (Individuals with Disabilities Education Act), Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, and Minnesota Rules Parts 1205.0100 to 1205.2000.

The Board of Education designates the Executive Director of Human Resources as the official Records Manager for St. Cloud Area School District 742 and directs her/him to establish administrative

procedures in regard to the collection, utilization, and dissemination of student records.

The Board of Education further directs the Superintendent to establish, through administrative procedures to be promulgated through official channels and other media, an orderly procedure to contest the accuracy of such records.

Board Policy

Adopted: August 24, 2000

## **Security**

A comprehensive approach to security is implemented.

Training of teachers, students and office staff in the proper use of access passwords and computers is ongoing.

Physical access to devices that store important data and/or configuration is considered.

Network access into the school/city network is limited at this time to viewing the schools and city web pages and sending e-mail to the mail server. We have chosen that FTP and telnet services will not be available at this time to the general public. Additional security measures are configured on the Web/E-mail host(s).

Network Address Translation (NAT) on the schools/city network has been implemented. The NAT server isolates the internal devices from the Internet. Dial-up modems attached to computers for users to dial up from outside the district are a security concern. Every attempt is made to safeguard the network with regard to remote access.

Asset management records are kept current with all manufacturer/model/serial and location information in case of equipment loss.

## **Acceptable Use**

As a district, we believe that it is necessary to teach students to be responsible users of networked resources. Each year, students review and sign the Acceptable Use Agreement for networked resources. It is a goal of District 742 that students become responsible and knowledgeable consumers of electronic data.

District 742 also believes that staff have a responsibility to act in an ethical and responsible manner. Acceptable use of networked resources is an expectation of all district staff.

A copy of Board Policy 524 is available at <http://isd742.org/students.html>.

## **Board Policy 524**

## Technology and Networked Information Resources Acceptable Use

The purpose of this policy is to set forth policies and guidelines for access to the school district technology and networked information resources.

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

### Board Policy

Adopted: November 16, 2000

#### **Filtering**

Currently, District 742 does some blocking of offensive material available via the Internet. Specific information regarding this blocking will be made available to DCFL upon request. In the interest of security, specifics on this blocking will not be outlined in this document.

#### **Materials Selection**

Selection of instructional materials is a process that involves linking materials to the curriculum that serve as tools in the instructional process. These materials must be matched to the instruction in the classroom. The Materials Selection Policy is a vehicle to ensure this linkage.

This policy is available at <http://isd742.org/students.html>.

#### **Disaster Recovery and Planning**

Basic disaster recovery procedures include hardware repair or replacement, hardware configuration, OS installation and application and data restoration.

Asset management records are kept current with all manufacturer/model/serial and location information in case of equipment damage or destruction.

Tape backup systems are used at every site, on every server. Tapes are used in rotation. Copies of critical tapes are stored off-site.

Documentation exists for hardware, hardware configuration, NOS installation and workstation

OS configuration procedures.

Data is stored on the file servers. Individual workstation data files are not backed up unless the user is doing their own backups.

Help desk services are performed by our dispatcher or routed to the appropriate technician. We hope to expand this to meet future help desk requests.

Software upgrades are considered based on feature requirements, vendor support and hardware interaction. Staff re-training is also considered when an upgrade is proposed. We have found that the newest software is not always the most reliable. Every attempt is made to balance newest/features with reliability and stability, so as to preserve data integrity.

LAN/MAN network management methods are improving and are handled by the appropriate personnel. Standard configurations and documentation are helping to provide efficient operations.

## **Web Publishing**

### **Targeted Minimum User Specifications**

Internet users with the following specifications, or better, will be able to view the District 742 web site with few, if any, problems:

- 640 pixels by 480 pixels screen resolution
- Java-enabled Internet Explorer 4 or Java-enabled Netscape Navigator 4
- Typical 56K dial-up modem speeds

### **Fast-Loading Pages**

To improve the speed with which pages load, designers should:

- Avoid designing pages heavier than 80K
- Always reduce photo size and quality
- Slice images whenever possible
- Use tiled backgrounds, if a background is necessary
- Avoid, where possible, using CSS layers or Netscape layers

### **Accommodating Screen Readers and Browsers for the Visually Impaired**

Among the many parts of the Americans with Disabilities Act of 1990 is a provision that says all tax-supported facilities, services and communications must be accessible. Designers must:

- Avoid designing pages with frames
- Create ALT tag text for all images
- Provide text-based links as an alternative to image-based buttons or navigation menus

## **Other Policy and Procedure Issues**

## **Copyright**

Currently District 742 does not have a copyright policy. Copyright is the law and we train our staff to adhere to this law. However, as a part of this plan development, we will review the issue of copyright with media specialists to decide if a policy or procedure is necessary.

## **Advertising**

Advertising on the district web page has recently arisen in discussions. Local businesses have offered partnerships in exchange for advertising. As a district, we have not entered into these partnerships. We recognize that this needs formal discussion within the district. We will have these discussions in the future. At the time of these discussions, policy and procedure development will take place.

## **Purchasing**

Hardware and software acquisition is a large endeavor in a district the size of St. Cloud. The twenty-two buildings utilize an ordering procedure that centralizes acquisition, inventory, and distribution. Please refer the procurement process below.

### **1. Written request is received**

Staff are required to send written purchasing requests. E-mail can be used or a district ordering request form is sent via interschool mail delivery. Often times, the requestor calls technical staff to inquire about current model numbers and cost estimates ahead of time. At that time, plans are discussed to incorporate related jobs such as wiring needs, and timelines for ordering and installation.

### **2. Research and Pricing**

Technical staff research products and pricing and create an order profile. A database, managed by district staff, is utilized to control this information.

### **3. Order Development**

Once the items are selected, an order is authorized and typed on a district purchase order. It is the responsibility of the Technical Services Department to keep within the allotted budget amount given by the requestor. If substitutions or higher costs are involved, the requester is notified and asked for permission prior to purchasing. Purchase order copies are sent to the requestor and to the site's technical support technician.

### **4. District Authorization**

The Director or Purchasing authorizes and sends the purchase order to the vendor.

- If the price is estimated to exceed \$1,000, but not to exceed \$25,000, written quotations are secured within 10 business days.
- If the estimated price is to exceed \$25,000, sealed bids are solicited and approved by the Board of Education.

5. **Receiving and Order Verification**

Items are received and verified at District Media Services within one business day.

6. **Inventory**

Equipment, other than furniture or consumable items, is documented in the district inventory database.

7. **Shipment**

Items are delivered to the requestor within two business days after receipt.

8. **Payment**

Invoices are compared to the original purchase order and authorized for payment by Media Services. The district accounts payable office pays invoices within 35 days of receipt of the invoice.

## **Development of Future Policies**

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**SCHOOL BOARD**

***Board Policy 208***

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### ***Development, Adoption, and Implementation of Policies***

The purpose of this policy is to emphasize the importance of the policy making role of the school board and provide the means for it to continue to be an ongoing effort.

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

### **Development of Policy**

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of procedures and directives by the administration.

The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

- C. Policies may be proposed by a school board member, employee, student or member of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

### **Adoption of Policy**

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comments will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

### **Implementation of Policy**

- A. It shall be the responsibility of the superintendent to implement school board policies, and to develop administrative procedures and directives to provide greater specificity and consistency in the process of implementation. These procedures and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have a copy of the policy manual, and a copy shall be placed in the office of each school attendance center. Policies shall be available in the central office and on the school district web site ([isd742.org](http://isd742.org)).
- C. It shall be the responsibility of the superintendent, employees designated by the superintendent, and individual school board members to keep the policy manuals current.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the

policies annually.

- E. When there is no school board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

**Legal References:**                      Minn. Stat. § 123B.02, Subd. 1 (School District Powers)  
    Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

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***St. Cloud Area School District 742***  
***628 Roosevelt Road***  
***St. Cloud, MN 56301***

**Board Policy**

**Adopted:** February 15, 2001

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**VIII. Technology Inventory**

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**Computers**

The equipment inventory is managed using Q & A. It is our plan to update this database within the next year. The new data base will need to have the capabilities of shared information, network access, graphing, open report generation and meet the current features available with Q & A.

The inventory information included in this document relates only to computers, computer hardware and computer software. The district inventory contains more detailed information on computers, computer hardware, computer software as well as audio/visual equipment, network infrastructure, other software applications and variety of other equipment. This information is available upon request.

The inventory included in this document is a summary of the inventory available through Q & A. This computer portion of this summary is broken down into the following categories:

A1 (Apple Level 1): These are the newer computers, such as Mac G3 and G4s, as well as the iMac computers. These have a three to five-year life cycle.

A2 (Apple Level 2): These computers are five to six-year-old technology. These models include

all Macintosh four-digit numbered (5200, 5400, 7200) computers. These computers need to be replaced for classroom presentation use but can have a useful life for a few more years in other curricular areas.

A3 (Apple Level 3): These computers are at least eight-year-old technology that is still being used in some classroom settings for some of our programs. These include three-digit model numbers, such as LC475, LCIII, and e-Mates, used primarily for teaching keyboarding, basic word processing and MINIMAL Internet access. They have 040 and 030 processors.

W1 (Win Level 1): These computers are the Win computers with Pentium III processors. They have a five-year life cycle.

W2 (Win Level 2): These computers are the Win computers with Pentium II processors. These have a three to five-year life cycle.

W3 (Win Level 3): These computers are Pentium based machines. These computers need to be replaced for classroom presentation use, but can have a useful life for a few more years in other curricular areas and office settings.

W4 (Win Level 4): These computers are 486 based machines that need to be replaced with newer technology. Their useful life is almost over.

### **The computer inventory is Exhibit A.**

Computer to student ratio:

ALC	5 to 1
Apollo	6 to 1
Clearview	5 to 1
Discovery	8 to 1
Jefferson	8 to 1
Kennedy	8 to 1
Lincoln	8 to 1
Madison	7 to 1
McKinley	7 to 1
North	5 to 1
Oak Hill	9 to 1
Roosevelt	8 to 1
SCCH	3 to 1
South	5 to 1
Talahi	8 to 1
Tech	5 to 1
Westwood	12 to 1

Total District                      6 to 1

### **Peripherals**

Computer peripheral devices are included in the following chart (Exhibit B). These include printers, scanners and cameras. More detailed information regarding this equipment is available through the inventory data base.

### **Software**

Desktop publishing production software is ordered and inventoried through Media Services. All other software is inventoried at individual sites. Exhibit C is a summary of the district wide desktop publishing and production software inventory.

### **Inventory**

Hardware and software inventory records are maintained for the purpose of disaster recovery, life-cycle planning, budget planning and order processing. Inventory listings would be too lengthy to include with this document so an overview of “what we have” is as follows:

**Operating Systems include:** Novell NetWare 4.11 District-wide Network Operating System providing a Directory Services function supporting over 16,000 user accounts, Novell Novonyx Web Server, GroupWise Internet E-mail (GWIA), Microsoft NT Macintosh version 7.5 through 9.0, Microsoft Windows 95, IBM OS2(Voice mail System), Redhat Linux version 6.2(Web and E-mail server), Free BSD (UNIX) 4.0(Firewall and NAT services).

**Curriculum-Related Technology:** The district has installed Ideal Learning educational software and related (Compass) data servers in many of the district sites. Computer Curriculum’s Success Maker is installed at a few of the elementary and ABE sites on existing servers. Accelerated Reader is installed at most elementary sites. Typing and keyboard skills software is also becoming standard within the district.

**Wiring and Cabling:** All classrooms in District 742 are wired for phone, network and video. All wire is terminated in wiring closets and equipment is mounted in either a wall or floor mount rack. The wire used for phone installations is a plenum rated 4 pair category 3, it is terminated on punch blocks. The wire used for networking is a plenum rated category 5 or level 6, it is terminated on Hubbell TIA/EIA 568A punch blocks. TIA/EIA 568A connectors are used to terminate in the classroom. One half of the buildings in our district are wired with the category 5; the other half is wired with level 6. Installation of level 6 began in the summer of 1997. The wire used for video is a quad shield RG6 into the classroom with a RG11 trunk.

**ITV Equipment:** Both of the two high schools have dedicated ITV systems which link into the main CTV network. Two pilot portable ITV carts are being installed in the junior high schools to enable classroom to classroom full bandwidth communication.

**Wireless LAN:** Each of our two junior high schools have a limited amount of wireless LAN related

hardware for mobile laptop computer use. Wireless networking in the district consists of laptops seated on a movable cart with an lucent hub and recharging modules. We currently have 3 carts with a total of 60 laptops.

**Data Equipment:** The District shares core network equipment, maintenance and operations with the City of St. Cloud over a shared fiber-optic backbone. The Network consists of two Cisco core routers with fail-over capacity, with each site having one Cisco ATM edge device. The district LANs are funded, maintained and operated by the district and are 10mb switched Ethernets which are built around 3Com Switches and Hubs. A progressive move to 100mb and Gigabit is planned, and has already began. A wireless link is in proposal stage to link the local CMERDC directly into the district. Benefits to other related organizations include Stearns County Court House for video links through a CTV switching and distribution system which is also maintained and operated by the district and city consortium. The CTV network allows interaction between St. Cloud Schools, St. Cloud State University, and the Public Cable Providers for Government, K12 and Higher Education public broadcast channels. The District maintains it's own automated public broadcast switching system.

**Network protocol, bandwidth, telephone line count:** A 4mb data connection to the State of Minnesota Inter-Technologies (Mnet) provides Internet access for the District. The District network backbone is ATM-based dual OC-3 full duplex. LANs are 10mb Ethernet which is gradually moving toward 100mb Ethernet. Phone lines include two T-1 lines connecting two district sites and twenty-one T-1 lines running over a fiber-optic backbone. Phone lines average 14 per high school, 9 per junior high and 4 per elementary. We currently have 40 fax lines, 44 fire dialers, 22 security lines and 42 modems. Centralized DID trunking of fax lines is in progress.

**Computer rooms and wiring closets, security and energy management:** 1 limited access, temperature controlled room houses electronics in all district sites.

**PBX Capacity:** Phone capacities include 22 switches, with two containing 128 ports, sixteen containing 256 ports, two that contain 512 ports and one that contains 1024 ports. Direct extension dialing, voice mail, automated attendant and fax services are shared through a central switch. There are approximately 343 feature phones, and 1357 single line phones installed in the District. A centralized voice mail system which hosts 1800 mail boxes supports the entire District. Backup hardware is in stock in case of hardware failure.

Site	Feature	Single Line	Modems	Faxes
Media	32	13	15	2
DAO	57	28	4	6
DSB	12	12	2	1
South	15	86	1	1
Apollo	25	280	2	2
Tech	32	200	2	3
Clearview	12	40	1	1
Discovery	10	75	1	2
North	13	75	1	1
Madison	6	60	1	1
McKinley	6	34	1	1
Oak Hill	11	72	1	1
Talahi	10	65	1	1
ALC-Wilson	11	25	1	1
ALC-Pace	3	12	1	1
Kennedy	7	30	1	1
Lincoln	8	42	1	2
DCE	23	42	1	2
Roosevelt	8	31	1	1
Washington	15	46	1	1
Westwood	21	55	1	2
Jefferson	6	34	1	1

### **Web, E-mail, NAT and Firewall, Operating Systems and Hardware Summary**

Web and E-mail (Linux-based) is installed on one Intel Pentium-Pro (with RAID Level 0 striping) and Internal Tape backup drive, server providing close to 2000 internet e-mail accounts. Spare components are in stock in case of hardware failure.

Web and E-mail (Novell-based) is installed on IBM PC Server 330 (with RAID Level 1 mirroring) servers, separately, supporting a growing number of GroupWise user accounts and Intranet functions. Spare components are in stocked in case of hardware failure. HP tape drives are installed for emergency recovery.

NAT and Firewall Services are installed on one Intel Pentium II 233mHz server. A redundant computer is pre-configured for replacement in case of hardware failure.

\*Individual printouts on each specific system are available upon request.

## **IX. Technology Operations Management Requirements**

Maintenance upgrade schedules for software including administrative, office productivity, graduation standard and grading, desktop OS, network OS, core network (Cisco IOS) are based on the following criteria:

- < Determination of available support for the product (internal or via out-source vendor).
- < Determination of product features to meet the need.
- < Determination of product usability to provide efficient operations.
- < Availability of funding to enable operations.

Maintenance upgrade and replacement schedule for all hardware devices such as desktop workstations, servers(including web, mail, gateway & firewall), printers, data routers, switches, hubs, tape backup drives, display monitors etc., is determined by the following criteria:

- < Assurance of safe operation.
- < Assurance that the hardware is operating properly, is not failing due to age or becoming costly to support.
- < Assurance that the hardware supports the software and application to its potential performance level.
- < Assurance that the hardware will support the next generation of software.
- < Determination as to the possible re-assignment of usage or upgrade.
- < Availability of funding to enable operations.

Maintenance upgrade and replacement schedule for all cabling including copper wire, fiber-optic cable and termination devices is determined by the following criteria:

- < Assurance of safe operation in compliance with electrical code.
- < Assurance that the cabling and devices support electronics to their potential performance level.
- < Assurance that the cabling will support the next generation of electronics.
- < Availability of funding to enable operations.

Maintenance and replacement schedule for hardware and software for the GraNet (City/District shared network) is unique and is handled by a unique process:

*The GraNet is a network comprised of a fiber-optic metropolitan area network that is managed by a joint powers board which holds authority over management, operations and budget. District 742 and city staff make determinations concerning management, operations and budget operations and submit them to the GraNet Joint Powers Board. Once approved by the GraNet Joint Powers Board, the items are passed along for approval to the City Council and the School Board. Budget planning is completed on a per-year basis and is funded proportionally by the City and School District.*

## **X. Technology Support Staff and Skills**

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## **Staff Positions and Responsibilities**

The following are general descriptions of duties as they apply to staff positions.

### **Technical Systems Coordinator**

Responsible for all Technical Department Staff and Project Management of technical systems within District 742 and joint community project's design, installation and maintenance.

### **Dispatcher**

Process in-coming service requests, evaluating priority level and coordinating technician schedules.

### **Order Processing Representative**

Responsible for processing of equipment supply orders, equipment profiles and inventory records.

### **District Support Technicians**

Provide site-based technical support for electronic equipment. District Support Technicians are assigned to specific sites to provide for efficient servicing of familiar systems.

### **Inter-Department Technicians**

**Educational Materials Coordinator** provides support specific to site-based library automation systems.

**Web Design Technician** creates, publishes and updates district web pages.

**Lead Trainer** develops and provides training for technology related systems.

### **High School Technology Support Technicians**

Provide assistance to the district technicians and the media specialist in ordering, installing and maintaining electronic systems within their respective site(s).

### **Telecommunications Specialist**

Responsible for assisting the technical system coordinator in the design, installation and maintenance of electronic equipment with emphasis on telecommunication and security systems.

## **Internal Help Desk and Technical Information Sharing**

### **Technical Systems Coordinator**

Determines staff development needs of individual support technicians based on skill level as it relates to the current systems and future system planning. The technical systems coordinator provides help desk support and systems training to all technical staff. Reports training needs to the District Instructional Media Coordinator.

**Dispatcher**

Provides help desk support to end-users as a first level of help and determines if second level support is needed. The dispatcher forwards requests as needed to the site support technicians. Reports training needs to the technical systems coordinator.

**Order Processing Representative**

Reports training needs to the technical systems coordinator.

**District Support Technicians**

Provides help desk support to high school technology support technicians and media specialists. Reports training needs to the technical systems coordinator.

**Inter-Department Technicians**

**Educational Materials Coordinator** provides help desk support to media specialists and assistants specific to the library automation systems. Reports training needs to the director.

**Web Design Technician** reports training needs to the director.

**Lead Trainer** develops and provides training for district staff and works with the technical systems coordinator in submitting training needs to the director.

**High School Technology Support Technicians**

Provides help desk assistance to the media specialists and site staff. Reports training needs to the site administrator.

**Telecommunications Specialist**

Provides help desk support to the secondary telecommunications technician as well as end users. Reports training needs to the technical systems coordinator.

**Staff Development Provisions****Areas of Specialization and Related Tasks**

In areas where specialized skills are required, there are primary and secondary technicians trained internally or by outside sources to provide for redundant support of critical systems.

**Common areas of expertise, all technicians, desktop OS/applications, general A/V equipment repair:**

Daily tasks include PC set up and configuration, LAN support, electronic equipment repair.

**Telephone systems & voice mail design installation and maintenance:**

Daily tasks include telephone adds, moves and changes, database backup, PBX programming, voice mail and automated attendant maintenance.

**Security Systems, intrusion and observation, design installation and maintenance:**

Daily tasks include system checks, log and archive analysis.

**Network Operating System (NOS), Groupware (mail, calendar, resource management)**

Daily tasks include checking backup tapes, system stability checks, user account adds, moves, changes and log file analysis.

**Data networking, LAN, MAN, WAN, Cisco, 3Com, remote network access, GraNET**

Standard tasks include daily system checks, traffic management analysis and configuration changes, system design and installation with consultation of community organizations such as the City of St. Cloud Government Offices.

**Energy management systems**

Energy management systems are primarily operated by the site building engineers with technical support from the Technical Services department at District Media Services.

**Internet mail and web services, Linux, Sendmail, Apache, Novell Web Services (mail, web, GWIA):**

Linux-based mail and web services tasks include user account adds, moves and changes and log file analysis.

Novell-based mail and web services daily tasks include user account adds, moves and changes and log file analysis.

**Special Education adaptations**

Standard tasks include modification of standard equipment to meet special needs and repair of related devices.

**CATV, CTV, CCTV design, installation and maintenance:**

Standard tasks include engineering of RF and base-band distribution systems over copper and fiber-optic cabling including head-end electronics design and installation.

**Cabling layout, estimating, specification and installation:**

Standard tasks include cable plant layout and installation of coaxial, fiber optic and twisted pair cabling systems.

**Television broadcast switching and facilities design:**

Standard tasks include design, installation and maintenance of AV signal switches, modulators, fiber-optic devices and audio equipment.

**Intercom systems design:**

Standard tasks include design, installation and maintenance of building intercom systems including telephone system interfacing equipment, intercom sub-systems and emergency "all-call" functions.

**Library holdings and circulation systems:**

Tasks include in-service training of media specialists and assistants, and technical support on the "Spectrum" library automation software.

**Theater stage lighting system design:**

Standard tasks include design, installation and maintenance of building theater lighting systems.

**Training:**

Training and staff development is addressed at various levels with consideration to an on-going needs assessment process. Various methods are employed including internal exchange of skills and information by the use of e-mail, department meetings and shared access to "Tech-Tips" documents. A web-based "Tech-Tip Solutions Library" is planned for the near future. In cases where there are no internal training or help desk options, the technical systems coordinator along with the director determine a course for obtaining training outside the district. In some cases, training and/or facilities are shared in partnering with other community organizations. Our district community education services are also an available training resource for our staff.

**Various technicians have attended the following courses:**

Spectrum Circ/Cat library automation software, provided in-house by Sagebrush Corporation

Troubleshooting, Maintaining and Upgrading PCS, provided by CompuMaster

Troubleshooting and Maintaining the Macintosh, provided by CompuMaster

Linux Fundamentals, provided by CompuMaster

Novell GroupWise User Training, provided by MINCO

Expo 2000 wire and cabling standards and new product seminar, provided by Anixter

Fundamentals of Telecommunications, provided by Advanced Information Technologies

Millennium Certification, provided by eOn Telecommunications

eVPS Certification, provided by eOn Telecommunications

Advanced Millennium Applications, provided by eOn Telecommunications

Advanced Voice Mail, provided by eOn Telecommunications

Cisco Campus ATM Solutions, provided by US West

Cisco LAN Switch Configuration, provided by US West

Fundamentals of the UNIX System, provided by Hewlett Packard

HP-UX System & Network Administration I, provided by Hewlett Packard

HP-UX System & Network Administration II, provided by Hewlett Packard

Macromedia Dreamweaver & Fireworks Web Development software, provided by Weisner Associates

Microsoft Power Point Multi-Media and Web Techniques, provided by Resource Training and Solutions

Corel Paradox Database, provided by GE Capital

CGI Programming for the Web, provided by St. Cloud Technical College

**Some near-future training needs will likely include:**

Novell GroupWise Administration

Novell NetWare 5.x Installation, Administration and Troubleshooting

Novell Border Manager

Microsoft Windows 2000 Workstation and Server OS

Microsoft SQL Database

IBM/Novell Websphere Web Server Software

Oracle/Novell Database

Additional Cisco and 3Com MAN, WAN and LAN training as needed

Additional Linux training as needed

Additional eOn Millennium and voice mail system training as needed

## **XI. Educational Development and Training**

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### **Training Overview**

District 742's technology training program gained formal status in 1998 with a \$247,500 grant from CFL. Since then, several training models have evolved. Depending upon factors such as funding availability and type of software/hardware, one or more models may be employed in delivering technology training. Those models are:

1. Training provided by a vendor.
2. Training provided by district staff, such as technology trainers and media specialists.
3. Training provided by a professional organization, such as TIES, MEMO or MEMO's Special Interest Division.
4. Software coaching by building staff.
5. Self-training.

### **Training Initiatives: Strategies and plans for integration**

Our technology plan calls for technology training initiatives for staff and stakeholders. Strategies and plans for integration of those initiatives are outlined below.

#### **Integrate multimedia presentation software into the teaching and learning process.**

Teachers skilled with HyperStudio and PowerPoint can present information in a more multi-sensory fashion. They can also assign reports to be completed with PowerPoint or HyperStudio. District-sponsored presentation software training at each building will create more confident users of these programs. From these trainings, more proficient users become the building experts that ultimately serve as peer coaches in the training and use of these applications.

#### **Integrate technology training with our staff performance, development and review process, known as SPRAD.**

Technology training should be a mandatory portion of the twelve hours per teacher of annual staff development inservice time and the employee induction process. This commitment to technology training will give each employee a base of technology training that can be built upon in subsequent years of employment.

#### **Fully implement UnitMaker as a means of embedding the graduation standards into the curriculum.**

Relying upon UnitMaker, District 742 will move toward a centralized and coordinated system of

curriculum and assessment management. UnitMaker is used for tracking graduation standards compliance in seventeen buildings, but is not widely used as a report card tool or grades repository. Four to eight hours of in service time per year will be devoted to additional training of this application. Building media specialists will be in the areas of managing the Graduation Rule and progress reporting. Media specialists and program improvement facilitators will also educate parents to use UnitMaker's remote-access feature to access student grades. Effective use of this program will be instrumental in the embedding of state standards into the curriculum.

**Train media specialists to use our expanded curriculum web pages.**

Making curriculum web sites available to staff via website links can help educators integrate Internet technologies with our curriculum. Curriculum staff will train media specialists. Media specialists will train educators. Educators will train students. It is our plan to add two curricular areas to our website per year and provide training on their use.

**Expand flexible scheduling for media specialists to free up time for training and troubleshooting.**

Technology-curriculum integration will be advanced as more of the media specialist's day is available for training and troubleshooting. Team planning, team teaching and one-on-one assistance become more common as the media specialist is freed from providing teacher prep-time coverage and allowed to work with teachers during their prep times. An effective flexible media program evolves within the regular school curriculum. Monthly media specialists' meetings will continue to provide opportunities for sharing, networking and training. Semiannual assessments will determine the type of training needed and desired.

**Create teacher help pages on our web site.**

This support tool will enhance the ability of teachers to use technology by providing ready answers to routine questions. It will provide support to those staff skilled at self-training. Media specialists will introduce help pages to building staff. Pages for three areas will be uploaded by September 2001. Media specialists will train building staff in using this resources. The building media specialist will also serve as the communicator in relaying the needs of staff for future growth of this support tool.

**Create a curriculum repository using UnitMaker.**

Staff will use UnitMaker to submit curriculum packages, revise packages and copy packages. Media specialists will receive training and, in turn, pass the training on to staff in their buildings. Curriculum packages will be submitted, revised and shared electronically.

**Expand Basic Standards remediation with Ideal Learning courseware.**

Teachers use a software called Ideal Learning to address specific Basic Standards Test deficiencies. A district expert provides training once the software has been installed at a building. Staff in every school building will be trained to use Ideal Learning as a remediation tool.

**Expand use the use of Plato courseware for at-risk students and introduce Plato to high-**

**ability students.**

Staff trainers and media specialists will train teachers to use both the Internet-based and network-based versions of the software. We will increase the number of at-risk students working towards a diploma. Use of Plato will also provide an accelerated learning tool for high-ability students.

**Promote technology and curriculum integration with mobile, wireless computer labs that can be used at the point of instruction.**

Freed from the constraints imposed by conventional network connections, mobile, wireless computers can be integrated into more curricular areas within our schools. Media specialists will train their staff to use the labs.

**Coordinate schedule management and email functions among administrators and program personnel.**

We will standardize on GroupWise email and calendaring software and expand the use of the *Palm Pilot* brand mobile information management and communication tool. District trainers and media specialists will provide training and support. All administrators and program personnel will be trained in the use of GroupWise.

**Migrate all staff to GroupWise to improve scheduling and communication.**

Three email software packages will be dropped in favor of a single tool for calendaring and email. District trainers and media specialists will provide training on both the client software and the browser-based remote access tool.

**Expand the use of the ITV distance learning/multimedia learning rooms.**

Use of these facilities at our two high schools will be expanded and an ITV assistant will be hired for each room. The high school media specialists and ITV assistants will provide training and support to teachers and students using the rooms. The expertise of other school districts will also be utilized in this training.

**Monitor and adjust online resources.**

Media specialists will monitor use of online encyclopedias and periodicals, research new online resources as they become available, and provide training to teachers and students in their buildings.

**Upgrade and expand the joint fiber-optic shared with the City of St. Cloud.**

Our technical staff will receive on-going training on network software and hardware. A joint planning document has been developed that spells out future software and hardware requirements, details expansion of the network, and defines training needs.

**Integrate information systems.**

We will create a single interface for accessing, querying and correlating data from our several information systems. Training will be provided by the vendor and district computer services staff.

### **Standardize on a new student information system software.**

Several database tools are currently used to manage student information. With proper training, a single system will increase efficiency at every level of the school district. The vendor, district computer services and media specialists will provide training to staff using the system.

### **Community Education.**

District 742 will continue to offer computer software and hardware courses through District 742 Community Education. The current catalog has 26 classes, ranging from “Intro to E-Mail and the Internet for Senior Citizens” to “Introduction to Microsoft Access.” Media specialists send flyers home to families with instructions for accessing online reference resources, such as encyclopedias and periodicals.

### **Provide after-hours public access to school computer labs.**

This will be an ideal way of promoting technology use among our community stakeholders. A limited help-desk function, staffed by volunteers or hourly employees, will aid the self-training process.

### **Provide home access to student home folders, grades, attendance and financial transactions, such as lunch ticket and milk accounts.**

Empowering families with access to this information will enhance the teacher-parent partnership that is fundamental to educational success. District trainers will train media specialists. Media specialists will train staff. Staff will train students. Media specialists and district communications staff will educate parents.

## **Professional Development Processes**

Finding time to train staff can be difficult. District 742 has employed five strategies to increase the amount of time available to train staff:

### **Software coaches schedule training and troubleshooting at staff members’ convenience.**

Again our UnitMaker experience illustrates how this strategy works. Working one-on-one or with small groups, UnitMaker coaches can more easily find times to work with staff. As building insiders, coaches are also less likely to face training resistance. In turn, training resistance is lessened because the training or troubleshooting is scheduled at the staff members’ convenience. In another example, web design software training, delivered by a software coach, has been scheduled one-on-one at the staff member’s convenience. Fourteen hours of web design training have been delivered in this manner during the winter of 2000-2001. Finally, teachers involved in our distance learning ITV rooms have, on their own, found time during the work day to share tips and tricks with one another. The above examples fit the software coaching model.

### **Salary schedule lane-change credit for training.**

When funding is available, District 742 has granted lane-change credit to staff who attend training. In the summer of 1999, fifteen different technology training classes were offered to staff. Staff that qualified were able to use summer training hours toward a lane change. This strategy was used to

effect after-school training during the 1999-2000 school year, using CFL-supplied training coupons redeemable at our local educational service cooperative. The former example fits the training-provided-by-district-staff model. The latter example fits the training-provided-by-a-vendor model.

### **Training provided by professional organizations .**

Many of our staff belong to professional organizations. These organizations provide very specialized staff development opportunities to their memberships. District 742 supports and encourages participation in these professional organizations.

**Summer training on a per-hour payment basis.** Staff, particularly media specialists, have been paid to attend training during the summer. In the summer of 2000, for example, media specialists were paid an hourly rate to participate in small-group web design training in June and August. This example fits the training-provided-by-district-staff model.

**Allocate in-service time for staff to use a particular software.** This strategy has been used with UnitMaker, the district's graduation standards software. On a building basis some principals have set aside time for staff to practice with and use UnitMaker. This is an example of the self-training model.

## **Professional development using of electronic tools for research, retrieval, & management**

### **Online classes**

Online classes have been explored as an option for staff development. Through this process, we have found that these classes are a great source of professional development. Staff involved in the pilot commented on the usefulness of networking with fellow professionals around the world. In cooperation with the teachers' association, further applications of online classes is being explored.

### **Online professional journals**

The curriculum department is currently exploring the feasibility of using an online service for professional journals. Staff would have access to these reference tools from school and home. An additional benefit to staff would be the archived issues available for use.

### **Online reference tools**

Staff utilize online resources available via the district web page. E-Library and Proquest are two heavily used resources. The district will continue to subscribe to these services.

### **Teacher Help Page**

The Teacher Help Page of our district web page will evolve to include tutorials on desktop publishing applications. We anticipate that these tutorials will heavily utilized by staff.

## **XII. Budget Development and Planning for Funding**

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### **Grading and Tracking Software**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Software Updates</b>	26,000	26,000	26,000
<b>Capital Outlay</b>	2,900	3,000	3,000
<b>Training</b>	11,000	11,000	11,000

### **Curriculum Web Page**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Hourly Teachers</b>	5,000	5,000	5,000

### **Flexible Scheduling/Technology-Curriculum Integration**

<b>(General Fund)</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>16 Media Specialists</b>	507,500	534,000	561,000
<b>22 Computer Assistants</b>	261,800	275,000	289,000

### **Teacher Help Page**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Training</b>	5,000	5,000	5,000

### **Curriculum Repository**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Software</b>	2,000	1,000	
<b>Training</b>	5,000	5,000	5,000

### **Basic Standards Remediation**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Capital Outlay</b>	1,600		
<b>Training</b>	3,000		

### **Curriculum Resources/Plato**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Fee for Internet version</b>	40,000	40,000	40,000
<b>(5) LAN Versions</b>	30,000	30,000	30,000
<b>Annual Support</b>	9,000	9,000	9,000
<b>Training</b>	6,000	6,000	6,000

### **Calendaring and E-Mail**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Novell Upgrade</b>	22,000	22,000	22,000
<b>Capital Outlay</b>	3,800	4,000	4,000
<b>Training</b>	4,000	4,000	4,000

**ITV**

	2001-2002	2002-2003	2003-2004
High School Assistant	15,000	15,750	16,550
User Fees	3,000	3,000	3,000
Staff Training	2,500	2,500	2,500
Capital Outlay	18,000	14,400	14,400

### Online Resources

	2001-2002	2002-2003	2003-2004
Annual Fees	30,000	35,000	37,000
Training	600	600	600

### Business Partnerships/Metropolitan Wide Area Network

	2001-2002	2002-2003	2003-2004
Annual Joint Powers (Maint. & Expansion)	60,000	60,000	60,000
MNET Connection	30,840	33,000	35,000
E-Commerce		15,000	
Cable Broadcasting Equipment	24,000	7,000	
Add'l. Building Wiring	10,000	10,000	10,000
UPS Back-Up	17,600		
Redundancy		20,000	

### District Phone Upgrades

	2001-2002	2002-2003	2003-2004
Phone Capital Equipment	35,200	24,600	32,000

### Security-Video Observation

	2001-2002	2002-2003	2003-2004
Wiring	20,000		
Core Equipment	60,000		10,000
Cameras	20,000	40,000	30,000

#### **Intranet-Internal Network**

	2001-2002	2002-2003	2003-2004
Server and Other Computer Equipment	8,400		

#### **Integration of Information Systems**

	2001-2002	2002-2003	2003-2004
District Integration Server		14,000	

#### **Smart Finance, Payroll & Human Resources System**

	2001-2002	2002-2003	2003-2004
Computer Equipment	20,000		
Training & Technical Support	10,000	10,000	10,000

#### **Student Information System**

	2001-2002	2002-2003	2003-2004
Servers (18)	250,000		
Training & Software	200,000	45,000	
Annual Support	40,000	40,000	40,000

#### **Remote Access**

	2001-2002	2002-2003	2003-2004
Centrix Lines & Switches	16,000	16,000	16,000
Modems	2,400	2,400	

### Continuous Improvement and Replacement

	2001-2002	2002-2003	2003-2004
Annual Building Technology Levy Funds	250,000	250,000	250,000
Capital Outlay Funds for Instruction	850,000	850,000	850,000

### Improving Accessibility/Wireless Technology

	2001-2002	2002-2003	2003-2004
Annual Building Technology Levy Funds	250,000	250,000	250,000
Capital Outlay Instructional Fund	850,000	850,000	850,000
The above funds are also utilized for continuous improvement and replacement.			

### Strategic Plan - Initiative B (Tools for Tomorrow)

	2001-2002	2002-2003	2003-2004
Planning, Support of Strategic Action Steps and Training.	60,000	60,000	60,000

### Technology Inservice

	2001-2002	2002-2003	2003-2004
Training for Support Staff and Media Specialists.	35,000	35,000	35,000

### Training

	2001-2002	2002-2003	2003-2004
Staff Development for Buildings on the Three Strategic Plan Initiatives.	176,721	180,000	185,000

### Training

	2001-2002	2002-2003	2003-2004
Staff Development for New Staff (Years 1-3)	60,000	60,000	60,000

## XIII. Action Plan

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**Objective:** Grading and Tracking software

**Starting Date:** August 2001

**Ending Date:** January 2004

**Equipment Needed & Budget:**

Additional NT hard drives	\$600	
Web server	\$2,300	
Software updates	\$26,000 per year	
Training	8 inservice hours per year	
	½ day sub per classroom teacher over 3 years	

**Tasks & Assignments:**

*Hardware*

Purchase additional hard drives:	Instructional Media Coord.	Summer 2001
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Install additional hard drives:	Technicians	Summer 2001
<i>Grade Book &amp; Report Card</i>		
Interface data with new SIS	Computer Services	Aug.-Sept. 2001
Expand report card to grade book	PIF's, Media Coord.	Aug.-Sept. 2001
Monitor two pilot schools	PIF's, Media Coord.	Oct.-Nov. 2001
Expand report card to four schools	PIF's, Media Coord.	Jan.-Feb. 2002
Monitor six schools	PIF's, Media Coord.	March-April 2002
Expand report card to five schools	PIF's, Media Coord.	April-May 2002
Monitor eleven schools	PIF's, Media Coord.	May-June 2002
Expand report card to grade book	PIF's, Media Coord.	Sept.2002-May 2003
Secondary report card	PIF's, Media Coord.	Sept.2002-May 2003
Secondary grade book	PIF's, Media Coord.	Sept.2003-May 2004
<i>Software Updates</i>		
Load periodic software updates	Instructional Media Coord.	As needed 2001-2004
<i>Assessment Data</i>		
Load and monitor assessment data	Comp. Serv., Assess. Coord.	Monthly 2001-2004
<i>Web Access</i>		
Order web server	Instructional Media Coord.	Fall 2001
Install server	Technicians	Fall 2001
Inservice staff	PIF's	After grade book use
Inservice parents	Media Specialists	After grade book use

**Benchmarks to be achieved:** Implementation in seventeen schools

**Benefits to be achieved:** common report card, student and parent web access of grades, achievement, and assessment, imbedding of graduation standards into the curriculum and grading process, and curriculum, assessment, and grading repository.

## **Objective:** Curriculum Web Page

**Starting Date:** June 2001

**Ending Date:** June 2004

### **Equipment Needed & Budget:**

Writing team budget \$5,000 per year

### **Tasks & Assignments:**

Add spelling and math	PIF's, Writing team	May-Aug. 2001
Inservice staff	Media Specialists	Aug. 2001
Add language arts	PIF's, Writing team	May-Aug. 2002
Inservice staff	Media Specialists	Aug. 2002
Add health and music	PIF's, Writing team	May-Aug. 2003
Inservice staff	Media Specialists	Aug. 2003



Regular staff time Not applicable  
 Inservice time 1 hour per staff member

**Tasks & Assignments:**

Submission of packages via NEII	PIF's, Teachers	Jan.-Dec. 2002
Review of packages by Panel	PIF's, Panel	Jan.-Dec. 2002
Inservice media specialist	PIF's	Jan. 2002
Inservice staff	Media Specialists	Jan-Dec. 2002

**Benchmarks to be achieved:** Implement tracking module

**Benefits to be achieved:** Teachers will be able to copy current packages and submit revisions and original packages for approval. The result will be a growing pool of packages that can be shared throughout the district.

**Objective:** Basic Standards Remediation

**Starting Date:** January 2001

**Ending Date:** December 2002

**Equipment Needed & Budget:**

Additional hard drives for servers	\$1600
Training	Inservice time

**Tasks & Assignments:**

Order hard drives	Media Specialists	July 2001-Dec. 2002
Install hard drives	Technicians	July 2001-Dec. 2002
Ideal Learning training	Trainer	July 2001-Dec. 2002

**Benchmarks to be achieved:** Most teachers would provide these students with access to this type of remediation during the regular school year. Summer school would also provide this opportunity.

**Benefits to be achieved:** An additional means of preparation for the basic skills testing.

**Objective:** Curriculum Resource Materials/Plato

**Starting Date:** December 2000

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Annual Fee for internet version	\$40,000
LAN version purchase (5 sites)	\$30,000
LAN annual support	\$9,000
Staff training	Inservice time

**Tasks & Assignments:**

Purchase LAN versions	Special Projects Director	July 2001-Aug. 2002
Manage yearly fees	Special Projects Director	July 2001-July 2004
Train staff	Trainer & Media Specialists	July 2001-Dec. 2002

**Benchmarks to be achieved:** Increase the number of students working towards degree completion thereby decreasing the number of students not in school. Increase the number of high-ability students using this acceleration option.

**Benefits to be achieved:** This will provide an alternative means of degree completion for nontraditional students, students with special needs, and students unable to attend the regular school setting. High ability students will also be provided with additional learning options.

**Objective:** Calendaring

**Starting Date:** March 2001

**Ending Date:** December 2001

**Equipment Needed & Budget:**

Novell Upgrade	\$22,000 per year (3 years)
15 Palm Pilots	\$2,800
15 Sync Programs	\$1,000
Training	At monthly meetings

**Tasks & Assignments:**

Order Palm Pilots for selected users	Media Specialists	Mar.2001-May 2002
Install hardware and software	Technicians	Mar.2001-May 2002
Train Users	Trainer	Mar.2001-May 2002

**Benchmarks to be achieved:** All administrators and program personnel will utilize the same calendaring and e-mail software.

**Benefits to be achieved:** Staff will schedule appointments more efficiently through the use of busy searches, resource management and Palm Pilots.

**Objective:** ITV/multi-media facility development

**Starting Date:** April 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Assistant at each high school	\$34,000 per year
Staff training	\$600 per year
User fees	\$3,000 per year
Equipment upgrades	Variable (site responsibility)

**Tasks & Assignments:**

Determine classes for 2001-2002	High School Principals	April 2001
Train staff	Special Projects Coord.	July 2001-Aug. 2001
Survey students	Special Projects Coord.	Semiannually 01-02
Extend high ability opportunities	Academic Ach. Coord.	Periodically 2001-02
Staff extended training	Media Specialist	Semiannually 01-02
Determine classes for 2002-2003	High School Principals	April 2002
Train staff	Special Projects Coord.	July 2002-Aug. 2002
Survey students	Special Projects Coord.	Semiannually 02-03
Extend high ability opportunities	Academic Ach. Coord.	Periodically 2002-03
Staff extended training	Media Specialist	Semiannually 02-03
Determine classes for 2003-2004	High School Principals	April 2003
Train staff	Special Projects Coord.	July 2003-Aug. 2003

Survey students	Special Projects Coord.	Semiannually 03-04
Extend high ability opportunities	Academic Ach. Coord.	Periodically 2003-04
Staff extended training	Media Specialist	Semiannually 03-04
Determine classes for 2004-2005	High School Principals	April 2004
Train staff	Special Projects Coord.	July 2004-Aug. 2004

**Benchmarks to be achieved:** Four additional classes will be added with one hundred to five hundred students.

**Benefits to be achieved:** Additional learning opportunities will be provided to students of high ability through instructional television. These opportunities will involve more higher-level classes and AP classes as well as possibilities for acceleration in a given content area.

### **Objective:** Online Resources

**Starting Date:** February 2001

**Ending Date:** June 2004

#### **Equipment Needed & Budget:**

Annual fees for resources	\$30,000 per year
Staff training	Inservice time

#### **Tasks & Assignments:**

Monitor usage	Instructional Media Coord.	Monthly 2001-2004
Research available products	Instructional Media Coord.	January 2001
Review usage data & products	Media Specialists	Feb.-Mar. 2001
Recommend products for next yr.	Media Specialists	March 2001
Purchase products	Ed. Materials Coord.	April-June 2001
Preview products	Media Specialists	Aug. 2001
Train staff	Media Specialists	Aug. 2001
Research available products	Instructional Media Coord.	January 2002
Review usage data & products	Media Specialists	Feb.-Mar. 2002
Recommend products for next yr.	Media Specialists	March 2002
Purchase products	Ed. Materials Coord.	April-June 2002
Preview products	Media Specialists	Aug. 2002
Train staff	Media Specialists	Aug. 2002
Research available products	Instructional Media Coord.	January 2003
Review usage data & products	Media Specialists	Feb.-Mar. 2003
Recommend products for next yr.	Media Specialists	March 2003
Purchase products	Ed. Materials Coord.	April-June 2003
Preview products	Media Specialists	Aug. 2003
Train staff	Media Specialists	Aug. 2003
Research available products	Instructional Media Coord.	January 2004
Review usage data & products	Media Specialists	Feb.-Mar. 2004
Recommend products for next yr.	Media Specialists	March 2004
Purchase products	Ed. Materials Coord.	April-June 2004

**Benchmarks to be achieved:** Significantly increase the number of hits to the web page at each site and increase the home access page to three hundred hits per week.

**Benefits to be achieved:** Use of these resources brings a wealth of reference information to the desktop of each student. The home access component is a valuable resource to families of District 742 students. Information will be more current than the traditional hard cover format. Effective and efficient use of these resources will reflect a substantial cost savings to each site and the district as a whole.

**Objective:** Business Partnerships/Metropolitan Wide Area Network

**Starting Date:** February 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Annual Joint Powers fee \$60,000

Technical training \$4,000 per year

**Tasks & Assignments:**

GraNet team meetings	GraNet Team	Quarterly 2001-04
Network maintenance	Technicians	Daily 2001-04
Technical training	Technicians	Periodically 2001-04
Equipment upgrades	Technicians	Periodically 2001-04
Testing of systems	Technicians	Periodically 2001-04

**Benchmarks to be achieved:** Joint planning for future needs. Joint expansion of the system.

**Benefits to be achieved:** The current partnership with the City of St. Cloud on a joint fiber-optic network has proven to be a benefit to both parties. The result of this partnership is a network of increased speed and reliability as well as two public entities sharing staff and resources. Continued and expanded partnership will increase the efficiency of the school district and maximize our resources.

**Objective:** District Phone System Upgrade

**Starting Date:** July 2001

**Ending Date:** December 2002

**Equipment Needed & Budget:**

T-1 line \$16,000 per year

**Tasks & Assignments:**

**Benchmarks to be achieved:** Centralized phone line trunking for greater efficiency in fax transmission, remote access applications, and efficient use of phone lines.

**Benefits to be achieved:** Centralized phone line trunking will result in a cost-savings and an improvement in service. Reconfiguration of telephone lines will also provide greater efficiency in fax transmission and remote access applications.

**Objective: E-Mail****Starting Date:** March 2001**Ending Date:** December 2002**Equipment Needed & Budget:**

Novell licensing	\$22,000 per year
Staff training	Inservice time

**Tasks & Assignments:**

Migrate select users to Groupwise	Technicians	March 2001
Train users	Trainer	March 2001
Migrate Media Services staff	Technicians	March-April 2001
Train users	Trainer	March-April 2001
Add web component	Technicians	March-April 2001
Add web link	Webmaster	March-April 2001
Evaluate results	Inst. Technology Coord.	May 2001
Develop plan for migration	Media Specialists	June-Aug. 2001
Train media specialists	Trainer	Sept.-Oct. 2001
Migrate users	Technicians	Oct. 2001-Dec. 2002
Train users	Media Specialists	Oct. 2001-Dec. 2002

**Benchmarks to be achieved:** All staff will utilize GroupWise e-mail and remote access via a web browser.**Benefits to be achieved:** Currently we are using three different programs for communicating via e-mail. One of these programs is machine specific which creates limited access and back-up concerns. Migration to GroupWise mail will solve access problems, back-up concerns, training obstacles and provide remote access through web browsers.**Objective: Security - Video Observation****Starting Date:** May 2000**Ending Date:** December 2003**Equipment Needed & Budget:**

Wiring	\$20,000
Core equipment	\$60,000
Initial cameras and lens	\$20,000
Remaining cameras and lens	\$130,000

**Tasks & Assignments:**

Building walk throughs	Site staff & Technicians	May 2000
Design system	Technicians	June-Dec. 2000
Final walk throughs	Site staff & Technicians	Jan. 2001
Final changes	Site staff & Technicians	Jan. 2001
Order equipment	Technicians	Feb. 2001
Wire sites	Technicians	Feb. 2001
Install initial equipment	Technicians	Mar. 2001- Aug. 2001
Order remaining equipment	Technicians	Sept. 2001- Oct. 2003

Install remaining equipment	Technicians	Oct. 2001- Dec. 2003
Install centralized observation	Technicians	Dec. 2003

**Benchmarks to be achieved:** One hundred percent of designated locations will have camera installations.

**Benefits to be achieved:** The benefits of video observation include staff and student safety, review of activity and act as a deterrent for unwanted behavior. Centralized observation and viewing from designated PCs will be possible.

**Objective:** Intranet - Internal Network

**Starting Date:** March 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Computer	\$2,400
Server	\$6,000
Training	Inservice time

**Tasks & Assignments:**

Plan media specialists' application	Media Spec. & Tech. Coord.	March 2001
Design pages of application	Trainer & Webmaster	March 2001
Review page	Media Specialists	April 2001
Utilize and modify application	Media Specialists	April 2001-Oct. 2001
Discuss next applications	Media Specialists	Oct. 2001
Next applications planning	Various staff	Nov. 2001
Design pages of applications	Trainer & Webmaster	Nov. 2001
Review & modify pages	Various staff	Dec. 2001
Utilize and modify applications	Various staff	Jan. 2002-Oct. 2002
Discuss next applications	Media Specialists	Oct. 2002
Next applications planning	Various staff	Nov. 2002
Design pages of applications	Trainer & Webmaster	Nov. 2002
Review & modify pages	Various staff	Dec. 2002
Utilize and modify applications	Various staff	Jan. 2003-Oct. 2003
Discuss next applications	Media Specialists	Oct. 2003
Next applications planning	Various staff	Nov. 2003
Design pages of applications	Trainer & Webmaster	Nov. 2003
Review & modify pages	Various staff	Dec. 2003
Utilize and modify applications	Various staff	Jan. 2004-June 2004

**Benchmarks to be achieved:** Six to ten applications with usage that is integral to the operational process.

**Benefits to be achieved:** Sharing of data and ideas will result in time savings and added efficiency.

**Objective:** Integration of Information Systems

**Starting Date:** July 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

District Integration Server \$14,000

SIF Server Unknown at this time

Training Unknown at this time

**Tasks & Assignments:**

Purchase of integration server	Technicians	April 2001
Installation of integration server	Technicians	June 2001
Data conversion	NCS & Comp. Services	May 2001-June 2001
Training	NCS & Comp. Services	June 2001
NEII data interface	NEII & Tech. Coord.	Oct. 2001
SPED data interface	SPED & Comp. Services	Nov. 2001
Assessment import	Assess. Coord & Comp. Ser.	Periodically 2001-02
Assessment import	Assess. Coord & Comp. Ser.	Periodically 2002-03
Assessment import	Assess. Coord & Comp. Ser.	Periodically 2003-04
SIF installation	Technicians & Comp. Ser.	When available

**Benchmarks to be achieved:** Seamless interface of data between information systems.

Implementation of SIF system when this system is available to schools.

**Benefits to be achieved:** Through seamless interface, there will be time savings on tasks, elimination of multiple entry of data and increased accuracy of data. Staff will be able to query, access, utilize and correlate data stored on a variety of information systems.

**Objective:** SMART Payroll and Human Resources System

**Starting Date:** January 2001

**Ending Date:** July 2002

**Equipment Needed & Budget:**

Training Regular staff time

Workstations \$ 30,000

**Tasks & Assignments:**

Develop & implement payroll	Comp. Serv. & Bus. Dir.	January 2001
Develop & implement negotiations	Comp. Serv. & HR	Feb 2001-July 2001
Develop & implement position control	Comp. Serv. & HR	Feb 2001-July 2001
Develop & implement cumulative leave	Comp. Serv. & HR	Feb 2001-July 2001
Develop & implement recruitment	Comp. Serv. & HR	Feb 2001-July 2001
Train HR & Bus. Serv. staff	Region III	Feb 2001-July 2001
Train clerical & administration	HR	Periodically 01-02

**Benchmarks to be achieved:** Implementation of all human resource and finance modules.

**Benefits to be achieved:** The implementation of SMART HR will provide single point of data entry and "real time" automated updates to all employees with current and accurate information. The recruitment, hiring and induction process will become streamlined. Data from these systems will also assist in the negotiations process for all bargaining units.

**Objective: Student Information System****Starting Date:** April 2001**Ending Date:** December 2002**Equipment Needed & Budget:**

Servers (18)	\$250,000
Training	\$ 40,000
Software	\$145,000
Annual fee	\$ 40,000

**Tasks & Assignments:**

Purchase of Student Info. System	Business Services Director	April 2001
Implementation plan	NCS	April 2001
Network assessment	NCS & Technicians	April 2001
Develop project team	Business Services Director	April 2001
Order initial equipment	Computer Services	May 2001
Define data fields	NCS & Comp. Services	May 2001
Export data for conversion	Computer Services	June 2001
Data conversion	NCS	June 2001
Install initial equipment	Technicians & Comp. Serv.	June 2001
Order remaining equipment	Computer Services	June 2001
Training of core staff	NCS	June 2001
Install remaining equipment	Technicians & Comp. Serv.	July 2001
Load SIS software	NCS & Computer Services	June 2001-July 2001
Test data	Computer Services	July 2001
Train clerical	NCS & Computer Services	Aug. 2001
Train administration	NCS & Computer Services	Aug. 2001
Train media specialists	NCS & Computer Services	Sept. 2001
Train building staff	Media Specialists	Oct.2001-Dec. 2001
Interface NEII	Tech. Coord. & Comp. Serv.	Oct. 2001
Interface special education	SPED & Computer Services	Nov. 2001
Interface assessment data	Assess. Coord. & Comp Ser.	Periodically 2001-02
Run parallel schedules	Comp. Serv. & Site Staff	Oct. 2001-Apr. 2002
Migrate schedules to SASI	Comp. Serv. & Site Staff	When ready
Implement elementary scheduler	Comp. Serv. & Site Staff	June 2002-Aug. 2002
Implement remaining atoms	Various Staff	Sept. 2002-Dec. 2002

**Benchmarks to be achieved:** Purchase and implementation of new student information system with appropriate training of personnel key to running the application.**Benefits to be achieved:** Currently the district is using a number of databases for student information. The retrieval and efficient use of this information is cumbersome in a large district. There is a real need for procurement of a comprehensive system which integrates needed information. All users will benefit from single point of data entry and "real time" updates.**Objective: Remote Access**

**Starting Date:** April 2001

**Ending Date:** July 2002

**Equipment Needed & Budget:**

Additional Telephone Line	\$16,000 per year
Modems	\$2,400
Boarder Manager	\$22,000 per year

**Tasks & Assignments:**

Test dial-up access with SPED	Technicians & SPED	April 2001-May 2001
Research dial-up and web options	Technicians	April 2001
Plan access utilizing research	Tech. Coord. & Media Sp.	May 2001
Installation of equipment	Technicians	Summer 2001
Media specialist training	Trainer	Aug. 2001
Staff training	Media Specialists	Sept. 2001-June 2002
Utilization and modification	Various Staff	Sept. 2001-June 2002
Modifications	Technicians	Sept. 2001-June 2002

**Benchmarks to be achieved:** Provision of home access to student home folders, grades, attendance and financial transactions. Provide staff remote access to electronic briefcase. Provide instructional capabilities for homebound/hospital-bound students.

**Benefits to be achieved:** Traditionally staff could pack up their materials and take work home for completion. The advent of the information age in schools has created obstacles in the mobility of these materials. Network security being a concern, the district has proceeded cautiously in providing remote access. Upon attainment of this objective, staff will have remote access to electronic school files, students will have remote access to curriculum, assignments and assessment information, and parents will have remote access to attendance, financial, assignment and student progress information. Remote access will enhance the communication process and move learning beyond the physical walls of the school buildings.

**Objective:** Continuous Improvement and Replacement

**Starting Date:** April 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Computers	To be determined.
Servers	To be determined.
Software	To be determined.
Core devices	To be determined.

**Tasks & Assignments:**

Accurate inventory maintained	Order Processing Rep.	April 2001-June 2004
Examine building needs	Media Specialists	Jan. 2002, 03, 04
Discuss building needs	Media Spec. & Techs.	Jan. 2002, 03, 04
Order new equipment	Media Specialists	Spring 02, 03, 04
Install equipment	Technicians	Summer 02, 03, 04

**Benchmarks to be achieved:** Classroom and building technology tools will be improved or replaced with a cycle that takes into account accessibility, operability, organization design,

engagability, ease of use and functionality.

**Benefits to be achieved:** Careful planning will enhance the building infrastructure and hardware. This planning will enable buildings to maximize their resources.

**Objective:** Improving Accessibility/Wireless Technology

**Starting Date:** April 2001

**Ending Date:** June 2004

**Equipment Needed & Budget:**

Wireless hubs	\$1200 per building
Wireless laptops	\$1600 each
Staff training	Regular inservice time

**Tasks & Assignments:**

Procurement of wireless hubs	Media Specialist	July 2002-Aug. 2003
Installation of wireless hubs	Technicians	July 2002-Aug. 2003
Procurement of wireless laptops	Media Specialist	July 2002-June 2004
Installation of wireless laptops	Technicians	July 2002-June 2004
Staff training	Media Specialists	July 2002-June 2004

**Benchmarks to be achieved:** In the next three years, each school has wireless infrastructure and a reasonable number of computers that can fit flexible and varying configurations. Engaged learning is supported by adequate technology.

**Benefits to be achieved:** Technology will be brought to the point of instruction. This will ease the stress on the schedule of the computer labs. The networked computer will be better utilized as a tool in learning.

**Public Relations**

There are a variety of ways, by which progress is communicated to the stakeholders. Since so many of the stakeholders are involved in the implementation of this plan, they will be integral in the communication of the plan progress. For this plan to be a valuable tool, the communication process will facilitate changes, modifications and improvements to the technology plan.

The District Technology Council will meet semiannually to review the progress of this plan. They will introduce emerging technologies and trends that could change the course of the plan and take information acquired about the plan back to the groups they represent.

The monthly media specialists' meetings will focus on the district technology plan. The media specialists are the leaders of technology in each building. These individuals will be the "local experts" in the technology plan. It is their responsibility to promote the progress of the plan with the staff and administration of their buildings.

The Site Technology Committees will design their site technology plans using the district technology plan as a guide. Intent to go in a direction not within the plan will be brought back to the district media specialists' meetings for review and possible recommendation for modifications in the district

technology plan.

The Strategic Plan Initiative B Committee meets bimonthly to review the strategies within *Tools for Tomorrow*. This group sets priorities for each year and promotes the funding of these priorities. Plan progress will be monitored by this committee to assist in the funding of the contents of the plan.

The Superintendent's Cabinet is a group representing district administration that meets bimonthly. This group will be given periodic updates of the progress of the plan. There is district level, building level and school board representation on this committee.

Principals in the District 742 meet monthly. Portions of the technology plan will be taken to these meetings for updates, review and discussion. A well informed administration is important to the success of this plan.

In addition to the above named committees, the district has a number of communication vehicles available to reach the general public. The district publishes a quarterly newsletter. Channel 6 is a cable access channel available on two local cable providers. The school district produces the programming on this cable access channel. Finally, the district web page is widely utilized through the St. Cloud area. Effective use of these three communication channels will assist in the communication and promotion of the district technology plan.

#### **XIV. Evaluation and Benefit Analysis**

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District 742 is committed to supporting the process of continuous improvement in applying technology as a tool to enhance teaching and learning. With advances in technology emerging at such a rapid rate, we are extremely aware of the need to constantly evaluate program status. Fortunately, technology planning is an integral part of the District 742 Strategic Plan and is evaluated as a part of the whole.

The following tools were utilized to assess the objectives of our past two technology plans and Initiative B (Tools for Tomorrow) of our Strategic Plan.

1. Planning for learning through the use of technology by NCREL.
2. StaR Chart Self-Diagnostic Tool by CEO.
3. Annual District 742 Technology needs assessment.
4. Annual Strategic Plan assessment of Initiative B (Tools for Tomorrow).

Sample assessment instruments and results appear on the following pages.

## **Evaluation Scheme for Current Plan**

Future evaluation will be conducted as formative and summative. Formative evaluation will be conducted throughout the next three years. Various instruments will be utilized at differing times during the school year. Differing versions of the StaR Chart Self Diagnostic Tool, District 742 Technology Assessment, Monthly Media Specialist Technology Progress Reports, weekly support technicians round table and all other sources of information will assist us in determining if we are reaching future benchmarks. These tools will also identify problems or weaknesses so that we can make revisions and move on with implementation. Timing relating to receiving results from formative assessments is critical so that weaknesses can be addressed in the budget cycle. Various assessment questions on action steps in our Strategic Plan Initiative B (Tools for Tomorrow) evaluation will also provide formative data. Some samples of these instruments are included in the previous section on evaluating past planning.

## **Summative Evaluations**

Most of the summative evaluations that we utilize focus on the effectiveness of the technology as a learning tool. In other words, these tools, in most cases, do not focus on the technology itself, but assist us in determining that the use of technology supports teaching and learning. Summative evaluations will usually be conducted in February or March of each school year. Results from these evaluations will be data that is critical for each building's annual site improvement plan.

Three major technology evaluation tools will be utilized to gather summative data. We will continue to utilize *Planning for Learning Through the Use of Technology* by NCREL. Baseline data is available from two previous uses of this instrument. A sampling of this instrument and data appears earlier in this section.

A new assessment, *Technology Indicators of Quality Information Technology Systems in K-12 Schools* by the National Study of School Evaluation, will be utilized to assist us with a "state-of-the-art"

perspective in applying technology as a tool to enhance student learning. To address this goal, NSSE identified principals and indicators of high-performance technology systems to help schools build the capacity of their instructional and organizational systems to support student learning.

District 742 subscribes to the fact that these indicators are considered as a stimulus for change rather than just a snapshot of current conditions. The results of such assessments will guide the design and plans for school improvement and address on-going technology planning, site improvement plans and new strategies in the strategic plan. Sample indicators for this assessment appear at the end of this section.

The last and final evaluation will come from an on-going evaluation of the technology initiative in our strategic plan. A sampling of this instrument also appears earlier in this section. New versions of this instrument will be modified to fit the areas of emphasis in this every-changing initiative.

The measurable benefits/outcomes and benchmarks for progress are clearly identified in Section VI. Assessment instruments will be selected and, in some cases, locally designed to measure the benefits/outcomes for progress.

The Director of Support Services and Technology is the administrator who oversees the District 742 Technology Council. This person also chairs the Strategic Plan, Initiative B (Technology) committee. These two groups take responsibility for evaluation by seeing that data is analyzed and plans for continuous improvement are designed and implemented. Final recommendations are taken to the Superintendent’s Cabinet and Board of Education.

The following is a sampling of *Indicators of Quality Information Technology Systems in K-12 Schools* by the National Study of School Evaluation that will be utilized as one way to assess our progress of the next three years.

## CURRICULUM DEVELOPMENT

**Principal #1:** The design of the curriculum is driven by the goals and performance indicators for student learning in technology that have been defined by the school.

### Clear Focus

Indicators	Extent of Current Practice
< The curriculum provides students with the opportunity to attain the essential knowledge and skills in information technology (e.g. “information technology basics”) that they are expected to apply across the curriculum.....	4 3 2 1 0
< Students are provided opportunities to apply information technology	

in each discipline across the curriculum.....

4 3 2 1 0

**Principal #2:** The design of the curriculum takes into account the learning needs and interests of students.

**Engaged and Student-Centered**

**Indicators**

**Extent of Current Practice**

- < The curriculum is based on high expectations for student learning and reflects the belief that all students can attain a high level of competence in understanding and applying technology..... 4 3 2 1 0
- < The curriculum is flexible and accommodates students' needs and interests without compromising the goals and objectives students are expected to achieve related to technology..... 4 3 2 1 0
- < The applications of information technology across the curriculum are relevant to students and incorporate real life learning situations..... 4 3 2 1 0
- < The curriculum provides learning opportunities for students to explore additional applications of information technology or to investigate new approaches in using technology as a tool for learning that are particularly interesting to them..... 4 3 2 1 0

**Principal #3:** The curriculum is clearly articulated and supports a shared vision for student learning.

- < The curriculum development process includes active collaboration and involvement of the faculty in building, examining, reviewing and refining the curriculum to support students' achievement of the goals and expectations for their learning in technology across grade levels and subject areas. 4 3 2 1 0
- < Articulation of the curriculum across the elementary, middle level and high school levels is facilitated through a collegial relationship and on-going dialogue among the teachers at each level about the goals and expectations for student learning in technology..... 4 3 2 1 0

The above sampling takes into account just a part of the curriculum area. Other areas including similar indicators are Articulation of the Curriculum, Instructional Design and Alignment, Active Engagement in Learning, Extended Support Systems for Learning, Assessments, Leadership Professional

Development, Policies, Accessibility, Maintenance and Security, Human Resources, Financial Resources and Community of Learners. For more details, please access the complete publication from NSSE (National Study of School Evaluation).