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CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT

2010-2013 Information and Technology Literacy Plan

Chippewa Falls Area Unified School District
July 1, 2010 – June 2013
Information and Technology Literacy Plan

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Board Approval Date
May 20, 2010

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Dr. Thomas Hughes
Superintendent of Schools

Executive Summary

This technology plan is the current representation of the Chippewa Falls Area Unified School District's vision, goals, and objectives for instructional technology. As such, it is a living document that will be under continual revision and adjustment. It is flexible, but specific enough to act as a guide in decision- making and budgeting. It is the intention of the 2010 – 2013 Chippewa Falls Technology Department to allocate and spend funds with specific goals and objectives in mind. This three year plan, with its associated timelines and priorities, provides guidance for our district.

The recommendations included in this technology plan are intended to provide direction for the Board of Education, Superintendent, directors, principals, building technology committees, teachers, support staff, parents, and students in planning for technology initiatives. Building on existing infrastructure, the plan outlines steps needed to achieve the next level of technology development in order to have an impact on education within the district to increase productivity and increase student achievement.

Within the 2010 – 2013 technology plan, four main themes have emerged: Access, Staff Development, Communication, and Infrastructure. With these four themes, the following goals have been identified:

1) Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
2) All district staff will have a working knowledge of productivity technologies and classroom-integrated technologies needed to successfully perform their district responsibilities.
3) The relationship between the technology department and the key stakeholders of the school community will be improved through communication, outlined procedures and protocols, and a common purpose.
4) The technology infrastructure of the district will be evaluated and updated on an annual basis to meet the needs of this plan, the students, the staff, the school community, and other future needs.

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Section One: Introduction

1.1 Review of Relevant Research

The technology planning committee started working on the 2010 – 2013 Information and Technology Literacy Plan in the summer of 2009. One of the first steps we took was to review the relevant research. It was our goal to have a technology plan for our district that was both unique to us and research based. We have categorized our research into these three categories:

- Staff development
- Having a strong and robust library and media program
- Impact of technology on student achievement

Technology Staff Development

According to Baylor and Ritchie (2002), technology will not be used unless faculty members have the skills, knowledge, and attitudes necessary to infuse it into the curriculum. A recent study conducted by Graham and Phelps shows that successful whole-school staff development initiatives can be implemented using a metacognitive approach. This approach relies on teachers establishing their own goals within a supportive environment. School environment plays a crucial role in the success of staff development initiatives. In order to promote healthy school environments, which promote motivation and engagement, teachers need to have ownership of the staff development process. Staff development should be reinforced soon after structured staff development offerings and also regularly in order to retain learning. Teachers rated having release time, building principal support, ICT the focus of the entire year, and time to collaborate as valuable aspects to the staff development process (2008).

To enrich student learning through the integration of Information, Communication, and Technology, staff development is extremely important (Ringstaff and Kelly, 2002). Staff development strategies need to focus on moving away from defining how to use specific technologies and towards identifying when and how to use technologies within content areas (Phelps and Graham, 2007). MacDonald asserts that staff development initiatives commonly continue to be offered in one day workshops, but do not provide the vehicle for ongoing collaboration (2008). In fact according to a UK Department for Education and Skills study (2004), 90% of teachers report that their primary source of technology training, professional advice, and support come from colleagues. This study provides evidence that a combined

approach of using Design-Based Research to support a Community of Practice can impact staff development initiatives in a positive way. According to Vavassuer and McGregor (2008), there is also evidence suggesting value in incorporating social networking into staff development programs that are Community of Practice based. The online component extends collaboration dialogue, continues discussion regarding content specific ITC integration, and promotes administrative participation and involvement.

Having a strong and robust library and media program

The recently completed study of Wisconsin school library media programs, commissioned by the Department of Public Instruction, has provided insights into how school library media programs and library media specialists contribute to student success. The study examined the leadership and instructional roles of Wisconsin public school library media specialists required for a quality school library media program and the direct relationship with and impact on student achievement and learning across all grade levels. The findings from this study are as follows:

- Schools with full-time certified library media specialists and full-time library aides have higher performance on the WKCE.
- Schools in which the library media specialist spends more time on instructionally related student and teacher activities have higher WKCE scores.
- Teachers who align WMAS for Information and Technology Literacy to their lessons found school library media programs more helpful to student performance.
- Schools with greater library media program resources for collections and technology have higher performance on the WKCE.
- Library media specialists help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21st Century.

These findings support the Chippewa Falls Area Unified School District in building a strong and robust library and media program. This plan also includes steps needed to maintain a robust library program.

Impact of technology on student achievement

There is a volume of research testing the impact of technology on student achievement. When developing the goal of access and providing increased access to students and parents, the planning committee sought support in research.

The Impact of Education Technology on Student Achievement by John Schacter highlighted key findings that we identified in developing our goals and action plans:

- Students learn more in less time when they receive computer-based instruction.
- Students like their classes more and develop more positive attitudes when their classes include computer-based instruction.
- Students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction.

The report titled The Digital Disconnect: The Widening gap between Internet savvy students and their schools provided further insights. Assertions here included:

- Internet-savvy students use the internet to help complete their homework.
- Internet-savvy students use the internet for other education related purposes.
- The most frequently used student metaphor for the internet was virtual library; other metaphors included virtual textbook, tutor, study group, locker and guidance counselor.
- Most student educational use of the internet occurs outside of the school day.
- Students identified the greatest barrier to use of the internet at school as quality of computers and access.
- Students expressed a desire for better coordination of classroom use and out of school educational use of the internet.
- Students urged schools to make efforts to "ensure that high quality online information to complete school assignments to be freely available."

Summary of Research Review

From the research review emerged three main points:

1. Teachers need to be involved in decisions about how information technology is implemented, if that implementation is to be effective.
2. A robust school library media program is an important ingredient in improving or maintaining student achievement.
3. Students request that access to information resources at school support classroom requirements and that access is at a speed that is efficient and productive.
4. Access to the technologies has been the hindrance in demonstrating the direct connection between the investment in technologies and student achievement.

These findings have helped us develop our 2010 – 2013 Information and Technology Literacy Plan.

1.2 CFSD Information and Technology Vision Statement

The Chippewa Falls Area Unified School District is committed to a seamless integration of technology which will give students, staff, and community the power to access whatever they need to be successful.

1.3 CFAUSD Information and Technology Mission Statement

In order to accomplish the CFAUSD Technology Vision Statement, the following conditions must exist within the CFAUSD:

- Technology must be a substantial component of annual staff development.
- Technology must serve pedagogy.
- Technology must give students access to the tools they need locally and globally.
- Technology must come with excellent support and service.

1.4 Relationship to CFAUSD Vision and Mission

The Chippewa Falls Area Unified School District Mission Statement reads:

The Chippewa Falls Area Unified School District, in partnership with the community, is committed to excellence, empowering and challenging all students to learn while preparing them for an ever-changing global society.

Strategic Plan Strategies for the Chippewa Falls School District

- Educational Trends – Staff Development
    - We will identify instructional approaches, gather the necessary resources, support and provide staff development and make all adjustments necessary to implement new approaches consistent with the strategic plan.
- Respect and Tolerance of Others
    - We will provide for the development of character traits that will address and reinforce respect for the individual and an appreciation for diversity through staff development, character education and equitable recognition of all student organizations.
- Lifestyle
    - We will evaluate, develop and implement necessary changes in our curriculum and programs to address issues related to the adoption of a healthy lifestyle.
- Communication
    - We will use all available means to provide effective two-way communication between our schools and our internal and external partners.
- Financial
    - We will assess the education system and prioritize resources so that we can meet the needs of all students.
- Recognition
    - We will continually identify our strengths, acknowledge all who are responsible for excellence, and empower the district to coordinate a comprehensive marketing and recognition plan.

Chippewa Falls Area Unified School District has a district wide strategic planning team. They meet four times per year; and each year the committee makes sure that the district strategic plan is aligned with the different departments' mission statements across the district. Examining both the technology department and district's mission statement and strategic planning strategies, it is easy to see the similarities between the two.

Section Two: Background Information

2.1 Community Demographics

The city of Chippewa Falls is located in Chippewa County in Northwestern Wisconsin. Chippewa Falls has over 13,000 residents that benefit from a diversified economy that successfully blends tourism, retail, agriculture, and industry. It is the home to more than 40 manufacturing companies that employ more than 5500 people. Mason Shoe Companies, Leinenkugel Beers, W.S. Darley Pumps, Silicone Graphics Incorporated and Cray Computers call Chippewa Falls home.

Chippewa Falls is unique compared to other cities in Northwestern Wisconsin. The age distribution is 24% under the age of 18, 10% from 18 to 24, 28% from 25 to 44, 20% from 45 to 64 and 17% who are 65 years of age or older. Many cities are experiencing an increase in the age group 65 and older; whereas, Chippewa Falls is experiencing a growth in its younger population.

2.2 CFAUSD Demographics

The Chippewa Falls Area Unified School District consists of nine instructional buildings throughout the district for a total of 5,100 students. Six K-5 elementary schools provide a challenging common curriculum that focuses on the basic concepts, learning complex thinking skills, communication skills, and problem solving skills. There is one middle school in the district with an enrollment of 1,049 students in grades 6 through 8. The middle school follows the true middle school concept, which offers students a wide variety of exploratory subjects in the Unified Arts area. Chippewa Falls Senior High School is a four-year public high school with an approximate enrollment of 1,500 students. It has a comprehensive curriculum that includes courses for college-bound students, post-secondary vocational students, and students planning to enter the work force following graduation. Advanced and accelerated courses are offered in most areas including biology, calculus, chemistry, English literature,

English composition, music, history, physics, and psychology. The district also has an alternative school program for students in grades 6-12.

With a staff of approximately 623 employees (355 teachers, 24 administrators, and 244 support staff), the district strives to meet the changing needs of students and the community. The district is committed to the implementation of the information resources, staff, and technologies to support the changing needs of a culture based on use and access to a wide variety of data, collaboration opportunities, and the ability to create new ways to solve problems and support the community.

2.3 Library Media and Instructional Programs

The library media department complements the educational philosophy of the Chippewa Falls Area Unified School District. It is an integral part of the whole instructional program of the school district; and, it provides resources and activities to meet the learning needs of the students. An educated student, one who has learned how to learn, think, and use methods of disciplined inquiry in examining and exploring ideas, is that for which the department strives.

Students need access to information to succeed in today's world. Through the use of media and today's technology a student can acquire and strengthen their skills in reading, writing, listening, critical thinking, problem solving, generalizing, verifying, synthesizing, evaluating and creatively organizing and communicating ideas. By providing access to a full range of materials, the library media program facilitates students' freedom to hear, view, read, discuss and create: freedoms basic to a multi-cultural, democratic society.

The library media program at each school offers a centralized collection of materials and equipment and is staffed by professional and support personnel. It provides services to students, teachers, administrators and the community.

The Chippewa Falls Area Unified School District employs five full-time certified library media specialists and three full time library assistants. Each of the three elementary media specialists and three paraprofessionals shares their time between two elementary schools. The middle and high school library media specialists and paraprofessionals each are full time at one building. The high school has a technology assistant, who is considered part of the library media department. All of the library media

specialists work closely with the Department of Information Technology to assure the equipment and programs are functioning and available to all who need them.

The library media specialists provide instruction that is integrated across the curriculum. Flexible scheduling is used in the elementary schools. There are set times for check out and return of books. The lower grades also come to the library for story time. Students at the middle and high schools use the facilities as needed throughout the school year. Collaboration with teachers is a focus for all library media specialists. District and common school funds are the main source of monies used to purchase resources for our collections. To the best of our ability and with consideration to current budget restraints, the media specialists strive to keep the materials as up-to-date as possible through new purchases and weeding. Available are a variety of online databases that are selected with the instructional needs of the students in mind.

The current library management system was put into place in 1995. At this time, the district is considering the purchase of a new online union catalog, which will be web-based and can be accessed from school or home. There is a timeline to complete this project, assuming financial and time resources will be available to accomplish this goal.

The Chippewa Falls Area Unified School District has been supportive of its library media centers. At one point, reducing a professional library position was part of a plan to reduce costs, but administration decided to keep the position. A new library media center was part of an addition at one of our elementary schools. Five years ago the elementary program was changed to flexible scheduling. All school staff and administration were involved and cooperative throughout this process. Each library is well maintained in our district. Monies needed for furniture, equipment, and materials, have been available when needed.

School and Enrollment (as of 9/09)	*Media Specialists*	*Library Assistants*
Halmstad (379)	.5	.5
Hillcrest (425)	.5	.5
Jim Falls (145)	.2	.5
Parkview (536)	.8	.5
Southview (276)	.4	.5
Stillson (374)	.6	.5
Middle School (1015)	1.0	1
High School (1448)	1.0	2 (1 is a technology aide)

2.4 Planning Committees

The following committees and groups provided instrumental input in the development of this plan.

District Technology Planning Team

Scott Kowalski	Director of Technology
Scott Nelson	Principal Parkview Elementary
Rob Vanderloop	Principal of Hillcrest Elementary
Cara Schueller	Assistive Technology Representative
Mark Cloutier	Science Teacher High School
Tim Caswell	Business Education Teacher Middle School
Mary Jakel-Geissler	Kindergarten Teacher at Parkview
Debra Peterson	LMC Director High School
Dawn Totzke	LMC Director Parkview/Jim Falls Elementary Schools
Mike Buhrow	Database/Data Technology Representative

Department of Informational Technology

Scott Kowalski	Director of Technology
Chad Burlingame	Domain Administrator
Mike Buhrow	Database Administrator
Brett Schnobrich	Network Administrator
Dara Harings	Helpdesk Support
Keith Smith	Technology Technician
Adam Bleskacek	Technology Technician
Chris Perri	Technology Technician
Cara Schueller	Staff Trainer (Half Time)

District Technology Leadership Team

Scott Kowalski	Director of Technology
Gale O'Connell	Paraprofessional at Hillcrest
Jill Thompson	Math Teacher at Middle School
Deb Lawler	2nd Grade Teacher at Hillcrest
Kathy Zimmerman	6th Grade Teacher at Middle School
Christine Clements	Music Teacher at Halmstad
Heather Rogge	Kindergarten Teacher at Southview
Dawn Totzke	LMC Director at Parkview and Jim Falls
Deb Peterson	LMC Director at High School
Jennifer Peterson	LMC Director at Stillson/Southview
Kim King	LMC Director at Halmstad and Hillcrest
Eric Krista	1st Grade Teacher at Stillson
Cara Schueller	Staff Trainer
Laura Foss	High School Business Education
Gail Nayes	4th Grade Teacher at Jim Falls
Mark Cloutier	Science Teacher High School
David Schaller	Principal at Alternative School
Scott Johnson	Math Teacher at Alternative School
Russ Borman	6th Grade Teacher at Middle School
Aaron Merconti	5th grade Teacher at Southview
Lorna Wells	LMC Paraprofessional at Middle School

High School Technology Team

Mark Cloutier – Science Teacher
Debra Peterson – LMC Director
Adam Bleskacek – Technology Technician
Connie Luer – LMC Paraprofessional
Brian Hefty – Technology Ed

Middle School Technology Team

Jerim DesJarlais – Principal
Tim Caswell – Business Education
Dan Zabrowski – Technology Education
Dan Heitpas – Technology Education
Brian Collicut – Music

Dan Loomis – Science Teacher
Jennifer Handrick – Art Teacher
Kris Kolinski – Spanish Teacher
Jean Wysocky – Business Education
Jeremy Johnson – Art Teacher
Aimee Drivas – Business Education
Kathy Zimmerman – 6th Grade
Donna Rykal – LMC Director
Lorna Wells – LMC Paraprofessional

Parkview Technology Team

Scott Nelson - Principal
Dawn Totzke – LMC Director
Aryn Jurewicz – Teacher
Joan Weimert – Paraprofessional
Chris Kamrath – Teacher
Mary Jakel-Geissler – Teacher
Cheryl Jenson – Teacher

Hillcrest Technology Team

Rob Vanderloop – Principal
Scott Weber – 1st Grade Teacher
Deb Lawler – 2nd Grade Teacher
Gale O'Connell – Paraprofessional
Mary Haferman – 2nd Grade Teacher
Kim King – LMC Director
Debra Henneman – Paraprofessional

Stillson Technology Team

Carol Wilcek – Principal
Beth Roe – 5th Grade Teacher
Eric Krista – 1st Grade Teacher
Jennifer Peterson – LMC Director
Sarah Merconti – Teacher

Halmstad Technology Team

Beth Schultz – Principal
Kim King – LMC Director
Deb Olson – Teacher
Robbie Baker – Teacher
Amber Glasner

Jim Falls Technology Team

Heidi White – Principal
Gail Nayes – 4th Grade Teacher
Dawn Totzke – LMC Director
Debbie Anderson – Teacher
Sharon Clemins – Teacher

Southview Technology Team

Heidi White – Principal
Aaron Merconti – Teacher
Jennifer Peterson – LMC Director
Heather Rogge – Kindergarten Teacher

CFSD Administrative Team

Dr. Tom Hughes – Superintendent
Jenny Starck – Curriculum Director
Claudia Dempsey – Director of Special Education
James Martell – Assistant Principal
John Frizzell – Athletic Director
Heidi Eliopoulos – Middle School AP
Dana Sommerfeld – Data Coordinator
Rob Vanderloop – Hillcrest Principal
Carol Wilzcek – Stillson Principal
Susan Lang – Food Service
Chad Trowbridge – Business Manager
Bob Severson – Director of Grounds and Maintenance
Dr. James Sauter – High School Principal
Becky Davis – Assistant Principal
Janet Etmund – Middle School Principal
Jerim DesJarlais – Middle School AP
Heidi White – Principal Jim Falls/Southview
Beth Schultz – Halmstad Principal
Scott Nelson – Parkview Principal

Board of Education

Roberta Rasmus
Marilyn Holte
Larry Sommerfeld
Kenneth Koss
Jim Dimock
Jerry Smith
Dennis Sykora

Assistive Technology Committee

Claudia Dempsey – Director of Special Education
Pam Bowe, Gina Toutant, Amanda Bjornson, Sara Thacker, Sarah Radcliffe, Vicki Johnson

2.5 Overview of Planning Process

Beginning in the 2009 – 2010 school year, the Chippewa Falls Area Unified School District Department of Information Technology started the year with a new Director of Technology. With this change several organizational changes were made to help with the transition and development of this plan:

1) Creation of a Core Planning Technology Team that would lead the way in the progress of the 2010 – 2013 Technology Plan.
2) Expansion of the District Technology Leadership Team to include representation from all areas of the district.
3) Assurance that each building has a technology team in place to help follow through on the district's technology plan.

With these changes implemented, the creation of the 2010 – 2013 technology plan started to take shape. The core planning team took part in the CESA 10 Technology Planning Workshop with Stuart Ciske in July 2009. This was a great start for us to begin the planning process and, from there the plan developed through the 2009 – 2010 school year.

Date	Members	Action
July 2009	Planning Team	Participated in week long technology planning session sponsored by Department of Instruction. Created outline of plan and action steps.
August 2009	Planning Team and Administrative Group	Shared with administrative team the reason and function behind a technology plan. The core planning team started to design the data collection methods they were going to use to help develop the plan.
September 2009	Planning Team, Building Teams, District Leadership Team	The planning team analyzed the data that was collected from students and staff. Technology planning was discussed with building leadership teams and district leadership teams.
October 2009	Meet with LMC Directors	We analyzed the needs of the LMC in the district and what goals and objectives they have that would fit in the plan.
November – December 2009	All planning teams	First draft of plan is shared with planning and technology teams across the district.
January 2010	Planning Team	Edits and Revisions
February 2010	Planning Team and Board of Education	Board of Education is informed of the technology plan and importance to the district. Presentation planned for May of 2010 to share details with board. Plan shared with superintendent for e-rate purposes.
March 2010	Planning Team	Edits and revisions continue.
April 2010	Planning Team	One of the final drafts is submitted to the planning team. Adjustments and revisions made as necessary.
May 2010	Planning Team/Board of Education	Board approval.
May 2010		Send to DPI for approval.

2.6 Community Resources/Adult Literacy Providers

The following is a partial list of activities of which the Chippewa Falls Area Unified School District has collaborated with community adult literacy providers:

Adult Community Education:

The district offers Adult Community Education, which includes a computer literacy component.

1. Computer Basics: Hands on session where participants learn about Windows on a personal computer. Topics include: using basic features on Microsoft, basic computer technology, how to use the mouse, customizing your desktop and saving and organizing files. Volunteer student instructors participating in Youth Connecting Communities (YCC) lead this class. No prior computer knowledge or experience is required of the participant. There is no cost to participant.
2. Advanced Computer Skills: Participants learn the power of Excel to create spreadsheets, print labels, and produce charts and graphs. Participants learn how to create power point presentations as well as extensive e-mail options and exploration of free software programs. There is a $20 registration cost to the participant.
3. The district provides a yearly speaker on cyber bullying and internet safety for parents and community members.

Explorers Elementary After School Program:

Students in after school elementary programming (Grades 1 – 3) have access to computer guided learning as part of remediation in the areas of math and reading.

Voyagers Middle School After School Program:

Students in after school middle school programming (Grades 6 – 8) have access to computers to complete homework assignments. Teachers and support staff are available for assistance.

Section Three: Current Status and Needs Assessments

3.1 Assess Progress on Previous Plan

With new leadership within our district and in the Department of Technology, trying to analyze the thought process behind the previous plan's goals has been challenging. The chart below gives a summary of the previous plan's goals and objectives and the progress that has been made.

Goal One: Improve Student Learning

Objective	Status	Note
Meet ISTE, State, local information technology literacy standards.	Ongoing	It is still a challenge trying to incorporate these standards into our ever changing curriculum.
Coordinate SIEP goals and information literacy standards infusion.	Ongoing	
Develop local benchmarks which are task based to be administered at select grade levels.	N/A	As the previous technology plan started to take shape it made sense to adhere to the ISTE Standards that are present.
Pilot the EnGauge system to collect information for assessing pupil's grade readiness; user skills and staff skill level.	Completed	An EnGauge data collection was completed. However, due to a change in how EnGauge offers their survey to schools, the district will have to develop their own data collection or use another one.
Assess how pupils are using the internet.	Completed	Data collection tools are now in place to monitor staff and student use of workstations.
Work on implementing strategic plan goals.	Ongoing	The strategic plan is still a work in progress for our district.
Provide students with online resources.	Ongoing	A large majority of our software programs and databases have been moved to web based for easier access for students.

Goal Two: Improve Teaching

Objective	Status	Note
Make standards database linking classes and curriculum units to Wisconsin Standards	Not Completed	The district has explored different types of curriculum databases, but none to the point of purchasing.
Link standards to individual student performance indicators. Aim to provide teacher friendly databases.	Ongoing and completed.	The impact of our student management system and the data warehouse it has become is very powerful. More staff are accessing data through this tool than before.
Make these databases available to staff in a desired format via	Completed	All of the databases that teachers will need can be accessed via the student management

the internet.		system which is web based.
Assess how teachers are using the internet.	Completed	We have data collection tools that allow us to analyze how staff and students are using the web.
Provide skills training for teachers using a variety of training models.	Ongoing	This is part of the 2010 – 2013 technology plan as well.

Goal Three: Improve Parental Involvement in Student Learning

Objective	Status	Note
Introduce electronic grading and grade books using a product integrated with the district's student information system.	Completed	The district has been using Infinite Campus as the main student management system. It provides web access to grade books for staff, students and parents.

Goal Four: Communication/Information Access Goal

Objective	Status	Note
Continue implementing Total Cost of Ownership (TCO) on all district technology equipment.	Ongoing	The district has made great strides in breaking down repair costs and TCO of equipment. However, with new equipment (IWB's) this is always an ongoing project.
Look for ways to extend school based digital content to the student's home environment. Provide for anytime, anywhere learning experiences.	Ongoing	We have made some strides in this as well; however, this goal will also be part of the 2010 – 2013 technology plan.

Goal Five: Deliver staff training on time, on target, and in an ongoing manner.

Objective	Status	Note
Continue using LoTI assessment.	Ongoing	
Train classroom teachers on use of electronic grade books for grade reporting.	Completed and ongoing	We have a structured time in place where we train our new staff to the district our electronic grade book.
Add web based applications training materials in support of skill building.	Ongoing	This will be part of the technology plan for 2010 – 2013.
Add integrators to support infusing technology and information literacy skills into daily lesson plans.	Ongoing	
Continue training administrators on LoTI. Have teacher evaluations include technology component.	Ongoing	This is part of 2010 – 2013 technology plan.
Continue assessing staff needs in skill building with basic productivity tools, designing training regimens to meet those needs.	Ongoing	

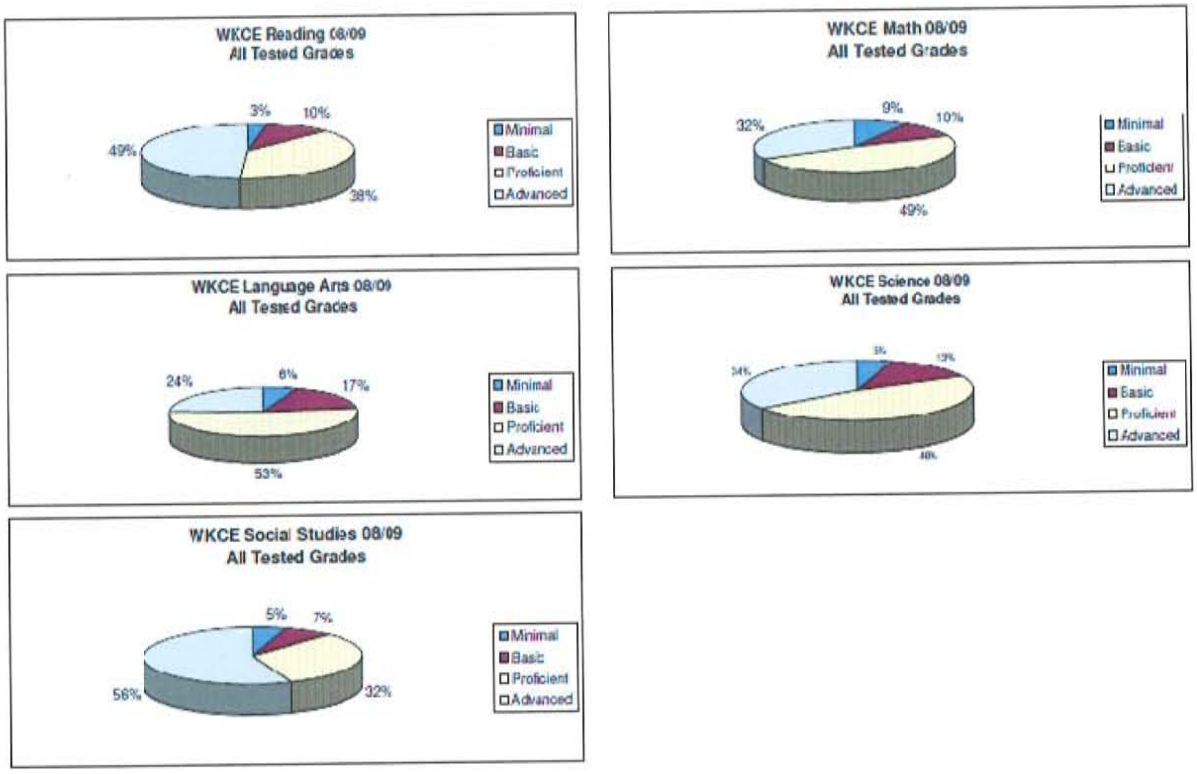
3.2 Analysis of Student Proficiency

Students in the Chippewa Falls Area Unified School District generally score above average on the Wisconsin Knowledge and Concepts Examination assessment. With that being said, there are still several areas which the school district has identified as areas in need of improvement. The district is currently in the stages of working on common assessments in each of the grade level and curricular areas to help better gauge student progress. It also uses an assessment tool called AIMS web to help identify those students in need of further interventions.

In order to gauge technology literacy with our students, our district has administered the TAGLIT survey to our 8th grade students. In this plan we have included the administration of TAGLT to other grade levels as well as an expanded source of data. The research and data for these tools of assessment follow.

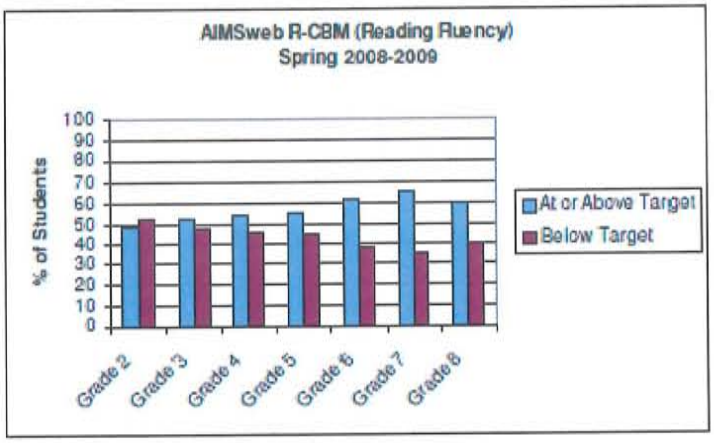
WKCE Data

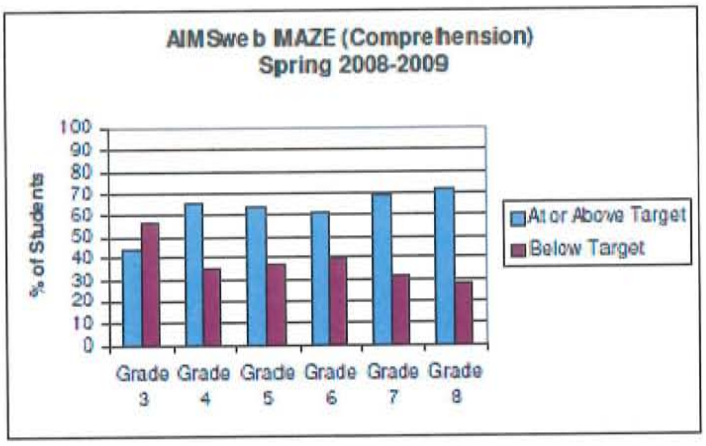
WKCE 2008/09
Chippewa Falls Area Unified School District
Percentage of Tested Students in Minimal, Basic, Proficient, or Advanced By Content Area

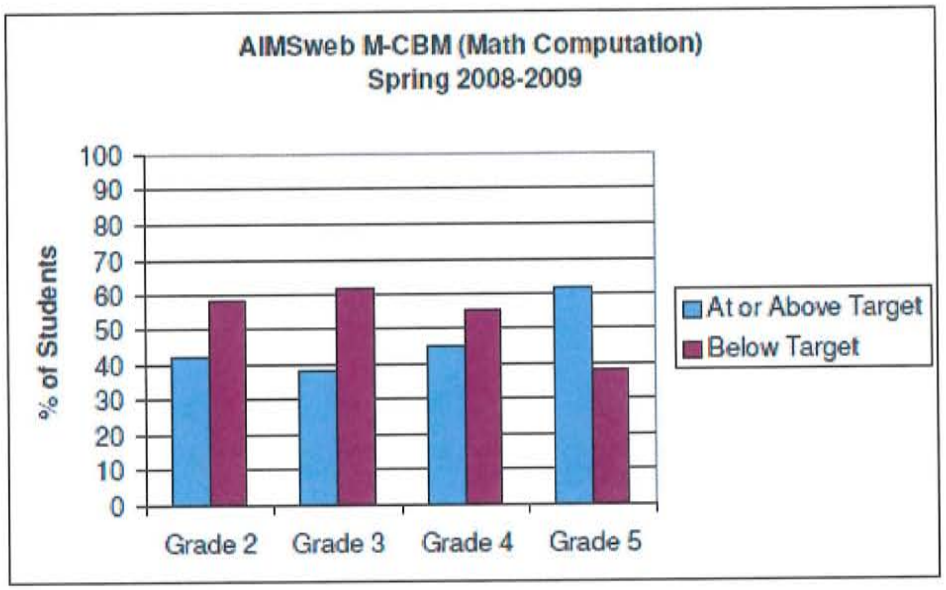


AIMS Web Data

AIMS Web is an assessment for students that helps identify those students who need additional interventions in reading and math. From this data teachers will use the advice of the assistive technology team to help decide which tools can improve student achievement. For example, using the software program Kurzweil can be of assistance to not only special education students but also those regular education students who have not been identified as needing an IEP, but may not be proficient readers. The charts below show the district's AIMS web results and the percentage of those students who might need further interventions to reach proficiency.







TAGLIT (Taking a Good Look at Instructional Technology)

The TAGLIT survey was administered to 330 8th grade students in the fall of 2009. The data was helpful in planning out the 2010 – 2013 technology plan. The TAGLIT is scored on scale of 1 to 4, with 1 being a very low level of technology use and 4 being rated at a very high level of technology use. The entire TAGLIT survey can be found in the Appendix of the technology plan. For discussion purposes regarding how this data was used for goals and objectives, only the top three and bottom strands of the TAGLIT are identified.

Top Three

#1

5. Technology

5d. Hardware Access at Home

5d.2 Student Access at Home

SCALE:	1: We don't have a computer at home.	2: We have a computer at home, but I don't use it.	3: We have a computer at home that I use, but it is not hooked up to the Internet.	4: We have a computer at home that I use, and it is hooked up to the Internet.

Item	n	1	2	3	4	Score
Do you have a computer at home?	328	7	18	12	291	3.79

#2

3b. Students' Frequency of Technology Use for Learning

3b.1 Students' Frequency of Technology Use in the Class Where Technology is used the Most (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Item	n	1	2	3	4	Score
In the class where you use technology the most, how often do you use it?	307	42	54	89	122	2.95

#3

3a.3 Students' Tech Skills - Communication Tools (Students)

SCALE:	1: I don't know how to do this.	2: I can do this, but sometimes I need help.	3: I can do this by myself.	4: I can teach others how to do this.

How far along are you in learning to...	n	1	2	3	4	Score
use email to send and receive messages?	308	11	12	106	179	3.47
use online discussions to gather information?	308	50	56	142	60	2.69
use a web authoring tool to create a web page?	308	163	79	50	16	1.74
		Section Average Score				2.63

Bottom Three

#11

3b.2.b Students' Frequency of Technology Use Across All Classes - Multimedia Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
create pictures using drawing or painting software?	305	180	87	26	12	1.57
make a video using a video camera?	305	231	45	16	13	1.38
get pictures into a computer using a digital camera and/or scanner?	302	209	51	23	19	1.51
create a presentation using presentation software?	305	160	117	17	11	1.60
create a multimedia product using multimedia software?	305	239	45	15	6	1.30
		Section Average Score				1.47

#10

3b.2.c Students' Frequency of Technology Use Across All Classes - Communication Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
exchange email messages with teachers or students at your school?	305	149	69	39	48	1.95
exchange email messages with classes in other places?	305	205	43	24	33	1.62
gather information from people (e.g., experts or mentors) using email or an online discussion?	304	202	59	23	20	1.54
create a web page for publication on the World Wide Web?	304	253	28	14	9	1.27
		Section Average Score				1.60

#9

3b.2.a Students' Frequency of Technology Use Across All Classes - Basic Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
write reports or other documents (such as a journal entry or essay) using a word processor?	305	69	149	66	21	2.13
enter numbers into or create a spreadsheet?	303	219	51	19	14	1.43
create graphs using a spreadsheet?	305	220	65	11	9	1.37
enter information into or create a database?	306	211	69	17	9	1.42
search for and sort information or create a report using a database?	306	141	121	32	12	1.72
		Section Average Score				1.61

What does this data tell us?

Even though this is a small sample of students, the results were interesting and indicative of where we are as a district staff compared to our students. The top three categories were all related to the students and their use of technology. For example, our highest rated score asked the question, Do you have a computer and internet access at home? Out of 328 students, 291 answered "yes," that they did have a computer with internet access at home. Another category that ranked high asked how much they use email, participate in online discussion, and visit web pages.

When examining the three lowest scores of the TAGLIT survey, we found that each of these categories probed, "how often do your teachers have you..." This data tells us that when students have access and capability, they will utilize the technology tools they have accordingly. However, on the flip side, when left to teachers to guide the students to use technology tools, teachers will not meet the expectations that students have for technology use in the classroom. This data helped us build our goals of providing access for students and enhancing staff development for technology resources.

3.3 Identification of Underserved Populations

Assistive Technology

The district has an active assistive technology team comprised of special educators, academic core teachers, and physical and occupational therapists. The district's technical staff supports the efforts of the team in matching appropriate assistive technologies to meet identified student needs.

Chippewa Valley Alternative School

The Chippewa Falls Area Unified School District also operates an alternative school for at-risk students. Enrollment for grades 6-12 in the alternative school is approximately 75 students. The district technology department supports the alternative school with approximately 45 workstations. Students and staff there also have full access to the district's software and student management system.

Odyssey Ware

Odyssey Ware is an online curriculum program that allows staff to prepare individualized programs of instruction to allow students to earn on credits in a non-traditional virtual setting.

Summer School Programs

The district offers a comprehensive summer school program in core academic areas for students in grades 4-12. Currently the summer school program addresses remediation and preparing students for the next grade level. During the summer program, students have access to all district hardware, software, and educational databases.

3.4 Analysis of Teacher Proficiency

In collecting data for this technology plan, two of the biggest questions we had were:

1) What data do we collect?
2) What tool do we use to collect this data?

After examining several different tools such as enGauge, LoTi, and others, we decided at this stage of our planning process that we would develop our own tools to gauge teacher proficiency. The planning team decided to categorize our technology use into two categories: those that are used for personal productivity and those that are used for classroom integration. Keeping these two categories in mind, we started to develop our own data collection tool. The questions we asked ranged from doing a self assessment of skills both for using technology in the classroom and as a personal productivity tool to those asking which type of computer staff would rather use, a laptop or desktop.

The planning team agreed that starting in the first year of this plan we need to have a formal data collection tool in place that must be done annually for all students and staff. This data collection tool must also tie into the technology literacy standards on a state and national level.

One of the goals of the plan is to increase staff development in the district. The data that we gathered supports this goal. For example, when asking staff how they would rate themselves in integrating technology into the classroom, roughly 40% said they are only basic or minimal (Figure 1). Even though it is difficult to compare, if we look at the data from the district's 2006 enGauge survey, we can see on a scale of 1 to 5 staff averaged 2.64 as far as implementing technology into their classrooms (Figure 2). The technology planning team and district administration feel strongly that, in order to have the impact on student achievement

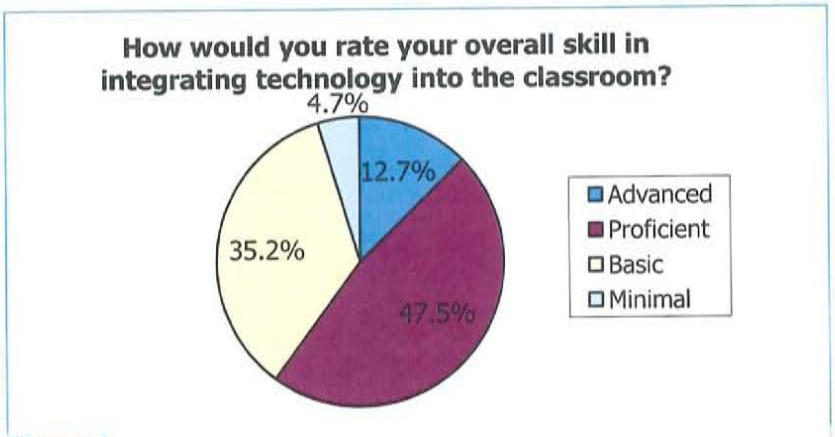


Figure 1

through technology integration, these numbers must be much higher. That is one of the reasons for the emphasis on staff development in the next three years.

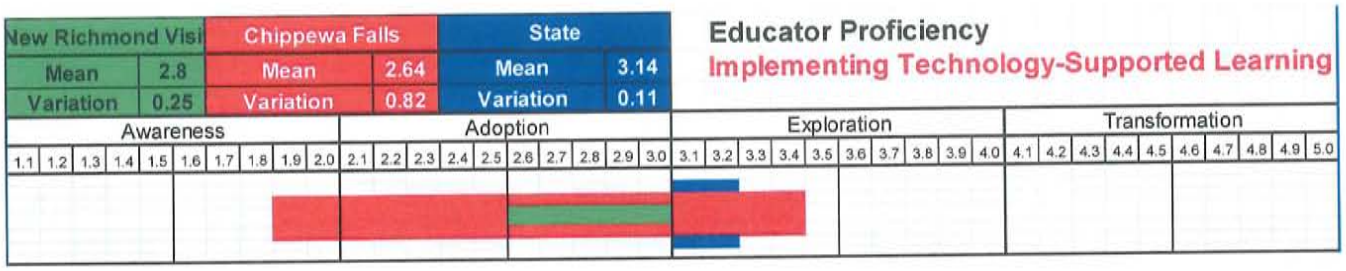


Figure 2

3.5 Analysis of Effective Teaching and Learning Practices

Through our data collection, we have found that there is a high level need to begin using technology for complex thinking projects. These complex thinking projects would involve problem solving, decision making, creative problem solving, reasoning, investigation, experimental inquiry, and reflective thinking. Our staff development throughout the next three years needs to focus on how to implement technology-enriched projects that involve complex thinking skills.

The data that supports this can be found in the TAGLIT survey given to students in the fall of 2009. As stated earlier, the three lowest scores were with those questions that asked "how often do your teachers have you.." The data shows us that we are using our resources to have students word process and research on the internet; however, we don't have them creating multimedia projects or integrating technology to pull on those higher level thinking skills.

The goal of this technology plan is to move our staff from a proficient use of technology on a personal level to integrating technology with a focus on higher level thinking skills. In order to help accomplish this, the planning team will work on implementing a tool to collect data and monitor effective teaching and learning practices.

3.6 Analysis of Access to Resources and Tools

One of the priorities in this plan was to increase access to resources and tools that students and staff need in order to be successful in their teaching and learning. To do this effectively, we need to

ascertain our current status with access to resources for students and staff. Figure 3 provides data representing student to computer ratio.

School	K-12 Students	Computers	1 computer for every	
Alternative School	89	24	3.71	Students
Hillcrest	414	90	4.60	Students
Halmstad	381	38	10.03	Students
High School	1420	335	4.24	Students
Jim Falls	154	34	4.53	Students
Korger Chestnut	8	12	0.67	Students
Middle School	1012	252	4.02	Students
PSC	0	0	0.00	Students
Parkview	540	66	8.18	Students
Stillson	367	43	8.53	Students
Southview	281	38	7.39	Students
Totals	**4666**	**932**	5.01	**Students**

Figure 3

Providing increased access for our students will at sometime require an increase in the number of computers in our district. There have been changes in virtualization technologies that could afford the district to increase its computer access levels. Currently, the district has 1,587 computers in the domain. Within these 1,587, there are two mobile labs at the high school and 1 mobile lab at the middle school. Each elementary school has a computer lab. The middle school has 6 computer labs. The high school has 8 labs. One of the main issues that also will need to be addressed in this plan and future plans is the amount of physical space left in each of the buildings. As the district continues to grow in student population, it is becoming increasingly difficult to find space, not only for students, but for technology hardware as well.

Within the last year, there has been a demand in our district to utilize web-based applications that can be accessed anywhere and anytime. Internet Explorer and the Microsoft Office Suite are the most widely used applications across the district. Within this plan, the district is planning to pilot Google Docs and more web-based software applications to provide improved access and a uniform platform for all students.

Requested All (25) Applications Used For the Year **2009/2010**

	Application Name	Total Time	Total Computer	Avg. Computer	Total Users	Avg User
1	Microsoft Internet Explorer	43306.582 Hrs.	1519	28.510 Hrs.	5335	08.117 Hrs.
2	Microsoft Word	13725.086 Hrs.	1471	09.330 Hrs.	4504	03.047 Hrs.
3	Microsoft Windows Explorer	3880.692 Hrs.	1545	02.512 Hrs.	5369	43.368 Min.
4	Microsoft Outlook	3680.061 Hrs.	812	04.532 Hrs.	553	06.655 Hrs.
5	Microsoft PowerPoint	2284.887 Hrs.	1210	01.888 Hrs.	2225	01.027 Hrs.
6	Microsoft Excel Spreadsheet	1507.662 Hrs.	953	01.582 Hrs.	1378	01.094 Hrs.
7	illustrator.exe	1001.837 Hrs.	131	07.648 Hrs.	342	02.929 Hrs.
8	All the Right Type	790.542 Hrs.	206	03.838 Hrs.	390	02.027 Hrs.
9	photoshopelementseditor.exe	668.221 Hrs.	130	05.140 Hrs.	345	01.937 Hrs.
10	mspub.exe	648.218 Hrs.	861	45.172 Min.	1035	37.578 Min.
11	acad.exe	578.319 Hrs.	32	18.072 Hrs.	104	05.561 Hrs.
12	notebook.exe	464.960 Hrs.	135	03.444 Hrs.	202	02.302 Hrs.
13	Lunch program	464.639 Hrs.	21	22.126 Hrs.	1	464.639 Hrs.
14	Spectrum Circ/Cat	384.657 Hrs.	20	19.233 Hrs.	28	13.738 Hrs.
15	sol.exe	345.179 Hrs.	322	01.072 Hrs.	449	46.126 Min.
16	inventor.exe	330.488 Hrs.	43	07.686 Hrs.	72	04.590 Hrs.
17	tuxpaint.exe	300.774 Hrs.	551	32.752 Min.	843	21.407 Min.
18	Acrobat Reader	266.883 Hrs.	1040	15.397 Min.	1332	12.022 Min.
19	grammar.exe	252.660 Hrs.	180	01.404 Hrs.	397	38.185 Min.
20	Microsoft Notepad Editor	247.569 Hrs.	891	16.671 Min.	1284	11.569 Min.
21	microtype-4.2.exe	220.479 Hrs.	83	02.656 Hrs.	95	02.321 Hrs.
22	msworks.exe	218.903 Hrs.	54	04.054 Hrs.	266	49.377 Min.
23	artgalry.exe	215.407 Hrs.	970	13.324 Min.	1918	06.738 Min.
24	pcat32t.exe	213.025 Hrs.	332	38.498 Min.	1247	10.250 Min.
25	sketch.exe	211.597 Hrs.	27	07.837 Hrs.	172	01.230 Hrs.

During the cycle of this plan, the district will be moving to a new inventory system. Currently the LMCs use a legacy version of Spectrum and will be moving to Destiny during the first year of this technology plan. The LMC staff was looking for a web-based application that gave them more functionality in searching and more access to students. The materials that are checked out in a year's time through the district's LMC demonstrate the need to have a more robust inventory system (Figure 4 and 5).

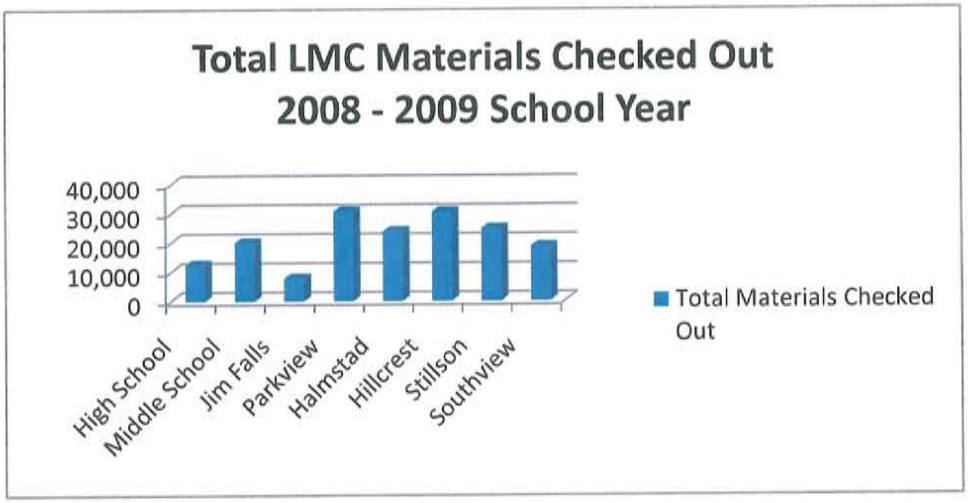


Figure 4

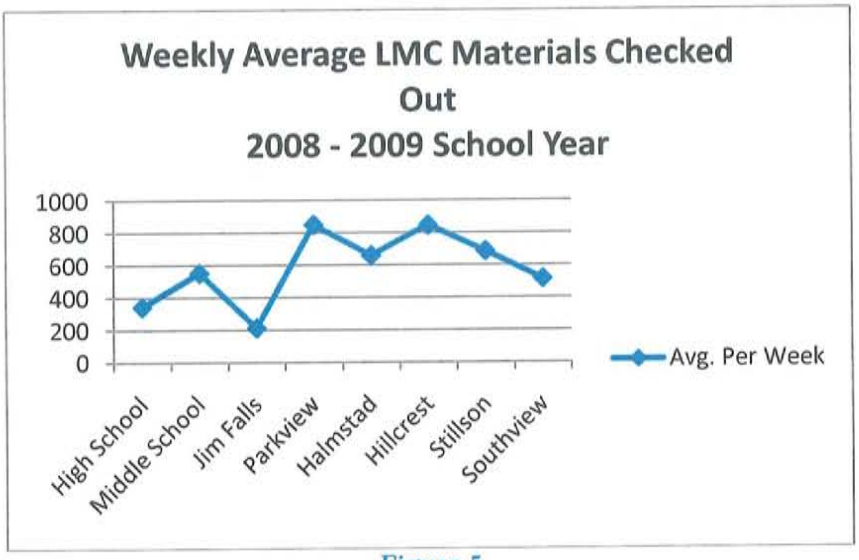


Figure 5

From studying the usage data of our hardware and resources, the planning team has concluded that there is a need to increase the tools we have in our district to access resources. Student response systems, netbooks, additional computers using virtualization are just some of the items that we will be looking into during the lifecycle of this plan.

3.7 Analysis of Support Systems and Leadership

Technology and Information Support Systems and Leadership

The technology department of the Chippewa Falls Area Unified School District is comprised of 8.5 FTE. Currently there is a Director of Instructional Technology, Network Manager, Domain Manager, Database Manager, three technology technicians, a help desk support position, and a part time staff trainer. The department is responsible for:

- Approximately 1,600 computers within the district.
- Close to 6,000 user accounts for students, staff, and parents using the student management portal.
- 350 peripherals including interactive white boards, network printers, scanners and etc.
- 610 phones and the hardware and PBX systems that maintain those phones.
- 200 different applications used for staff and students.
- 18 servers for storage
- A robust network that is made up of 53 CISCO switches and a core supervisor.
- A student management system that also serves as a data warehouse for the district.

The department is advised by a District Leadership Technology Team and a Technology Planning and Accountability Team. These two teams are made up of a cross-section of district staff. The superintendent and curriculum department also serve on this committee to provide district leadership and insight. It is the goal in the future to also add a school board member, high school student, and parent representative.

The LMC staff also plays a vital role in supporting district technology. An LMC Director currently serves on the technology leadership team and is integral at the building level. Within each of the buildings of the district, there is a building level technology team. These teams plan and organize events in their own buildings to meet the needs of the district's technology plan. These building level committees are key in helping each building meet their local needs.

ITLS Standards

The leadership teams also work closely with the curriculum director and curriculum assistants to ensure that the ITLS Standards are aligned with local curriculum. This is an emphasis during this current technology plan. Our district has explored several options to make sure these standards are being met:

a) Have content areas identify which ITLS benchmarks are being covered in their respective curriculum.
b) Create project-based units in each grade level that meet the standards.

Currently we are exploring both options and hope to have a unified solution within year two of the plan.

Telecommunications, Infrastructure and other Support Systems that Support Learning

The highest need of replacement for the district's infrastructure and telecommunications is the district's telephone system. The current telephone hardware is experiencing recent hardware failure. The phone system is a legacy system that is close to 15 years of age. The district has started to research and explore the return of investment on VoIP (Voice over Internet Protocol).

The district's networking infrastructure would be next on the replacement list. The current network is nine years old, and, a replacement plan is currently being created. Our current network is robust and so far meets the needs of the classrooms; however, as more classrooms start to use video within the classroom to connect on a global level the limits of our current network will be pushed. Along with our current network,

we have wireless in each of the school buildings that are provided for by 109 access points. The wireless network is three years old. It has met the needs of our mobile computing needs so far.

With the additional emphasis on video, photography, and audio in the classroom, our storage needs have spiked rapidly. During this plan we seek a solution to these needs by utilizing the cloud network, server virtualization, or a change in how we back up and store items. In order to meet some of the needs of the classroom, we have started to provide staff with portable storage solutions so they can transfer and use the video or audio they are producing within their classrooms.

The board of education and district administration have been supportive in the past in providing funds to upgrade the infrastructure to benefit the needs of the community and students.

EDUCATIONAL EXCELLENCE
For a Changing Tomorrow

CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT

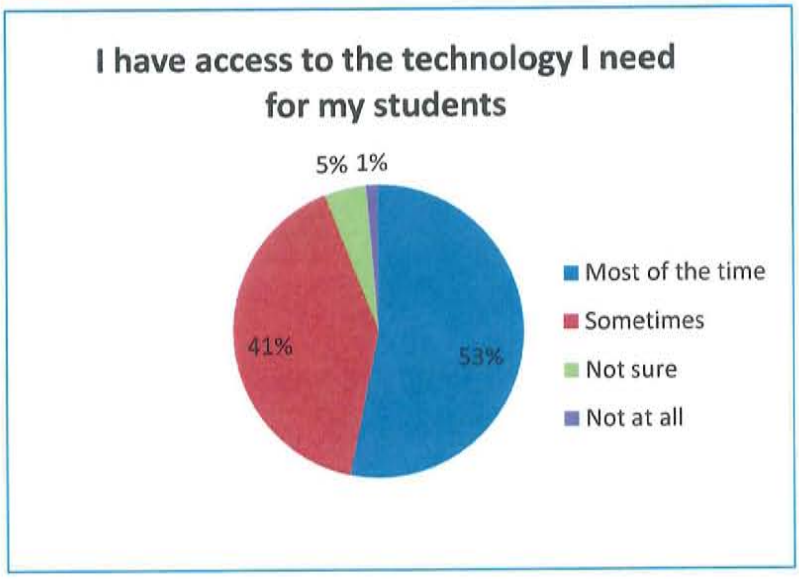
2010-2013 Information and Technology Literacy Plan

Plans Goals and Objectives

The goals for this plan are derived and prioritized from analysis of needs assessment data collected, focus group interviews, and use of research from best practices across the K-12 technology environment. All of this data was reviewed by our Technology Planning Committee, the District Leadership Team, and each of the building level technology committees. Through collaboration and research we let the data guide us to four main areas that the Chippewa Falls Area Unified School District needs:

- **Goal 1 Access to Resources**
  - Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
- **Goal 2 Staff Development**
  - All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
- **Goal 3 Communication**
  - The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.
- **Goal 4 Infrastructure**
  - The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff, and school community and other future needs.

Identifying these four main goal areas this will help the Chippewa Falls Area Unified School District focus and direct resources in efficient and effective ways. These goals will be the map we use to make decisions throughout the three years of the plan and beyond.



Summary of Goal One - Access to Resources

Identified Needs:

The origins of the goal – access to resources - came through focus group talks with building technology teams and the data that was collected from staff. There was a consensus that our district has a wide variety of technology resources available, however access to those resources is not planned out well which limits the opportunities staff and students have to use them. In response to the question, "do you have access to the technology resources needed for your students?," 47% of the district staff members replied between the areas of sometimes to not at all, meanwhile 53% responded they do have access most of the time.

One staff member gave a terrific example of creating better access to technology. In one of our buildings, the computer labs are extremely busy from mid morning to early afternoon; however, in the morning they are not used much. The course master schedule was designed in a way that put all the classes requiring computer lab access within the same time period of the day, creating a high need for that resource during that time period. Our objective in this goal is to have administration plan for technology resources first before completing the building schedules. This will allow for better utilization and efficiency of technology resources.

The goal of access doesn't just mean access to technology within the school day, but also outside of the school day. The staff at Chippewa Falls Area Unified School District have anywhere, anytime access to the mission critical systems we have as a district: Infinite Campus, Skyward, AESOP. The question has come up, why can't our students have the same access to those tools they need within their learning environment? The goal of access changes the direction of our district in how we think of software and applications. We want to make sure that our software applications are web-based or client-server-based. Not only will this save on resources within the technology department, but also will offer parents and students access to what they need to be successful.

How can the objectives in Goal One use instructional technology to enhance student learning?

Having access doesn't mean having students play with technology more. Access should always be driven by the content that is being taught within the class. Objective 1.1 of the first goal is to embed

technology standards that enhance student achievement into each curriculum area. Through this objective and the goal of having access, we will see the following enhancements in student learning:

- Stronger skills in problem solving and critical thinking through the use of technology.
    - Technology standards will have a scope and sequence to them from elementary to middle school to high school. Through assessments such as the TAGLIT survey, students' instructional technology skills will grow stronger as they advance through the system.
- Increased parent involvement in the learning tools students are using at school.
    - Because students have more access to the learning tools from home, parents will be able to take a larger role in helping their children be successful. They too will have knowledge of the learning tools their children are using during the school day and will be able to access those tools with them.
- Improved decision making due to data on demand.
    - Teachers and administrators will have access to data on demand. This access will help them meet students' needs by creating assessments and a curriculum that is more tailored to meet the needs of the students.

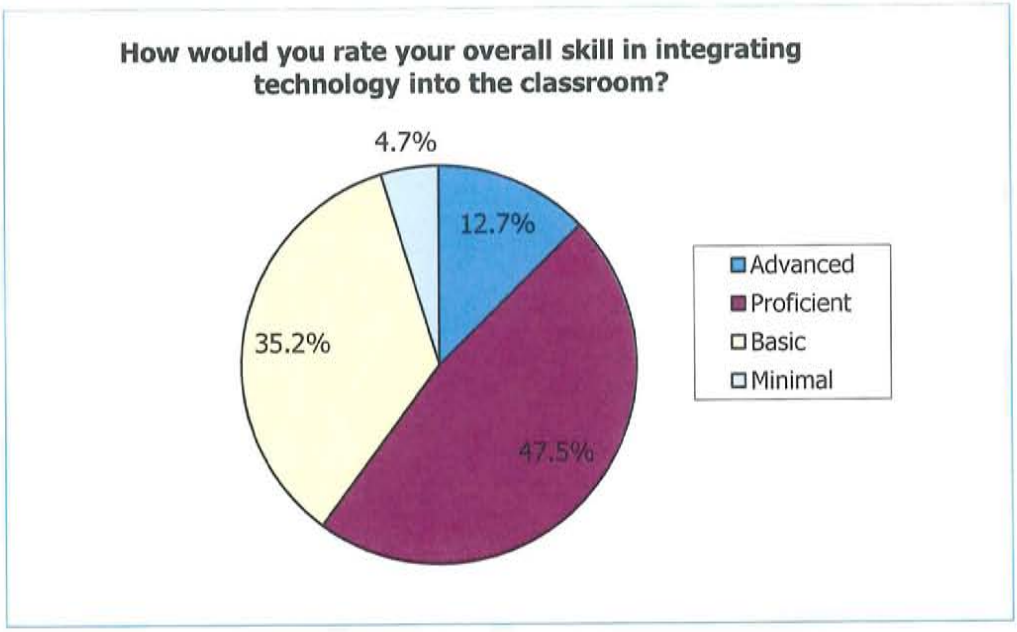
The full benefits of student enhancement might not be known until the goals and objectives are achieved; however, with proper assessment systems in place and data collection we will be able to monitor the successes of student enhancement throughout the life of the plan.

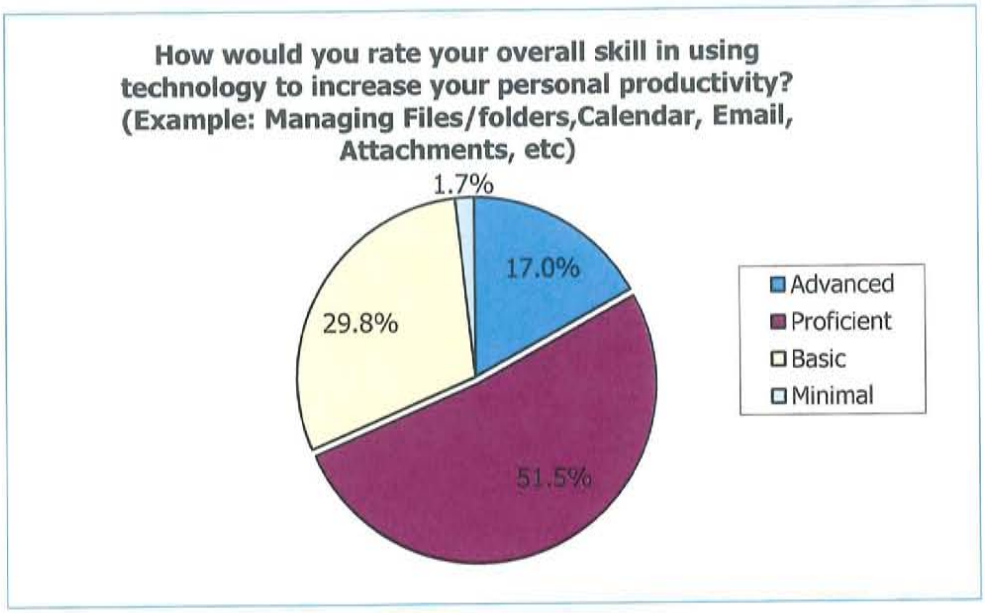
Summary of Goal Two – Staff Development

Identified Needs:

The results of the September 2009 staff survey reveal a need by staff to have a solid working knowledge of productivity technologies and classroom integrated technologies for successful performance of district responsibilities. The technology planning committee decided that in order to define the different types of technologies used in our district, we would identify two categories. The first category is productivity technologies. These are technologies that staff use to increase and make more efficient their daily productivity. Examples would include email, adding an attachment, and using all aspects of Infinite Campus. The other category we defined is integrating technology into the classroom. Examples would include classroom response systems, smart boards, and blogging.

The following charts represent data from the staff survey on comfort level regarding the two categories of technology:





The planning committee felt that having almost 30% of staff say they are basic in personal productivity technology and 35% in classroom integration of technology is a disturbing revelation. The district has set a goal to get 80% of our staff proficient in both categories of technology.

Another data point that we used to create Goal Two was the TAGLIT survey that was given to all 8th grade students within the district. When 8th grade students were asked about the frequency of technology use within the classroom for use with technology integrated tasks, the district scored only in the embarking aspect of an instructional technology program. This basically means that the school is just getting started with this aspect of technology for teaching and learning. It is important to note that this is only a snapshot of 350 students out of approximately 5,000 students within the district. However, this data has led us to incorporate into this plan an annual student perspective survey to gauge student technology use in the classroom.

How can the objectives in Goal Two use instructional technology to enhance student learning?

Research has shown that the number one contributor to increased student achievement is the skill level of the classroom teacher. The Chippewa Falls Area Unified School District is taking this same approach with technology. In order to enhance student learning through technology, teachers must be at least proficient or advanced in integrating technology into their instructional strategies.

- Teachers will use technology to enhance their content in classes and make learning more meaningful for all students.
    - By offering annual, consistent staff development opportunities in the area of technology, staff will be better equipped to integrate technology into their curriculum as tool to help improve student achievement.
- Students will have increased opportunities across all classes and in all classrooms to engage in technology.
    - Currently we have classrooms in our district that technology integration is happening aggressively and on the cutting edge. We also have classrooms where there is no technology integration. By developing a set of standardized criteria defining what it means to be proficient in productivity and classroom integrated technologies, we will have created a district-wide expectation.

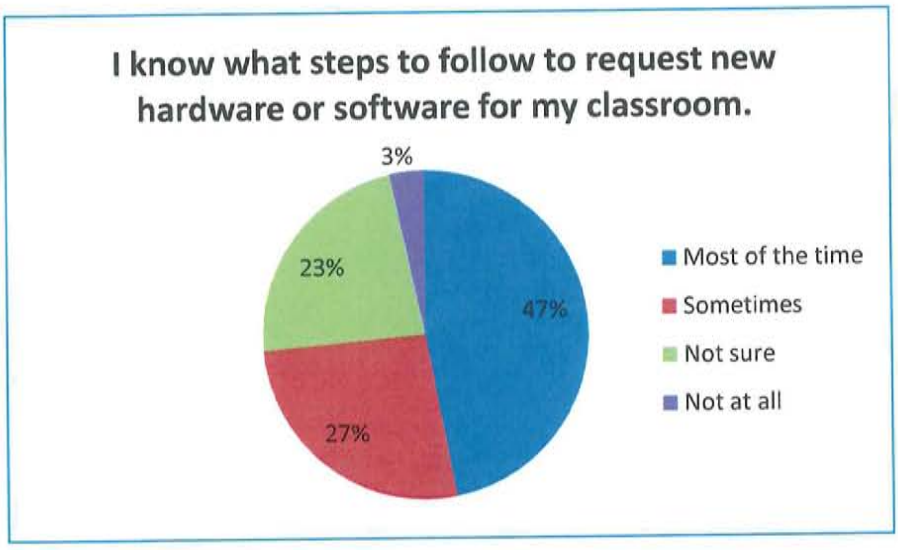
Investing time and financial resources into our staff to train them and offer them new and exciting ways to deliver their curriculum will improve teaching and learning for the students of the Chippewa Falls Area Unified School District at the end of this technology plan in 2013.

Summary of Goal Three – Communication and Relations

Identified Needs:

The third goal of the 2010 – 2013 technology plan focuses on improving the relationship between the technology department and key stakeholders of the school community through improved communication, outlined procedures and protocols, and a common purpose. As with all the goals of this plan, they have been identified and prioritized based on data from the staff survey that was conducted at the beginning of the 2009 – 2010 school year.

Through interviewing staff in buildings across the district, a common theme is that staff members don't know how to request new software or hardware for their classrooms or curriculums. They were unaware of the guidelines that exist when purchasing new software or hardware. The data from the staff survey supports these claims as well.



Of district staff, 53% stated that in regards to requesting new hardware or software, they sometimes knew what to do, weren't sure, or didn't know what to do at all. The district technology planning committee agreed that this is a large portion of staff and an even larger number of the district's student population who are being left out of benefiting from these resources.

Another prioritized need is for communication and development of guidelines and protocols for emerging technologies, especially social networking. The district has started to experience inappropriate use of MySpace, Facebook and Twitter. Questions and requests have come to the technology department of how

to handle these situations and for guidance. One of the objectives and for Goal Three is to have all policies and guidelines updated and reviewed on an annual basis and then shared with district stakeholders. This process will give staff, administration, students and parents the guidance they are seeking.

How can the objectives in Goal Three use instructional technology to enhance student learning?

- Teachers will have an improved understanding of how to access new technologies to benefit their curriculum and their students.
    - The technology department will create a protocol for all district staff to access the hardware and software necessary for their curriculum. The hardware and software must meet the district guidelines for budgetary reasons as well as the district's vision for having access to all students and staff as needed.
- Students will be able to learn in a cyber environment that is ethical, safe, and open to all learners.
    - By updating and reviewing district guidelines and policies and then communicating them to parents and staff, students will be able to operate within the cyber-community in a safe and ethical manner.
- Students will be able to take advantage of community partnerships and see the benefits of technology outside of our district's walls.
    - One of the objectives in the Goal Three is to start to build community partnerships within the Chippewa Valley. This would give students the chance to start thinking about different careers and their connections to students' current technology experiences.

Summary of Goal Four – Infrastructure

Identified Needs:

The technology infrastructure of the Chippewa Falls School District is broken down into four areas: network, computer domain, computer hardware, and voice communications. In the last couple of years, the technology that we have in the district has changed. For example, 49% of our staff now use video streaming in the classroom; the district currently has 75 smart boards installed across the district; and the district also has Polycoms located in each building throughout the district for video conferencing. These changing demands have caused the district to include infrastructure as one of the goals for the 2010 – 2013 technology plan.

- Computer Domain: The district's domain consists of 18 servers and 5 domain controllers. These servers range in age from the newest purchased in 2009 to the oldest that is ten years of age.
- Network: The current network consists of approximately 60 Cisco switches and one core switch. This equipment is reaching nine years in age. We currently have a wireless LAN in each of the district's buildings.
- Computer Hardware: The district is currently on a 5 year replacement plan for its 1600 machines in the district.
- Voice Communications: The district is currently operating on a legacy phone system that is approximately 14 years of age. There are roughly 675 handsets throughout the district. A PBX is located in each building. Replacement parts for the system are currently purchased off of e-bay.

How can the objectives in Goal Four use instructional technology to enhance student learning?

- The district will be able to accomplish the goals and objectives set forth in the this plan, which include enhanced student learning and increased technology knowledge by staff.
    - By creating a replacement and sustainability plan for the Chippewa Falls Area Unified School District infrastructure, we will to ensure that classrooms will be able to build upon virtual field trips, access video streaming, and gain anywhere, anytime access through these infrastructure updates.

Summary of Goal and Objectives #1

Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.

Need Statement	The Chippewa Falls Area Unified School District needs: -more computer access for students. -software applications that students and parents can access from home. -data in staff hands that can help make decisions to increase student achievement. -technology standards embedded in curriculum areas with proper assessment tools.
Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
Objective 1.1	Embed/design a set of standards for each curriculum area that integrates technology with learning for enhanced student achievement.
Objective 1.2	Data will increasingly be available and utilized for assessment, communication, collaboration, accountability, and instruction and decision making.
Objective 1.3	With proper planning and research, technology resources needed to improve student achievement will be implemented and available to staff and students.
Objective 1.4	District applications and software will be available to students and staff anywhere and anytime.
School Board Policies Changes	Not Applicable

Action Plan to Complete Objective 1.1

Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
Objective 1.1	Embed/design a set of standards for each curriculum area that integrates technology with learning for enhanced student achievement.

Action Steps to Complete Objective 1.1

2010 – 2011	2011 – 2012	2012 – 2013
Action • Research national and state level technology standards to embed in the CFAUSD curriculum. Using curriculum time and collaboration time this first year, we will do a self evaluation of our current status with technology standards embedded in curriculum areas and our assessment of them. • LMC staff will start to research the programs and concepts that can enhance their LMC curriculum (i.e Big6)	**Action** • Using the self evaluation results from previous year, set aside curriculum time and collaboration time to have teachers embed technology standards into curriculum with a standards-based approach. • A cross-reference chart will be developed showing where technology standards are embedded in current curriculum.	**Action** • Once standards are placed in curriculum areas, teachers will work on developing or enhancing assessments to gauge measurable outcomes of technology standards. Data collection will now begin to measure district success or areas of weakness with completed standards.
Responsible Technology Department and Curriculum Director	**Responsible** Technology department, Curriculum Director, Principals and District Staff	**Responsible** Technology Department, Curriculum Director, Principals and District Staff
Budget $500.00 Title II D Funds	**Budget** $500.00 Title II D Funds	**Budget** $500.00 Title II D Funds

Action Plan to Complete Objective 1.2

Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
Objective 1.2	The technology department will support the use of data that will increasingly be available and utilized for assessment, communication, collaboration, accountability, and instruction and decision making.

Action Steps to Complete Objective 1.2

2010 – 2011	2011 – 2012	2012 – 2013
Action • Determine key data indicators through research to gauge student success (behavior, attendance, assessments, IEP, academics, curricular and co-curricular) • Develop criteria to determine secondary and tertiary tiers of student support (RtI).	**Action** • Create reports to show individual and aggregate data based on key indicators and criteria for tiers of student support. • Create a system to allow teachers and administrators to be automatically notified when a student is at risk.	**Action** • Create a dashboard interface that can be customized by each user and shows real time student success indicators.
Responsible Technology Department, District Data Coordinator, Curriculum Director, and Special Education Director	**Responsible** Technology Department, District Data Coordinator, Curriculum Director and Special Education Director, Building RtI and PBIS Teams	**Responsible** Technology Department, District Data Coordinator, Curriculum Director and Special Education Director, Building RtI and PBIS Teams
Budget Existing District Technology Budget	**Budget** Existing District Technology Budget	**Budget** District Technology Budget Tableau License $9,450.00

Action Plan to Complete Objective 1.3

Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
Objective 1.3	With proper planning and research, technology resources needed to improve student achievement will be implemented and available to staff and students.

Action Steps to Complete Objective 1.3

2010 – 2011	2011 – 2012	2012 – 2013
Action • With the help of the technology department, each building will complete a resource map of the technology hardware, software, and services available within their building. This map will then be shared with staff with informative benefits of each resource. • Data will be collected on the usage of technology hardware and software. Depending on usage, the building tech committees will make decisions on where to place resources within the building. • Building administration will also schedule and plan accordingly. Course planning will cognizant of the resource map of each school. This will be ongoing throughout the plan.	**Action** • Updating of resource technology map will be ongoing. • Data collection of usage will be ongoing. • If technology resources are being utilized to the fullest extent and if financial resources exist, additional resources can be purchased or borrowed from within the district. • The district will look at the return of investment on having one-to-one computers for staff.	**Action** • Updating of resource technology map will be ongoing. • Data collection of usage will be ongoing. • Computer- to- student ratios will be examined and compared to baseline data from 2009-2010. District will continue to monitor movement towards a one-to-one computing solution during the school day. • Student achievement data such as AIMS web, WKCE, and other common assessments will be analyzed to gauge success.
Responsible Technology Department, Building Administration, Building Tech Committees, District Teaching Staff.	**Responsible** Technology Department, Building Administration, Building Tech Committees, District Teaching Staff.	**Responsible** Technology Department, Building Administration, Building Tech Committees, District Teaching Staff.
Budget Existing District Technology Budget Standard Operating Procedure	**Budget** District technology new hardware budget. $160,000	**Budget** District technology new hardware budget. $160,000

Action Plan to Complete Objective 1.4

Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.
Objective 1.4	District applications and software will be available to students and staff anywhere and anytime.

Action Steps to Complete Objective 1.4

2010 – 2011	2011 – 2012	2012 – 2013
Action • The LMC will start the research and implementation of a web based inventory and management system (i.e. Destiny). • Technology department will set guidelines for software and application purchases. These guidelines will then be communicated to staff. Software guidelines will be focused on moving to web based and client-server- based software. • Technology department and District Leadership Team will conduct a software and application review. We will standardize the software and remove what no longer is used. • Technology department will start exploring the use of a district wide portal for students and parents. This portal will be the central location for students and staff.	**Action** • Software and application review will continue on a yearly basis. • The technology department will start to explore the use of cloud computing for its applications and software. We will demo and trial different models of cloud computing. • After a trial period, the district will enable a portal for students and staff. This portal will be the central location for students and staff to have access from home or school. It will also be the gateway to a cloud computing model.	**Action** • Software and application review will continue on an annual basis. • A district portal will be fully implemented for students and staff. • District will continue to explore cloud computing and move towards a cloud based environment towards the end of the 2010-2013 technology plan. • Assessment data will be compared to 2009-2010 data gathered on student and staff access from anywhere, anytime.
Responsible Technology Department	**Responsible** Technology Department	**Responsible** Technology Department
Budget Source District Technology Budget - $2,500	**Budget Source** Technology budget for portal subscription service - $2,500	**Budget Source** Technology budget for cloud (TBD)and portal equipment and services - $2,500

Success Indicators for Goal and Objectives #1

Goal	Students, staff, and parents/community members will have equitable and reasonable opportunities to have robust, anywhere, anytime access to the learning tools and information resources they need to support teaching and learning.	
	Objectives	**Success Indicators**
Objective 1.1	Embed/design a set of standards for each curriculum area that integrates technology with learning for enhanced student achievement.	• Student assessments in technology standards will improve. • Technology standards will have a scope and sequence K-12.
Objective 1.2	Data will increasingly be available and utilized for assessment, communication, collaboration, accountability, and instruction and decision making.	• Improved results in behavior, attendance, assessments, and attendance due to the interventions that are applied because of the data that is available to all staff.
Objective 1.3	With proper planning and research, technology resources needed to improve student achievement will be implemented and available to staff and students.	• Utilization of technology resources data will increase compared to 2009 – 2010. It is our district's goal to be 95% proficient in technology resources. • Due to redirection and possible additional resources, more students across the district will be utilizing technology resources.
Objective 1.4	District applications and software will be available to students and staff anywhere and anytime.	• 95% of software and applications will be web based or client server based. • Data on web site traffic will increase by students and staff accessing the district portal, which is the central starting point for software and applications.

Summary of Goal and Objectives # 2

All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.

Need Statement	The Chippewa Falls Area Unified School District needs: -more staff development on those productivity technologies that staff use to increase personal productivity. -more staff development on how technology should be integrated into classrooms. -a consistent, annual staff development program on technology. -more information on new technologies that are out there including, but not limited to, Web 2.0, Social Networking, Wiki's, Podcasting. -more information on new hardware that is available within the district including, but not limited to, document cameras, Smart Boards, student response systems. -to hire teachers and administrators that have sound technology skills.
Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
Objective 2.1	Create an annual staff development program that is consistent across the district and meets the needs of district staff.
Objective 2.2	Develop a standardized set of proficiencies for productivity technologies and classroom integrated technologies.
Objective 2.3	In order to recruit and retain technology proficient teachers and administrators to the district, the CFAUSD will both incorporate a technology module into its hiring practices and incorporate a technology component into the teacher and administration evaluations.
Objective 2.4	Identify what technologies (hardware, software, and other applications) are available within the district and communicate to staff benefits of these technologies.
School Board Policy Changes	Not Applicable

Action Plan to Complete Objective 2.1

Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
Objective 2.1	Create an annual staff development program that is consistent across the district and meets the needs of district staff.

Action Steps to Complete Objective 2.1

2010 – 2011	2011 – 2012	2012 – 2013
Action • Using data from the 2009 – 2010 staff survey, a list of district needs will be developed. The needs will be grouped into two categories: Productivity Technologies and Classroom Integration Technologies. • The technology department will plan to offer days of technology staff development in areas needs were identified by the survey. These days will be in August, before the school year starts for 2010-2011. • Feedback on the technology offerings will be collected.	**Action** • Using data again from an annual staff survey, the technology department will plan for four days of staff development in areas of need for technology training and integration. • The district will look to partner with a local university to offer staff development technology courses for credit. • Data and feedback will be collected to gauge success or areas of improvement needed for the staff development days.	**Action** • Staff technology professional days will continue before each school year. The offerings will be tailored on based on needs assessment data that is collected annually. • Credit options for staff participating in the development days will continue to expand. Those staff that are going through evaluation years and conducting projects such as PDP's will be able to use technology and this training as a focus point for their individual projects.
Responsible Technology Department, Curriculum Director, Assistive Technology Committee.	**Responsible** Technology Department, Curriculum Director, Assistive Technology Committee.	**Responsible** Technology Department, Curriculum Director, Assistive Technology Committee.
Budget Title II D ARRA Funds $8,000 Stipends, $4,000 Consultants, $1,453 Materials	**Budget** Title II D ARRA Funds $8,000 Stipends, $4,000 Consultants, $1,453 Materials	**Budget** Title II D Funds T.B.D

Action Plan to Complete Objective 2.2

Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
Objective 2.2	Develop a standardized set of proficiencies for productivity technologies and classroom integrated technologies.

Action Steps to Complete Objective 2.2

2010 – 2011	2011 – 2012	2012 – 2013
Action • The technology department and district technology leadership team will research best practices to identify criteria fitting for CFAUSD. • Working with district leadership and district staff, these criteria will be reviewed and put into a matrix format.	**Action** • To start off the 2011 – 2012 school year, staff will do a self-inventory on the technology criteria selected in the previous year. • This data will also be used to help design the staff development technology time mentioned in Objective 2.1. • Baseline data of % of staff proficient will be established for future data comparisons.	**Action** • The criteria selected will be reviewed on an annual basis. It will be changed as needed to reflect the changes in state and national teacher and administrator technology standards. • Staff will also conduct annual self inventories ranking their skills in those set standards. • Data will be used to build content for Objective 2.1.
Responsible Technology Department, Curriculum Director	**Responsible** Technology Department, Curriculum Director	**Responsible** Technology Department, Curriculum Director
Budget District Technology Budget No extra funds needed	**Budget** District Technology Budget No extra funds needed	**Budget** District Technology Budget No extra funds needed

Action Plan to Complete Objective 2.3

Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
Objective 2.3	In order to recruit and retain technology proficient teachers and administrators to the district, the CFSD will incorporate a technology module into its hiring practices and also incorporate a technology component into the teacher and administration evaluations.

Action Steps to Complete Objective 2.3

2010 – 2011	2011 – 2012	2012 – 2013
Action • Working with human resources department and district administration, the criteria selected for Objective 2.2 will be put into the hiring process for new teachers and administrators. This new component will be used for the hiring of 2011-2012 teachers and administrators.	**Action** • Reflection on the addition of the technology component in the hiring process will be conducted. Revisions will be made, if necessary. • Each year staff members complete annual professional goals. For the 2011-12 school year, staff will have to complete a goal in their own technology development as well. This would be an electronic format which it would make it easy for staff and administration to track and follow.	**Action** • The technology department will use the information from the professional goals that staff complete to help in Objective 2.1 with the staff development days. • The original STEPS committee will be brought back together to discuss adding a technology component to the Charlotte Danielson framework. The committee will also look at adding a technology standards based project to the career teacher project list.
Responsible Technology Department, Human Resources	**Responsible** Technology Department, Human Resources, Curriculum Director	**Responsible** Technology Department, Human Resources
Budget District Technology Budget No extra funds needed	**Budget** District Technology Budget No extra funds needed	**Budget** District Technology Budget $500 for STEPS Committee

Action Plan to Complete Objective 2.4

Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.
Objective 2.4	Identify what technologies (hardware, software, and other applications) are available within the district and communicate to staff benefits of these technologies.

Action Steps to Complete Objective 2.4

2010 – 2011	2011 – 2012	2012 – 2013
Action • The district Leadership technology team will collect data on the current software and hardware being used in the district. Examining usage data, the team will look at what items can the district do without to save money and manpower in maintaining. • Working with department heads and curriculum assistants from across the district, a standardized list of hardware and software will be developed. Along with the list, the benefits and contact person for each one will also be identified.	**Action** • A centralized web-based database will be kept of all the technology resources available within the district. • An annual review of resources will be conducted. • Available resources will be communicated to staff. At new staff orientation in August, new staff will be briefed on these resources.	**Action** • The centralized web based database and annual review will continue to take place. • During the third year, it is the goal of the district to add a "Best Practices" portion to the database. This would be a centralized location where teachers could share ideas and lesson plans on how to use the resources that are available.
Responsible Technology Department, Curriculum Department,	**Responsible** Technology Department, Human Resources, Curriculum Director	**Responsible** Technology department, Curriculum Department
Budget District Technology Budget Yearly cost of $6,000 for Aristotle Client	**Budget** District Technology Budget Yearly cost of $6,000 for Aristotle Client	**Budget** District Technology Budget Yearly cost of $6,000 for Aristotle Client

Success Indicators for Goal and Objectives #2

Goal	All district staff will have a working knowledge of productivity technologies and classroom integrated technologies needed to successfully perform their district responsibilities.	
	Objectives	**Success Indicators**
Objective 2.1	Create an annual staff development program that is consistent across the district and meets the needs of district staff.	• By 2012-13 there is consistent growth in the number of district staff who participate in the annual staff development technology program. • In 2009 – 2010 59% of staff said they were proficient or advanced in using technology as a teaching tool. By 2012-13 that number will be 80%.
Objective 2.2	Develop a standardized set of proficiencies for productivity technologies and classroom integrated technologies.	• Focused staff development will be the result of standardized criteria throughout the district.
Objective 2.3	In order to recruit and retain technology proficient teachers and administrators to the district, the CFSD will incorporate a technology module into its hiring practices and also incorporate a technology component into the teacher and administration evaluations.	• In addressing our goal to get to 80% proficient or advanced in technology use, hiring staff who are already technology literate will improve the overall technology strength of our district. • By 2012-2013 probationary teachers in the district should have a 95% or higher proficiency rate in technology use.
Objective 2.4	Identify what technologies (hardware, software, and other applications) are available within the district and communicate to staff benefits of these technologies.	• A centralized data base location created. • The process of budgeting and requesting technology materials will be easier because staff will have a location to go to for information and help in ordering.

Summary of Goal and Objectives # 3

The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.

Need Statement	The Chippewa Falls Area Unified School District needs: -more communication from the technology department on their role and function within the district. -consistent procedures and protocol on technology related guidelines, policies, requests, and functions. -building leadership technology committees that play an important role in carrying out and creating the district's technology plan. -to reach out and use the resources that are available in the Chippewa Falls Community.
Goal	The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.
Objective 3.1	The Technology Department and Library Media Centers will improve communication with staff, students, parents, board members and community in general.
Objective 3.2	Policies and guidelines will be updated and reviewed on an annual basis and then shared with district stakeholders.
Objective 3.3	Partnerships between local community members and businesses will be developed to create better resources and services for the Chippewa Falls Area Unified School District.
School Board Policy Changes	Review and Update the following: AUP, Copyright, Materials Selection, Distance and Virtual Learning, and Internet Safety.

Action Plan to Complete Objective 3.1

Goal	The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.
Objective 3.1	The Technology Department and Library Media Centers will improve communication with staff, students, parents, board members and community in general.

Action Steps to Complete Objective 3.1

2010 – 2011	2011 – 2012	2012 – 2013
Action • Each building will have a building technology committee that works to create and enact the district technology plan at the building level. • A communications plan will be developed that addresses how both new technologies and other critical information regarding technology are rolled out within the district. • Notes and summaries from building technology meetings will be posted for stakeholders to view on demand using the district website.	**Action** • Data will be collected from administration and staff regarding the communication of the technology department. This data will be compared to baseline data from 2009 – 2010. • Technology department will have an active role in all district initiatives and committees including but not limited to PBIS, RtI, Strategic Planning and Curriculum.	**Action** • Annual review of current procedures will take place and adjustments will be made based on the data gathered. • Before the start of the school year, parent sessions will be held to inform parents of the technology of the district and how it can benefit them. This will be held in coordination with open houses, and other similar events being held in the schools. This will enable the district to create a communication bridge with parents in the district.
Responsible Technology Department, Building Technology Teams	**Responsible** Technology Department, District Administration and Staff	**Responsible** Technology Department, Community and Local Businesses
Budget District Technology Budget No extra funds needed	**Budget** District Technology Budget No extra funds needed	**Budget** District Technology Budget $500 for parent trainers and presenters.

Action Plan to Complete Objective 3.2

Goal	The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.
Objective 3.2	Policies and guidelines will be updated and reviewed on an annual basis and then shared with district stakeholders.

Action Steps to Complete Objective 3.2

2010 – 2011	2011 – 2013
Action • The Leadership Technology Team and building technology committees will update current policies and guidelines. • Policies and guidelines will be updated with the advisement of NEOLA and posted online for district stakeholders to view.	**Action** • Using data collection tools and perception surveys, areas of need and common troubleshooting or misunderstandings will be identified and considered for policy or guideline adoption. • An annual review of policies and guidelines will be conducted and shared with district stakeholders. • Samples from NEOLA will also be reviewed to gauge their applicability to our district.
Responsible Technology Department, Building Technology Teams, Administration, Leadership Technology Team	**Responsible** Technology Department
Budget District Technology Budget No extra funds needed	**Budget** District Technology Budget No extra funds needed

Action Plan to Complete Objective 3.3

Goal	The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.
Objective 3.3	Partnerships between local community members and businesses will be developed to create better resources and services for the Chippewa Falls Area Unified School District.

Action Steps to Complete Objective 3.3

2010 – 2013

Action

- The Leadership Technology Committee will create a list of resources in the Chippewa Valley that could either district technology services or provide partnership opportunities with the district.
- The technology department will coordinate with district administration in researching possible partnerships within the community.
- Working with principals and community coordinators, opportunities will be explored where students and individual schools could be partnered with community resources to enhance the technology standards within the curriculum.

Responsible

Technology Department, Building Technology Teams, Administration, Leadership Technology Team, Community Organizations and Businesses.

Budget

District Technology Budget

No extra funds needed

Success Indicators for Goal and Objectives #3

Goal	The relationship between the technology department and the key stakeholders of the school community will be improved through better communication, outlined procedures and protocols, and a common purpose.	
	Objectives	**Success Indicators**
Objective 3.1	The Technology Department and Library Media Centers will improve communication with staff, students, parents, board members and community in general.	• Staff will have access on demand to important information from the technology department via the school district web site. • This will result in fewer calls to help desk and better operations district wide.
Objective 3.2	Policies and guidelines will be updated and reviewed on an annual basis and then shared with district stakeholders.	• 2009 – 2010 data identified problem areas will be resolved due to more efficient polices and guidelines that are communicated.
Objective 3.3	Partnerships between local community members and businesses will be developed to create better resources and services for the Chippewa Falls School District.	• Our students and staff will see a direct benefit from partnering with local businesses and community members. Resources will increase and become more diversified.

Summary of Goal and Objectives #4

The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff and school community and other future needs.

Need Statement	The Chippewa Falls Area Unified School District needs: - Infrastructure that will be able to handle the ever growing needs of staff and students, including multi-media curriculum materials and the means to store those materials. - Network that will be able to handle communications to include voice, data and video. - Long-term plan for network hardware and domain hardware to adapt to a changing future.
Goal	The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff, and school community and other future needs.
Objective 4.1	Put in place data collection tools that will allow us to collect data on computer, domain, and network usage. This will ensure solid data driven decisions when planning for future hardware needs.
Objective 4.2	Ensure adequate voice communications systems are installed to include voice mail, call accounting, and efficient use of dollars for local and long distance.
Objective 4.3	A replacement and sustainability plan for network and domain hardware/software that will ensure the district's network and domain is flexible, robust, and adequate for the 21st century classroom
School Board Policy Changes	Not Applicable

Action Plan to Complete Objective 4.1

Goal	The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff and school community and other future needs.
Objective 4.1	Put in place data collection tools that will allow data to be collected on usage of computers, network traffic, software and application usage, and all other hardware and software within the district.

Action Steps to Complete Objective 4.1

2010 – 2011	2011 – 2012	2012 – 2013
Action • A current analysis of our data collection tools will take place within the technology department. We will compare and contrast different analysis tools on the market, keeping in mind return of investment. By the end of the year, we will select data analysis tools for the district. • While the analysis is taking place, we will start to develop a centralized database where usage data is collected and put in a user friendly format.	**Action** • Sharing of data from the technology department will become a common practice during the building technology meetings as well as administrative meetings. This data will be used to plan for future purchases and roll out of new items. • It will be the goal that we are reaching 95% usage on all technology resources.	**Action** • Annual data review of technology resources will take place with department, staff, and administration. • The continued goal of reaching 95% usage will be reviewed as well. • The replacement cycles for network hardware and domain hardware will be reviewed to see if changes need to made to the mid and long term plan for each of those entities.
Responsible Technology Department	**Responsible** Technology Department and Building Technology Committees	**Responsible** Technology Department
Budget District Technology Budget $6,000 yearly	**Budget** District Technology Budget $6,000 yearly	**Budget** District Technology Budget $6,000 yearly

Action Plan to Complete Objective 4.2

Goal	The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff and school community and other future needs.
Objective 4.2	Ensure adequate voice communications systems are installed to include voice mail, call accounting, and efficient use of dollars for local and long distance.

Action Steps to Complete Objective 4.2

2010 – 2011	2011 – 2012	2012 – 2013
Action • Current phone services contracts will be reviewed and analyzed with district administration. Voice usage in the district will be analyzed to look at the current return of investment. • Research into VoIP services will continue and a return of investment will be completed on the benefits of VoIP over current system.	**Action** • District will start the slow roll out of VoIP services in high usage areas including, but not limited to, central office and building reception areas. • Clerical staff and other necessary staff will be trained on the services of VoIP to maximize usage of VoIP services.	**Action** • Data will be collected and analyzed after first year of VoIP services. Current ROI will be updated to reflect cost savings. • Continue roll out of VoIP services throughout the district, including training of staff.
Responsible Technology Department, District Administration.	**Responsible** Technology Department and District Administration.	**Responsible** Technology Department and District Administration.
Budget E-Rate Funds for all voice and data services with district T.B.D. District Technology Budget T.B.D	**Budget** E-Rate Funds for all voice and data services with district T.B.D. District Technology Budget T.B.D	**Budget** E-Rate Funds for all voice and data services with district T.B.D. District Technology Budget T.B.D

Action Plan to Complete Objective 4.3

Goal	The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff and school community and other future needs.
Objective 4.3	A replacement and sustainability plan for network and domain hardware/software that will ensure the district's network and domain is flexible, robust and meeting the needs of the 21st century classroom.

Action Steps to Complete Objective 4.3		
2010 – 2011	**2011 – 2012**	**2012 – 2013**
• Replace domain controller hardware and operating system to Server 2008 R2. This includes upgrading the operating system on two existing domain controllers that can support Server 2008 R2. • Replace hardware and operating system for Print Server and File Servers. • Upgrade operating systems on Board Office File Server/Print Server and add larger disk drives. • Finish replacing the network from 2009 – 2010 funds. • Replace hardware and operating system for library software server.	• Replace Exchange Server hardware, operating system, and software to latest version of Exchange and Server 2008 R2. • Replace hardware and operating system for Disk Backup Storage server. • Start updating wireless networks in district buildings.	• Replace SQL Server Hardware, operating system, and software to latest version of MS SQL Server and Server 2008 R2. • Replace hardware and operating system for Video Streaming Applications.
Budget Needed		
• Two new domain controllers - $7,000 • Two new Print/File Servers - $9,000 • (5) 2008 R2 Licenses - $500	• New Exchange Server - $4,500 • Library Software Server - $3,500 • Disk Backup Storage Server - $10,000 • (3) 2008 R2 Licenses - $300	• New SQL Server - $4,500 • Video Streaming Server - $3,500 • (2) 2008 R2 Licenses - $200
Responsible – Technology Department	Responsible – Technology Department	Responsible – Technology Department

Success Indicators for Goal and Objectives #4

Goal	The technology infrastructure of the district will continue to be evaluated and updated on an annual basis to meet the needs of this plan as well as the students, staff and school community and other future needs.	
	Objectives	**Success Indicators**
Objective 4.1	Put in place data collection tools that will allow us to collect data on computer, domain and network usage. This will ensure solid data driven decisions when planning for future hardware needs.	• Data will be used to drive budgeting decisions for purchasing hardware and software for the district's infrastructure. • Data will be user friendly and accessed by principals and other administration to share with staff and leadership committees. • Expenditures are reduced due to the consolidation of several data collection tools to just one.
Objective 4.2	Ensure adequate voice communications systems are installed to include voice mail, call accounting, and efficient use of dollars for local and long distance.	• Expenditures are reduced due to the streamlining of VoIP services and elimination of some current voice contracts. • VoIP safety features are used that benefit students and staff.
Objective 4.3	A replacement and sustainability plan for network and domain hardware/software that will ensure the district's network and domain is flexible, robust and meeting the needs of the 21st century classroom	• A network that is flexible and robust that meets the needs of the classroom. Proper planning will allow future technologies to be added in classrooms without much addition to network or domain services.

Section Five: Dissemination to Stakeholders

5.1 Dissemination to School Staff

The technology department has a solid support structure in place to share the technology plan with district staff. Using the district leadership teams, building technology committees, and communication tools within the district, the plan will be shared with staff.

5.2 Dissemination to Chippewa Falls Community

As the the2010 – 2013 technology plan unfolds, it is the hope to include parents, school board members in the technology support structure. Utilizing these different perspectives will help the technology department follow through on the current plan as well as start preparing for the 2013 – 2016 plan. The plan will be submitted to the board of education, at a public meeting, which is posted community wide. The plan will also be made available through the district web site.

Section Six: Monitoring, Evaluation and Revision of the Plan

6.1 Monitoring and Evaluation Process

The District Technology Planning Team will be charged with the responsibility of evaluating and monitoring the progress of the plan. The planning team will meet quarterly to access the progress and hold the Department of Instructional Technology accountable for carrying out the plan. Regular updates will be given to the board of education as well.

6.2 Process for Reporting to Stakeholders

The same process will be used for reporting on the progress of the technology plan as it was for sharing the plan with stakeholders. Building technology teams, district leadership teams, and staff meetings will be used to report on the progress of the plan.

6.3 Process and Timeline for Ongoing Planning

The implementation of the plan will largely occur in years one and two. Year three will focus on assessment of the current plan and development of the next plan.

Appendix A

Budget

Projected Budget for CFSD Information and Technology Plan

Projected Expenditures

	CITP	School Year		
	Goal.Obj.	2010 - 2011	2011 - 2012	2012 - 2013
Software Procurement	----	73,424	74,424	75,424
Maintaining Infinite Campus	1.2	53,000	54,000	55,000
District Databases and Subscriptions	1.4, 2.4,4.1	13,000	13,000	13,000
Instructional Software	1.3	7,424	7,424	7,424
Hardware, Facilities & Networking		315,000	315,000	315,000
Workstation Replacement - 5 year replacement cycle	4.3	128,000	128,000	128,000
Monitor Replacement	4.3	24000	24000	24000
Peripheral Replacement (Network Printers, Scanners)	4.3	8,500	8,500	8,500
Replacement of LCDs, Bulbs, TV's	0	6,100	6,100	6,100
Servers (5 per year)	4.3	17,000	17,000	17,000
Network Switches, Routers	4.3	28,500	28,500	28,500
Maintenance and sustainability of fiber optic network	4.3	8,000	8,000	8,000
Phone System Sustainability and Replacement	4.2	1,500	1,500	1,500
Installation and purchasing of Interactive White Boards	1.3	40,500	40,500	40,500
Classroom integration technologies	1.3	47,400	47,400	47,400
Cable TV Equipment and cabling	0	5,500	5,500	5,500
Regular Maintenance Items		25,332	25,332	25,332
Technology supplies and repaires that are under $300	0	25,332	25,332	25,332
Professional Development		6,000	6,000	6,000
Registration and travel for conferences (Ties, Brainstorm, ETC	2.1	4,000	4,000	4,000
Information Literacy	0	1,000	1,000	1,000
Educational Tech Competencies (ETC)	0	1,000	1,000	1,000
Human Resources in Support of Technology		20,000	20,000	20,000
Maintain Existing Technology Positions	2.1	20,000	20,000	20,000
Other		5,000	5,000	5,000
School library resources		5,000	5,000	5,000

Projected Funding Sources

Total		444,756	445,756	446,756
eRate	4.2	54,000	54,000	54,000
Title I	----	0	0	0
Title II, Part A: Educ Train	----	0	0	0
Title II, Part B: Math/Science Ptr	----	0	0	0
Title II, Part D: Ed Tech	1.1, 2.1	5,000	5,000	5,000
Title III	----	0	0	0
Title IV	----	0	0	0
Title V	----	0	0	0
Title VI	----	0	0	0
Common School Fund	1.4	180,000	170,000	160,000
Fund 49	4.2,4.3	100,000	0	0

USAC Schools & Libraries

Online Item 21 Attachment

The Billed Entity Number and Application Number you have entered are associated with the following Funding Request Number(s) (FRN). To begin the process please select "create attachment" from the status column below.

You must be a person authorized by the applicant shown to use this system.

To begin the process, please select from the status below.

CHIPPEWA FALLS SCHOOL DIST

BEN: 133363
Application Number: 735014
Funding Request No.:

FRN	Attachment #	Service Provider	Funding Category	Online Item 21 status
1986472	PTP 10-11	Charter Fiberlink, L..	Telecom Services	submitted online
1986388	ISDN 10-11	Wisconsin Bell, Inc..	Telecom Services	submitted online
1986415	Cell 10-11	Verizon Wireless	Telecom Services	submitted online
1998932	LD 10-11	AT&T Corp.	Telecom Services	submitted online
1998951	Local 10-11	Wisconsin Bell, Inc..	Telecom Services	submitted online
1998979	WM-10-sync	WiscNet	Internet Access	submitted online

Note: Item 21 status shown on this screen refers to online submissions only. Manually filed submissions are not included. If you have received a Funding Commitment Decision Letter (FCDL) for the Form 471 shown above, you may not create, edit, or submit an online Item 21 Attachment. Select "submitted online" to view an Item 21 Attachment that has already been submitted.

Cancel

SLD Home | Phone: 1-888-203-8100 | Submit a Question

Appendix B

Student Data

Staff Effectiveness

TAGLIT

Taking A Good Look At Instructional Technology

2009/2010 TAGLIT SCHOOL LEVEL

STUDENT REPORT

(Includes: Data from all completed Student assessments)

Middle School
CHIPPEWA FALLS, WI

Report Generated On: 09/18/2009

2009/2010 TAGLIT School Level Student Report for:

Middle School

Report Generated on 09/18/2009

Introduction

The following table shows the number of surveys complete to date:

Level	Students
Upper Elementary	0
Middle/High	330
Total	330

TAGLIT data are presented in the following five sections:

1. **Plan**: addresses technology planning, policies, and expenditures.
2. **Teachers**: addresses teachers' technology skills, teachers' technology use in teaching and learning, technology-related professional development, and technology-related instructional support.
3. **Students**: addresses students' technology skills, students' frequency of technology use for learning, and students' and teachers' perspectives about how technology affects their classroom environment.
4. **Community**: addresses technology-related community connections.
5. **Technology**: addresses hardware, software and electronic/online resources, and technical support.
6. **In Your Own Words (optional)**: Middle/High School Students

Note: Report sections will vary with the type of report ordered.
Some questions are only asked of Middle/High School teachers and students, which will affect the number shown in the "n" result column.

The results are presented in the form of tables. Tables include the information outlined below.

- A title bar that includes the table number, title and the data source (Leaders, Teachers or Students)
- Answer key (if applicable) as it appeared on the assessment
- Item as it appeared on the assessment
- Number of people who responded to the item
- Number of people who selected each possible item answer
- Average score for each item
- Overall average score for each section

Score:
The aspects of an instructional technology program that a school develops over time are scored on a 4-point scale. The lower the score, the less developed is that aspect of the program. The four points refer to the following stages of development:

1. **Embarking**: The school is just getting with this aspect of technology for teaching and learning.
2. **Progressing**: The school is making some effort and showing some progress with this aspect of using technology for teaching and learning.
3. **Emerging**: The school is making considerable effort and showing considerable progress with this aspect of using technology for teaching and learning.
4. **Transforming**: The school's use of technology is transforming the way teaching and learning take place.

3. Students

3a. Students' Technology Skills

3a.1 Students' Tech Skills - Basic Tools (Students)

SCALE:	1: I don't know how to do this.	2: I can do this, but sometimes I need help.	3: I can do this by myself.	4: I can teach others how to do this.

How far along are you in learning to...	n	1	2	3	4	Score
use a word processor to create documents?	310	40	78	114	78	2.74
use a spreadsheet to enter and calculate numbers?	309	124	97	74	14	1.93
use a spreadsheet to create graphs?	305	118	117	58	12	1.88
use a database to enter information?	309	110	105	83	11	1.98
use a database to search for and sort information and create reports?	310	64	96	112	38	2.40
		Section Average Score				2.19

3a.2 Students' Tech Skills - Multimedia Tools (Students)

SCALE:	1: I don't know how to do this.	2: I can do this, but sometimes I need help.	3: I can do this by myself.	4: I can teach others how to do this.

How far along are you in learning to...	n	1	2	3	4	Score
use drawing or painting software to create pictures?	309	30	67	142	70	2.82
use a video camera to make a video?	307	32	57	123	95	2.92
use video editing software to edit a video?	308	131	87	62	28	1.96
use a digital camera and/or scanner to get pictures into a computer?	308	50	77	109	72	2.66
use image-editing software to enhance pictures?	302	84	86	97	35	2.27
use presentation software to create a presentation?	307	36	63	113	95	2.87
use multimedia software to create a product?	308	151	82	57	18	1.81
		Section Average Score				2.47

3a.3 Students' Tech Skills - Communication Tools (Students)

SCALE:	1: I don't know how to do this.	2: I can do this, but sometimes I need help.	3: I can do this by myself.	4: I can teach others how to do this.

How far along are you in learning to...	n	1	2	3	4	Score
use email to send and receive messages?	308	11	12	106	179	3.47
use online discussions to gather information?	308	50	56	142	60	2.69
use a web authoring tool to create a web page?	308	163	79	50	16	1.74
		Section Average Score				2.63

3a.4 Students' Tech Skills - Research/Problem-Solving Tools (Students)

SCALE:	1: I don't know how to do this.	2: I can do this, but sometimes I need help.	3: I can do this by myself.	4: I can teach others how to do this.

How far along are you in learning to...	n	1	2	3	4	Score
use CD-ROMs to gather information?	306	111	70	96	29	2.14
use online reference software to gather information?	306	85	74	116	31	2.30
use a search engine to find information on the World Wide Web?	304	16	27	132	129	3.23
narrow World Wide Web searches using Boolean operators?	306	72	65	131	38	2.44
use graphing calculators to solve mathematical problems?	303	77	95	101	30	2.28
use probes to collect and study information?	303	169	89	34	11	1.63
use graphic organizer and/or systems thinking software to solve problems?	305	131	93	62	19	1.90
		Section Average Score				2.27

3b. Students' Frequency of Technology Use for Learning

3b.1 Students' Frequency of Technology Use in the Class Where Technology is used the Most (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Item	n	1	2	3	4	Score
In the class where you use technology the most, how often do you use it?	307	42	54	89	122	2.95

3b.2.a Students' Frequency of Technology Use Across All Classes - Basic Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
write reports or other documents (such as a journal entry or essay) using a word processor?	305	69	149	66	21	2.13
enter numbers into or create a spreadsheet?	303	219	51	19	14	1.43
create graphs using a spreadsheet?	305	220	65	11	9	1.37
enter information into or create a database?	306	211	69	17	9	1.42
search for and sort information or create a report using a database?	306	141	121	32	12	1.72
		Section Average Score				1.61

3b.2.b Students' Frequency of Technology Use Across All Classes - Multimedia Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
create pictures using drawing or painting software?	305	180	87	26	12	1.57
make a video using a video camera?	305	231	45	16	13	1.38
get pictures into a computer using a digital camera and/or scanner?	302	209	51	23	19	1.51
create a presentation using presentation software?	305	160	117	17	11	1.60
create a multimedia product using multimedia software?	305	239	45	15	6	1.30
		Section Average Score				1.47

3b.2.c Students' Frequency of Technology Use Across All Classes - Communication Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
exchange email messages with teachers or students at your school?	305	149	69	39	48	1.95
exchange email messages with classes in other places?	305	205	43	24	33	1.62
gather information from people (e.g., experts or mentors) using email or an online discussion?	304	202	59	23	20	1.54
create a web page for publication on the World Wide Web?	304	253	28	14	9	1.27
		Section Average Score				1.60

3b.2.d Students' Frequency of Technology Use Across All Classes - Research and Problem-Solving Tools (Students)

SCALE:	1: Almost never.	2: About once a month.	3: About once a week.	4: More than once a week.

Considering all of your classes, how often do your teachers have you...	n	1	2	3	4	Score
gather information from CD-ROMs?	306	259	30	11	6	1.23
gather information using online references?	304	73	122	83	26	2.20
find information on the World Wide Web using a search engine?	304	60	114	73	57	2.42
evaluate information found on the World Wide Web (for accuracy, relevance, comprehensiveness, bias, etc.)?	301	154	88	45	14	1.73
solve mathematical problems using a graphing calculator?	299	176	56	33	34	1.75
conduct an experiment using probes (e.g., temperature sensor, motion detector)?	300	210	55	24	11	1.45
solve a problem using visual learning or systems thinking software?	303	180	84	24	15	1.58
		Section Average Score				1.77

3c. Technology and the Way the Classroom Works

3c.2 Technology and the way the Classroom Works - Students' Perspective (Students)

SCALE:	1: No	2: Yes, Sometimes	3: Yes, Most of the Time	4: Yes, All the Time

In your class where technology is used the most, do students...	n	1	2	3	4	Score
interact with each other, learning from and with each other?	305	74	71	79	81	2.55
solve complex problems, analyze and evaluate information, and form opinions?	302	102	76	77	47	2.23
learn by interacting with the world outside of school?	302	94	88	73	47	2.24
learn things from more than one subject at the same time?	305	79	78	90	58	2.42
show interest in schoolwork?	304	87	57	66	94	2.55
get extra help from the teacher when they need it?	303	59	71	82	91	2.68
take an active role in learning--where the teacher is more like a coach than a leader?	305	106	70	64	65	2.29
get graded on the quality of products created, progress made and effort put forth?	303	63	68	65	107	2.71
		Section Average Score				2.46

5. Technology

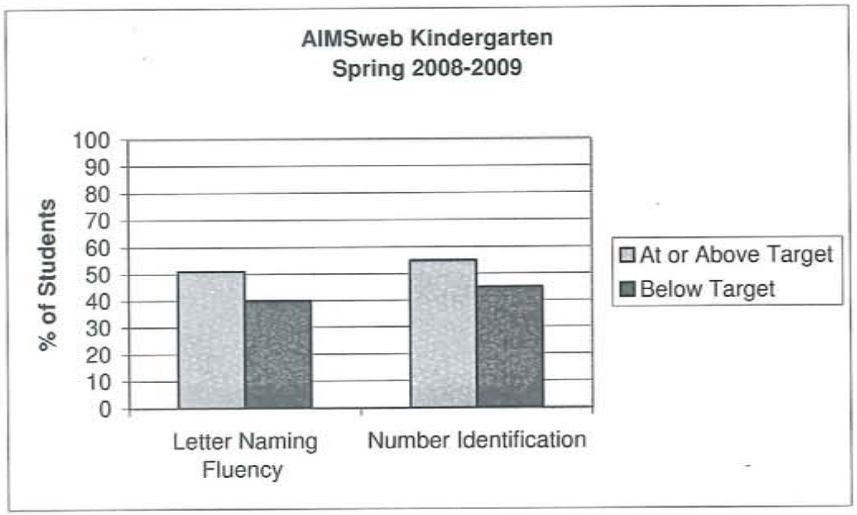
5d. Hardware Access at Home

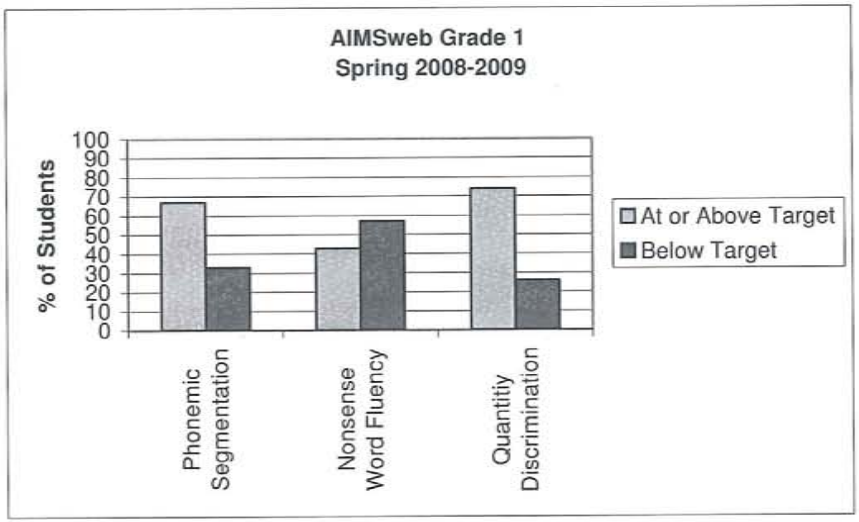
5d.2 Student Access at Home

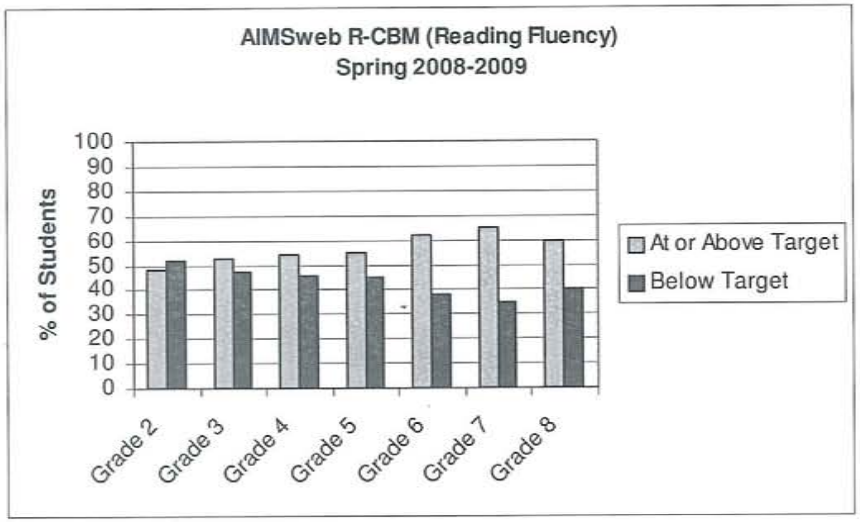
SCALE:	1: We don't have a computer at home.	2: We have a computer at home, but I don't use it.	3: We have a computer at home that I use, but it is not hooked up to the Internet.	4: We have a computer at home that I use, and it is hooked up to the Internet.

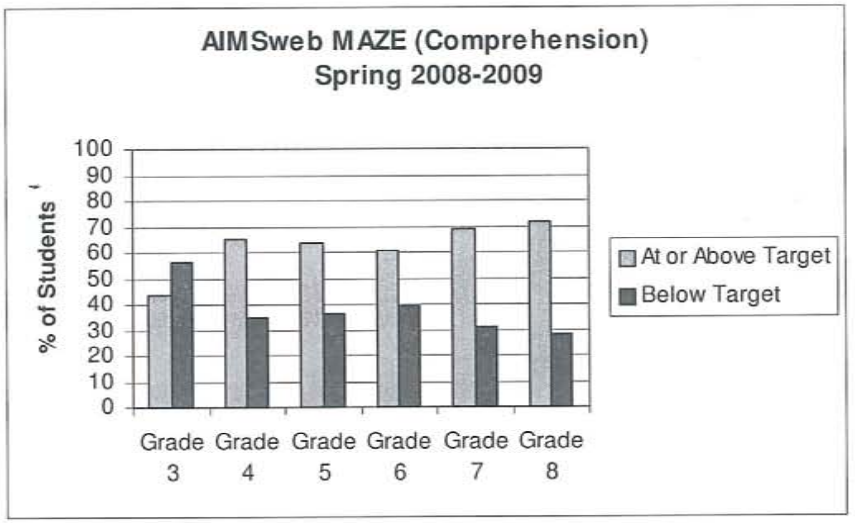
Item	n	1	2	3	4	Score
Do you have a computer at home?	328	7	18	12	291	3.79

2008-2009 AIMSweb
Chippewa Falls School District

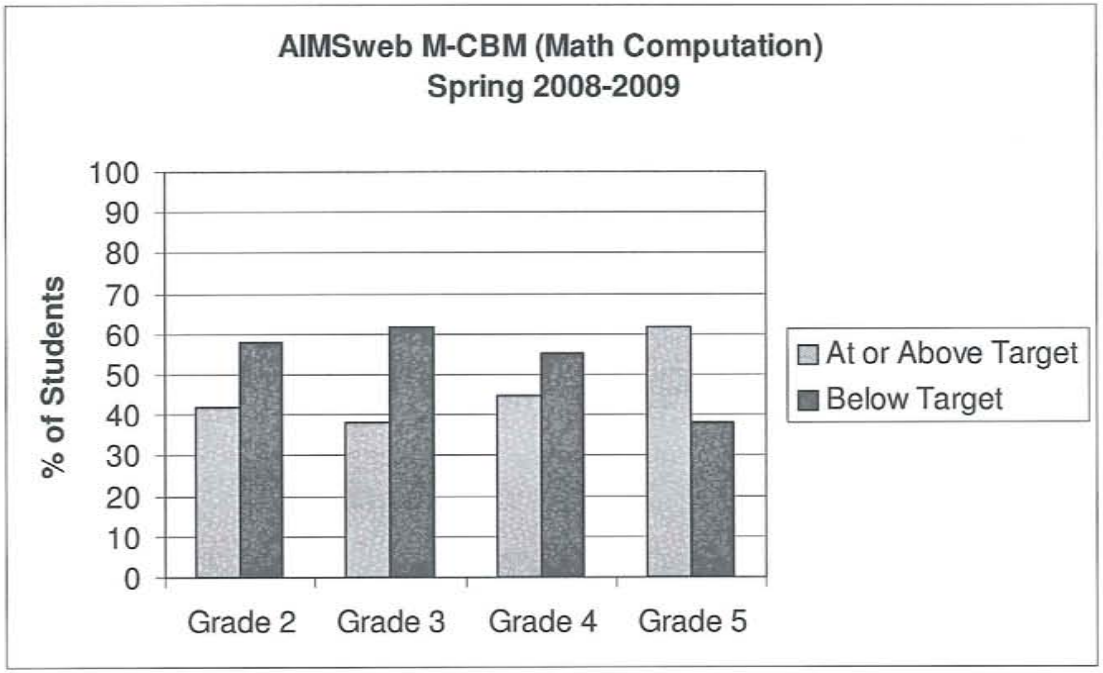








2008-2009 AIMSweb
Chippewa Falls School District



CFSD Staff Survey

1. Which school or schools do you teach in? (Select all that apply)

	Response Percent	Response Count
High School	**32.3%**	**76**
Middle School	24.3%	57
Chippewa Valley Alternative High School	3.0%	7
Chippewa Valley Alternative Middle School	0.0%	0
Hillcrest	7.2%	17
Southview	7.2%	17
Halmstad	7.2%	17
Parkview	11.9%	28
Stillson	7.7%	18
Korger-Chestnut Building	1.7%	4
Jim Falls	3.8%	9
	answered question	**235**
	skipped question	**0**

2. How would you rate your overall skill in using technology as a teaching tool?

	Response Percent	Response Count
Advanced	12.8%	30
Proficient	**47.2%**	**111**
Basic	35.3%	83
Minimal	4.7%	11
answered question		**235**
skipped question		**0**

3. How would you rate your overall skill in using technology to increase your personal productivity? (Example: Managing Files/folders,Calendar, Email, Attachments, etc)

	Response Percent	Response Count
Advanced	17.1%	40
Proficient	**51.7%**	**121**
Basic	29.5%	69
Minimal	1.7%	4
answered question		**234**
skipped question		**1**

4. Please rank the order that you would prefer to participate in professional development opportunities? (1 = most preferred, 4 = least preferred)

	1	2	3	4	Rating Average	Response Count
During the school year - Before/After School.	23.6% (52)	24.1% (53)	**26.4% (58)**	25.9% (57)	2.55	220
During the school year - Get a sub for you during the day.	**45.7% (106)**	22.8% (53)	15.5% (36)	15.9% (37)	2.02	232
Summer during the months of June, July and August.	23.4% (52)	24.8% (55)	22.5% (50)	**29.3% (65)**	2.58	222
Online learning opportunities that are self paced.	17.8% (39)	21.9% (48)	24.2% (53)	**36.1% (79)**	2.79	219
				answered question		**235**
				skipped question		**0**

5. What would you prefer your primary school computer to be:

	Response Percent	Response Count
Desktop Computer	**54.5%**	**127**
Laptop Computer	45.5%	106
answered question		**233**
skipped question		**2**

6. Technology Needs

	Most of the time	Sometimes	Not sure	Not at all	Response Count
The technology I use in my classroom works dependably.	**88.5% (208)**	11.1% (26)	0.4% (1)	0.0% (0)	235
If I have problems with technology, they are fixed in a timely manner.	**89.7% (209)**	8.6% (20)	1.7% (4)	0.0% (0)	233
I know what to do or who to contact if my hardware or software doesn't work.	**93.1% (216)**	5.6% (13)	1.3% (3)	0.0% (0)	232
I know what steps to follow to request new hardware or software for my classroom.	**47.2% (110)**	26.2% (61)	23.2% (54)	3.4% (8)	233
I have access to the technology I need for the students that I teach. (Example: computer labs, mobile labs, document cameras, etc)	**53.4% (124)**	40.5% (94)	4.7% (11)	1.3% (3)	232
				answered question	**235**
				skipped question	**0**

7. To what extent do you use the following applications: (You can select more than one answer)

	Use for myself as a productivity tool	Use this to complete activities and lessons with my students	My students use this in the lab or classroom	Would like to use, but need more assistance	Don't use it at all	Response Count
Social Networking(Facebook, Twitter)	33.0% (77)	0.4% (1)	0.4% (1)	3.9% (9)	**64.4% (150)**	233
Google Docs	24.8% (56)	10.6% (24)	4.9% (11)	7.1% (16)	**63.7% (144)**	226
Google Earth, Maps	34.1% (78)	13.5% (31)	8.7% (20)	11.8% (27)	**42.4% (97)**	229
Blogging	9.9% (23)	3.4% (8)	2.2% (5)	8.2% (19)	**79.3% (184)**	232
Wikis	9.2% (21)	6.6% (15)	5.7% (13)	8.3% (19)	**76.3% (174)**	228
Audio/Video Podcasts	10.9% (25)	12.6% (29)	5.2% (12)	16.5% (38)	**59.1% (136)**	230
Kurzweil	2.2% (5)	6.5% (15)	11.7% (27)	9.5% (22)	**74.5% (172)**	231
SOLO	1.3% (3)	2.6% (6)	4.8% (11)	4.8% (11)	**89.1% (205)**	230
Smart Board	5.7% (13)	21.8% (50)	10.0% (23)	20.1% (46)	**57.2% (131)**	229
Word	**84.7% (199)**	60.4% (142)	36.2% (85)	0.9% (2)	1.7% (4)	235
Excel	**56.1% (129)**	23.9% (55)	13.0% (30)	11.3% (26)	27.4% (63)	230
Powerpoint	47.2% (110)	**47.6% (111)**	27.0% (63)	12.4% (29)	19.7% (46)	233
Publisher	**41.3% (95)**	19.1% (44)	12.2% (28)	10.4% (24)	40.4% (93)	230
Video Streaming	22.9% (53)	**48.5% (112)**	12.1% (28)	11.7% (27)	29.4% (68)	231
Moodle	9.7% (22)	8.4% (19)	7.1% (16)	15.9% (36)	**69.5% (157)**	226

Creating a Web Page	23.6% (54)	12.7% (29)	5.2% (12)	32.8% (75)	**42.8% (98)**	229
Polycoms	3.5% (8)	1.3% (3)	0.4% (1)	11.0% (25)	**84.2% (192)**	228
					answered question	**235**
					skipped question	**0**

8. To what extent do you use the following hardware in your classroom:

	I use on a daily basis	Use occasionally during a span of a week	Have in my room but rarely use	Need more information on what this hardware is	Don't have it in my room but I wish I did	Don't have and not interested in having	Response Count
LCD Projector	**41.7% (96)**	20.0% (46)	3.5% (8)	1.3% (3)	19.1% (44)	14.3% (33)	230
Smart Board	18.8% (44)	0.4% (1)	0.4% (1)	14.1% (33)	**44.9% (105)**	21.4% (50)	234
Document Camera	2.1% (5)	9.4% (22)	2.6% (6)	29.2% (68)	**31.3% (73)**	25.3% (59)	233
Classroom Response System	0.4% (1)	0.9% (2)	0.4% (1)	**51.1% (117)**	13.5% (31)	33.6% (77)	229
Interwrite Pads	0.9% (2)	1.7% (4)	0.4% (1)	**53.3% (122)**	11.8% (27)	31.9% (73)	229
Cable Television	8.2% (19)	25.4% (59)	**46.1% (107)**	1.3% (3)	7.3% (17)	11.6% (27)	232
					answered question		**234**
					skipped question		**1**

9. If you had to pick between United Streaming or Safari Montage, which one would you pick?

	Response Percent	Response Count
United Streaming	**44.8%**	**103**
Safari Montage	20.4%	47
I don't use streaming video	34.8%	80
answered question		**230**
skipped question		**5**

10. What is your skill level using the following technologies:

	Advanced	Proficient	Basic	Minimal	Not Applicable	Response Count
Entering grades on Infinite Campus.	28.1% (66)	**42.6% (100)**	10.6% (25)	4.7% (11)	14.0% (33)	235
Creating a seating chart on Infinite Campus.	15.4% (36)	26.1% (61)	11.1% (26)	20.1% (47)	**27.4% (64)**	234
Recognizing student flags on Infinite Campus.	19.6% (46)	**43.4% (102)**	20.4% (48)	11.1% (26)	5.5% (13)	235
Sending out a message to your student's parents on Infinite Campus.	10.2% (24)	21.3% (50)	17.0% (40)	**41.7% (98)**	9.8% (23)	235
Creating a purchase order on Skyward.	2.1% (5)	15.7% (37)	**39.6% (93)**	35.3% (83)	7.2% (17)	235
Signing up for a computer lab using Outlook folders.	12.1% (28)	21.1% (49)	14.7% (34)	**29.7% (69)**	22.4% (52)	232
Attaching a document to an email.	**48.9% (115)**	36.2% (85)	11.5% (27)	3.4% (8)	0.0% (0)	235
answered question						**235**
skipped question						**0**

11. Do you have comments, questions, concerns about technology you would like to include in this survey?	
	Response Count
	57
answered question	57
skipped question	178

Appendix C

Library Data

Software Usage

Chippewa Falls Senior High School Library

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
2 - Fiction	494	623	360	546	687	397	16	0	100	1162	791	769	5945
3 - Reference	41	3	5	39	2	6	2	0	0	28	27	24	177
4 - Biography	23	36	23	40	32	14	0	0	13	103	58	44	386
6 - 0 - 99	2	2	4	4	5	2	0	0	0	7	2	5	33
7 - 100 - 199	15	4	1	1	3	7	0	0	0	11	2	6	50
8 - 200 - 299	98	2	2	4	2	2	0	0	0	90	1	0	201
9 - 300 - 399	18	31	14	25	48	8	0	0	13	14	25	22	218
10 - 400 - 499	0	1	1	0	1	0	0	0	0	0	1	0	4
11 - 500 - 599	12	13	7	13	8	4	0	0	0	5	3	6	71
12 - 600 - 699	4	5	6	19	6	5	0	0	0	10	9	10	74
13 - 700 - 799	16	23	11	25	13	16	0	0	0	21	19	19	163
14 - 800 - 899	13	209	4	70	2	36	1	0	4	14	27	41	421
15 - 900 - 999	25	23	4	16	125	11	1	0	2	14	22	70	313
16 - Career	0	0	0	2	0	0	0	0	0	0	1	0	3
18 - DVD	50	47	25	61	52	54	1	0	0	32	40	49	411
20 - Student Work	0	0	0	0	0	1	0	0	0	0	0	0	1
21 - Teacher	10	17	4	15	1	0	2	0	0	4	14	8	75
22 - CD	9	6	3	11	8	3	1	0	0	2	6	1	50
23 - Easy	50	43	31	48	32	20	3	0	0	26	10	9	272
25 - Six Trait Materials	0	33	0	14	2	0	0	0	0	3	24	0	76
26 - Sets of books	246	358	124	154	160	40	6	0	178	763	183	325	2537
27 - Yearbooks	11	14	2	2	0	0	8	0	0	0	0	5	42
30 - Sports	0	0	0	0	0	0	0	0	0	0	0	1	1
31 - Anime	76	90	29	58	50	27	0	0	0	119	112	88	649
50 - Video	20	16	27	24	20	22	0	0	0	22	36	16	203
54 - Sound Recordings	1	4	1	5	3	1	0	0	0	4	1	0	20
56 - Poster/Charts/Maps	0	0	0	11	0	0	0	0	0	0	0	0	11
57 - Computers	1	4	1	4	1	3	0	0	0	2	1	1	18
58 - Games	0	0	0	2	0	0	0	0	0	0	0	0	2
	1235	**1607**	**689**	**1213**	**1263**	**679**	**41**	**0**	**310**	**2456**	**1415**	**1519**	**12427**

Chippewa Falls Middle School

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec 2008	Jan 2009	Feb 09	Mar 09	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09	Oct 09	Nov 09	Total
2 - Fiction	1136	1386	745	1110	1117	492	17	0	30	2311	1456	1198	10998
3 - Reference	6	29	17	116	21	11	0	0	0	98	0	2	300
4 - Biography	40	143	64	40	63	24	0	0	1	150	219	129	873
6 - 0 - 99	34	35	15	26	28	5	0	0	0	52	34	24	253
7 - 100 - 199	34	18	15	19	11	8	0	0	0	65	41	36	247
8 - 200 - 299	1	0	0	1	3	0	0	0	0	14	6	13	38
9 - 300 - 399	19	16	22	13	14	8	0	0	0	83	97	43	315
10 - 400 - 499	5	6	1	1	4	7	0	0	0	2	7	4	37
11 - 500 - 599	39	123	34	18	153	18	0	0	0	128	152	147	812
12 - 600 - 699	69	71	45	83	88	64	0	0	0	178	192	115	905
13 - 700 - 799	71	67	85	122	188	41	0	0	1	249	280	252	1356
14 - 800 - 899	19	14	71	12	22	2	0	0	0	108	125	53	426
15 - 900 - 999	34	203	64	302	51	60	1	0	0	113	44	20	892
16 - Professional	3	4	4	21	19	6	1	0	0	48	2	2	110
24 - 8th classroom novels	141	1	90	244	229	119	0	0	0	228	15	85	1152
26 - 6th grade reading	0	0	0	0	0	0	0	0	0	3	68	86	157
7 - 7th gr. English	40	32	49	14	3	0	0	0	0	1	0	27	166
30 - Magazines 2006-2007	1	0	0	0	0	0	0	0	0	0	0	0	1
36 - Magazines 2008-2009	65	68	42	59	56	34	0	0	0	0	0	0	324
37 - Magazines 2009-2010	0	0	0	0	0	0	0	0	0	61	79	86	226
40 - Flip Video Camera	0	1	0	4	2	5	0	0	0	1	0	0	13
46 - CD Audio book	10	15	7	12	6	4	0	0	0	4	8	0	66
47 - DVD	3	4	1	1	1	6	0	0	0	2	2	2	22
48 - CD ROM	0	0	0	0	0	0	0	0	0	0	0	0	0
49 - Audio cassette tape	2	1	0	5	4	2	0	0	0	1	3	1	19
50 - VIDEO	0	2	2	3	2	1	0	0	0	1	1	1	13
52 - Easy & Big Books	42	26	31	28	26	6	0	0	0	31	16	13	219
54 - Easy books w/CASS/CD	0	0	0	0	0	0	0	0	0	0	0	0	0
57 - EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	2	2
	1814	**2265**	**1404**	**2254**	**2111**	**923**	**19**	**0**	**32**	**3932**	**2847**	**2341**	**19942**

* Reports → circ. statistics → usage by mat type
* under options change month to Dec & year to 2008
(will calculate up to 12 mos.)

Jim Falls Elementary School Library

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
1 - Default	0	0	0	0	0	0	0	0	0	0	5	2	7
2 - Fiction	347	372	332	481	337	112	0	0	0	249	345	260	2835
3 - Reference	0	1	0	0	1	8	0	0	0	0	0	1	11
4 - Biography	0	17	4	3	7	4	0	0	0	6	12	1	54
5 - Easy	194	258	239	359	411	112	0	0	0	208	206	170	2157
6 - General	15	26	29	39	38	15	0	0	0	27	32	31	252
7 - Philosophy	0	2	1	1	2	0	0	0	0	3	0	0	9
8 - Religion & Myths	0	0	1	0	0	1	0	0	0	0	0	0	2
9 - Social Science	12	32	7	10	20	5	0	0	0	11	14	11	122
10 - Language	0	2	6	13	23	7	0	0	0	0	2	0	53
11 - Natural Science	27	27	30	57	87	9	0	0	0	64	101	46	448
12 - Technology	37	28	22	31	31	4	0	0	0	25	28	29	235
13 - Arts	30	37	22	25	42	13	1	0	0	26	34	39	269
14 - Literature	12	8	4	17	6	3	0	0	0	4	17	1	72
15 - Geography & History	10	35	8	10	34	20	0	0	0	41	44	2	204
17 - PlayAway	0	0	0	0	0	0	0	0	0	0	0	10	10
18 - Magazine	2	2	2	0	0	0	0	0	0	1	0	0	7
19 - Professional	2	1	23	1	7	41	8	0	0	1	1	0	85
23 - Battle of the Books	0	0	0	0	0	0	0	0	0	0	107	82	189
24 - Junior Great Books	34	23	5	15	1	0	0	0	0	0	0	0	78
26 - Math	0	1	0	0	6	3	0	0	0	0	0	0	10
27 - Reader's Theatre	0	2	0	0	0	0	0	0	0	0	0	0	2
28 - Science	0	0	0	0	0	9	0	0	0	0	0	0	9
37 - Guided Reading	17	37	40	43	33	10	0	0	0	0	54	45	279
44 - Kit	0	0	0	0	0	0	0	0	0	0	0	1	1
51 - Equipment	0	0	0	0	0	0	0	0	0	0	6	0	6
52 - Audio Visual	0	0	0	0	0	40	0	0	0	20	34	5	99
53 - Easy Non-Fiction	23	34	34	27	63	5	1	0	0	29	14	10	240
	762	**945**	**809**	**1132**	**1149**	**421**	**10**	**0**	**0**	**715**	**1056**	**746**	**7745**

PARKVIEW ELEMENTARY LMC

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
2 - Fiction	931	1194	870	1284	1063	574	357	28	9	948	944	837	9039
3 - Reference	0	1	0	3	2	10	7	0	0	3	0	0	26
4 - Biography	18	17	35	36	51	15	13	0	0	11	10	20	226
5 - Easy	1018	1149	821	1144	1072	591	347	28	41	1020	1105	951	9287
6 - Generalities	87	105	77	109	104	45	29	0	0	102	80	97	835
7 - Philosophy	1	4	6	10	6	4	2	0	1	8	5	10	57
8 - Religion & Myths	0	3	1	0	1	1	0	0	0	1	1	0	8
9 - Social Sciences	59	45	42	82	70	57	28	5	6	87	111	77	669
10 - Language	7	3	3	4	18	5	4	1	0	8	4	2	59
11 - Natural Sciences	276	319	237	419	413	219	79	7	0	251	201	234	2655
12 - Technology	173	227	137	210	218	119	85	3	0	203	219	203	1797
13 - Arts	149	165	112	182	169	43	53	7	0	142	150	157	1329
14 - Literature	42	35	41	64	64	25	5	0	0	61	67	57	461
15 - Geography & History	31	56	46	70	98	59	24	1	0	45	47	93	570
17 - PlayAway	0	0	0	0	0	0	0	0	0	2	52	39	93
18 - Magazine	0	0	0	0	10	61	3	0	0	23	10	11	118
19 - Professional	3	2	1	3	4	17	1	0	0	2	3	0	36
23 - Battle of the Books	7	0	0	1	2	1	0	0	0	0	352	84	447
26 - Math	0	0	0	3	1	2	0	0	0	1	0	0	7
28 - Science	1	2	2	2	1	0	1	0	0	0	0	1	10
37 - Guided Reading	201	255	175	209	184	44	101	5	0	70	163	150	1557
44 - Kit	2	0	0	1	0	0	0	0	0	0	0	0	3
51 - Equipment	0	1	3	3	5	9	1	0	4	2	12	5	45
52 - Audio Visual	0	0	0	0	0	14	9	1	9	95	72	60	260
53 - Easy Non-Fiction	20	61	81	82	181	100	70	8	5	115	154	183	1060
98 - Lost	0	0	0	0	0	0	0	0	0	0	0	0	0
	3026	**3644**	**2690**	**3921**	**3737**	**2015**	**1219**	**94**	**75**	**3200**	**3762**	**3271**	**30654**

Halmstad Elementary

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
1 - Default	0	0	0	0	1	0	0	0	0	0	0	0	1
2 - Fiction	445	521	424	592	632	156	0	0	0	563	685	714	4732
3 - Reference	11	42	12	13	1	0	0	0	0	13	9	5	106
4 - Biography	14	24	23	20	43	0	0	0	0	12	8	11	155
5 - Easy	305	420	344	555	481	112	0	0	0	827	735	481	4260
6 - 0 - 99	72	71	61	98	87	27	0	0	0	115	93	111	735
7 - 100 - 199	12	8	13	13	11	2	0	0	0	5	3	8	75
8 - 200 - 299	0	0	0	1	0	0	0	0	0	0	0	1	2
9 - 300 - 399	56	61	74	116	77	14	0	0	0	73	66	94	631
10 - 400 - 499	11	16	12	27	7	1	0	0	0	3	3	9	89
11 - 500 - 599	156	220	128	208	265	115	0	0	0	158	231	245	1726
12 - 600 - 699	155	146	92	152	125	39	0	0	0	147	99	92	1047
13 - 700 - 799	334	351	269	387	363	86	0	0	0	303	381	341	2815
14 - 800 - 899	64	53	31	79	82	26	0	0	0	30	63	61	489
15 - 900 - 999	58	66	44	96	40	15	0	0	0	71	47	69	506
16 - Periodical	68	66	61	66	53	26	0	0	0	128	64	75	607
17 - Teacher Resource	9	1	7	8	4	0	0	0	1	7	10	7	54
18 - Holiday	244	53	53	46	41	2	0	0	0	93	112	53	697
19 - Paperback	127	149	144	188	99	36	0	0	0	125	117	162	1147
20 - Battle of the Book	3	0	183	185	8	6	0	0	0	0	0	0	385
23 - Big Books	0	7	0	6	0	0	0	0	0	0	0	0	13
24 - CDs	0	0	0	0	0	0	0	0	0	0	0	1	1
26 - Videos	35	34	26	47	47	35	0	0	4	26	33	28	315
27 - DVD	1	6	6	5	4	4	0	0	0	5	9	3	43
28 - Easy Readers	282	342	283	348	354	69	0	0	0	382	460	298	2818
30 - Kits	2	2	1	3	1	0	0	0	0	0	1	2	12
33 - Harry Potter Books	4	5	5	9	11	2	0	0	0	4	12	4	56
35 - CALDECOTT AWARD	4	4	12	18	7	3	0	0	0	24	13	1	86
36 - NEWBERY AWARD	10	10	7	17	6	6	0	0	0	4	11	8	79
37 - Guided Reading	15	20	7	23	5	3	0	0	0	5	12	11	101
	2497	**2698**	**2322**	**3326**	**2855**	**785**	**0**	**0**	**5**	**3123**	**3277**	**2895**	**23783**

Hillcrest Library

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
2 - Fiction	434	490	463	634	669	529	0	0	0	487	460	362	4528
3 - Reference	0	5	7	0	23	0	3	0	0	2	3	0	43
4 - Biography	10	10	12	14	15	21	0	0	0	19	23	18	142
5 - Easy	549	706	505	713	612	501	0	0	45	957	717	690	5995
6 - 000-099	92	83	81	105	102	87	0	0	0	101	117	85	853
7 - 100-199	6	6	6	10	14	0	0	0	0	1	7	1	51
8 - 200-299	1	1	1	0	2	1	0	0	0	1	1	1	9
9 - 300-399	108	73	56	114	130	77	0	0	0	128	136	115	937
10 - 400-499	5	14	4	12	17	31	0	0	1	3	2	17	106
11 - 500-599	214	215	193	282	238	127	3	0	23	171	219	211	1896
12 - 600-699	180	197	231	252	219	152	0	0	7	235	218	207	1898
13 - 700-799	390	404	360	514	520	428	0	0	5	474	527	454	4076
14 - 800-899	70	92	78	113	58	63	0	0	30	70	91	64	729
15 - 900-999	119	125	122	161	173	103	0	0	6	169	148	114	1240
17 - Newbery Award	7	1	6	4	13	4	0	0	0	9	4	12	60
18 - Periodical	52	55	59	97	71	61	0	0	31	70	79	54	629
19 - Teacher Resource	2	31	3	8	13	6	1	0	0	4	15	4	87
20 - Holiday	401	143	87	124	88	38	0	0	0	107	245	222	1455
21 - Paperback	117	156	130	143	127	102	0	0	0	110	123	80	1088
22 - Guided Reading	17	52	40	149	101	37	0	0	0	54	49	92	591
23 - Battle of the Books	0	0	214	172	0	0	0	0	0	0	0	16	402
24 - Playaway	0	0	0	14	0	0	0	0	0	0	0	0	14
25 - Cassette	0	0	1	0	0	0	0	0	0	0	0	0	1
29 - EASY READER	294	420	314	422	329	237	0	0	0	464	336	377	3193
31 - Harry Potter Books	9	7	3	3	6	2	0	0	0	3	6	8	47
32 - Kit	1	0	0	0	1	1	0	0	0	0	3	0	6
33 - Equipment - Science	0	0	1	0	0	0	0	0	0	0	0	0	1
34 - CD-ROM	3	1	2	2	0	0	0	0	0	5	5	4	22
36 - Videocassettes	33	26	22	27	24	22	1	0	0	33	26	23	237
39 - CALDECOTT AWARD	3	5	4	8	9	2	0	0	0	19	28	23	101
41 - DVD	7	6	18	14	7	12	3	0	0	9	6	13	95
	3124	**3324**	**3023**	**4111**	**3581**	**2644**	**11**	**0**	**148**	**3705**	**3594**	**3267**	**30532**

Stillson Elementary School

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
1 - Default	0	0	0	0	0	2	0	0	0	1	0	0	3
2 - Fiction	591	663	570	783	785	546	0	0	1	784	896	1002	6621
3 - Reference	4	9	1	18	19	5	0	0	0	10	15	11	92
5 - Easy	580	790	619	1030	812	634	0	0	9	772	828	869	6943
6 - 000-099	11	18	23	34	32	21	0	0	0	30	28	31	228
7 - 100-199	4	6	8	6	10	4	0	0	0	8	13	10	69
8 - 200-299	0	0	0	0	0	0	0	0	0	2	1	1	4
9 - 300-399	148	56	87	116	122	64	0	0	0	89	115	99	896
10 - 400-499	6	7	2	4	0	0	0	0	0	4	3	9	35
11 - 500-599	74	164	83	229	292	178	0	0	0	145	203	191	1559
12 - 600-699	165	269	189	297	308	232	0	0	0	379	327	290	2456
13 - 700-799	273	332	232	285	227	199	2	0	0	276	270	288	2384
14 - 800-899	17	19	22	64	38	28	0	0	0	27	43	44	302
15 - 900-999	88	99	70	94	78	52	0	0	0	61	83	125	750
17 - Videos	10	6	16	6	15	11	0	0	0	4	2	8	78
18 - Audio-Visual	0	0	0	0	1	0	0	0	0	0	0	0	1
19 - Professional	4	3	1	11	10	1	0	0	0	7	4	6	47
20 - Paperbacks	88	123	170	254	169	141	0	0	0	139	94	148	1326
21 - MAGAZINES	44	47	21	37	67	62	0	0	0	54	25	23	380
22 - Battle Books	0	19	15	18	48	16	0	0	0	20	22	23	181
23 - 4th Social Studies	0	0	0	0	0	0	0	0	0	0	0	0	0
24 - GUIDED READING	23	46	38	44	59	22	0	0	0	47	45	42	366
25 - DVD	2	0	0	2	0	0	0	0	0	0	0	1	5
26 - Big Books	0	2	0	0	0	0	0	0	0	0	0	0	2
27 - Character Education	4	9	1	2	1	2	0	0	0	0	0	0	19
	2136	**2687**	**2168**	**3334**	**3093**	**2220**	**2**	**0**	**10**	**2859**	**3017**	**3221**	**24747**

Southview Elementary School

Usage by Material Type

Indexed by: Material type

Options: (Dec 2008 - Nov 2009)

Material type	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Total
2 - Fiction	244	225	208	235	251	183	1	0	0	268	282	297	2194
3 - Reference	14	0	10	7	28	0	0	0	0	5	4	0	68
4 - Biography	14	28	7	11	8	4	0	0	0	36	27	21	156
5 - Easy	453	557	368	585	467	353	7	0	12	617	615	602	4636
6 - 0 - 99	35	38	29	33	34	34	1	0	0	41	44	33	322
7 - 100 - 199	5	1	3	12	7	2	0	0	0	0	6	3	39
8 - 200 - 299	0	0	0	0	0	0	0	0	0	0	0	1	1
9 - 300 - 399	100	79	88	78	78	51	2	0	0	69	148	119	812
10 - 400 - 499	1	10	0	3	4	5	0	0	0	0	8	2	33
11 - 500 - 599	107	194	151	206	151	122	0	0	0	172	155	130	1388
12 - 600 - 699	95	125	76	161	159	128	2	0	0	221	140	140	1247
13 - 700 - 799	250	345	258	361	331	218	4	0	0	342	379	403	2891
14 - 800 - 899	33	31	43	63	54	74	2	0	0	51	53	68	472
15 - 900 - 999	41	40	63	79	48	27	2	0	0	52	34	38	424
16 - Story Collection	0	0	0	0	9	1	0	0	0	0	5	1	16
18 - Periodical	21	59	30	62	64	52	0	0	0	15	43	42	388
19 - Teacher Resource	1	0	3	5	2	2	0	0	0	0	3	4	20
21 - Paperback	259	340	287	402	407	331	9	0	0	270	269	322	2896
22 - Big Book	0	2	1	3	0	1	0	0	0	3	11	6	27
23 - Guided Reading	47	54	32	41	49	21	1	0	0	20	33	72	370
28 - Staff Library	0	0	0	0	1	0	0	0	0	0	0	0	1
41 - Audio Cassette	1	8	3	5	3	1	0	0	0	1	3	2	27
42 - Video Cassette	6	7	8	21	12	13	0	0	0	19	13	8	107
43 - Media Kit	0	0	0	0	2	0	0	0	0	4	0	0	6
44 - Book Bag	0	0	0	0	0	0	0	0	0	0	0	1	1
45 - Calculators	0	0	0	0	1	0	0	0	0	0	0	0	1
48 - Compact Disc	0	0	0	0	0	1	0	0	0	0	0	0	1
49 - Digital Video Disk	6	1	2	2	3	2	0	0	0	5	5	4	30
58 - Computer	0	1	0	0	7	0	7	0	0	1	0	0	16
69 - Video Camcorder	0	0	0	0	0	0	0	0	0	0	0	3	3
70 - Camera	0	0	0	2	0	0	0	0	0	0	0	0	2
	1733	**2145**	**1670**	**2377**	**2180**	**1626**	**38**	**0**	**12**	**2212**	**2280**	**2322**	**18595**

ARISTOTLE
System-wide Reporting & Surveillance

Aristotle. *It's all you need to know.*
A Product of Sergeant Laboratories, Inc.

Aristotle Version v6.46a-031710 Application Reports

Requested All (25) Applications Used For the Year **2010**

Application Name	Total Time	Total Computer	Avg. Computer	Total Users	Avg User
1 .) Microsoft Internet Explorer	44734.512 Hrs.	1521	29.411 Hrs.	5343	08.373 Hrs.
2 .) Microsoft Word	14091.232 Hrs.	1474	09.560 Hrs.	4551	03.096 Hrs.
3 .) Microsoft Windows Explorer	4008.275 Hrs.	1547	02.591 Hrs.	5379	44.710 Min.
4 .) Microsoft Outlook	3804.676 Hrs.	820	04.640 Hrs.	559	06.806 Hrs.
5 .) Microsoft PowerPoint	2346.771 Hrs.	1218	01.927 Hrs.	2246	01.045 Hrs.
6 .) Microsoft Excel Spreadsheet	1553.431 Hrs.	959	01.620 Hrs.	1383	01.123 Hrs.
7 .) illustrator.exe	1023.126 Hrs.	131	07.810 Hrs.	343	02.983 Hrs.
8 .) atrt3_s.exe	795.508 Hrs.	206	03.862 Hrs.	392	02.029 Hrs.
9 .) photoshopelementseditor.exe	726.390 Hrs.	130	05.588 Hrs.	347	02.093 Hrs.
10 .) mspub.exe	661.983 Hrs.	870	45.654 Min.	1056	37.613 Min.
11 .) acad.exe	583.851 Hrs.	32	18.245 Hrs.	104	05.614 Hrs.
12 .) notebook.exe	480.169 Hrs.	136	03.531 Hrs.	204	02.354 Hrs.
13 .) xsrvcomb.exe	478.242 Hrs.	21	22.773 Hrs.	1	478.242 Hrs.
14 .) Spectrum Circ/Cat	397.613 Hrs.	20	19.881 Hrs.	28	14.200 Hrs.
15 .) inventor.exe	356.176 Hrs.	43	08.283 Hrs.	92	03.871 Hrs.
16 .) sol.exe	353.299 Hrs.	322	01.097 Hrs.	452	46.898 Min.
17 .) msworks.exe	318.589 Hrs.	55	05.793 Hrs.	315	01.011 Hrs.
18 .) tuxpaint.exe	311.204 Hrs.	553	33.765 Min.	860	21.712 Min.
19 .) Acrobat Reader	277.738 Hrs.	1047	15.916 Min.	1347	12.371 Min.
20 .) grammar.exe	260.285 Hrs.	181	01.438 Hrs.	402	38.848 Min.
21 .) Microsoft Notepad Editor	249.189 Hrs.	894	16.724 Min.	1293	11.563 Min.
22 .) microtype-4.2.exe	223.911 Hrs.	83	02.698 Hrs.	95	02.357 Hrs.
23 .) artgalry.exe	220.960 Hrs.	971	13.654 Min.	1976	06.709 Min.
24 .) pcat32t.exe	217.208 Hrs.	336	38.787 Min.	1268	10.278 Min.
25 .) sketch.exe	216.535 Hrs.	27	08.020 Hrs.	173	01.252 Hrs.

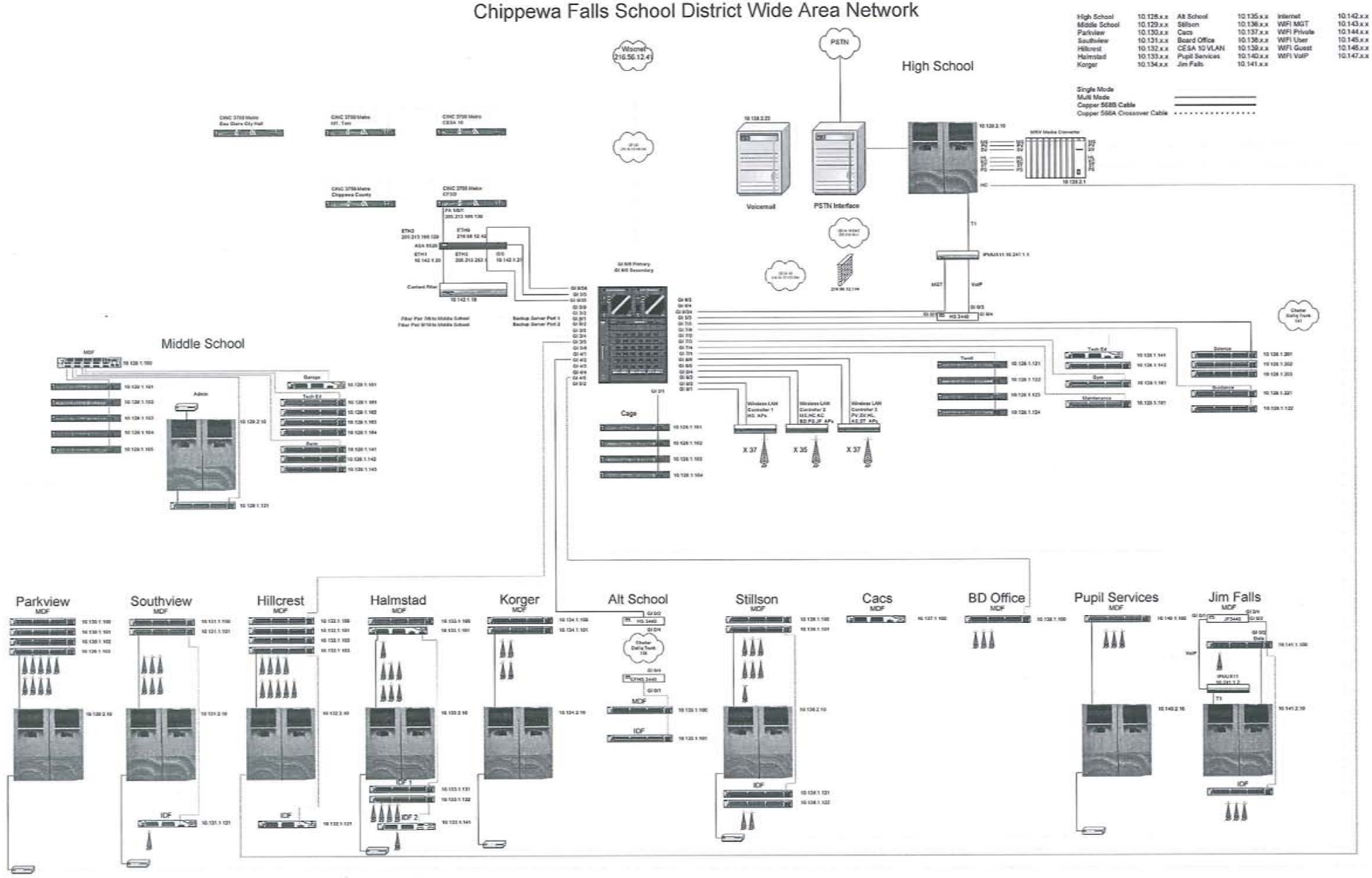
Appendix D

Network Diagrams

Server Layout

District Software List

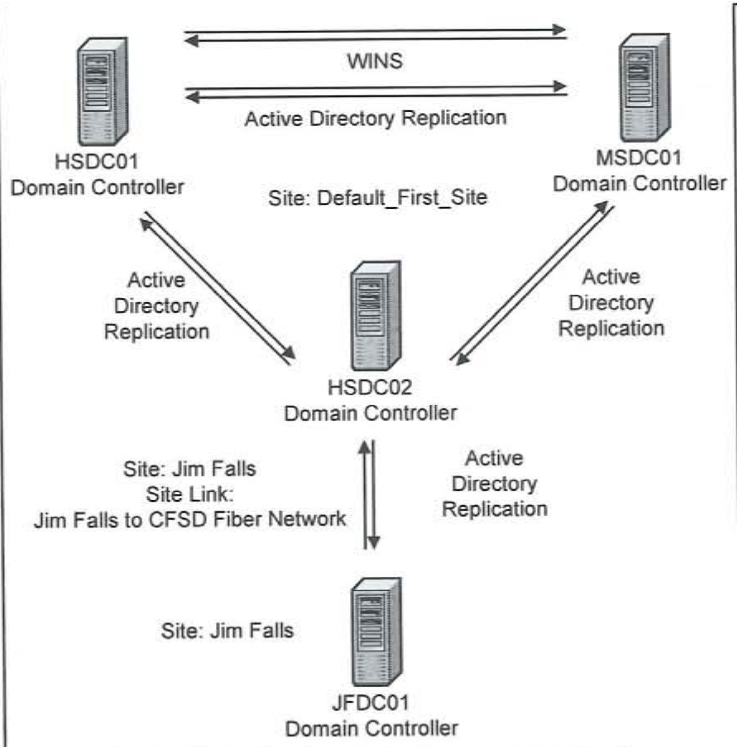
Chippewa Falls School District Wide Area Network



HSDC01 Config
Network Settings
IP 10.128.10.1/16 Gateway 10.128.1.10
PRI DNS 10.128.10.1 SEC DNS 10.129.10.1
WINS 10.128.10.1

DHCP
Server Options
Options 006 DNS Servers 10.128.10.1 10.129.10.1
Option 15 DNS Domain Name cfps
Option 044 WINS NBNS 10.128.10.1 10.129.10.1
Option 046 WINS NBT Type 0x8
Range 10.X.31.1-10.X.100.0
Router 10.x.1.10 Per Scope
MS Scope Option 006 10.129.10.1 10.128.10.1
MS Scope Option 044 10.129.10.1 10.128.10.1
Scopes hs ms pv sv hc hl kc as st bd ps jf

DNS
Properties of Server
Forwarders 205.213.108.100 205.213.163.100
Properties of Zone cfps
Active Directory Integrated
Allow dynamic updates
Name Servers MSDC01 HSDC01
Zone transfers only to servers on NS Tab
Use WINS Forward Lookup
10.128.10.1 10.129.10.1
Properties of Zone chipfalls.k12.wi.us
Active Directory Integrated
No Dynamic Updates
Name Servers MSDC01 HSDC01
No WINS Forward Lookup
Zone transfers only to servers on NS Tab
WINS
Push/Pull Replication with MSDC01
Roles
Domain Naming Master
Schema Master
Relative ID Master
PDC Emulator
Infrastructure Master
Other
Terminal Services Licensing
Time Server Synced to ntp-2.cso.uiuc.edu
Global Catalog
License Server



JFDC01 Config
Network Settings
IP 10.141.10.1 Gateway 10.141.1.10
PRI DNS 10.128.10.1 SEC DNS 10.129.10.1
WINS 10.128.10.1 10.129.10.1

Other
Global Catalog

HSDC02 Config
Network Settings
IP 10.128.10.2/16 Gateway 10.128.1.10
PRI DNS 10.128.10.1 SEC DNS 10.129.10.1
WINS 10.128.10.1 10.129.10.1

Other
.MSI Installer Packages
Global Catalog

MSDC01 Config
Network Settings
IP 10.129.10.1/16 Gateway 10.129.1.10
PRI DNS 10.129.10.1 SEC DNS 10.128.10.1
WINS 10.129.10.1

DHCP
Server Options
Option 006 DNS Servers 10.128.10.1 10.129.10.1
Option 15 DNS Domain Name cfps
Option 044 WINS NBNS 10.128.10.1 10.129.10.1
Option 046 WINS NBT Type 0x8
Range 10.X.100.1-10.X.169.255
Router 10.x.1.10 Per Scope
MS Scope Option 006 10.129.10.1 10.128.10.1
MS Scope Option 044 10.129.10.1 10.128.10.1
Scopes hs ms pv sv hc hl kc as st bd ps jf

DNS
Properties of Server
Forwarders 205.213.108.100 205.213.163.100
Properties of Zone cfps
Active Directory Integrated
Allow dynamic updates
Name Servers MSDC01 HSDC01
Zone transfers only to servers on NS Tab
Use WINS Forward Lookup
10.129.10.1 10.128.10.1
Properties of Zone chipfalls.k12.wi.us
Active Directory Integrated
No Dynamic Updates
Name Servers MSDC01 HSDC01
No WINS Forward Lookup
Zone transfers only to servers on NS Tab
WINS
Push/Pull Replication with HSDC01
Other
Global Catalog

	A
1	**CFSD School District Approved Software Certificates**
2	6 SIMULTANEOUS USERS
3	A Day At Play (MSSE)
4	AAA Map N Go (MS) SM
5	Accounting
6	Acrobat 5.0 WIN UE
7	ACT Test Software
8	Adobe Acrobat Reader 8
9	Adobe Design Premium
10	Adobe Illustrator
11	Adobe Pagemaker
12	Adobe Photoshop
13	All the Right Type
14	Alpha Indexing
15	Altirus Vision
16	**AND VISIO PROFESSIONAL 2007**
17	ANIMATION ACADEMY 9
18	ANNIMATION ACADEMY 1 YR
19	Appleworks
20	ArcSoft Photo Impression (MSSE)
21	ArcSoft Photo Studio (MSSE)
22	Art Dabbler
23	Arther's Teacher Trouble (MSSE)
24	Auto Cad (2 packages)
25	Auto Cad Light
26	AutoSketch
27	Avid Cinema
28	Backup Exec
29	BadgerLink
30	Baily's Book House (MSSE)
31	BoardMaker/ Boardmaker Pro
32	BoardmakerLLI Software
33	Call Collector
34	Call Manager
35	Career Visions
36	Career Ways
37	Click It! (MSSE)
38	Colleague 3.5
39	Corel Draw
40	Cowriter - Write Out Loud (Div. of SOLO)
41	CreateaCard (MSSE)
42	Creative Solutions (MS) SM
43	Cultural Horizons
44	Cute PDF
45	DESTINATION READ
46	Digicard
47	Digital Transportation (MS) SM
48	Director

	A
49	Dragon Naturally Speaking
50	Dreamweaver
51	Earobics
52	Education City (Ma/Grammar/science/ss)
53	Electronics (MS) SM
54	Email
55	Energy, Power, Mechanics (MS) SM
56	Epals
57	Essential Skills Grammar
58	Exchange 2003
59	Extreme 3D
60	Family & Consumer Ed Textile Software
61	Filemaker Pro 5.0
62	Filemaker Server 5.0
63	Finale 2004
64	Fisher Price - Baxter's Birthday
65	Fisher Price Sing Alongs(MSSE)
66	Flight Simulator
67	Flight Technology
68	Fountas and Pinnell Assessment
69	Fun With Architecture
70	GEOBEE Challenge (MS)
71	GET IT! SOFTWARE LAB PACK - ALPHASMART 1 LAB
72	GOB
73	Google Calendar/Google Calendar Sync
74	Google Earth
75	Grammar
76	Green Globs and Graphing Equations (MS)
77	Halmark Software (MSSE)
78	HP Jet Admin
79	HS Science (16 titles)
80	hs visual studio ent net lic
81	I Can Play Too (MSSE)
82	Imovie
83	Impact Testing
84	Infinite Campus
85	Inspiration/Kidspiration
86	Intelli Pics (MSSE)
87	Intelli Talk (MSSE)
88	Interactive Toys - Lost and Found (MSSE)
89	Interactive Toys - Monster Lap (MSSE)
90	Interactive Toys - Night Light MSSE
91	Interactive Toys - Vitsie Visits the Ocean MSSE
92	Interactive Toys - Xray Eyes MSSE
93	Internet Explorer
94	Itunes
95	Jimp Start Spelling MSSE
96	Jump Start Kindergarten MSSE

	A
97	Jump Start Pre-School MSSE
98	Jump Start Typing MSSE
99	Kids Works 2 MSSE
100	Kidspiration
101	Knowledge Munchers - Multi Subject MSSE
102	Kurtzweil Software
103	Kurzweil 3000
104	Learning To Drive
105	Lets Explore theFarm (MSSE)
106	Little Monsters at School (MSSE)
107	Living Books: Ruff's Bone (MSSE)
108	Master Ed Site License-Filemaker Pro Mac Up
109	Math Fact Master (MSSE)
110	Math Munchers Deluxe - Grades 3-6 (MSSE)
111	MathType
112	Micky Mouse Print House (MSSE)
113	Microsoft Active Sync
114	Microsoft Excel 2000
115	Microsoft MapPoint 2004
116	Microsoft Office binder
117	Microsoft Office Picture Manager
118	Microsoft PowerPoint
119	Microsoft PowerPoint
120	Microsoft Publisher
121	Microsoft Word 2000
122	Microsoft Works 4.0. Cross
123	Microsoft Works 4.5 Win
124	Microtype Pro
125	Movie Maker (Windows)
126	MS Frontpage 2002 AE Select
127	MS OFFICE 2003 PRO AE SELECT
128	MS Office Pro 2000 UPG ADV
129	MS Office Pro 2003 AE Select
130	MS OFFICE XP PRO AE SEL 2003
131	MS OFFICE XP PRO AE SELECT
132	MS Office XP Pro w/Frontpage
133	MS TECHNET +SA AE SELECT
134	MS TERMINAL SERVER 2000 CALS
135	MS VISIO PRO 2002 AE SELECT
136	MS VISUAL STUDIO PRO 2008 LIC
137	MS Win 2000 Cals AE Select
138	MS WIN 2000 PRO UPG
139	MS Win 2000 Pro UPG ADV
140	MS WIN SERVER 2008 DEVICE CAL
141	MS WIN SERVER CAL 2008 STUDENT ONLY DEVICE CAL
142	MS Windows 2000 Prof AE Select
143	Music Ace 1 and 2
144	Music Software

	A
145	My House: language Activities of Daily Living (MSSE)
146	Nero
147	Network Admin Toolkit
148	Norton Anti Virus
149	Notebook Software
150	NP Admin (voicemail system)
151	Office 2000 - Standard
152	OFFICE 2007 APPLICATIONS
153	Ops Man (phone system) - Mitel
154	Overlay Maker
155	Package Design (MS) SM
156	Photoshop
157	PHOTOSHOP 5.5 WIN-ELP LICENSE
158	Photoshop Elements 1.0 MLP
159	Photostory (Microsoft)
160	PhotoStory3
161	Pinnacle Ultimate Studio Version 12
162	Plato
163	Postini
164	Power DVD
165	Press to Play Animals (MSSE)
166	Publisher 2000
167	Quickfix
168	Quicktime
169	Reaction Timer (MS) SM
170	Read Naturally
171	Reader Rabbit - grade Kg, 1, 2 (MSSE)
172	READING A-Z ALL ELEMENTARY
173	Reaper V3 for Educators (Music MS)
174	Research & Design (MS) SM
175	Resource Pro (MS) - Literature
176	Retrospect
177	Robts (MS) SM
178	Rocketry and Space (MS) SM
179	Roxio
180	Safari Montage
181	Scholastic Reading Counts (MS)
182	School Fonts for Beginning Writing (MSSE)
183	Scott Foresmann Reading
184	Shock Wave
185	SIM Synergistic Information Manager (MS) SM
186	Simon Sounds it Out (MSSE)
187	Site Aid
188	Skype
189	Smart Notebook
190	Social Studies with 10 applications
191	Soft Touch - Favorites (MSSE)
192	Soft Touch - The Rodeo (MSSE)

	A
193	Software at Halmstad
194	Solutions for Struggling Students (MSSE)
195	Sonic Video Factory (MS)
196	Southwestern Accounting
197	Team Board
198	Tech Ed Lab (20 Titles)
199	TECHNET PLUS SINGER USER
200	Teens and Tunes Plus (MSSE)
201	The Clue Finders - 4th and 5th gr. Adventures (MSSE)
202	The Factory (MS)
203	The Sentence Master (MSSE)
204	Tigers Tale (MSSE)
205	Time Line & Graph Club
206	Timeliner
207	TIMER TOOLS SOFTWARE
208	Trip Routing
209	Tux Paint
210	Tx Paint
211	United Streaming
212	VISO PRO 2007
213	Win CAL 2000
214	Win Pro AE Select
215	WIN PRO REMOTE DSKTP LIC USER CAL
216	Win SVR 2000
217	Windows Media Player
218	WINDOWS SERVER EXTRN CONN 2008
219	WINDOWS SVR STD 2008
220	WINDOWS VISTA UPGRADE
221	Winnebago (library check out)
222	Winschool for transcripts
223	WisCareers
224	World Book Online
225	WPS
226	Writing with Symbols (MSSE)
227	WS FTP Pro
228	Year Tech (MS)
229	Zaner Bloser Font
230	

Appendix E

District Technology Policies

2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

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

120.13(5), Wis. Stats.

5722 - STUDENT PUBLICATIONS AND PRODUCTIONS

It is the policy of the Board of Education to strive to protect its students' rights to freedom of expression. The student newspaper and yearbook, the School Web site, all classroom newspapers and other official, school-sponsored publications and productions ("publications") within the School District shall serve as educational tools, as media for reporting school events, as means of expression for students, as forums for discourse of issues, and as sources of entertainment and enlightenment.

While student publications are protected by the First Amendment, that protection is not without limitations. To ensure legitimate pedagogical interests the Board and/or the administrative staff of the particular school where publication occurs, reserve the right to prevent publication of certain prohibited material (as defined below), as well as to take disciplinary actions subsequent to publication of prohibited material.

The Superintendent of Schools shall develop guidelines concerning what the District considers prohibited material. Those guidelines shall, at a minimum, prohibit the publication of material that:

A. is obscene;

B. is profane, lewd, indecent or offensive, which includes slurs or related expression based on race, religion, gender, disability, or any other legally protected class;

C. is libelous;

D. is likely to cause a clear and present likelihood that it will cause "a material and substantial disruption of the proper and orderly operation of the school or of school activities;"

E. invades the privacy of another person or endangers the health or safety of another person.

The decision to publish or produce something shall be made by the advisor with appeal to the principal.

Secs. 118.12, 120.12(1), Wis. Stats.
Hazelwood School Dist. V. Kahlmeier, 484 U.S. 260 (1988)
Bethel School Dist. No. 403 v. Fraser, 475 U.S. 675 (1986)
Timber v. Des Moines Community School Dist., 393 U.S. 503 (1969)
Ginseberg v. New York, 390 U.S. 629 (1968)

7540.05 - ASSISTIVE TECHNOLOGY AND SERVICES

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

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

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

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

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

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

Individuals with Disabilities Education Act (IDEA), as amended
20 U.S.C. 1401
Section 504 Rehabilitation Act of 1973
Assistive Technology Act (P.L. 105 – 394) 1998

2531 - COPYRIGHTED WORKS

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

In order to help the staff and students abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent of Schools to provide administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes and for the appropriate use of copyrighted materials on the Board's web site.

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The District is pleased to provide Internet service to its staff. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The District has the right to place restrictions on its use to assure that use of the District's computers, network and Internet services ("Network") is in accord with its limited educational purpose. Staff use of the District's Network will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

The District encourages staff to utilize the Internet to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The District encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet will be guided by the District's policy on instructional materials.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the District may not be able to technologically limit access to services through the District's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The District has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The District utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent of Schools or the Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.

The Superintendent of Schools is directed to prepare guidelines which address staff members' safety and security while using e-mail, chat rooms, instant messaging, and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The District expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on District's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The District does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The District designates the Superintendent of Schools and Technology Coordinator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of the Network.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

7550 - JOINT USE OF FACILITIES/INTER-LIBRARY LOANS

The Board of Education advocates the joint expenditure of District funds to provide those facilities from which the entire community, children and adults alike, may derive benefits.

The Board also authorizes District participation in Inter-Library Loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that school district.

43.72, Wis. Stats.

Appendix F

Research Bibliography

Research Bibliography

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