Technology Plan

July 1, 2007 – June 30, 2011

March 27, 2007

2007-2011 TECHNOLOGY PLANNING CHECKLIST FOR SCHOOL DISTRICTS, CHARTER SCHOOLS, NONPUBLIC SCHOOLS AND PUBLIC LIBRARIES

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School District Number: 0152

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OFFICIAL SUBMISSION CERTIFICATION

This 2007-2011 Technology Plan is the official submission of the

Moorhead Area Public Schools.

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Signature of Superintendent – Dr. Larry P. Nybladh

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DATE

2007-2011 TECHNOLOGY PLANNING CRITERIA FOR SCHOOL DISTRICTS

CRITERIA I: Planning and Needs Assessment

Organization Leadership and Technology Planning Committee

Independent School District 152, Moorhead Area Public Schools, has pursued a very aggressive technology integration plan throughout its educational system. It continues to pursue partnerships with city, county, and state agencies for the betterment of the birth to adult learner.

Executive Leadership

Dan Markert, Director of Information Systems and Instructional Support, will direct this plan with support and guidance from the district's Educational Technology Committee.

District-Wide Technical Services, Support and Leadership

Jon Carlson	District Macintosh Server Administrator
Lynn Day	Technology Projects, Purchasing & Voice Communications
Gay Galles	Program Manager, Media Services
Pam Hancock	MARSS Coordinator/State & Federal Data Reporting
Ryan Hase	Application System Administrator
Chris Haufschild	Data Management and Analyst
Travis Henry	Application and Web Developer
John Stadter	LAN/WAN Network Specialist

Building-Level Certified Instructional Media Specialists

Kathy Cole	Horizon Middle School
Paula Frazee-Sperling	Ellen Hopkins Elementary
Karen Grant	Moorhead High School
Kate Hoverson	S.G. Reinertsen Elementary
Ann Woell	Robert Asp Elementary

Building-Level Technical Support

Dale Volk	Robert Asp Elementary & West Central Juvenile Center
Jason Praus	Ellen Hopkins Elementary
Dale Cary	S.G. Reinertsen Elementary
Ed Breedon	Horizon Middle School
Renee Haapapuro	Horizon Middle School & Red River ALC
Jon Bergeron	Moorhead High School
Lori Palmer	Moorhead High School
Sharon Rein	Moorhead High School
Gretchen Ehlen	Adult Basic Education & Community Education

Certified Instructional Technology Integrationist
    Denita Clapp   All district K-12 buildings

Educational Technology Committee

The Moorhead Area Public Schools District Technology Committee is led by the Director of Information Systems and Instructional Support and consists of the following:

- ∞ All members of district-wide technical services
- ∞ All building-level certified instructional media specialists
- ∞ All building-level technical support personnel
- ∞ Instructional technology integrationist
- ∞ A minimum of one teacher from each building within the district. Teacher representation includes a combination of regular education and special education staff. Members for the 2006-07 school year include:

David Bowe	Jennifer Carney
Maggie Schneider	Marge Lee
Christy Leier	Jane Aafedt
Kathi Salvevold	Ann Hagen

- ∞ A School Board member, 2006-07 appointment Kris Thompson

The committee meets once each month throughout the school year. The Educational Technology Committee functions as a communication conduit to building level technology committees and assists with technology prioritization and decision making. Membership is open to any district staff member who has an interest. The Educational Technology Committee reviewed and endorsed this 2007-2011 Technology Plan.

Technology Plan Steering Committee

The Technology Plan Steering Committee, a subcommittee of the district Educational Technology Committee, compiled and completed a majority of the written portion of this plan.

- ∞ Dan Markert, Director of Information Systems and Instructional Support
- ∞ Denita Clapp, K-12 Technology Integrationist
- ∞ Lynn Day, Technology Projects, Purchasing & Voice Communications
- ∞ Gay Galles, Program Manager, Media Services

Partnerships

The district partners with city, government, and higher education institutions as well as other district programs. In our community and the greater Fargo-Moorhead area we continue to cooperate when mutually beneficial with:

Early Intervention Services	Early Childhood Family Education
Partners In Learning	Minnesota State University – Moorhead
Concordia College	North Dakota State University
City of Moorhead	Clay County Head Start
Moorhead Public Service	West Central Regional Juvenile Center
Adult Basic Education	Moorhead Community Education
Clay County Information Technology	Moorhead Cable Access Television
Minnesota State Community and Technical College	Region I - ESV

Demographics of School District

The Moorhead Area Public Schools have a reputation for excellence. The high expectations of parents, the dedication of the teachers and staff, and the influence of three four-year colleges in the area have made the schools among the best in Minnesota, a state with a highly regarded educational system.

The district is best known for three things: the superior academic achievement of its students, its far-reaching extracurricular activities, and its efficiency in operating costs.

The mission of the Moorhead School District is to develop the maximum potential of every learner to thrive in a changing world. Each day approximately 5,300 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools.

Ellen Hopkins Elementary School, Robert Asp Elementary School, and S.G. Reinertsen Elementary School serve students in grades K-5, Horizon Middle School serves grades 6-8, and Moorhead High School serves grades 9-12. The Red River Area Learning Center offers an alternative school setting and independent study options for middle school and high school learners.

Besides addressing the needs of K-12 students, the district also provides educational, social and recreational opportunities for learners of all ages.

Learning in Moorhead begins at birth with a wide range of popular Early Childhood Family Education classes for parents and children, birth though age five. Early Intervention Services provides special education services to children, birth through age five, in the district.

Each year, Community Education, a program of the Moorhead School District, offers approximately 1,000 enrichment courses to thousands of area residents. GED preparation and instruction in basic skills are offered through Adult Basic Education.

The Moorhead School District, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown and Sabin. The district's budget exceeds $50 million.

The district is comprised of the following facilities.

Building	Grades Served	March 2007 Enrollment
Moorhead High School	9-12	1,619
Horizon Middle School	6-8	1,188
Robert Asp Elementary	K-5	751
Ellen Hopkins Elementary	K-5	756
S G Reinertsen Elementary	K-5	804
Red River Area Learning Center	5-12	106
Outreach Center	7-12	13
West Central Regional Juvenile Center	5-12	36
Probstfield Center for Education	Adult Ed and PreK	125 and 147

Needs Assessment

The parties involved in the needs assessment process included building technology committees, the district Educational Technology Committee, and the district and building staff development committees. In addition the organization has become increasingly dependent on the use of technology, therefore grade levels, departments, Building Leadership Teams, and other district committees directly and indirectly impact the technology utilization and purchasing process.

The Technology Needs Assessment for Moorhead Area Public Schools considered the:

∞ National Educational Technology Standards for Students, Teachers, and Administrators,
∞ Guidelines set forth in the No Child Left Behind (NCLB) legislation of 2001,
∞ Progress to date on the objectives set forth in our 2004-2007 District Technology Plan,
∞ Community stakeholders' feedback gathered from the district strategic planning process,
∞ Minnesota Academic Standards that involve media and technology and/or are impacted by technology,
• Information gleaned from staff through the district Chainsaw Planning process as well as the technology specific staff survey, and
∞ Current trends in educational technology including Web 2.0

Moorhead Area Public Schools has transitioned to ISTE's NETS for students, teachers, and administrators.

Focus on Student Needs:

The six ISTE National Educational Technology Standards for Students (NETS) were discussed during the Needs Assessment. These standards address:
- ∞ teaching students basic operations and concepts,
- ∞ social, ethical, and human issues, and
- ∞ using technology for productivity, communication, research, problem-solving, and decision-making.

We defined our student needs in terms of equitable access issues that impact the attainment of standards. This falls in line with the NCLB legislation that also emphasizes providing equitable access to technology for students. Completion of $64 million in school building projects in 2004 created more equitable technology access for all district students. All schools and teachers now have access to classroom-sized wired and wireless computer labs. Regular education classrooms now have ceiling mounted projectors connected to classroom computer and DVD/VHS combo units. The age (quality) and quantity of computer hardware is equitable by building and balanced by student enrollment. The district has standardized on several software applications.

Adequate technology access continues to be an issue. Online testing, scheduling conflicts and curriculum requirements have created a greater demand for technology access and therefore have lead to continued limited student access.

We identified the need to teach responsible use of technology to students as copyright and vandalism issues have arisen with the increase in technology availability. The development of Web 2.0 technologies has created additional student social, ethical, under age protection and privacy concerns that must be addressed. This need aligns with an objective outlined in the NETS standards for students. The NCLB legislation also refers to schools confronting new challenges that arise from technology successes.

Focus On Instructional Staff Needs:

The six National Educational Technology Standards for Teachers (NETS) were discussed during the Needs Assessment. These standards were designed to ensure that teachers are able to:

- ∞ demonstrate a sound understanding of technology operations and concepts,
- ∞ plan and design effective learning environments and experiences supported by technology,

- ∞ implement curriculum plans that include methods and strategies for applying technology to maximize student learning,
- ∞ apply technology to facilitate a variety of effective assessment and evaluation strategies,
- ∞ use technology to enhance their own productivity and professional practice, and
- ∞ apply the social, ethical, legal, and human values surrounding the use of technology.

We defined our teacher needs in terms of increasing awareness of the power of technology and achievement of the NETS standards for teachers. Completion of staff technology development classes is imperative to ensure that teachers are comfortable using technology in order to:

- ∞ utilize technology to design and implement effective instruction to meet the needs of all learners,
- ∞ integrate technology throughout the curriculum,
- ∞ ensure student respect for technology,
- ∞ deliver online student assessments,
- ∞ apply consistent reporting methods,
- ∞ realize the importance of data-driven decision making, and
- ∞ use technology to communicate with parents via the district's student information management system, as well as classroom, building and district Web sites.

These needs address the requirements of NCLB legislation to support different learning styles while meeting the needs of all learners in the classroom.

Focus On Community

Interoperability issues are being reviewed and steps have been taken to advance the seamless sharing of information between the organization's technical systems. With Internet access within the home more prevalent, the district continues to develop ways to provide parents and student users access to resources and services. In addition, the district recognizes and is committed to continue efforts to minimize or eliminate entirely the "digital divide" that affects many students and patrons of our district.

In 2001, budget cuts reduced hours of after school services offered to students. These staff programs allowed students access to critical technology hardware and software. Creative budgeting and staff flexibility have allowed some after hours technology access to remain. In addition our public libraries and local churches continue to serve as access points for many who do not have computers in their homes.

A parent survey and the recently completed community survey identified and suggested areas of technology communication the district should evaluate.

Focus On Administrator Needs

The six National Educational Technology Standards for Administrators (NETS) were discussed during the Needs Assessment. These standards require that educational leaders:

- ∞ promote the integration of technology to maximize teaching and learning,
- ∞ apply technology for their own productivity,
- ∞ support effective student assessment and data management, and
- ∞ model responsible use of technology resources.

The NCLB legislation emphasizes the role technology plays in student achievement. We defined our administrator needs in terms of embracing this tenet and achieving the NETS standards for administrators in order to

- ∞ provide support in understanding and modeling technology use,
- ∞ establish effective integration of technology to maximize teaching and learning,
- ∞ promote equity in technology resources across the school district
- ∞ ensure consistent tech support district-wide,
- ∞ meet statute requirements for reporting data (UFARS, MARSS, SEMS, state and federal reporting, etc.), and
- ∞ provide leadership in the responsible use of available technology.

In the last year, the district purchased laptops for many district administrators to make it easier for them to learn to utilize and then later model appropriate use of technology. Administrators' comments have been positive regarding the initiative and its implementation.

Summative Focus

In addition to addressing the National Educational Technology Standards for Students, Teachers, and Administrators and the guidelines set forth in the No Child Left Behind (NCLB) legislation of 2001, the committee studied the progress made on the objectives set forth in the 2001-2004 and 2004-2007 District Technology Plans. The emphasis in the previous plans had been to utilize technology to meet graduation standards. It was the consensus of the committee that the staff, students, and administrators had achieved a success rate of 75 percent on a majority of the outlined objectives. The present Needs Assessment

has been written with a focus on continued equity in technology resources district-wide and the use of technology to increase productivity for staff, students, community, and administrators and to enhance the teaching and learning process within our school system.

Finally, the committee formulating this Technology Plan discussed the positive impact that the restructuring of the Moorhead Area Public School District has had in meeting the needs identified in this assessment process.

A critical component to meet the needs of our plan is adequate and sustained funding. Also discussed was the need for decision makers and end users to recognize the importance and role technology plays in the organization's daily operations and the instructional benefits of technology integration in the classroom.

The committee feels strongly that the state should provide adequate and ongoing funding to support the costs associated with mandated technology implementations. The district has identified and is therefore projecting the operational expenses related to online computerized testing to be extraordinary.

With the current recommended hardware and software specifications outlined by the state's online testing provider, NCS Pearson, less than 30% of Moorhead Area Public Schools' computers would meet the specified requirements. Based on the requirements outlined by NCS Pearson the district will have to forgo its plan of moving forward with the purchase of more wireless laptops and shift its equipment acquisition model back to wired desktop computers. This decision will have a negative ripple effect across the district as schools would have to sacrifice needed square footage currently designated as classroom space to establish more wired computer labs. Fixed computer labs have greater fit-up costs then classroom sets of portable laptops, as specialized furniture, network cabling and additional electrical circuitry must be installed.

It is the hope of Moorhead Area Public Schools that our state legislators determine the total cost of moving from paper-based tests to computerized assessments and then identify an appropriate ongoing funding mechanism to support this initiative. Without a state funding mechanism, online computerized testing is an unfunded mandate with extraordinary local financial consequences.

CRITERIA II: **Vision, Goals, Objectives and Strategies for Technology**

District Mission Statement
The mission of the Moorhead Area Public Schools is to develop the maximum potential of every learner to thrive in a changing world.

District Educational Technology Mission Statement
Our purpose is to educate and train the community of learners to actively participate in a global, technologically complex society.

Vision for Technology
In Moorhead Area Public Schools, the use of technology is viewed as a door to the world of information, creative expressions, enhanced thinking and life-long learning. Rather than viewing technology as a separate subject, we believe that it should serve as a tool to enrich and expand the learning capabilities of all. Technology must take learners from the technical skills level – keyboarding, entering text and data – to an application level. The Moorhead Area Public Schools believe all learners must be given every opportunity to utilize technology across all curriculum areas and to become independent users of current and future technologies.

District Technology Goals

Technology Integration with Curriculum and Instruction

- ∞ Students and staff will incorporate technology as an integral component of achieving the Minnesota Academic Standards.
- ∞ Teachers will plan and design effective learning environments and experiences supported by technology.
- ∞ Students and staff will improve independent and collaborative research skills to make decisions and to generate new questions.
- ∞ Staff will move toward increasing the use of technology with less reliance on print materials such as textbooks and worksheets.
- • Staff will evaluate supplemental technology resources as part of the district textbook adoption process.

Delivery of Media Services

- • Library media specialists will evaluate and purchase additional online subscription databases to support student research.
- • Library media specialists will align MEMO Information Literacy Scope and Sequence with media center resources and classroom activities.
- • Library media specialists will be included in technology and information literacy related decisions as they pertain to selecting curriculum materials, team planning and appropriate use of technology and Internet resources for teaching and learning.
- • Library media specialists will be a point of contact in their school for staff training on the use of technologies.

- Library media specialists will manage programming that will increase usage of in-house video distribution system. Anticipated activities are student news programs and specialized information sessions (student registration overviews, special events, etc.).
- Library media specialists will implement Web 2.0 technologies in providing library media services.
- Library media specialists will improve and enhance technology related skills through in-district training and attendance at conferences in order to stay current with new technologies.

Increase/Improve Technology Access

∞ Students and staff will be provided with the necessary resources to accomplish the district vision for technology.
∞ Students will be provided with the computerized technology needed to complete required state and local online assessments.
∞ Students and staff will interact with people and resources from across schools, communities and national boundaries for improved communication, problem solving and global understanding.
∞ Students with special needs will be provided access to the appropriate technology tools to be successful in the academic setting.

Administrative Support

∞ District officials will identify and apply appropriate technology to facilitate management of student, staff and financial data.
∞ District officials will identify technology required for data-driven decision making, while evaluating student achievement data.

Professional Development

∞ Staff will develop competence in the use of current technologies for data and information access, manipulation, analysis and presentation.
∞ Staff will be provided opportunities to develop technical skills to use technology in their working and learning environments.
∞ Staff will be provided with regular professional development opportunities to ensure that teachers meet the six NETS standards for teachers.
∞ Staff will be provided with professional development opportunities to teach the "how to," and also "why to" use technology in the instructional process.

Assessment

∞ Students will be provided with the computerized technology needed to complete required state and local online assessments.
∞ Staff will be provided with online computerized access to their students' assessment information so that they can make data-driven decisions.

Online/Distance Learning

- ∞ Students and staff will continue to use Interactive Television (ITV) to connect to people, places and resources that would not be otherwise possible.
- ∞ Students and staff will utilize secure, private, and moderated Web 2.0 Technologies (i.e. social networking sites, wikis, blogs, podcasts and mashups) to enhance and expand instructional content.

Parental Involvement and Communication

- ∞ Parents and guardians have increased home-to-school communication access with teachers and other district staff.
- ∞ Parents and guardians will have access to current classroom progress and assignment information regarding their child.

Strategies For Achieving Our Goals

Technology Integration with Curriculum and Instruction

Current Practices and Procedures:

Increased access to technology hardware and software has led to an increased use of technical tools in the classroom. Subsequently teacher comfort levels and skill levels have improved. A recent survey of district teachers validates that our staff members are becoming more confident and attempting new approaches to teaching. At the elementary level 85% of the teachers rate themselves as technology innovators, early adopters or early majority members. At the secondary level the percentage of innovators, early adopters and early majority is 87%.

The driving force behind this expanded integration of technology into the curriculum can be attributed to the SMART classroom installations. The district has outfitted all regular education classrooms with a ceiling mounted LCD projector, VCR/DVD combo, sound amplification system, multimedia capable computer, and telephone. Our smaller instructional classrooms have the same capacities as they can project their computer and video images through the in room television monitors. At the elementary level 62% of our teachers report using projection technology at least once per week, while at the secondary level the percentage is 73%.

The district has offered more than 450 hours of technology training opportunities for district staff over the course of the last three years. Eighty-seven percent of our teachers indicate they have attended five or more technology training sessions.

Typical use of technical tools over the past three years includes:

- WebQuest creation and Internet utilization,
- Computerized presentations (Powerpoint/Keynote),
- Digital video and audio production,
- Software acquisitions specific to curriculum adoptions (i.e. Mitchell-On-Demand, AutoCAD, Macromedia MX, SkillsTutor, Reading Naturally),
- Online subscription database information resources (i.e. MCIS Career Exploration, ProQuest Historical Newspapers, Culturegrams, BrainPOP, Atomic Learning), and
∞ Assistive Technology including voice output devices, augmentative communication devices, environment control tools, screen magnification, personal and classroom audio reinforcement systems, keyboard access tools (i.e. Intellitools, Classroom Suite, Dragon Naturally Speaking) and other input devices.

In Progress Practices and Procedures:

∞ Technology staff will support teachers through a structured, sequential technology training program and offer ongoing support in the management of technology resources.
∞ Technology staff will offer training through a variety of mediums such as face-to-face instruction, print tutorials, self-paced learning enhanced with audio, video and online learning.
∞ Instructional technology staff and media specialists will identify and inform teachers about appropriate content specific technologies.
∞ Instructional technology staff and media specialists will stay abreast of recent developments in content specific resources for teachers through professional conferences, professional reading and Web communications.
∞ Minnesota Academic Standards, NETS standards, content area standards and technology "best practices" will drive decisions concerning the use of technology in classrooms in the district.
∞ Students will understand their responsibilities as consumers and creators of the goods and services of a technology rich world.
∞ Students will understand ethical and safety issues related to use of technology resources.
∞ Further integration of Interactive Television, webinars and other audio and video chat sessions will connect our students and teachers with classrooms and professionals around the world.

Delivery of Media Services

Current Practices and Procedures:

Every building in the school district has a staffed media center. The role of the media center and current practices are documented in Section V of the plan.

In Progress Practices and Procedures:

∞ Library media specialists will improve and enhance technology related skills through in-district training and attendance at conferences in order to stay current with new technologies.

∞ A program of in-district training and staff development funding for outside training will be implemented.

∞ Library media specialists will be included in technology and information literacy related decisions as they pertain to selecting curriculum materials, team planning and appropriate use of technology and Internet resources in teaching and learning.

∞ Library media specialists will serve on grade level teams, department level teams, curriculum adoption committees, Building Leadership Teams, and other collaborative teams in our schools.

∞ Library media specialists will identify information resource needs for alternative programs, distance learning and homebound instruction.

∞ Web pages will be established and online subscriptions will be purchased to support students with online programs.

∞ Curriculum units of instruction will be regularly and continuously reviewed with supporting electronic resources identified.

∞ Library and learning resources Web pages for each school will be maintained and improved.

∞ Library media specialists will identify and evaluate online subscriptions that will support curriculum themes.

∞ Appropriate online subscriptions specific to grade level and reading level will be purchased.

∞ Library media specialists will maintain lists of "best" Web resources for use by students.

∞ Library media specialists will review and refine the library/media skills curriculum to include information literacy and technology standards for students and as a guideline for teachers.

∞ NETS and Minnesota standards will be incorporated into the curriculum.

∞ Sufficient hardware will be provided in media centers for student training and production activities – i.e. word processing, Internet searching, video production, information literacy activities.

∞ Library media specialists will coordinate Interactive Television, chat and other webinar activities across the district.

Increase/Improve Technology Access

Current Practices and Procedures:

Presently the district provides a networked multimedia capable desktop computer on every teacher's desk. In addition every teacher has a direct-in-dial telephone with voice mail within his or her classroom. Elementary classrooms have five additional networked multimedia capable desktop computers for student use. In addition each K-5 school has a wired computer lab and one set of wireless laptops for classroom checkout. The elementary media centers have 24 additional desktop computers available for use.

At the secondary level, flexible schedule and curriculum specific computer labs exist. The middle school has seven wired computer labs, and its media center has 31 additional computer workstations for student use. The high school has seven wired computer labs, and one set of wireless laptops. Three of the computers labs are accessible from within the media center. In addition to the classroom-sized computer labs, six other classrooms in the building have at least 12 or more computers available for student use.

The district has 100% wireless network coverage within its buildings. The district has begun purchasing more laptops than desktop computers as part of our hardware replacement cycle. This trend may have to be reversed as the requirements for computerized state assessments do not support a wireless connected workstation at this time.

All district classrooms have access via H.323 standards to Interactive Television to connect to other worldwide resources. The district has seen the amount of ITV utilization increase each of the last three years.

A district-wide license of SkillsTutor, an Internet-based complementary and supplemental curriculum, is provided for all teachers and adult education students. SkillsTutor allows users 24/7 access to the online content. Students without Internet access at home may use SkillsTutor after hours in select district media centers, as a participant in an after school program and/or by using computers at the public library.

Additional information regarding district technology access can be found in Section IV – Infrastructure, Management, and Support on page 28 and in the Administration Support section on page 20.

In Progress Practices and Procedures:

Technological advances are rapidly transforming society at an ever accelerating pace. It is imperative that schools prepare students to prosper in a global society in which technological literacy is a basic skill. To do so, schools must provide students with learning experiences in which they use technology to acquire, process and communicate information as an integral part of the educational

program. Teachers must be empowered with the tools and training they need to create and facilitate these types of experiences.

Planning for technology integration will be based on the curriculum, instruction, and assessments we choose. These are derived from the learner outcomes we define for each area of instruction as guided by the academic standards. Through this process, we will identify where and how technology will be used to help students achieve these defined outcomes. The following learning modes have been identified as being important components of our curriculum plans. They also lend themselves well to student technology use.

Active Learning: Students are actively involved in learning and not an audience for instruction. They create and produce as they learn. They are engaged in their work, try out new ideas and gain understanding by constructing their knowledge from the world around them rather than acquiring it through memorization.

Constructivist Learning: Teachers will act as coaches by providing authentic activities and contexts whereby the learner constructs his or her own knowledge through exploration, collaboration, problem solving, and addressing multiple perspectives and viewpoints. Primary sources of data will be used and there will be authentic assessment tools utilized.

Cooperative Learning: Students work together to learn information and skills, to formulate concepts, to build products or to refine ideas.

Individualized Learning: Individualized learning accounts for the fact that students learn in different ways, at different speeds and at different times. We recognize that individual students have multiple testing styles that will require individualized assessment of learning progress

Interdisciplinary Learning: Students explore concepts and learn skills through interdisciplinary units or projects. Their learning is connected, and they naturally integrate ideas from many content areas.

The district continues to move ahead with specific activities to facilitate a fundamental change in educational delivery. Recent enhancements to building facilities and technology infrastructure support the change process. Future enhancements to our SMART classrooms across the district will occur over the course of the next three years to speed the integration of technology and reinvent the way teachers teach. Classroom teachers have been surveyed as to which enhancements they want installed in their classroom. Options for staff included document cameras, personal response units, interactive touch panels and wireless tablets, digital cameras and camcorders as well as audio reinforcement sound field systems.

With the state moving towards online computerized assessments, it is imperative the district continues to keep its "testing" lab workstations up-to-date. This will require either additional funding or the need to reprioritize our technology goals and forgo other equipment and software acquisitions. The district presently maintains a six- to-seven-year hardware replacement cycle. The state's online testing provider's recommended hardware requirements identify computer workstations that are only three- to-four years old.

Administrative Support

Current Practices and Procedures:

In the past three years, the school district has implemented several district-wide technology systems. The focus of the products implemented was to improve economic efficiency, increase educational effectiveness and focus on the future of the school district, which had been facing ongoing declining enrollment. In 2005, the district implemented a secure, role-based staff portal. Our Web-based extranet serves as the central information distribution for all employees. In addition its database-driven backend populates several Web-pages on our public Web site. In 2006, we switched our district food service Point-of-Sale (POS) program to QSP. The new program has a SQL backend, which we plan to integrate into our future parent/student portal. The parent/student portal is presently under development.

Also this year due to a company merger, we were forced to switch library automation systems. We are presently completing the change to Follett Destiny Library system.

The district finance and payroll systems, SMARTHR and SMARTFinance, both exchange data with our extranet and our district student information system, PowerSchool, to maintain a framework of interoperability. Our centralized file directory services are populated and end user access granted by an automated script combination of active employees in our payroll system and active students in our student information system.

District special education staff members have utilized the Web-based IEP program, iPlan, since the fall of 2002. Due to technical limitations, a SIF type of data exchange between PowerSchool and iPlan has been implemented in a restricted fashion. The district is currently reviewing other options that would provide better SIF integration with PowerSchool.

Since the Fall of 2003, administrative cabinet members and other "key" staff members have been utilizing MeetingMaker, a shared, collaborative group calendar and scheduling application.

In Progress Practices and Procedures:

- The district is in the final implementation of a Web-based data warehouse solution, Sagebrush Viewpoint. Viewpoint will provide teachers with classroom access to historical assessment data for their students. In addition, district administration can review grade level, building and socio economic assessment trends in real time.

- The district expects to rollout Resource Scheduler in the fall of 2007. Resource Scheduler will serve as a centralized reservation system for district assets including vehicle fleet, conference rooms, classrooms, computer labs, media centers, gymnasiums, auditoriums and other equipment frequently used. The system will automate the facility rental charge process as well as allow for public browsing of asset availability and online completion of an "intent to use/rent" form.

∞ The district is in the process of selecting a vendor to provide electronic online payment processing. Feedback from parents indicates the need to provide an avenue for lunch fees, athletic fees and other student fees to be paid by a debit or credit card. The district expects the submission of electronic fee payments by parents will increase as society's utilization of debit and credit cards continues to increase.

Professional Development

Current Practices and Procedures:

Professional development opportunities are composed of both mandated and voluntary options. Some opportunities are made available for staff on a 24/7 basis via any Internet enabled computer.

Staff development is offered in a variety of mediums, including online and traditional classroom experience, Web-based training videos and access to Atomic Learning's electronic tutorials, and provision of library materials in the form of CDs, DVDs, electronic and print materials.

The district's technology integrationist, media specialists and other tech savvy teachers are available to work with staff members individually, addressing their specific skill needs.

The district's technology department, in cooperation with the technology integrationist, media specialists, building staff development committee and administration, coordinate technology related staff development activities. Training during paid staff time will occur on scheduled staff development days.

Classes are offered at no cost to district employees before and after school as well. In the past three years more than 450 hours of technology training opportunities for staff have been conducted. Most district staff have taken

advantage of these sessions. The staff are informed of these opportunities via e-mail and online extranet postings.

In Progress Practices and Procedures:

• Over the course of the next three years the district is looking to spend more of its capital dollars on technology training. It is anticipated that all certified staff will receive 25 to 35 hours of training throughout the next three school years. Staff will convene by grade level and department so training can be tailored to user groups' specific needs.

Assessment

Current Practices and Procedures:

Beginning in the Fall 2004 the district implemented NWEA's computerized MAP testing for all students in grades 2 through 10. Data collected is interpreted and evaluated by classroom teachers. The district has initiated Professional Learning Communities with a focus on evaluating this and other student assessment data as well as improving instructional practices.

The district also uses QRI, DRA, and DIBELS assessment instruments to capture more specific student literacy development information.

In Progress Practices and Procedures:

∞ The district will be field testing the MCA science test this spring
• The online MTELL test will be given to several ELL students later this spring.
• The data warehouse solution, Viewpoint, will be deployed this spring, with training scheduled this summer for lead staff and other certified staff receiving training next Fall.

Online/Distance Learning

Current Practices and Procedures:

All district classrooms have access to connect via Interactive Television (ITV) to other H.323 sites across the globe. The district has seen expanded utilization of this technology, as field trip budgets have dwindled, the cost of bus transportation has increased and the quantity and quality of ITV programming has increased.

The district is spending more dollars on an annual basis for electronic subscription databases and other online resources, such as United Streaming, SkillsTutor and Atomic Learning.

In the past three years, several students have enrolled in some form of an online course with mixed results. Clearly online courses are not for all students.

In the spring of 2006, the district offered a physical education personal fitness course online. Twenty-six students with scheduling conflicts took advantage of the course offering. The class was conducted and information exchanged primarily through the use of a blog. Some face-to-face time with the instructor was required and students did have the option to request additional face-to-face instruction. A survey at the conclusion of the class rated the course and its delivery format favorably.

District teachers have access to post assignments and other class information on their own personal course Web page. As more content arrives in digital format and as the tools for creating digital content become easier to use, we expect that more locally taught courses may be taught online. NIMAS legislation may provide a boost for educators creating online courses.

In Progress Practices and Procedures:

∞ Continued expansion and integration of ITV opportunities with possible Internet 2 connections. Live video and audio chats technologies are in the early testing phases within the district.
- As part of the textbook adoption process, technology resources will be considered and recommended for purchase.
- In the fall of 2006 the district acquired digital photocopiers. The district expects to train staff how to use these copiers to digitize print materials to be used in conjunction with the course work. It is expected this will have a positive impact on home-to-school connections, as students will now be able to have 24/7 access to all classroom handouts.
- The district is expanding its deployment of interactive touch panel and wireless tablet technologies (similar to electronic whiteboards). The interactive software allows teachers to save all of their whiteboard work in electronic format so students can review the material at a later time. It is expected that as more courses are developed in an online format this technology will be utilized to a greater extent.

Parental Involvement

Current Practices and Procedures:

Parents/guardians of district students are provided with passwords that enable them to access their student's progress and current records through the PowerSchool interface. Parents can obtain the password after presenting identification and attending a short training session or watching a training video on the parent's login page. Once logged into the system, parents can access their student's assignments, grades, attendance, lunch account balance, and teacher comments. Parents can also register to have reports automatically e-mailed to them.

School district personnel may communicate with parents in the following ways:

- ∞ All teachers, administrators, and critical support personnel have a telephone on their desk with a direct-in-dial phone number and voice mail box.
- ∞ All employees have e-mail access.
- • All teachers can post comments for parents in their gradebook. The comments are delivered to parents at login to the PowerSchool portal.

In Progress Practices and Procedures:

- ∞ Online class registration for students with parent/guardian oversight and approval.
- ∞ Collaboration between teachers and parents has increased with e-mail, online newsletters, classroom Web sites and notification of daily activities of the student.
- ∞ Activity fees and lunch fees will be able to be paid online through electronic funds transfer.
- ∞ The district is in the planning and development stages for a student and parent portal that will expand the information currently available online via PowerSchool. Information planned to be shared online includes detailed lunch transactions, overdue library book notification, bus routing information, assessment/testing information, and a secure messaging system to facilitate information exchange among principals, counselors, teachers, parents and students.

CRITERIA III. Policies and Procedures

Equitable Access for Students With Exceptional Needs

Through School's Board policies and Minnesota TSES Statutes, students with exceptional needs are guaranteed equitable access to technology and other district resources.

The Moorhead Area Public Schools' policies can be viewed online in a searchable format at www.moorhead.k12.mn.us/district/schoolboard/policies/ The following policies are particularly significant to equitable access and are attached as Appendixes.

Student Disability Nondiscrimination	Appendix A
Special Education Programs	Appendix B
Special Education Policies and Procedures	Appendix C

A student's IEP team evaluates each student with exceptional needs to determine if assistive technology should be considered. The district employs two licensed Learner Support Services teachers who have some time dedicated as an assistive technology resource person. The IEP team consults with these AT teachers for assistance with appropriate equipment or software with characteristics that match the student's needs.

To ensure the assistive technology ordered complies with district standards, all requests for hardware and software are handled through standard technology purchasing channels.

ADA Compliance
Our www.moorhead.k12.mn.us Web site has not been officially checked for ADA compliance. The district's web development staff is aware of ADA requirements and is always working toward integrating compliant features as part of the site's ongoing updating and redesign.

Data and Network Security

Anti-virus software is installed and operational on every server and computer workstation on a Local Area Network or on the district's Wide Area Network. This software protects all information written to the file servers and all information downloaded to the workstations from removable disk or the Internet from computer viruses. E-mail entering and exiting the district are also scanned for viruses and rejected if found to contain any. The district conducts two virus and two spam scans of every file and e-mail message that enters and exits the district.   In addition, some workstations employ a third scan for viruses once the e-mail is delivered to local client computer.

Network users store critical data from workstations on local file servers in home directories that are secure and backed up nightly. Additionally some file servers store data using RAID technology. This technology spreads the data across multiple disk drives and implements the most reliable method of disk storage available.

The district has implemented a centralized hard disk based RAID backup solution. District servers remotely back up their data each evening to this backup disk array. Additionally each night incremental backups are performed and off loaded to tape. The district systematically rotates backup tapes offsite to ensure that a current backup would be available if needed. In addition provisions are in place to archive specific tapes indefinitely.

The district maintains "Critical Care" contracts on our most important hardware, which provides for 24/7/365 onsite response time of four hours and parts replacement within 48 hours.

The district maintains a small collection of "hot spare" devices, including switches, routers, and critical server parts to minimize downtime.

Critical system components are stored both onsite and offsite.

Internet Safety Policy and CIPA Compliance

The Moorhead School Board recognizes the need for its staff and students to have access to a global information network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The responsible use of this global information network is important. The district's information network shall be used only for educational purposes consistent with the district's mission and goals.

Accordingly, the School Board of the Moorhead Area Public Schools shall operate an information network to support its educational mission. The Moorhead Public Schools Information Network is defined as information systems owned by the district as well as other information systems to which the district provides intentional or unintentional access. The district is not responsible for information available from third parties solely for providing access or connection to or from a facility, system or network over which it has no control. An orientation session on appropriate use of the Moorhead Public Schools Information Network shall be provided for each user prior to the issuance of a system account. The use of this system shall be consistent with the district's educational mission, district policy, state laws, and federal laws.

The Moorhead Area Public School's board policies can be viewed online in a searchable format at www.moorhead.k12.mn.us/district/schoolboard/policies/. The following policies are particularly significant to network and Internet use and are attached as Appendices.

Information Network Acceptable Use and Safety Policy   Appendix D
Use of Moorhead Public Schools Information Network   Appendix E

Additionally the district and school specific discipline policies outline guidelines related to appropriate student behavior and related consequences. At times, the student discipline policy (or other district policies) has superceded technology specific policies. Recent examples of this include student issues related to threats and harassment.

CRITERIA IV: Technology Infrastructure, Management, and Support

Telecommunications Capacity

The district has one primary and seven redundant Internet Domain Name Servers (DNS) that are maintained by a LAN/WAN specialist. The DNS software used is SimpleDNS.

The district has a primary Internet mail server using Simple Mail Transfer Protocol (SMTP) and Internet Access Message Protocol (IMAP) providing e-mail services for 800 district staff members. Our 5,300 K-12 students are provided Web-based e-mail accounts through our membership with EduTech.

The district has two Cisco Pix Firewalls configured for hot-failover. This redundant protection prevents outsiders from accessing our local and wide-area networks. Internet filtering is deployed at the firewall level to meet the CIPA requirements. The district uses Lightspeed filtering product. A district Internet filtering committee provides oversight of the filtering categories and the URL exception list. The filtering category matrix can be found in Appendix F.

The district deploys multiple, redundant World Wide Web (WWW) servers and File Transfer Protocol (FTP) servers on the Internet.

Local Area Network Wiring Systems
The district uses category 5 cable and 568B as its Ethernet wiring standard. The standard district classroom has a 12 category 5 cables with one designated for voice communications. Buildings with multiple distribution cabling closets have a minimum of 12 strands of multimode fiber optic cable as well as 100 pair of category 3 cable interconnects for digital handset connections. All district buildings are blanketed by a 802.11b/g wireless mesh network.

Wide Area Network
As of Fall 2006, the nine district sites: Moorhead High School, Horizon Middle School, Robert Asp Elementary, Ellen Hopkins Elementary, S.G. Reinertsen Elementary, Probstfield Center for Education, Red River Area Learning Center, West Central Regional Juvenile Center and Maintenance/Transportation, are interconnected with 6 strands of single-mode fiber in a star topology. Moorhead High School serves as the head end for our district WAN. In addition, 6 strands of single mode fiber connect the school to other community sites: Townsite Centre and Minnesota State University Moorhead. The latter site provides fiber connectivity to other higher ed institutions locally and across the state. The district also has a single mode fiber connection to local cable provider CableOne. Through this connection the district can link to 21 other City of Moorhead sites.

The district uses Cisco Layer 3 switches to provide 1000 MB of data connectivity between sites and internal wiring closets. All desktop computers are connected

via 100MB switched port, with every 48 ports sharing a 1000MB back-plane across the LAN.

Moorhead High School is the center of a fiber optic network that services eight school sites and three non-district facilities. We have a fiber connection to our ISP 702 Communications. This fiber connections allows us to purchase bandwidth as needed. Our current contract allows the district eight months of 8 MB, and two months of 10MB and 12 MB of Internet bandwidth. Currently the Internet traffic averages 70-80 percent daily utilization when deploying at 8 MB of bandwidth.

PBX

Voice communications are provided from our Fujitsu 9600 PBX and routed over two strands of our single mode WAN fiber. Four T-1 lines provide the district with dial tone. The district functions as a single four-digit exchange with Direct In Dial (DID) and voice mail for each user. We have more than 1,500 DID numbers reserved. The voice mail system provides a community information line with a menu driven selection system. The system provides Enhanced-911 functionality for our regional dispatch center.

Equipment Access for Instruction

Our ratio is one student to 2.45 Internet-connected computer. The district has the following technology equipment installed and in operation:

- 2,360 Client Computers (2,168 Mac & 192 Windows)
- 72 File Servers (36 Mac & 36 Windows)
- 190 Laser Printers (175 Black/White & 15 Color)
- 26 Digital Photocopiers (Network printing and scan-to-email)
- 352 LCD Projectors (ceiling mounted)
- 341 Television Monitors
- 137 Cisco Wireless Access Points
- 609 Digital Telephone Handsets
- 245 Analog Phone Handsets
- 17 Fax Machines
- 70 Digital Still Cameras
- 62 Digital Video Camcorders
- 35 Flatbed Document Scanners
- 33 Classroom Sound Field Systems

The required technology plan matrix below contains additional information.

Assistive Technology

The district has several assistive technology components installed and utilized in district classrooms. A district license has been acquired for Read/Write Gold/SafariReader software. This license provides text-to-speech, word prediction, audible dictionary, speech enabled calculator and access on all 2,300 computers in the district.

The district also has several other assistive technology specific software packages in use including Dragon Naturally Speaking, IntelliTools: Classroom Suite (IntelliMath, IntelliPics, IntelliTalk), SOLO(Co-writer, Read OutLoud, Write OutLoud, DraftBuilder), Board Maker, Pictureit, PictWriter, IntelliKeys Board, Don Johnston Switch Interface and SMARTBoards.

Additional stand alone Voice Output Devices (ChatPC, Tech Speak, Go Talk, Big Mac, Level Switch, Cheap Talk) are used through the district.

Deaf and Hard of Hearing students have access to TTY, closed caption, remote Sorenson video connection service and sound field systems. More than 35 sound field systems are installed in classrooms across the district.

Average Age of Equipment for Instruction

The current student to computer ratio is 1-to-2.45. The average age of district computers is 4.25 years. See matrix below.

Handhelds, Tablet PCs, Interactive Whiteboards and Other Devices

Several district administrators make use of PDA devices (Palm and Blackberry) in conjunction with our district collaborative group calendar and scheduling program, MeetingMaker. The district has also outfitted all classrooms with ceiling-mounted LCD projectors. Smaller instructional spaces are fitted up with computers connected to television monitors.

The district is just now looking to expand the use of the LCD projectors by adding document cameras, interactive wireless tablets and touch screens as well as personal response units.

Replacement Schedule

Current technology budget reductions have forced the organization to forgo plans to maintain a six-year hardware replacement cycle for district computers. Presently a seven-year replacement cycle although less than desirable is most probable. Please see the matrix below for further information.

Technology Platform

Macintosh OS X, Windows 2000, and Windows XP are utilized across the district on client computers. The district uses primarily the Apple computing platform with 92 percent of district workstations Macintosh. See more specifics in the matrix below.

Technical Staff Support

Presently, the district has one building level computer technician in each 800 student elementary building, two technicians at the 1,200-student middle school, three technicians at the 1,600 student high school and a half time support person for adult education, early childhood and community education. In addition the district employs a full time server administrator who spends one day per week in each of the five primary K-12 school building sites. Technical support is provided to other smaller district sites on an as needed basis or via remote connection.

QUESTION	RESPONSE
What is your telecommunications/Internet connectivity capacity in your school district or school for Internet access and video connectivity?	Our current contract allows the district eight months at 8 MB, two months of 10MB and two months at 12 MB of Internet bandwidth. The district also has 1.5 MB of bandwidth dedicated to ITV services.
Do you have plans to expand this capacity within the next three to four years?	The district has a fiber connection to its ISP, therefore we can purchase bandwidth as needed with 24 hour notice. Currently the Internet traffic averages 70-80 percent daily utilization when deployed at 8 MB of bandwidth. We will expand bandwidth as needed and/or as funding allows.
If you plan to expand telecommunications capacity, what will be your anticipated capacity by the end of this planning period (July 1, 2011).	Unknown…We will expand as needed and/or as funding allows.
What is your student to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?	Our ratio is 1 computer for every 2.45 students. Unless funding changes, we do not anticipate this ratio fluctuating.
What is your teacher to Internet-connected computer ratio? **What will this ratio be at the end of the planning cycle?**	Presently all district certified staff members have Internet accessible computers on their desks. The ratio will remain 1-to-1 at the end of this planning cycle.

Are the majority of the computers accessible for students located within labs or classrooms?	• At the elementary level all regular education classrooms have five student computers within them. • At the secondary level a select number of classrooms have multiple student computers installed within them, but primarily most workstations are located in labs at our high school and middle school.
What is the average age of computer equipment used for instruction?	The average age of our Internet-enabled computers is 4.25 years. This implies that half our computers are newer and half are older then this figure.
What is schedule/timeline for your computer equipment replacement cycle?	Our goal is a six-year replacement cycle. Realistically it is a seven-year cycle. We typically refresh teacher computers after three years, and then use those computers as student workstations.
What is your computer platform? PC-based, Macintosh-based or both?	We are a cross platform school district, but are primarily Macintosh. • 92% Apple Macintosh • 8% Windows. All windows-based student accessible workstations are located at the high school and alternative learning center.
How many technology support staff do you have to manage your technology infrastructure and network?	8.5 client workstation support employees 1 server support technician 1 LAN/WAN manager 1 Database administrator 1 Application system support 1 Web and application developer
Are the technology support staff sufficient to the task of effectively managing your technology infrastructure and network? If not, what staff capacity do you think you need?	The demand from online testing and access to online assessment data has created a shortage of staff. We are one half time technician short and one additional full time application systems support person short for providing adequate technical support.

Are technology support staff provided with the necessary training they need, including training associated with assistive technology?	Training is provided locally as time allows. It is more of a hardship for technicians to be gone from work to attend training, then it is to find the money to send someone to training. The district employs two assistive technology specialists (teachers). These teachers typically spend time with our support staff teaching them how specific software works. As you can expect assistive technology occupies a large portion of our technicians' time.
How and when are technology support staff provided with training?	Department members meet biweekly to troubleshoot larger issues. These meeting usually entail some type of training. Other extended system training occurs during the summer months.
What particular challenges does your school district or school face in providing sufficient access and technology resources to your staff and students?	1. Funding is always an issue. The more technology that teachers are exposed to the more technology that they request. 2. It is difficult for our district to remain competitive with salaries and benefits for our technology staff. 3. It is difficult to maintain enterprise class network infrastructures with limited number of support staff and when faced with the belief by most educators that a majority of capital dollars should be spent on classroom equipment and not on backend systems. 4. It is difficult to stay ahead of our students when trying to manage bandwidth, ensure filtering compliance and secure our online systems.

CRITERIA V: Role of School Media Center and School Library Media Center Staff

The Moorhead Area Public Schools maintain media centers in each of the three elementary schools, the middle school and the high school. In each of these schools a full-time professionally trained media specialist manages the instructional program of the media center.

Media centers make extensive use of technology resources and equipment. Each media center has at least one adjacent computer lab space in addition to computer workstations in the main media centers. All district standard software is available for student use in class or during free periods (at high school).

All media specialists serve on building and district technology committees and have participated in development of the technology plan.

Role in supporting instruction – The instructional program of the library media program is based on a flexible schedule and integration with all curricular areas of each school.

The media center pages on the district Web site direct students to ELM resources. In addition, subscription resources have been purchased through district funding. Media specialists create and update "project links" for specific units of study. These project links provide direct links to recommended Web resources, suggested print materials, and formatted documents for student activities.

Media specialists provide training for students in the use of software applications. They also support teachers by identifying appropriate technologies to meet classroom standards and by doing "just in time" help desk type support when requested.

Standards – Program activities are based on the MEMO Recommended Information Literacy and Technology Literacy Standards and the MEMO Information Literacy Scope & Sequence. Focus is on the four areas of the standards: research, reading, technology and responsible use. We are early in the process of identifying resources and aligning the skills with classroom units of study. This effort will be ongoing throughout the timeframe of the current technology plan.

Budget for Library Media Programs – Budgets have remained steady during recent years. Spending priorities are reviewed and adjusted yearly to reflect the need for increased access to electronic materials such as streaming video.

Partnerships – There are no formal partnerships with other library agencies in the area. Our community has a public library as well as two academic libraries. Links are provided to their catalogs and students are encouraged to use their services when needed. Public library staff present information about summer programming to elementary students during school visits in the spring.

CRITERIA VI: Staff Development and Training

The National Educational Technology Standards (NETS) for Students, Teachers, and Administrators will serve as our standards at the local level. Our Needs Assessment plan is based on these standards.

Staff technology training will primarily be delivered through technology education. These courses are free to district employees and are offered on a year round basis, so teachers and other district employees can take advantage of them during the summer months and the school year. In the last three years more than 450 hours of technology training has been offered to district employees.

Staff training videos are also available from our secure Extranet Web site for staff to view at their convenience (http://my.moorhead.k12.mn.us/www/trainingvids). In addition, the Moorhead Area Public School District subscribes to Atomic Learning, which provides online video instruction for numerous software applications.

Upon completion of staff technology training, teachers are encouraged to demonstrate an application of the specific technology skills in a classroom project. The teacher will be asked to create a project that may:

- ∞ enhance teacher productivity,
- ∞ address integration of their curriculum,
- ∞ address integration across curricular areas, and
- ∞ enable students to deliver information in an electronic format, which could include a multimedia presentation, movie production, sound production, expertise with a software application such as Inspiration or AppleWorks database, online research, the writing process, and digital media. The possibilities are boundless.

The media specialists, technology integrationist, and building technicians will work closely with staff to provide assistance in the development of meaningful projects that will measure improvement in staff and student technology knowledge and application. The Moorhead School District Technology Department also has an online database of successful curriculum-based technology projects that is accessible to staff to assist in project planning. At each month's district technology committee meeting, various technology integration projects are demonstrated. Each district building is required to provide the demonstrations at one of the monthly meeting.

Administrative technology workshops are planned during administrators' summer staff development days to improve their knowledge and productivity. These workshops will be designed to meet the NETS standards for administrators. In the past training has been provided on the Extranet (the Moorhead Schools staff portal interface), MeetingMaker, Keynote presentation software, PowerSchool, DataWarehouse, Digital Media, and connecting laptops to LCD projectors. Upon completion of these workshops, administrators will provide feedback to the technology department on how use of these applications has improved their productivity.

The district is expanding its deployment of interactive touch panel and wireless tablet technologies (similar to electronic whiteboards). The interactive software allows teachers to save all of their interactive work in electronic format so students can review the material at a later time. As the district deploys this new hardware, specific training will be provided.

Over the course of the next three years the district technology committee is recommending the district spend more of its capital dollars on employee technology training. It is anticipated that all certified staff will receive 20 to 30 hours of training throughout the next three school years. Staff will be grouped by grade-level and department so training can be tailored to end users' specific needs.

CRITERIA VII: Budget for Technology

Capital outlay dollars are the largest part of the technology budget. Other funding sources include Title II Part D, E-Rate reimbursement, state reimbursements and partnering with other departments and/or federal programs to maximize technology purchasing power. The data in the matrix below was provided by Denice Sinner, District Accountant.

UFARS OBJECT CODE	Category	ITEM(S) Description	FY2008 Budget	FY2009 Budget	FY2010 Budget	FY2011 Budget
100	Salaries and Wages for Technology Staff		655,186	687,946	722,343	758,460
200	Fringe Benefits for Technology Staff		128,901	138,429	148,739	159,902
300	Purchased Technology Services					
	Communications (telephone, Internet access)		89,036	91,707	94,459	97,292
	Computer and System Services		77,926	80,263	82,671	85,151
	Technology Staff Development		9,270	9,548	9,834	10,130
	Technology Workshops and Conferences		54,940	56,588	58,286	60,035
	Technology Leases and Rentals		46,881	48,288	49,737	51,229
	Purchased Technology Services (i.e. maintenance)		66,167	68,152	70,197	72,303
400	Supplies and Materials (instructional/ non-instructional)		61,944	63,803	65,717	67,689
500	Capital Expenditures		272,229	280,395	288,808	297,472
800	Other Expenditures					
Total			**1,462,480**	**1,525,119**	**1,590,791**	**1,659,663**

CRITERIA VIII: Implementation Plan

Action Steps	Timeline for completion
Technology Integration with Curriculum and Instruction	
Students will understand their responsibilities as consumers and creators of the goods and services of a technology rich world.	Ongoing
Students will understand ethical and safety issues related to use of technology resources.	1. Fall 2007 initial training for students grades 6-12. 2. Ongoing incorporation into 6th, 7th, 8th and 9th grade curriculum
NETS standards and Minnesota standards will be incorporated into the curriculum.	Ongoing
Students with special needs will be provided access to the appropriate technology tools to be successful in the academic setting.	Ongoing as needs are assessed
Students will have access to textbook and supporting print materials in multiple formats (audio, ebook, braille, etc.) as outlined by NIMAS standard file format legislation.	Annual review of NIMAS accessible materials accompanying curriculum and curriculum cycle textbook adoption process.
Primary grade teachers and students will have access to age appropriate word processing software.	September 2007
Students and teachers will have access to additional digital cameras, camcorders and audio recording devices for project completion.	1. September 2007 2. Ongoing acquisition of additional equipment

Delivery of Media Services	
Evaluate and purchase additional online subscription databases to support student research.	Ongoing
Align MEMO Information Literacy Scope and Sequence with media center resources and classroom activities.	July 1, 2008
Library media specialists will be included in technology and information literacy related decisions as they pertain to selecting curriculum materials, team planning and appropriate use of technology and Internet resources for teaching and learning.	Current and ongoing
Library media specialists will serve as a point of contact in their school for staff training on the use of	Ongoing

technologies.	
Library media specialists will manage programming that will increase usage of in-house video distribution system. Anticipated activities are student news programs and specialized information sessions (student registration overviews, special events, etc.). Programming will be archived and accessible via the district's web site.	July 1, 2007
Library media specialists will implement Web 2.0 technologies in providing library media services.	July 1, 2008
Library media specialists will continue to improve and strengthen collaborations with organizations offering learning opportunities for students and staff through ITV and other online technologies as they emerge. Formal courses taken for high school credit as well as special event programming will be made available.	1. Ongoing 2. Implemented in select situations as funding allows
Library media specialists will improve and enhance technology related skills through in-district training and attendance at conferences to stay current with new technologies.	Ongoing

Increase/Improve Technology Access	
Access to content specific technologies – Web subscription databases, software, and hardware – will be made available to students and teachers.	1. Ongoing 2. Dependent on funding
Sufficient hardware will be provided in media centers and computer labs (wired & wireless) for student training and production activities – (i.e. word processing, Internet searching, video production, information literacy activities).	1. Hardware purchased each summer of the plan 2. Purchases will be dependent on funding
Minnesota Academic Standards, NETS standards, content area standards and technology "best practices" will drive decisions concerning the use of and purchase of technology in district classrooms.	Ongoing

Further installation of and enhancement of existing SMART classroom equipment installations will occur.	1. Complete install of SMART equipment RRALC and WCRJC in summer 2007 2. Additional installations if practical and as budgets allow in select smaller instructional spaces 3. Begin the three-year phase of teacher requested SMART enhancements (i.e. personal response units, document cameras, interactive tablets and touch screens, sound field systems)
Windows desktop computer users will utilize an IMAP compatible e-mail client.	Summer 2007
Students and staff will be provided with the necessary resources to accomplish the district vision for technology.	Ongoing
Replace outdated computers (7+ years) with current computers per replacement schedule.	1. Summer 2007 2. Ongoing

Administrative Support	
Regularly and frequently assess district technology needs for management of testing and reporting, human resources, state reporting, financial management, and Web-based communication.	Ongoing
Establish criteria for appropriate technology solutions, evaluate available products and purchase appropriate software and hardware to meet defined requirements.	Ongoing as needs are identified and assessed. (Examples include food service POS, library automation upgrades as well as data warehouse implementation)

Professional Development	
Support teachers through a structured, sequential technology training program and offer ongoing support in the management of technology resources within specific content areas as specified in the Minnesota Academic Standards.	Ongoing
Offer training through a variety of mediums such as face-to-face instruction, tutorials, self-paced learning through audio and video and online learning.	Ongoing
Identify and inform teachers about appropriate content specific technologies.	Ongoing

Instructional technology support staff (media specialists and integrationist) will stay abreast of recent developments in content specific resources for teachers through attendance at professional conferences, reading of professional publications, and a review of Web posted communications.	Ongoing
Training will be provided with a focus on specific content areas. Preference and emphasis of training content will coincide with the district's grade-level and department curriculum and textbook adoption cycle.	1. Ongoing 2. Designated staff development days will be used 3. Workshops will be provided during paid staff time and before and after school 4. Funds will be reserved to provide staff training on technology acquisitions purchased during the textbook adoption process.

Assessment	
Students will have access to complete computerized tests on workstations that meet the assessment providers' hardware and operating system recommendations.	Ongoing
Teachers and district administrators will have access to up-to-date historical assessment information via Web-based application (i.e. data warehouse).	Summer 2007

Online/Distance Learning	
Students and staff will interact with people and resources in other district schools, communities, states and countries to enhance the educational process with improved communication, problem solving and global understanding.	1. Expanded "live" ITV utilization -- ongoing 2. "Live" Interactive Web audio and video connections as appropriate
Students will have access to recorded classroom lectures/lessons via remote connection and/or download of archived interactive sessions.	1. Spring 2007 initial trial period 2. Ongoing as classroom technology allows
Students will have access to print materials in an online posted digital format as staff are trained to utilize the scanner features of the district copiers.	1. Spring 2007 initial pilot project 2. Ongoing training for all staff beginning Fall 2007

Parental Involvement and Communication Practices and Procedures	
Student and parent portal planning and development as time permits or need warrants.	Ongoing
Increased collaboration between teachers and parents – e-mail, online newsletters, classroom Web sites, PowerSchool progress entry.	Ongoing
eCommerce transactions available through secure portal accessible from district Website so parents can deposit lunch, activity and other fee payments via credit or debit card.	September 2007

CRITERIA IX: Evaluation Plan

Evaluating the 2004-2007 Technology Plan

The Technology Plan Steering Committee completed the final evaluation of the 2004-2007 Technology Plan. We have observed teachers excited about delivering instruction in their classrooms in a unique way. They are using technology as the tool to deliver enriched curriculum using innovative methods that catch the students' attention.

Ninety percent of district teachers report that they perceive the Moorhead Area Public School district as a leader in its implementation and utilization of technology. Furthermore 96 percent of the district teachers expressed confidence in the district's technology support staff's competence.

Parental use of PowerSchool began in the 2002-03 school year. Currently on average 900 parents view their student's attendance, progress, and lunch account balance on a daily basis. Students login to check their real time status at an average of 2,000 unique hits per day.

In reviewing the 2004-07 Technology Plan, we found the following:

Benchmark	Evaluation
Increased collaboration between teachers and parents – e-mail, online newsletters, classroom Web sites, notification of daily activities of the student	Benchmark was met • 45% of our teachers are posting classroom information on their Web page. This figure is up from 15% in 2004.
Parents will have the option to pay activity, lunch and other fees online.	Benchmark in progress, but is expected to be met September 2007
Offer training through a variety of mediums such as face-to-face instruction, tutorials, self-paced learning through audio and video and online learning.	Benchmark was exceeded • 450 hours of technology training was offered in face-to-face hands-on format. • Atomic Learning online subscription has been renewed. • Print training materials have been created and posted for staff review. • 51% of elementary and 58% of secondary teachers reported attending six or more technology training sessions.

Benchmark	Evaluation
In-house video and television production program is in place and used by staff and students.	1. Benchmark was met at the high school as a TV production course established. 2. Benchmark is in progress at elementary and middle school sites. Benchmark expected to be met at K-5 schools September 2007 and at the middle school in Fall 2008.
SMART classroom equipment (Computer and DVD/VHS player connected to LCD projector) will be utilized on a weekly basis by 50% of the teachers.	Benchmark was met • 93% of secondary teachers report meeting the requirement • 82% of elementary teachers report meeting the requirement
75% of district's teachers will enter the technology innovator, early adopter or early majority stage on the continuum of technology initiative and implementation acceptance.	Benchmark was met • 87% of secondary teachers report meeting the requirement • 86% of elementary teachers report meeting the requirement
100% of the district teachers will use PowerSchool to report daily attendance at all sites and student lunch counts at the K-8 school sites.	Benchmark was met
100% of the district teachers will use PowerSchool to report student progress.	Benchmark was met • 100% of the secondary teachers use the electronic gradebook to report mid terms, final test and course grades. • 100% of the elementary teachers use the electronic gradebook to submit assessment data (i.e. QRI, DRA, DIBELS).
Establish a required number of hours of technology training for each employee per year.	Benchmark was replaced with other goals.
90% of committee agendas and minutes are e-mailed to committee members.	Benchmark has been replaced with other goals. Agenda/minutes are now posted online.

Evaluating the 2007-2011 Technology Plan

The Technology Planning Steering Committee, technology integrationist, administration, and the District Educational Technology Committee members will the review the 2007-2011 technology plan on an annual basis at the April or May committee meeting. A final review of the plan will be conducted by the Technology Plan Steering Committee and will be included in the 2007-2011 Technology Plan.

Members of the Information Systems and Instructions Support Department including media specialists and the technology integrationist will closely monitor yearly progress of the plan to assure purchases, upgrades, and staff development opportunities follow plan guidelines. Adjustments will be made to the plan as required by financial constraints and/or by the recommendation of the District Educational Technology Committee membership and approval by district administration.

Appendix A

Student Disability Nondiscrimination

School Board Policy: 502   Section: 500 STUDENTS
Date Adopted: 6/11/2001   Date Revised: 4/11/2005
Dates Reviewed: 4/11/2005

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Disabled students are protected from discrimination on the basis of a disability.

B. The Moorhead Area Public Schools will identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive the required free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:
   1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
   2. has a record of such impairment; or
   3. is regarded as having such impairment.

D. Learners may be protected from disability discrimination and be eligible for special services under the provisions of Section 504 even though they do not require Individual Education Plan services pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Assistant Superintendent of Teaching and Learning regarding grievances or hearing requests regarding disability issues. This person is the Moorhead Area Public Schools' ADA/504 Coordinator.

Legal References:
29 U.S.C. 794 et seq (504 of Rehabilitation Act of 1973) and Regulations at CFR 104.3(j).

34 CFR Part 104 (Implementing Regulations)

Cross References:
Moorhead School Board Policy 102: State and Federal Law Prohibiting Discrimination
Moorhead School Board Policy 402: Grievance Procedures for Equal Opportunity
Moorhead School Board Policy 501: Equal Educational Opportunity

Appendix B

Special Education Programs

School Board Policy: 602   Section: 600 EDUCATION PROGRAMS
Date Adopted: 8/26/2002   Date Revised: 6/9/2003
Dates Reviewed: 6/9/2003

I. PURPOSE
The purpose of this policy is to set forth the position of the Moorhead Area Public Schools on the need for special educational services on the part of some students in the Moorhead Area Public Schools.

II. GENERAL STATEMENT OF POLICY
The Moorhead Area Public Schools recognizes that special education needs exist on the part of some students and recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

A. The Moorhead Area Public Schools accepts its responsibility to identify, evaluate and provide special instruction and services for disabled children who are properly the responsibility of the Moorhead Area Public Schools and who meet the criteria to qualify for special instruction and services as set forth in Minnesota and federal law.

B. The Moorhead Area Public Schools shall ensure that all qualified disabled children are provided the specialized instruction and services which are appropriate to their educational needs.

C. It shall be the ultimate responsibility of the superintendent to see to the development of the administrative procedures and practices necessary to deliver the appropriate special education services.

D. When such services require or result from interagency cooperation, the Moorhead Area Public Schools shall participate in such processes in compliance with law.

Legal References:
Minnesota Statute 124D.03 (Enrollment Options Program)
Minnesota Statute 125A.01 and 125A.02 (Definition)
Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)
Minnesota Statute 125A.03, 125A.08 and 125A.29 (District Obligations)
29 U.S.C. 794 et seq. (504 of Rehabilitation Act of 1973)
20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)

Cross References:
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 511: Enrollment of Nonresident Students
Moorhead School Board Policy 604: Extended School Year for Certain Students with Individual Education Plans

Appendix C

Special Education Policies and Procedures

School Board Policy: 603   Section: 600 EDUCATION PROGRAMS
Date Adopted: 1/11/1994   Date Revised: 6/9/2003
Dates Reviewed: 1/11/1994
12/8/1997, 6/9/2003

I. PURPOSE
Moorhead Area Public Schools will adhere to the state and federal policies and procedures as outlined in the Total Special Education Systems (TSES) Policies and Procedures Manual, including future amendments thereof.

The TSES Policies and Procedures Manual is available on the MN Department of Children, Families and Learning Web site at cfl.state.mn.us. (Refer to Administrative Procedures 603.1, 603.2 and 603.3.)

Legal References:
Minnesota Statute 125A.01 and 125A.02 (Definition)
Minnesota Statute 125A.01 and 125A.02 (Children with a Disability)
20 U.S.C. 1401 et seq. (IDEA, Individuals with Disabilities Education Act)

Cross Reference:
Moorhead School Board Policy 602: Special Education Programs

Appendix D

Moorhead Area Public Schools Electronic Network Acceptable Use and Safety

School Board Policy: 731   Section: 100 SCHOOL DISTRICT
Date Adopted: 2/8/1999   Date Revised: 12/12/2005
Dates Reviewed: 3/8/2004
12/12/2005

I. PURPOSE
The purpose of this policy is to set forth policy and guidelines for access to the school district computer system and safe use of the Internet, including electronic communications. The district's electronic network shall be used only for educational purposes consistent with the district's mission and goals.

II. GENERAL STATEMENT OF POLICY
The Moorhead Area Public Schools shall operate an electronic network to support its educational mission. The Moorhead School Board recognizes the need for its staff and students to have access to a global electronic network. Part of the district's responsibility in preparing students for the future is to provide them access to the tools they will be using as adults. The Moorhead Area Public Schools Electronic Network is defined as computer systems owned by the district as well as other electronic systems to which the district provides intentional or unintentional access. An orientation session and ongoing education on appropriate use of the Moorhead Area Public Schools Computer Network shall be provided for each user. The use of this network shall be consistent with the district's educational mission, district policy, state laws, and federal laws. In accordance with the requirements of the Child Internet Protection Act the district will monitor the online activities of minors and employ technology protection measures during any use of the electronic network by minors and adults.

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

 IV. USE OF NETWORK IS A PRIVILEGE
The use of the school district network and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of

previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Refer to Administrative Procedures 731.1, 731.2 and 731.3 for additional guidelines regarding acceptable use.

IV. REGULATIONS
The Superintendent shall establish regulations for student and staff use of the Moorhead Area Public Schools Electronic Network.

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

Legal References:
17 U.S.C. 101 et. seq. (Copyrights)
15 U.S.C. 6501 et. seq. (Children's Online Privacy Protection Act)
Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. 254
47 C.F.R. 54.520 (FCC Rules Implementing CIPA)
Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 1601, et. seq., as amended
Minnesota Statute 125B.15 to 125B.25 (Internet Access for Students)

Cross References:
Moorhead School Board Policy 414: Employee Public and Private Personnel Data
Moorhead School Board Policy 502: Student Disability Nondiscrimination
Moorhead School Board Policy 503: Student Parental, Family and Marital Status Nondiscrimination
Moorhead School Board Policy 504: Protection and Privacy of Student Records
Moorhead School Board Policy 551: Student Discipline
Moorhead School Board Policy 601: Instructional Goals of Moorhead Area Public Schools
Moorhead School Board Policy 620: Curricular Selection and Review, Alternative Instruction and Instructional Resource Reevaluation
Moorhead School Board Policy 710: School District Crisis Management
Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Appendix E

Appropriate Use of Moorhead Area Public Schools Electronic Network

Administrative Procedure: 731.1   Section: 700 NON-INSTRUCTIONAL
Date Adopted: 2/8/1999   Date Revised: 7/10/2006
Dates Reviewed: 7/10/2006

I. PURPOSE
    a) The purpose of this document is to set forth policies and guidelines for access to the Moorhead Area Public School District electronic network and acceptable and safe use of the Internet, including electronic communications.

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

III. NETWORK CONDUCT
    A. The individual in whose name a system account is issued is responsible at all times for its proper use. The district's system shall be used for all educational purposes consistent with the district's mission and goals. The district reserves the right to inspect files to assure compliance.

    B. Teachers are responsible for teaching and supervising proper techniques and standards for participation, for guiding student access to appropriate sections of the Internet, and for assuring that students understand that if they misuse the network they will lose their privilege to access the network in the school environment. Paraprofessionals and other support staff will monitor and report inappropriate behavior.

    C. System users will not evade, change or exceed resource quotas or disk usage quotas or disk usage quotas as set by the network manager. A user who remains in noncompliance may have their files removed. Such quotas may be exceeded only by permission of the network manager.

    D. Users will make responsible use of all network resources including but not limited to bandwidth, paper, printer toner printing supplies and server space.

IV. USER ACCOUNT INFORMATION
A. User account information will be maintained in accordance with applicable education records law and district policy and administrative regulations.

B. All employees, including substitute teachers and temporary employees, will be issued network accounts for the duration of their employment.

C. All students will be issued network accounts for the duration of their enrollment.

D. The district will provide access to the system through the establishment of a system account. The system account is established by the issuance of authorized and unique passwords for each user. This account will include a personal folder/subdirectory. The use of this password constitutes acceptance of the account and an agreement by the user to abide by the following rules of conduct and assume responsibility for the content of the folder/subdirectory. Continual age appropriate training on appropriate use of Moorhead Public Schools Electronic Network shall be provided for each user.

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

V. UNACCEPTABLE USES
A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
   1. Users will not use the school district system to access, review, upload, download, store, print, receive, transmit or distribute:
      (1) pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
      (2) obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
      (3) materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
      (4) information or materials that could cause damage or danger of disruption to the educational process;
      (5) materials that use language or images that advocate violence or discrimination toward other people (for example: hate literature) or that may constitute harassment or discrimination except in the course of the instructional program under the supervision of a teacher.

2. Users will not use the school district system to gain unauthorized access to information resources or to access another persons materials, information or files without the direct permission of that person.

3. Users will not write to system accounts other than their own as identified and issued by the district.

4. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

5. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

6. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.

7. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

8. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

9. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the persons prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or

from any school computer, and will not plagiarize works they find on the Internet.

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

VI. FILTERS

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
1. Obscene;
2. Child pornography; or
3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

VII. USER EDUCATION

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

B. This notification/training shall include the following:
1. Notification that Internet use is subject to compliance with school district policies.
2. Disclaimers limiting the school district's liability relative to:
   a) Information stored on school district media.

        b) Information retrieved through school district computers, networks or online resources.

        c) Personal property used to access school district computers, networks or online resources.

        d) Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit students Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by the user through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by School Board Policy 414, Employee Public and Private Personnel Data, and School Board Policy 504, Protection and Privacy of Pupil Records.

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

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

VIII. PARENT RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

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

1. Overview of training provided to the student user.

2. Description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. Statement that the school district's acceptable use policy is available for parental review.

IX. TERMINATION/REVOCATION OF SYSTEM USER ACCOUNT

   A. A guest user's account may be established to accomplish specific educational training or tasks by the network manager or designee. These accounts will be terminated upon completion of the educational training task. Termination may take place without notice given to the guest system user.

   B. The district may suspend or revoke a system user's access to the district's system upon any violation of district policy and/or administrative regulation according to the following guidelines:

      1. Violations considered minor would include violation of computer lab rules, going to an inappropriate site, harassing e-mail, etc.

         a) Consequences will be determined by building administrators in collaboration with teachers and district administration in accordance with building behavior policies.

      2. Violations considered major would include impersonating school officials, obtaining e-mail accounts through misrepresentation, life-threatening e-mail, accessing accounts or folders of others, etc.

         a) Consequences will be determined by building administrators in collaboration with teachers and district administrators in accordance with district behavior policies. Consequences may include legal prosecution and suspension or expulsion in accordance with district policies.

         b) Prior to a suspension or revocation of system service or as soon as practicable, the building administrator will inform the system user of the suspected violation and give the system user an opportunity to present an explanation. If the decision of the building administrator is to suspend or revoke network privileges, Administrative Procedure 731.3 will be completed.

X. USE OF E-MAIL SYSTEMS

   A. All employees have access to an e-mail account provided by the district. E-mail sent and received over this system is subject to the Open Records Laws of Minnesota, the confidentiality's provided for in the Family Educational Rights and Privacy Act (FERPA) and other local, state or federal laws that may apply.

   B. Student e-mail accounts will be provided by the district. Access to these accounts will require registration and verification of student status and agreement to appropriate use of the account.

   C. The district reserves the right to require termination of individual accounts if used for inappropriate purposes as defined in this policy.

D. It is the responsibility of system users to save e-mail correspondence they wish to retain in their personal folders.

XI. PUBLICATION OF MATERIALS ON THE NETWORK
   A. General Responsibility/Liability
      1. The publisher (Moorhead Area Public Schools) assumes general liability for the content of material. As such, the publisher retains the right to control the content of the publication.
      2. The creator (employees, students and parent support groups) is obligated to observe copyright (see School Board Policy 730) and other rights to intellectual property. The creator is required to provide the publisher with evidence of compliance with intellectual property rights involved in the creation.

   B. Classrooms, Activities, Departments & Building Homepages
      1. Publication of classrooms, departments, buildings or any other organizational elements of the district are considered to be publications of the Moorhead Area Public Schools. As such, the district has a right to control the content. Exercising this right may include deletion of these materials from these publications as well as other editorial rights.
      2. Publications containing information about classrooms, departments, buildings or any other organizational elements of the district must reside on the servers of Moorhead Area Public Schools or their agents.
      3. The creator of these publications is responsible for observing copyright and other intellectual property rights. The publisher at its sole discretion, may refuse to publish such material if compliance with intellectual property rights is suspect, if the publisher suspects publication of such material will jeopardize the confidentiality of staff or student information or for any other reason the publisher (Moorhead Area Public Schools) deems appropriate.
      4. The creator is responsible for the appropriateness of all links to other sites on the Internet.
      5. Links contained may not include links to a personal (staff or student) homepage.
      6. All materials included in the publication must be appropriate as defined in other sections of this document.

XII. INFORMATION CONTENT/THIRD PARTY SUPPLIED INFORMATION
   A. System users and parents of system users are advised that the use of the district's system may provide access to other electronic communication systems that may contain inaccurate and/or objectionable material. The district does not condone the use of objectionable materials. Such materials are prohibited in the school environment. Parents of student with accounts on the district's system should be aware of the existence of such materials and monitor their student's home usage of the district's resources accordingly.

B. Students knowingly bringing prohibited materials into the school environment may be subject to suspension and/or revocation of their privileges on the district's system and will be subject to discipline in accordance with the district's policy and applicable administrative regulations.

C. Staff knowingly bringing prohibited materials into the school will be subject to disciplinary action in accordance with district policy and contractual agreements for discipline and dismissal.

D. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals in the system are those of the information providers and not the district.

XIII. LIMITED EXPECTATION OF PRIVACY

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

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

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

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

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

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

XIV. LIMITATION OF SCHOOL DISTRICT LIABILITY

A. Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss,

damage or unavailability of data stored on school district media or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XV. CONSISTENCY WITH OTHER SCHOOL POLICIES

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