



Technology Plan
2004 – 2007 PLANNING CYCLE

May 2004



**2004-2007 TECHNOLOGY PLANNING CHECKLIST FOR SCHOOL DISTRICTS,
CHARTER SCHOOLS, NONPUBLIC SCHOOLS AND PUBLIC LIBRARIES**

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OFFICIAL SUBMISSION CERTIFICATION

This 2004-2007 Technology Plan is the official submission of the Moorhead Area Public Schools.

Signature of School Administrator

DATE

2004-2007 TECHNOLOGY PLANNING CRITERIA FOR SCHOOL DISTRICTS

A. Planning and Needs Assessment

1. 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

Lynn Day	Federal Programs/Purchasing/Voice communications
Gay Galles	Program Manager, Media Services
Pam Hancock	MARSS coordinator/State & Federal data reporting
Chris Haufschild	Programmer/Data Analyst
Monique Sauvageau	Web Developer/Data Analyst
Dana Sande	Supervisor of Planning, Assessment, & Online Resources
John Stadter	LAN/WAN Network specialist

Building-level certified instructional media specialists

Rom Anderson	Ellen Hopkins Elementary
Kathy Cole	Horizon Middle School
Karen Grant	Moorhead High School
Ann Woell	Robert Asp Elementary
To Be Hired	S.G. Reinertsen Elementary

Building-level technical support

Ed Breedon	Moorhead High School
Jon Carlson	Network Server Administrator
Dale Cary	S. G. Reinertsen Elementary
Connie Filley	Horizon Middle School
Renee Haapapuro	Horizon Middle School and Red River ALC
Justin Hayek	Adult Basic Education
Lori Palmer	Moorhead High School
Jason Praus	Ellen Hopkins Elementary
Sharon Rein	Moorhead High School
Nathan Schultz	Robert Asp Elementary & Regional Juvenile Center

Certified instructional technology integrationist

Denita Clapp	K-12 buildings
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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
- Technology integrationist(s)
- A minimum of one teacher and/or principal from each building within the district. Teacher representation includes a variety of regular education and special education staff. Current members include:

Candace Allen	Vicki Breneman
Dan Dahlvang	Kyle Edgerton
Helen Friend	Alice Goodwin
Karen Grant	Anne Moyano
Christy Leier	Mark Ring
Kathi Salvevold	Pat Sullivan
Pat Westby	

- A School Board Member, currently Kris Thompson
- Parent representation from the elementary and secondary levels

The committee is scheduled to meet one time each month during the school year. The Educational Technology Committee functions as a communication conduit to building level committees and assists with technology prioritization and decisions.

Technology Plan Steering Committee

The Technology Plan Steering Committee, a subcommittee of the district Educational Technology Committee, completed 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 Coordinator
- Helen Friend, Elementary Learner Support Services Teacher
- Gay Galles, Program Manager, Media Services
- Alice Goodwin, Secondary Learner Support Services Teacher
- Kathi Salvevold, Secondary Business Education Teacher

Partnerships

The district has partnered with city, government, and educational entities in our community for various projects beneficial to our organization, patrons of the district, and members of the greater Fargo-Moorhead area.

Early Intervention Services
Partners In Learning
Concordia College
City of Moorhead
Moorhead Public Service
Adult Basic Education
Clay County Information Systems Department
Moorhead Cable Access Television

Early Childhood Family Education
Minnesota State University – Moorhead
North Dakota State University
Head Start Program
West Central Regional Juvenile Center
Moorhead Community Education

2. 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.

Each day approximately 5,350 students learn and thrive in the classrooms, hallways and playgrounds of Moorhead Area Public Schools. The school district is currently experiencing a period of declining student enrollment and is proactively working on reversing this trend with community leaders.

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

The city of Moorhead has a population over 32,000. Located along the Minnesota and North Dakota border in northern Minnesota, the Moorhead Area Public School District covers 216 square miles along the Red River and is 34 miles long and 9.5 miles wide. The district includes the cities of Moorhead, Georgetown, Kragness, and Sabin.

During the 2003-04 school year, the district is comprised of the following.

Building	Grades Served	Enrollment May 2004
Moorhead High School	9-12	1653
Moorhead Junior High	7-8	805
Edison Elementary	K-5	526
Probstfield Elementary	K-4	658
Riverside Elementary	K-5	399
Washington Elementary	K-5	594
Robert Asp Elementary	6	429
Red River Area Learning Center	5-12	98
Outreach Center	7-12	14
West Central Regional Juvenile Center	7-12	37
Total Enrollment		5340

Moorhead Area Public Schools is in the process of constructing two new schools, demolishing or selling three older schools, and remodeling four district facilities as part of a \$64 million bond referendum. Beginning fall of 2004, all district students will be in new or remodeled classrooms and 75 percent of our teachers will transfer to new or remodeled school facilities. All K-12 classrooms have been built with the standardized state-of-the-art technology features.

Beginning in the 2004-05 school year, the district will be comprised of the following.

Building	Grades Served	Capacity
Moorhead High School	9-12	1800 students
Horizon Middle School	6-8	1300 students
Robert Asp Elementary	K-5	800 students
Ellen Hopkins Elementary	K-5	800 students
S G Reinertsen Elementary	K-5	800 students
Red River Area Learning Center	5-12	120 students
Outreach Center	7-12	24 students
West Central Regional Juvenile Center	5-12	40 students

3. Needs Assessment

The parties involved in this needs assessment process included building technology committees, the district Educational Technology Committee, district and building staff development committees, student representatives on the Moorhead High School Building Leadership Team, ICAC (parents and board members, students, teachers, administration) Curriculum Adoption committees, and the Elementary Software Study Group.

The Technology Needs Assessment for the 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 2001-2004 District Technology Plan
- connectivity with Moorhead community stakeholders
- Minnesota Academic Standards that involve technology or are impacted by technology
- major restructuring (construction projects and educational enhancements) of the Moorhead Area Public Schools that impacts every level of our organization

Moorhead Area Public Schools is in the process of transitioning from our previous “homegrown” Staff and Student Technology Toolkits to ISTE’s NETS for students, teachers, and administrators.

During the 2004-05 school year, a primary goal of the district’s administrative team is the overhaul and redesign of the organization’s staff development program. All areas relating to the delivery of services for students and employee training that supports the organization’s operations will be evaluated.

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
- 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. Currently, different buildings in the Moorhead School District have different levels of technology access. Several of our schools have computer labs, while others do not. Some schools have newer computer hardware than others. In addition, there are scheduling conflicts that limit student access to technology and lack of teacher expertise using technology to adequately facilitate student use.

We also identified the need to teach responsible use of technology to students as copyright and vandalism issues have arisen with the increase in technology availability. This need aligns with the social, ethical, and human issues 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 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
- 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
- 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

An ongoing need identified during the needs assessment process involved continuing to broaden community access to technology in our schools. With cuts in funding to public education, there is an ever-increasing need to maximize funding within our school district. Although the Targeted Services Program remains in place for students at-risk in basic skills, there is the need to reestablish after-school enrichment activities, such as those through the Moorhead Healthy Community Initiative that our students once enjoyed. Many of

these activities and programs provided disadvantaged youth with access and experiences with technology tools.

Administration, communications coordinator, CORAL Web studio staff, technology integrationist and other members of the Educational Technology Committee are developing community access plans. Public access to information is limited and/or specific applications are needed to view various data formats. Interoperability issues are being reviewed and steps taken to advance the seamless sharing of information between systems, school and community. With Internet access within the home more prevalent, the district will continue developing ways to provide these 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.

Focus On Administrators 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 learning and teaching
- apply technology for their own productivity
- support effective student assessment and data management
- 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.)
- provide leadership in the responsible use of available technology

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 Needs Assessment Committee studied the progress that had been made on the objectives set forth in the 2001-2004 District Technology Plan. The emphasis in the 2001-2004 Plan 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 equity in

technology resources district-wide and the use of technology to increase productivity for staff, students, community, and administrators. Finally, the committee formulating this Technology Plan discussed the positive impact that the current restructuring of the Moorhead School District will have in meeting the needs identified in this assessment process.

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

B. 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 School District believes 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

Parental Involvement and Communication

- District stakeholders will be provided increased access to and understanding of communication tools.
- Parents and guardians are an integral component of their child's education therefore they must have access to current information regarding their child.

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 as the primary delivery method of instruction with less reliance on print materials such as textbooks and worksheets.

Delivery of School Media Center

- Media Centers will serve as the information center for each site.
- Students and staff will become researchers, explorers and active participants in their own learning through the use of technology.
- Professionally trained and licensed media specialists will staff all library media centers in the district.

- Library media specialists will be an integral part of teaching teams in the schools.
- Library Media Centers will provide services and materials to students in alternative programs – RRALC, distance learning, homebound.
- Library Media Centers will provide sufficient electronic information resources for staff and students.
- Library media specialists will refine library media skills curriculum.
- Media centers will serve as centers for technology production.

School Administrative Support

- District officials will identify and apply appropriate technology to facilitate management of student, staff and financial data.

Increase/Improve Technology Access

- Students and staff will be provided with the necessary resources to accomplish the district vision for technology.
- 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.

Delivery of Ongoing Professional Development

- Students and staff will develop competence in the use of current technologies for data and information access, manipulation, analysis and presentation.
- Students and 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.

Strategies For Achieving Our Goals

Parental Involvement and Communication

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 inside 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 can also 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.

In Progress Practices and Procedures:

- Online class registration for students with parent/guardian oversight and approval
- Increased collaboration between teachers and parents – e-mail, online newsletters, classroom Web sites, notification of daily activities of the student
- Activity fees and lunch fees paid online through electronic funds transfer

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.

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

- Electronic Presentations
- SMART Classroom installations (LCD Projector, VCR/DVD combo, sound amplification, multimedia capable computer, telephone)
- JASON Project
- Software acquisitions specific to curriculum adoptions (i.e.: Mitchell-On-Demand, AutoCAD, Meridian Math, Web design curriculum subscription, SkillsTutor, Fluent Reader)
- Online subscription information resources (i.e.: Bridges Career Exploration, ProQuest Historical Newspapers, Culturegrams, BrainPOP, AtomicLearning)
- Assistive Technology including voice output devices, augmentative communication devices, writing tools, environment control tools, and keyboard access tools (i.e.: Intellitools, Dragon Naturally Speaking)
- Digital design of print materials

In Progress Practices and Procedures:

- 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.
- 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.
- Identify and inform teachers about appropriate content specific technologies.

- Instructional technology support staff (media specialists and integrationists) will stay abreast of recent developments in content specific resources for teachers through professional conferences, professional reading and Web communications.
- Access to content specific technologies – Web sites, software, hardware – will be made available to teachers.
- Training will be provided with focus on specific content areas.
- 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 deployment of SMART Classroom installations (LCD Projector, VCR/DVD combo, sound amplification, multimedia capable computer, telephone) will take place.

Delivery of School Media Center

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 E on page 24.

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 of alternative programs – RRALC, distance learning, homebound students.
- 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 assist in making yearly determinations of minimum requirements for hardware and software at each library media center.

School 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 2001, the district implemented district-wide utilization of a Web-based student information system, PowerSchool. The PowerSchool application serves as the central data repository for district students and staff. CafeTerminal, our district food service program, integrates with PowerSchool through automated daily data exchanges that maintain accurate student demographic information and lunch account balances.

Also in 2001 the district implemented a new district finance and payroll system, SMARTHR and SMARTFinance. Both systems exchange data with PowerSchool to maintain a framework of interoperability.

District special education staff have used the Web-based IEP program, iPlan, since the fall of 2002. Due to technical limitations SIF type of data exchange have not been implemented between PowerSchool and iPlan. The district is currently reviewing other Web-based IEP options that would provide better SIF integration with PowerSchool as well as being a more user-friendly, technically superior application.

Since fall of 2003, Administrative Cabinet members have been using MeetingMaker, a shared, collaborative group calendar and scheduling application.

In Progress Practices and Procedures:

The district plans to implement a Web-based data warehouse solution, Sagebrush Analytics, during the summer of 2004. In addition, the district is discussing the possibility of implementing an elementary progress reporting tool, EEP. Both products will integrate with existing district systems, including SMARTFinance and PowerSchool. In addition, connectivity to and the sharing of electronic data with parents/guardians will continue to be the norm.

The district administrative staff:

- Regularly and frequently assess district technology needs for management of testing and reporting, human resources, state reporting, financial management, and electronic communication.
- Establish criteria for appropriate technology solutions, evaluate available products and purchase appropriate software and hardware to meet needs.

Beginning fall 2004 the district will use NWEA's computerized MAP testing for all students in grades 2 through 10. Data collected will be interpreted and evaluated by classroom teachers as part of required 2004-05 staff development opportunities.

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. K-5 classrooms have five additional networked multimedia capable desktop computers for student use. At the secondary level flex schedule and curriculum specific computer labs exist. The district also has three classroom sets of "wireless" laptops for classroom checkout.

Other smaller clusters of "wireless" laptops exist for use in specific classrooms. Moorhead High School classrooms have access via H.323 standards to Interactive Television to connect to other worldwide resources. The goal is to extend this video connection to all district classrooms by fall 2005.

A district-wide license of SkillsTutor, an Internet-based complementary and supplemental curriculum, is provided for all teachers and ABE adult students. SkillsTutor allows users 24/7/365 access to the online content. Students without Internet access at home may use SkillsTutor after hours in district media centers and/or by using computers at the public library.

Additional information regarding district technology access can be found in Section D – Infrastructure, Management, and Support on page 23 and in the School Administrative Support section on page 17.

In Progress Practices and Procedures:

Technological advances are rapidly transforming society at an 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. The further deployment of the SMART classrooms across the district will speed the integration of technology and reinvent the way teachers teach.

During the 2003-04 school year the administrative team discussed the need for a task force to be established to study Online and Distance Learning options and opportunities. Due to limited time staff had to adequately devote to this subject, it is assumed that during the 2004-05 school year this topic will be revisited.

Delivery of Ongoing 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 24/7/365 basis via the Internet.

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 is available to work with staff members individually, addressing their specific skill needs.

In Progress Practices and Procedures:

These activities will be augmented by the establishment of a required number of hours of technology training for each staff member per year, as well as requiring each staff member to document his or her individual application of the skills acquired through the training.

Teachers will be required to demonstrate the use of the particular technological skill within the classroom as an integral part of the curriculum. They will be assisted in doing this by the Technology and Media Department staff and the technology integrationist. Class offerings will be designed around the NETS standards. In particular, during the 2004-2005 school year, teachers will receive training in the process of creating, modifying, and updating a classroom Web presence. Seventy-five percent of the Moorhead School District teachers will be expected to have a classroom Web site in place by the end of the school year.

The district's technology department, in cooperation with each technology integrationist, media specialist, building staff development committee and administration, will coordinate technology related staff development activities. Training during paid staff time will occur on scheduled staff development days. Classes will be offered at no cost to district employees. The staff will be informed of these opportunities via e-mail and online postings. Registration is completed online through Moorhead Community Education.

C. Policies and Procedures

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 either floppy disks 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.

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.

Effective backup procedures require more than simply performing a daily backup and leaving the tapes on site, which would not allow for data recovery in the event of a disaster. Therefore, it is necessary to rotate tapes to off site storage to allow for recovery in the event of a natural disaster at a site. The district systematically rotates backup tapes offsite to ensure that a current backup would be available if needed.

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 servers to minimize downtime.

Critical system information is stored both onsite and offsite.

Internet Acceptable Use Policy (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 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 <http://tango.moorhead.k12.mn.us/tafs/board/newsearch.taf>. The following policies are particularly significant to network and Internet use and are attached as Appendixes.

Network Acceptable Use and Safety Policy	Appendix A
Use of Moorhead Public Schools Information Network	Appendix B

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 School policies can be viewed online in a searchable format at <http://tango.moorhead.k12.mn.us/tafs/board/newsearch.taf>. The following policies are particularly significant to this equitable access and are attached as Appendixes.

Student Disability Nondiscrimination	Appendix C
Special Education Programs	Appendix D
Special Education Policies and Procedures	Appendix E

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 Website has not been officially checked for ADA compliance. The district's Web studio staff is aware of ADA requirements and is working toward compliance as part of the sites redesign.

D. Technology Infrastructure, Management, and Support

Network Applications

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 Post Office Protocol (POP3) providing e-mail services for 800 district staff members. Our 5,350 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 N2H2 filtering product. A district Internet filtering committee provides oversight of the filtering categories and the URL exception list.

The district is using a Cisco Content Engine, multiple World Wide Web (WWW) servers and File Transfer Protocol (FTP) server on the Internet. The district provides access to its Macintosh OS X servers by remote TCP/IP connection.

Operating Systems

Macintosh OS X, Windows 98, Windows 2000, and Windows XP are all utilized across the district.

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.

Wide Area Network

As of Fall 2004, the eight 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, and Maintenance/Transportation, will all be 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 will connect the school to other local facilities: Townsite Centre, Minnesota State University Moorhead and the Family Service Center. 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 facilities.

The district maintains two 11MB wireless bridges to provide WAN redundancy between the district office, Moorhead High School and Horizon Middle School. 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.

Telecommunications Capacity

Moorhead High School is the center of a fiber optic network that services eight school sites and three non-district facilities. We have three 1.5MB T-1 data connections to our local Internet Service Provider (ISP). The T-1s are multilinked providing 4.5 MB of virtual Internet bandwidth. Currently the Internet traffic averages 60-70 percent daily utilization.

PBX

Voice communications is 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 over 1500 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.

Computer Hardware

The current student to computer ratio is 1-to-3. Average age of classroom computers is 4.75 years. Current technology budget reductions have forced the organization to forgo plans to maintain a six-year hardware replacement cycle for district computers. The district uses primarily the Apple computing platform with 95 percent of district workstations Macintosh. Several district administrators make use of Palm PDA devices in conjunction with our district collaborative group calendar and scheduling program, MeetingMaker.

Technical Support

Beginning Fall 2004, the district will have one building level computer technician in each 800 student elementary building, two technicians at the 1200 student middle school, and 2.5 technicians at the 1,600 student high school. In addition the district will employ a full time server administrator who will spend one day per week in each of the five K-12 school building sites. Technical support will be provided to other smaller district sites on an as needed basis.

E. Role of School Media Center

Professionally trained library media specialists manage active programs in the schools. They teach technology skills, improve Internet search techniques, assist teachers in planning and implementing technology projects and teach information literacy skills that guide students to the best technology for each step of the research process.

Library media centers in our district are rich in digital and print resources selected specifically to support the curriculum. Efforts during the past few years have focused on providing the best resources in a variety of formats. Subscription databases provided by the State of Minnesota (ELM) as well as databases selected and purchased by district personnel with district funds are available through Library and Learning Web pages at each school. These resources can be accessed at any computer in our schools and through remote access in homes and other libraries in our community. This balanced approach has brought us to a point where we have a wealth of resources and a base of technology and literacy skills.

With this wealth of resources and professional staff, it is still a challenge to "make the connection" between the medium of technology and learning. We have put the technology in the hands of our teachers and students. The next step is to give careful consideration to how technology can be used in the library media program to create a learning environment in our schools that invites resourcefulness, questioning, curiosity, connections and a leap to the use of emerging technologies and information resources for learning throughout life.

F. 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 workshops that teachers register for via the District Community Education registration Web site (<https://communityed.moorhead.k12.mn.us/>). 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. Staff training videos are also available from our Moorhead Web site for staff to view at their convenience (<http://www.moorhead.k12.mn.us/www/trainingvids>). In addition, the Moorhead School District subscribes to Atomic Learning, which provides online video instruction for numerous software applications. A direct link to the Atomic Learning Web site is available on the Moorhead home page at (<http://www.moorhead.k12.mn.us>).

Upon completion of staff technology training, teachers will be asked 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
- 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, tech 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.

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 and will include training on Extranet (the Moorhead School interface), Meeting Maker, Keynote Presentation Software, Digital Media, and data management systems. Upon completion of these workshops, administrators will provide feedback to the technology department on how use of these applications has improved their productivity.

Our school district is currently facing budget restrictions that may impact our ability to provide staff support to the extent needed in a district this size, such as a technology

integrationist for every school. Funding that was to provide hardware, such as new projection systems in every classroom that would enhance the teachers' use of technology in the classrooms, has been curtailed. Teachers in their respective disciplines will be unable to attend state and national conferences that provide technology applications that are specific to their fields of expertise. Lack of funding also impacts training opportunities for the technology staff. Budgets do not allow for attending technology conferences and providing technical support personnel with courses to advance their hardware certifications.

G. Budget for Technology

The technology capital outlay budget has been reduced by approximately 68 percent for the 2004-05 school year. The 2005-06 technology budget is currently projected to be reduced 65 percent. Capital outlay dollars are the largest part of the technology budget. Other funding sources include Title II Part D, E-Rate reimbursement, TARP and partnering with other departments and/or Federal programs to maximize technology purchasing power.

Capital Outlay - Technology Plan			
	2004-05	2005-06	2006-07
Hardware	183,400	188,900	194,570
Software	9,000	9,270	9,550
Operating	272,600	276,830	285,130
Total	465,000	475,000	489,250

Capital Outlay - Telephone /Telecommunications			
	2004-05	2005-06	2006-07
Telephone	73,067	75,259	77,517

Operating Expenses			
	2004-05	2005-06	2006-07
General Operations	92,339	95,110	97,965
Staff Development	37,450	38,573	39,730
Repair	60,536	62,352	64,223
Total	190,325	196,035	201,918

H. Implementation Plan

Action Steps	Timeline for completion
Parental Involvement and Communication Practices and Procedures	
Online class registration with parent/guardian oversight and approval	January 2007
Increased collaboration between teachers and parents – e-mail, online newsletters, classroom Web sites, notification of daily activities of the student	<ol style="list-style-type: none"> 1. Ongoing 2. Teacher created web pages beginning October 2004.
Activity fees paid online	September 2005
Technology Integration with Curriculum and Instruction	
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 integrationists) will stay abreast of recent developments in content specific resources for teachers through professional conferences, professional reading, and Web communications.	Ongoing

Action Steps	Timeline for completion
Access to content specific technologies – Web sites, software, and hardware – will be made available to teachers.	<ol style="list-style-type: none"> 1. Ongoing 2. Dependent on funding
Training will be provided with focus on specific content areas.	<ol style="list-style-type: none"> 1. Ongoing 2. Designated Staff Development Days will be used 3. Workshops will be provided during paid staff time, and before and after school
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.	September 2006
Students will understand their responsibilities as consumers and creators of the goods and services of a technology rich world.	January 2005
Students will understand ethical and safety issues related to use of technology resources.	January 2005
Further deployment of SMART Classroom installations will occur.	<ol style="list-style-type: none"> 1. Initial installations complete September 2004 2. Additional installations as budgets allow.
Delivery of School Media Center	
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	Ongoing
A program of in-district training and staff development funding for outside training will be implemented.	January 2006

Action Steps	Timeline for completion
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.	Current and ongoing
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.	September 2004
Library media specialists will identify information resource needs of alternative programs - RRALC, distance learning, homebound students.	September 2005
Web pages will be established and online subscriptions will be purchased to support students in online programs	<ol style="list-style-type: none"> 1. Purchases in addition to the resources in place are dependent on funding 2. Establishing Web pages – September 2005
Curriculum units of instruction will be regularly and continuously reviewed with supporting electronic resources identified.	Ongoing
Library and learning resources Web pages for each school will be maintained and improved.	<ol style="list-style-type: none"> 1. Ongoing maintenance 2. Improvements – September 2005
Library media specialists will identify and evaluate online subscriptions that will support curriculum themes	Ongoing
Appropriate online subscriptions specific to grade level and reading level will be purchased	<ol style="list-style-type: none"> 1. Ongoing 2. Dependant on funding
Library media specialists will maintain lists of "best" web resources for use by students.	December 2004

Action Steps	Timeline for completion
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.	September 2005
NETS standards and Minnesota standards will be incorporated into the curriculum.	Ongoing
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.	<ol style="list-style-type: none"> 1. Hardware purchased each summer of the plan 2. Purchases will be dependent on funding
Library media specialists will assist in making yearly determinations of minimum requirements for hardware and software at each library media center.	June of each year
School 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 needs.	Ongoing as needs are assessed
Increase/Improve Technology Access	
Students and staff will be provided with the necessary resources to accomplish the district vision for technology.	Ongoing
Students and staff will interact with people and resources from across schools, communities and national boundaries for improved communication, problem solving and global understanding.	<ol style="list-style-type: none"> 1. ITV district-wide fall of 2005 2. 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

Action Steps	Timeline for completion
Delivery of Ongoing Professional Development	
Establish a required number of hours of technology training for each employee per year.	December 2004
Require employees to document their individual application of the skills acquired through training.	September 2005
Require teachers to demonstrate the use of the particular technological skill within the classroom as an integral part of the curriculum.	September 2006
Teachers will receive training in the process of creating, modifying, and updating a classroom Web presence.	June 2005
75 percent of the Moorhead School District teachers will have a classroom Web site in place.	June 2005
Selecting computer hardware	Large purchase to take advantage of volume discounts will be placed each summer.
Selecting computer software	<ol style="list-style-type: none"> 1. District standard software will be purchased with each new hardware acquisition. 2. Individual curricular software will be purchased as need is assessed.
Telecommunications and WAN access	A 20-year lease for these services will begin July 1, 2004.
Installing and maintaining equipment	A six-year cycle is desirable for hardware replacement. Funding will determine length of the replacement cycle.
Hiring and training staff	During this period of declining enrollment and three years of level state funding, the district is focused on retaining the number of staff we have in technology.

I. Evaluation Plan

Evaluating the 2001-2004 Technology Plan

The Technology Plan Steering Committee completed the final evaluation of the 2001-2004 Technology Plan. We see 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 student's attention.

Parental use of PowerSchool began in the 2002-03 school year. Currently, parents are able to view their student's attendance, progress, and lunch account balance.

In looking at the benchmarks from the 2001-04 Technology Plan, we found the following:

<u>Benchmark</u>	<u>Evaluation</u>
All students and teachers will have been trained to use the Internet-based information system. Computers will be available in the schools and various community settings for community access until all families have computers in their homes.	<ol style="list-style-type: none">1. Secondary teachers and students have met this goal.2. This is an ongoing goal for elementary teachers and students.3. Computers are available on a limited basis before and after school in the media centers.4. Due to decreases in funding, after hours access has decreased in the past two years.
75% of our teachers will have completed technology projects in their classrooms that integrate curriculum and graduation standards, utilizing the iBook mobile computers and the technology integrationists.	Benchmark was met.
75% of all students will complete Appleworks, Inspiration, and/or HyperStudio projects that integrate curriculum and graduation standards.	Benchmark was met.

Benchmark	Evaluation
75% of our students and teachers will have utilized the iBook mobile computers and technology integrationists to complete computer projects that address the Minnesota Graduation Standards.	Benchmark was met.
75% of our students and teachers will have utilized the iBook mobile computers and the technology integrationists to complete computer projects that integrate technology in the curriculum.	Benchmark was met.
75% of our students and staff will have experience with Internet searches.	Benchmark was met.
90% of our teachers will have received training in the Internet-based student information management system.	Benchmark was met.
75% of our teachers will demonstrate improvement in technology skills in their working and learning environments.	Benchmark was met.
75% of our students will have utilized the iBook mobile computers and the technology integrationists to complete projects.	Benchmark was met.
In house video production program is in place and used by staff and students.	In progress.
Teacher/student academy is created, staffed, and populated with students.	Benchmark was replaced with other goals.

<u>Benchmark</u>	<u>Evaluation</u>
90% of our agendas and minutes are e-mailed to committee members.	In progress. Currently at 25%.
100% of the purchasing agents purchase at least some items online.	Benchmark was met.
100% of necessary support and administrative staff will receive training in use of the new HR, Finance, and Payroll system purchased in 2002.	Benchmark was met.
100% of necessary support staff and administrative staff will receive training in the student information system, PowerSchool, purchased in 2002.	Benchmark was met.

Evaluating the 2004-2007 Technology Plan

The Technology Plan Steering Committee, technology integrationists, administration, and the District Educational Technology Committee members will review the 2004-07 technology plan on a yearly basis. A final review of the plan will be conducted by the Technology Plan Steering Committee and will be included in the 2007–2010 Technology Plan.

Members of the Information Systems and Instructions Support Department will closely monitor yearly progress of the plan to assure purchases, upgrades, and staff development opportunities follow plan guidelines.

Moorhead Area Public Schools Technology Plan

Appendix A

Information Network Acceptable Use and Safety Policy

Code: 731
Category: Policy of the School Board / Moorhead, MN
Section: 700 NON-INSTRUCTIONAL OPERATIONS
Name: Moorhead Area Public Schools Information Network Acceptable Use and Safety Policy
Adopted: 02/08/99
Revised: 3/8/2004
Reviewed: 3/8/2004
Policy:

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 information 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 information network to support its educational mission. 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 Moorhead Area 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 Area 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. 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 information network by minors and adults.

III. USE OF SYSTEM IS A PRIVILEGE

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, 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 Information Network System.

V. 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 Pupil 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 Policy

Moorhead School Board Policy 906: Public Solicitation in Moorhead Area Public Schools

Moorhead Area Public Schools Technology Plan

Appendix B

Use of Moorhead Public Schools Information Network

Code: 731.1
Category: Administrative Procedures of Moorhead Schools
Section: 700 NON-INSTRUCTIONAL OPERATIONS
Name: Use of Moorhead Public Schools Information Network
Adopted: 02/08/99
Revised:
Reviewed:
Policy:

USE OF MOORHEAD PUBLIC SCHOOLS INFORMATION NETWORK

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 from each user. Training on appropriate use of Moorhead Public Schools Information Network shall be provided for each user prior to the issuance of a system account. 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.

A. On-Line Conduct

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 folders and files to assure compliance. Uses of the system that are prohibited include, but are not limited to:

1. Commercial and/or personal use of the district's system:
 - a. The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred.
 - b. System users and parents of system users assume full responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by them.
 - c. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
2. Use of the system to submit, publish or display inaccurate information.
3. Use of the system to submit, obtain, publish, store or display objectionable material is prohibited. Objectionable material includes, but is not limited to:

- a. information to encourage the use of tobacco, alcohol or controlled substances or otherwise promote any other activity prohibited by district policy, state or federal law.
 - b. information or software in violation of any district policy, local, state or federal law.
 - c. information encouraging the tolerance or promotion of discrimination towards individuals or groups of individuals based on race, sex, religion or age.
 - d. information or software that is pornographic or sexually explicit.
4. Any action of the user which results in the compromise of the system's security. System users identifying a security problem on the district's system must immediately notify the building principal or district technology coordinator. Any system user identified as a security risk or having a history of violation of district and/or building computer-use guidelines will be denied access to the district's system. Attempts by a student to log on to the district's system as a system administrator will result in cancellation of user privileges and may result in disciplinary action up to and including expulsion.
 5. System users may not use another individual's system account without written permission from the building principal.
 6. System users will not write to system accounts other than their own as identified and issued by the district.
 7. Teachers may restrict student access to course program files.
 8. Forgery or attempted forgery electronic mail messages is prohibited. Attempts to read, delete, copy or modify the electronic mail of other system users is prohibited as is deliberate interference with the ability of other systems to send/receive electronic mail. Local, state or federal law may apply.
 9. Use of e-mail systems
 - a. All employees have access to an e-mail account. 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. It is the responsibility of system users to save e-mail correspondence they wish saved to their personal folders.
 - c. All system users, including students, may establish e-mail accounts with providers other than Moorhead Public Schools. Membership fees are paid to SENDIT for this purpose. The district reserves the right to require termination of individual accounts if used for inappropriate purposes as defined in this policy.
 10. Space quotas on file servers will be implemented.
 - a. 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.

b. To conserve network resources, employees and staff are not allowed to engage in chain letters, "chat rooms" or Multiple-User Domains (MUDs), with the exception of those bulletin boards, discussion groups, "chat" groups or MUDs that are created by teachers for specific instructional purposes or employees for specific work related communications. Multiple user domains are defined as any multi-user computer games. Examples include, but are not limited to, Star Trek, TrekMUSE, and LambdaMoo.

11. System users will do a virus check on downloaded files to avoid spreading computer viruses. Deliberate attempts to degrade or disrupt system performance will be viewed as a violation of district policy and administrative regulations and may be viewed as criminal activity under applicable state and federal laws.
12. System vandalism will result in cancellation of system use privileges. Fines will be imposed for acts of vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Local, state or federal law may apply.
13. Copyrighted material may not be placed on any system connected to the district's system without the author's permission. Only the owner(s) or individuals the owner specifically authorizes may upload copyrighted material to the system.
14. System users may download materials for their own use in accordance with applicable copyright laws, district policy and administrative regulations. System users may redistribute non-commercially copyrighted programs only with the expressed permission of the owner or authorized person. Such permission must be specified in the document or must be obtained directly from the author in accordance with applicable copyright laws, district policy and administrative regulations.
15. System users may upload public domain programs to the system. System users may also download public domain programs for their own use or non-commercially redistribute a public domain program. System users are responsible for determining whether a program is in the public domain.

B. Updating Member Account Information

1. The district may require new registration and account information from system users to continue service.
2. System users must notify the district of any changes of account information such as address and phone number.

3. Student account information will be maintained in accordance with applicable education records law and district policy and administrative regulations.

C. Information Content/Third Party Supplied Information

1. 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 students 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 system accordingly.
2. 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.
3. 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.
4. 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.

D. Publication of Materials on the Network-Including the Internet

1. General Responsibility/Liability
 - a. The publisher assumes general liability for the content of material. As such, the publisher retains the right to control the content of the publication.
 - b. The creator is obligated to observe copyright (see 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.
2. Classrooms, Clubs, Departments & Building Homepages
 - a. Publications of classrooms, departments, buildings or any other organizational elements of the district are considered to be publications of the Moorhead 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.
 - b. Publications containing information about classrooms, departments, buildings or any other organizational elements of the district must reside on Moorhead Public Schools Internet servers.

- c. The creator (staff members, students, etc.) of these publications is responsible for observing copyright and other intellectual property rights. The publisher (Moorhead Public Schools) 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 Public Schools) deems appropriate.
- d. The creator is responsible for the appropriateness of all links to other sites on the Internet.
- e. Links contained may not include links to a personal (staff or student) homepage.
- f. The creator is responsible for the appropriateness of all links to other sites on the Internet.
- g. All materials included in the publication must be educationally appropriate as defined in sections A and C of this policy.

3. Personal Homepages

- a. Homepages of individuals (staff or student) will be considered to be created and published by the individual not the district. As such, all liability rests with the individual publishing the homepage.
- b. Personal publications of staff and students may not be posted on Moorhead Public Schools Internet servers. The district assumes no authority to control the content of these publications.
- c. Use of software licensed to the school district may or may not extend to personal use, as each company's licensing agreement is unique. It is the responsibility of the creator to comply with the licensing requirements of the software producer(s).
- d. Use of software licensed to the school district may or may not extend to personal use, as each company's licensing agreement is unique. It is the responsibility of the creator to comply with the licensing requirements of the software producer(s).
- e. Personal homepages may provide a link to the Moorhead Public Schools homepage. The district reserves the right to require the removal of such links if, at the sole discretion of the superintendent, any part of the homepage is deemed to be appropriate.

E. Termination/Revocation of System User Account

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

2. 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:
 - * Minor violations would include violation of computer lab rules, going to an inappropriate site, harassing e-mail, etc.
 - first occurrence: network privileges suspended for up to 3 weeks.
 - second occurrence: network privileges suspended for up to 6 weeks
 - third occurrence: network privileges suspended for up to 18 weeks and/or end of semester
 - * Major violations such as impersonating school officials, obtaining e-mail accounts through misrepresentation, life-threatening e-mail, accessing accounts or folders of others, etc.
 - first occurrence: network privileges suspended for up to 18 weeks and/or end of semester
 - subsequent occurrence: Legal prosecution and/or student may be terminated

Consequences may also be determined by the building principal.

 - * A non-networked computer may be provided for a student whose network privileges have been suspended, if in the opinion of the building principal a computer is central to a course. Examples would include keyboarding classes, some business education classes, etc.
3. Prior to a suspension or revocation of system service or as soon as practicable the building principal 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 principal is to suspend or revoke network privileges, Form 731.3 will be completed.

F. Disclaimer

The district does not warrant the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected: The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

G. Letter to Parents

The following is a sample letter that principals will send parents making them aware of the process.

Dear parents:

The district would like to offer your student (s) access to our electronic communications system. Access to this system will provide your student with the following services.

Personal Folder or Subdirectory

Each student will be assigned a folder or subdirectory for the storage of his/her computer files or documents. Students are responsible for the contents of this folder or subdirectory. The district reserves the right to view the contents of this folder or subdirectory.

Media Center Access

The district's system contains a wide selection of information sources. Several sources of reference materials are available through CD-ROMS and online sources. The card catalog of all building libraries is available. Other libraries available include: Moorhead Public Library, college libraries in Fargo-Moorhead, college libraries in North Dakota and Minnesota University systems, national and regional research libraries, and selected libraries in other countries. The connection to national and international libraries is done via the Internet.

Internet Access

The Internet is a network of networks and is the communication and information highway of tomorrow. Through the district's system your student will have access to hundreds of databases, libraries and computer services from all over the world. The Internet consists of over millions of computers around the world. Your student will also be given an Internet account allowing him/her to correspond with an estimated million of users on the Internet.

Please note that the Internet is an association of diverse communication and information networks. Your students will receive an orientation session regarding his/her role as a "network citizen" and the code of ethics involved. A copy of policies and regulations guiding the use of our network is available upon request. At the completion of this training, they will be issued a folder/subdirectory and their password to access it. It is important that they do not share that password with others.

Form 731.2 must be read, signed and returned by you and your child before computer privileges will be granted to the student. In the event that your child is involved in a violation Form 731.3 will be completed by the building principal and/or reporting teacher. As parent/guardian you will receive a copy of this violation report.

We are delighted to provide your student with access to our network system. Part of the districts responsibility in preparing students for the future is to provide them access to the tools they will be using as adults.

We believe that responsible use of this global information network is important.

Sincerely,

Name

Principal

Moorhead Area Public Schools Technology Plan

Appendix C

Student Disability Nondiscrimination Policy

Code: 502

Category: Policy of the School Board / Moorhead, MN

Section: 500 STUDENTS

Name: Student Disability Nondiscrimination

Adopted: 06/11/01

Revised:

Reviewed:

Policy:

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 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 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 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).

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

Moorhead Area Public Schools Technology Plan

Appendix D

Special Education Programs

Code: 602
Category: Policy of the School Board / Moorhead, MN
Section: 600 EDUCATION PROGRAMS
Name: Special Education Programs
Adopted: 08/26/02
Revised: 6/9/2003
Reviewed: 6/9/2003
Policy:

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

Moorhead Area Public Schools Technology Plan
Appendix E

Special Education Policies and Procedures

Code: 603
Category: Policy of the School Board / Moorhead, MN
Section: 600 EDUCATION PROGRAMS
Name: Special Education Policies and Procedures
Adopted: 1/11/1994
Revised: 6/9/2003
Reviewed: 1/11/1994 12/8/1997 6/9/2003
Policy:

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.

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