

**Park County School District Re-2  
Educational Technology and Literacy Plan**

April 2008

Our appreciation for the continuing support of the Administration and Board of Education effort and commitment of the current members of the Technology Advisory Committee:

**Park County School District Re-2 Administration**

Mr. Chuck Soper,	Superintendent	Park County District Re-2
Cindy Peratt,	Principal	Edith Teter Elementary
Jane Newman,	Principal	Silverheels Middle School and South Park High School

**Park County School District Re-2 Board of Education**

Mike Smith	President
Larry Falk	Vice President
Gail Koverman	Secretary/Treasurer
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	Member

**Technology Advisory Committee**

Chuck Soper	Superintendent	Park County Re-2
Andy Duval	Technology Coordinator	Park County Re-2
Jesse Mair	Technology Coordinator	Park County Re-2
Peter Lubin	Teacher, Business / Computer	South Park High School
Marti Wright	Teacher, Art / Music	Edith Teter Elementary
Carrie Tecsí	Curriculum Coordinator	Park County Re-2
Raymond Johnson	Teacher, Mathematics	South Park High School
Ron Newman	Teacher, Distance Learning	South Park High School

## **Media and Instructional Technology Integration**

Park County School District believes that technologies are an essential component to the district's success. Media and instructional technology integration:

- Aids teachers as facilitators of learning
- Allows students to be more responsible for their learning
- Increases productivity and efficiency
- Promotes creative and higher-level thinking skills
- Encourages active, cooperative, interdisciplinary and individualized learning
- Enhances achievement and promotes lifelong learning

Media and instructional technology integration is a crucial focus in all classrooms throughout the district and is addressed in curriculum guides and planning instruments. To facilitate integration the district annually conducts a needs assessment, updates technologies and media, reviews and revises existing plans and guides and provides opportunities for ongoing staff development.

The **South Park Media Center** is integral to the learning environment of our district and plays a unique role in the education of our students by providing resources and technologies to increase productivity and enhance student achievement. The Media Center maintains a positive environment and encourages the following objectives:

- To provide a positive atmosphere and environment for learning and studying for K-12, faculty, staff and community members.
- To ensure that each child acquires the information necessary to become a self-reliant, lifelong learner.
- To provide a life-long appreciate for reading.
- To encourage the integration of information/literacy skills throughout the curricula and to collaborate with the staff in curriculum delivery.

The Technology Enhanced Curriculum Handbook is a planning resource provided to aid teachers in developing literacy and technology-enhanced instruction, which supports specific academic content and standards. Included in the handbook is an Integration of Information and Literacy Technologies Across the Curriculum guide, a K-12 Knowledge and Skills Matrix, a Lesson Planning Resource Guide, and the Teacher Proficiency in Technology Use Guide.

## **Needs Assessment and Evaluation**

The district conducted an on-line needs assessment surveying the faculty. A copy of the needs assessment and results are attached.

The faculty needs assessment focused on current student and staff technology skill levels, needed staff development, needed curriculum changes and needed equipment/infrastructure upgrades. The assessment was available on line and had a 71% response rate. See page 28.

The district administered an on-line skills assessment that evaluates NETS standards. The assessment was given to 94% of the instructional faculty members and 66% achieved a score of 70% or better.

The results indicate that there is a need to continue to evaluate the current skill levels and to expand our staff development program and student curriculum to bring those skills to an acceptable minimum level for both staff and students. They further indicated a need to offer programs to raise technology skills to an advanced level.

Research has shown that improved literacy and information acquisition skills result in improved student achievement. Staff development focused on the incorporation of educational technology and information literacy into instructional design is a critical component in this and will be the primary need addressed through this plan. Additional training is needed on information literacy instruction, and the use of educational technology.

Needs related to educational technology and information literacy infrastructure seemed to be least important. Teachers seem generally satisfied with the quality and adequacy of both hardware and software, including multimedia, and audio-video equipment. Continual improvement of available products in these areas require constant upgrades, but overall, needs are much greater in other areas.

The Technology committee and the District administration will evaluate the effectiveness of the goals and performance indicators by keeping a focus on the deadlines set in the Strategic Plan Matrix / Plan of Action that begins on page 6, by adjusting those deadlines, by utilizing out of district staff development opportunities when available and by reviewing the results of our annual needs assessment survey.

## **Vision Statement**

We will create an educational technology and literacy plan, which encourages all staff and students to become self-reliant, life-long learners.

We will provide equitable access to technology and literacy across all grade levels. The integration of technology and information literacy skills throughout the curriculum will transcend our geographical isolation and bring the world's information resources to the fingertips of our students and our community.

Our goal is to prepare our students to become contributing citizens in our global, information-based society.

## **Technology Goals and Standards**

- I Develop and implement a comprehensive, ongoing professional development program (technology training) for staff.
  - A) *Develop technology skills baseline/requirements for staff (i.e. ITSE/NETS).*
  - B) Develop and administer technology skills assessment in order to gauge current staff technology skill level.
  - C) Develop professional development schedule for technology training in order to bring staff up to base levels. Training will be offered by the Technology Department on Staff Development days or through alternate programs where a stipend is offered.
  - D) Integrate guidelines for the ethical use of technology into training.
  - E) Repeat the cycle to continue to build on staff's current technology skill level.
  
- II Develop an integrated, articulated K-12 technology curriculum.
  - A) Identify technology skills that all students should possess and demonstrate upon completion of each grade level.
  - B) Develop a technology curriculum for each grade level (K-12) based on identified skills
  - C) Provide technology instruction within the regular curriculum
  - D) Review and revise technology curriculum based on developing needs and new information.
  - E) Integrate guidelines for the ethical use of technology into the curriculum.
  - F) Utilize technology to cultivate life-long learning skills.
  - G) Utilize technology to address the unique needs of individual students.
  - H) Ensure that curriculum drives technology decisions (purchases are consistent with long-range goals and curriculum plans).
  
- III The District will aggressively pursue technology-funding sources that will provide adequate, equitable and stable resources.
  - A) Develop an annual district technology budget supporting a three-year technology funding plan.
  - B) Work cooperatively with other school districts and Mountain BOCES to investigate opportunities for shared funding, such as partnerships.
  
- IV Technology planning will be ongoing, consistent and tied to "real world" trends.
  - A) Involve staff, students and community members as partners in the planning and use of technology.
  - B) Review and revise the district technology plan yearly.
  - C) Identify and utilize a knowledgeable advisory team.
  
- V Acquire and utilize distance-learning resources to broaden and encourage the development of a community of learners.
  - A) Include distance-learning components in the technology budget.
  - B) Make GED, expanded secondary and post-secondary course offerings available to students, staff or community members.
  - C) Better utilize distance-learning applications through satellite or cable television equipment.
  - D) Provide opportunities for students to learn at home through the use of technology.

- VI Create, strengthen and maintain a support infrastructure to better utilize resources and improve sharing of information.
- A) Utilize technology throughout the campus to enhance communications.
  - B) Adopt and implement district-wide information system standards for the management of student, financial and personnel data.
  - C) Enhance electronic data interchange with state agencies, other school districts and institutions of higher education.
  - D) Maintain current library and media technologies.

Park County School District Re-2  
 Educational Technology and Information Literacy Plan  
**Strategic Plan Matrix / Plan of Action**

<b>Objective</b>	<b>Findings</b>	<b>Action</b>	<b>Responsibility</b>	<b>Deadline</b>
Develop and implement a comprehensive, ongoing professional development program (technology training) for staff	A. Staff is in need of ongoing technology training	A. Develop technology skills baseline/requirements for staff (i.e. ITSE/NETS)	Technology Coordinators	Annual – January
		B. Develop and administer technology skills assessment in order to gauge current staff technology skill level	Technology Coordinators	Annual – March
		C. Develop professional development schedule for technology training in order to bring staff up to base level	Principals, Curriculum Director and Technology Coordinators	Annual – May
Upgrade technology	A. K-12 students do not have adequate access to computers in classrooms.	A. Install computers in K-12 classrooms (based on priority needs)	Technology Coordinators	August 2009
	B. Elementary students do not have adequate access to a computer lab	B. Install a 20 station mobile computer lab in South Park High School	Technology Coordinators	August 2009
	C. Students do not have access to computers in classrooms	C. Annually purchase 24 computers for lab upgrades (HS, MS, ETE & Distance Learning). Each lab to receive 6 computer upgrades annually. Computers removed from labs to be relocated (based on condition & need) to K-12 classrooms.	Technology Coordinators	Annually by September 30
Develop an integrated, articulated K-12 technology curriculum	A. Integrated, articulated K-12 technology curriculum is not present	A. Identify technology skills that all students should possess and demonstrate upon completion of each grade level	Technology Coordinators with assistance from Technology and/or Curriculum Committees	Based on District Curriculum Rotation Plan. See Addendum A on page 49
		B. Develop a technology curriculum for each grade level (K-12) based on identified skills	Technology Coordinator with assistance from Technology and/or Curriculum Committees	
		C. Provide technology instruction within the regular curriculum	Classroom teachers and/or technology specialist	
		D. Review and revise technology curriculum based on developing needs and new information	Technology Coordinator with assistance from Technology and/or Curriculum Committees	

## **Technology Infrastructure and Support**

### **South Park High School (Main Building)**

#### **Current Status**

##### **Infrastructure**

- All classrooms are wired with CAT 3 for voice, CAT 5 for data and coaxial cable for video.
- Telephones in all classrooms. Voice mail is available. Support services provided by Spectrum Voice & Data.
- LAN is installed. Internal wiring services are provided by staff. Current network operating system: Windows 2003.
- At least one workstation in each classroom connected to LAN. Each classroom has three drops for LAN access. Internet connectivity is available in each classroom.
- All workstations have access to multiple networked printer/copiers.

##### **Hardware**

###### Classrooms

- Each classroom has at least one networked, multimedia computer for teacher or student access.
- Each classroom contains one printer or access to the networked printers.

###### Media Resource Center

- Spectrum automated catalog/circulation system.
- Media center contains 12, multimedia, computers. All workstations are networked and have access to Internet and a network printer.

###### Midway Lab

- Lab is open to classroom use, and contains 24 workstations with access to Internet, networked resources, one networked color laser printer and a networked copier/printer.

###### Offices

- The high school office contains two networked, multimedia computer workstations and networked laser printer.
- The administrative office contains four multimedia workstations. There are two laser printers available, one black and white and one colored and one black and white networked copier/printer.

## **Software**

- All workstations are currently running Windows XP Pro.
- All workstations have Internet access at every workstation and have a variety of educational software available, including interactive encyclopedias, Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.
- Anti-Virus software is in use throughout the building.
- An enterprise wide Internet filtering program and a District Acceptable Use Policy (AUP) are utilized for CIPA compliance. The district Acceptable Use Policy (AUP) and internet filtering software usage was discuss and adopted at an open school board meeting on November 11, 2002.
- Faculty members utilize Outlook for internal and external email communications and GoEdu Star, a student information and gradebook program.
- The media center has Internet access at every workstation and has a variety of educational software available, including interactive encyclopedias, Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.
- The Midway lab has a variety of educational software available, including Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software, Dreamweaver, Photoshop, Visual Basic and Spectrum automated library catalog/circulation system.

## **Curriculum and Instruction**

- All classrooms have some organized curricula and instruction relating to literacy and information technology.
- All classroom teachers require students to integrate technology into classroom work.

## **Training and Support**

- Training and support are ongoing through the Technology Department.
- The Technology Coordinators serve as the main support staff and are available on a full time basis.

**South Park High School (Peripheral Buildings)**  
**Vocational Building, Band Building and Bus Barn**  
**Current Status**

**Infrastructure**

- All classrooms are wired with CAT 3 for voice, CAT 5 for data and coaxial cable for video.
- Telephones in all classrooms. Voice mail is available. Support services provided by Spectrum Voice & Data.
- The vocational building has LAN installed and access is via a fiber optic cable. Internal wiring services are provided by staff. Current network operating system: Windows 2003.
- Internet connectivity is available in each classroom.
- All workstations have access to multiple networked printer/copiers.

**Hardware**

Classrooms

- Each classroom has at least one multimedia workstation for teacher or student access.
- Each classroom contains one printer or access to the networked printers.

Distance Education Lab

- The lab contains 20, networked, multimedia student workstations and one teacher workstation. There is one networked laser printer, one scanner and one copy machine available.

**Software**

- All workstations are currently running Windows XP Pro.
- All workstations have Internet access at every workstation and have a variety of educational software available, including interactive encyclopedias, Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.
- Anti-Virus software is in use throughout the building.
- An enterprise wide Internet filtering program and a District Acceptable Use Policy (AUP) are utilized for CIPA compliance. The district Acceptable Use Policy (AUP) and internet filtering software usage was discuss and adopted at an open school board meeting on November 11, 2002.
- Faculty members utilize Outlook for internal and external email communications and GoEdu Star, a student information and gradebook program.
- The Distance Education lab has a variety of educational software available, including Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software, Dreamweaver, Photoshop, Visual Basic and Spectrum automated library catalog/circulation system.

### **Curriculum and Instruction**

- All classrooms have some organized curricula and instruction relating to literacy and information technology.
- All classroom teachers require students to integrate technology into classroom work.

### **Training and Support**

- Training and support are ongoing through the Technology Department.
- The Technology Coordinators serve as the main support staff and are available on a full time basis.

## **Silverheels Middle School**

### **Current Status**

#### **Infrastructure**

- All classrooms are wired with CAT 3 for voice, CAT 5 for data and coaxial cable for video.
- Telephones in all classrooms. Voice mail is available. Support services provided by Spectrum Voice & Data.
- LAN is installed. Internal wiring services are provided by staff. Current network operating system: Windows 2003.
- At least one workstation in each classroom connected to LAN. Each classroom has three drops for LAN access. Internet connectivity is available in each classroom.
- All workstations have access to multiple networked printer/copiers.

#### **Hardware**

##### Classrooms

- Each classroom has at least one networked, multimedia computer for teacher or student access.
- Each classroom contains one printer or access to the networked printers.

##### SMS Lab

- Lab is open to classroom use, and contains 20 workstations with access to Internet, networked resources, one networked laser printer and a networked copier/printer.

##### Office

- The middle school office contains one workstation and a networked copier/printer.

#### **Software**

- All workstations are currently running Windows XP Pro.
- All workstations have Internet access at every workstation and have a variety of educational software available, including interactive encyclopedias, Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.
- Anti-Virus software is in use throughout the building.
- An enterprise wide Internet filtering program and a District Acceptable Use Policy (AUP) are utilized for CIPA compliance. The district Acceptable Use Policy (AUP) and internet filtering software usage was discuss and adopted at an open school board meeting on November 11, 2002.
- Faculty members utilize Outlook for internal and external email communications and GoEdu Star, a student information and gradebook program.
- The SMS lab is open to classroom use, has Internet access at every workstation and has a variety of educational software available, including Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.

### **Curriculum and Instruction**

- All classrooms have some organized curricula and instruction relating to literacy and information technology.
- All classroom teachers require students to integrate technology into classroom work.

### **Training and Support**

- Training and support are ongoing through the Technology Department.
- The Technology Coordinators serve as the main support staff and are available on a full time basis.

**Edith Teter Elementary School**

**Current Status**

**Infrastructure**

- All classrooms are wired with CAT 3 for voice, CAT 5 for data and coaxial cable for video.
- Telephones in all classrooms. Voice mail is available. Support services provided by Spectrum Voice & Data.
- LAN is installed. Internal wiring services are provided by staff. Current network operating system: Windows 2003.
- At least one workstation in each classroom connected to LAN. Each classroom has three drops for LAN access. Internet connectivity is available in each classroom.
- All workstations have access to multiple networked printer/copiers.

**Hardware**

Classrooms

- Each classroom has at least one networked, multimedia computer for teacher or student access.
- Each classroom contains one printer or access to the networked printers.

Offices

- The elementary offices contain two workstations, two networked laser printers.

**Software**

- All workstations are currently running Windows XP Pro.
- All workstations have Internet access at every workstation and have a variety of educational software available, including interactive encyclopedias, MS Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system.
- Anti-Virus software is in use throughout the building.
- An enterprise wide Internet filtering program and a District Acceptable Use Policy (AUP) are utilized for CIPA compliance. The district Acceptable Use Policy (AUP) and internet filtering software usage was discuss and adopted at an open school board meeting on November 11, 2002.
- Faculty members utilize Outlook for internal and external email communications and GoEdu Star, a student information and gradebook program.
- Teachers and students use a variety of grade specific software.
- Teachers and students use Reading Counts and Scholastic Reading Inventory for reading comprehension testing and Lexia for reading and phonics skills and integrate the Internet as well as a variety of educational software, including interactive encyclopedias, Microsoft Office 2003/2007, Mavis Beacon, Scholastic Reading Counts, A+ Curriculum software and Spectrum automated library catalog/circulation system into their curriculum.
- Anti-Virus software is in use throughout the building.

### **Curriculum and Instruction**

- All classrooms have some organized curricula and instruction relating to literacy and information technology.
- The elementary classrooms utilize the lab/media center on a regular basis. Students are taught technology literacy skills and keyboarding skills, computer and word processing basics, spreadsheet basics, utilize creative writing software, Internet research skills and computer etiquette.

### **Training and Support**

- Training and support are ongoing through the Technology Department.
- The Technology Coordinators serve as the main support staff and are available on a full time basis.

## District Level Hardware Needs Assessment

Needs are listed according to priority. Needs are assessed regularly and appropriated as financial resources are made available to the district.

### Level One Priority

1. Objective: Upgrade student workstations, throughout district, older than 5 years or in poor running condition.  
Timeline: on going  
Budget: Minimal cost; will reallocate usable computers from labs and teacher work stations.  
Staff Resources: Technology Staff
2. Objective: Continue to replace and upgrade network equipment in all buildings.  
Timeline: Summer/Fall 2008  
Budget: \$6000.00  
Staff Resources: Technology Coordinator, Technology Assistant, Independent contractor.
3. Objective: Replace teacher workstations, throughout the district, older than 5 years or in poor running condition.  
Timeline: Fall 2008  
Budget: \$6000.00  
Staff Resources: Technology Coordinator, Technology Assistant

### Level Two Priority

1. Objective: Assemble a 20 workstation mobile lab for use in South Park High School  
Timeline: Postponed due to budget cuts  
Budget:  
Staff Resources: Technology Coordinator, Technology Assistant
2. Objective: Continue development of a K-12 integrated curriculum in the District.  
Timeline: 2008-2009 School Year  
Budget: Unclear at present time, to be determined based on need and available resources.  
Staff Resources: Building Principal, District Superintendent, Technology Coordinators, Curriculum Director and Instructional staff.

## **District Technology Budget 2008-2009**

This proposed budget reflects costs for staff, infrastructure, equipment and software needs, staff development and contract services. The budget is submitted to the Board for approval in July of each calendar year. All funding sources, general fund, grants, federal and state funding contribute to the overall technology budget. Title II-D funding will have 25% of the total used for professional development. The technology coordinator and the administration collaborate to insure the implementation of the plan within the curriculum.

### Capital Reserve

#### Infrastructure:

Network equipment upgrades	\$5,000.00
Classroom and lab computer upgrades:	15,000.00

### General Fund

Technology Staff, Base Salary:	\$87440.00
Contract Services:	\$5,500.00
Training/Workshops:	\$500.00
Technology Supplies:	\$13,300.00
Technology Replacement:	\$11,000.00
Telecommunications: Internet and Telephone	\$49,000.00
Annual renewal: Anti-virus, Internet filtering, etc	\$12,000.00
A+ Software	\$10,450.00
<b>Total:</b>	<b>\$209,190.00</b>

See Addendum B page 49

## Information Technology Foundations for Students

Park County School District believes technology should support the curriculum and is a tool to be integrated into all areas of learning in order to promote student achievement. It is essential that our students leave Park County School District with a strong general knowledge of technology, having necessary operational skills enabling them to achieve success in higher education and beyond.

For this reason, the Technology Advisory Committee has proposed the integration Information Technology Foundations for students, defining Performance Indicators, which allow students and faculty to more clearly assess technology skill levels and the effectiveness of information technology in aiding students to achieve in all content standard areas. Park County School District RE-2 will assess students at the end of the eighth grade level (see Addendum C on page 50

The Information Technology Foundations are divided into six broad categories. Standards within each category are to be introduced, reinforced and mastered by students. These categories will provide the framework for the Technology Performance Indicators. Teachers and staff can use these standards and performance indicators as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

### Student Information Technology Foundations

1. Basic operations and concepts
  - Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
2. Social, ethical, and human issues
  - Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
4. Technology communications tools
  - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
  - Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.
6. Technology problem-solving and decision-making tools
  - Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

## **Information Technology Foundations For Families**

Park County School District RE-2 believes technology should provide means of communication to families and be a tool to promote parental involvement.

It is essential that the parents and families in Park County School District have the means to communicate with the teachers and staff to keep abreast of their student's activities and achievement through the use of technology.

For this reason, Park County School District RE-2 uses Parents Online and Students Online, web based services that allow families to view current student grades. One Call Now service has been implemented for automatic phone calls for emergency and activity announcements. A dynamic district web site has been rolled out and is continually being updated to allow the community and world in general access to information and forms from Park County School District RE-2.

## **Student Technology Performance Indicators Grades Pre-K - 3**

### **Performance Indicators:**

All students will demonstrate the following performances on an annual basis.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

### **Prior to Completion of Grade 3 Students Will:**

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

## **Student Technology Performance Indicators Grades 4 – 5**

Performance Indicators:

All students will demonstrate the following performances on an annual basis.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

### **Prior to Completion of Grade 5 Students Will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1,2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom. (3,4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4,5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5,6)

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5,6)
  
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. (6)

## **Student Technology Performance Indicators Grades 6 – 8**

Performance Indicators:

All students will demonstrate the following performances on an annual basis.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

### **Prior to Completion of Grade 8 Students Will:**

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support teaming and research. (3,5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4,5,6)
7. Collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom. (4,5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5,6)

9. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problem solving. (1,6)
  
10. Research and evaluate the relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (2,5,6)

## **Student Technology Performance Indicators Grades 9 – 12**

Performance Indicators:

All students will demonstrate the following performances on an annual basis.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

### **Prior to Completion of Grade 12 Students Will:**

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs. (2)
2. Make informed choices among technology systems, resources and services. (1,2)
3. Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, and correspondence. (3,4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaborative, research, publications and productivity. (4,5,6)
8. Select and apply technology tools for research, information analysis, problem-solving and decision-making in content learning. (4,5)
9. Investigate and apply expert systems, intelligent agents and simulations in real-world situations. (3,4,6)

10. Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works. (4,5,6)

## **Recommended Foundations in Technology for All Teachers and Administrators**

### **Foundations**

These Foundations reflect professional studies in education that provide fundamental concepts and skills for applying information technology in educational settings. All teachers should have opportunities to meet the educational technology foundations.

### **Basic Computer/Technology Operations and Concepts**

Teachers and staff will use computer systems to run software, to access, generate and manipulate data and to publish results. They will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

- *Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software package.*
- *Describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.*
- *Use terminology related to computers and technology appropriately in written and oral communications.*
- *Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.*
- *Demonstrate knowledge of uses of computers and technology in business, industry, & society.*

### **Personal and Professional Use of Technology**

Teachers and staff will apply tools for enhancing professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems. In addition, they will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer/technology resources.

- Use productivity tools for word processing, database management, and spreadsheet applications.
- Apply productivity tools for creating multimedia presentations.
- Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- Use computers to support problem solving, data collection, information management, communications, presentations, and decision making.
- Demonstrate awareness of resources for adaptive assistive devices for student with special needs.
- Demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology.

- Identify computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator.
- Observe demonstrations or uses of broadcast instruction, audio/video conferencing and other distant learning applications.

### **Application of Technology in Instruction**

Teachers and staff will apply computers and related technologies to support instruction in their grade level and subject areas. They must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

- Explore, evaluate, and use computer/technology resources including applications, tools, educational software and associated documentation.
- Describe current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
- Design, deliver, and assess student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations.
- Design student learning activities that foster equitable, ethical, and legal use of technology by students.
- Practice responsible, ethical and legal use of technology, information, and software resources.

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Faculty Needs Assessment

Have you used a PC Computer (Windows operating system)?	Frequently	96.88% (31)
	Rarely	0.00% (0)
	No	0.00% (0)
	Don't Know	3.13% (1)
	Not Applicable	0.00% (0)
Have you used a Mac Computer (Macintosh operating system)?	Frequently	15.63% (5)
	Rarely	34.38% (11)
	No	46.88% (15)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used a VCR?	Frequently	81.25% (26)
	Rarely	15.63% (5)
	No	3.13% (1)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used a Video Camcorder?	Frequently	25.00% (8)
	Rarely	50.00% (16)
	No	21.88% (7)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used a Digital Camera?	Frequently	46.88% (15)
	Rarely	31.25% (10)
	No	18.75% (6)
	Don't Know	3.13% (1)
	Not Applicable	0.00% (0)
Have you used a Digital Projector?	Frequently	9.68% (3)
	Rarely	22.58% (7)
	No	64.52% (20)
	Don't Know	0.00% (0)
	Not Applicable	3.23% (1)
Have you used an Internet Web Browser?	Frequently	87.10% (27)
	Rarely	12.90% (4)
	No	0.00% (0)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used a Scanner?	Frequently	21.88% (7)
	Rarely	40.63% (13)
	No	37.50% (12)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used student management (grading, attendance) software for your job?	Frequently	78.13% (25)
	Rarely	3.13% (1)
	No	12.50% (4)
	Don't Know	0.00% (0)
	Not Applicable	6.25% (2)
Have you used student information (student records, behavior, health records) software for your job?	Frequently	68.75% (22)
	Rarely	12.50% (4)
	No	12.50% (4)
	Don't Know	3.13% (1)
	Not Applicable	3.13% (1)
Have you used school management (budget, personnel, scheduling, calendars) software for your job?	Frequently	34.38% (11)
	Rarely	40.63% (13)
	No	25.00% (8)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)

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Have you used word processing software for your job?	Frequently	100.00% (32)
	Rarely	0.00% (0)
	No	0.00% (0)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used spreadsheet software for your job?	Frequently	40.63% (13)
	Rarely	34.38% (11)
	No	21.88% (7)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used database software for your job?	Frequently	31.25% (10)
	Rarely	25.00% (8)
	No	25.00% (8)
	Don't Know	18.75% (6)
	Not Applicable	0.00% (0)
Have you used desktop publishing software for your job?	Frequently	22.58% (7)
	Rarely	41.94% (13)
	No	32.26% (10)
	Don't Know	3.23% (1)
	Not Applicable	0.00% (0)
Have you used presentation software for your job?	Frequently	9.38% (3)
	Rarely	50.00% (16)
	No	40.63% (13)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used audio/video capture and digitizing software for your job?	Frequently	6.25% (2)
	Rarely	28.13% (9)
	No	62.50% (20)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used art/graphic development software for your job?	Frequently	3.13% (1)
	Rarely	31.25% (10)
	No	65.63% (21)
	Don't Know	0.00% (0)
	Not Applicable	0.00% (0)
Have you used computerized testing software for your job?	Frequently	25.00% (8)
	Rarely	25.00% (8)
	No	46.88% (15)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used internet software for your job?	Frequently	37.50% (12)
	Rarely	37.50% (12)
	No	21.88% (7)
	Don't Know	0.00% (0)
	Not Applicable	3.13% (1)
Have you used e-mail software for your job?	Frequently	77.42% (24)
	Rarely	6.45% (2)
	No	9.68% (3)
	Don't Know	6.45% (2)
	Not Applicable	0.00% (0)
In your classes, do students use computer aided instruction (practice, tutorials, simulations)?	Frequently	25.00% (8)
	Rarely	31.25% (10)
	No	18.75% (6)
	Don't Know	0.00% (0)
	Not Applicable	25.00% (8)
In your classes, do students use word processing software?	Frequently	31.25% (10)
	Rarely	28.13% (9)
	No	15.63% (5)
	Don't Know	0.00% (0)
	Not Applicable	25.00% (8)

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In your classes, do students use problem solving software?	Frequently	6.25% (2)
	Rarely	25.00% (8)
	No	34.38% (11)
	Don't Know	6.25% (2)
	Not Applicable	28.13% (9)
In your classes, do students use database software?	Frequently	0.00% (0)
	Rarely	6.90% (2)
	No	65.52% (19)
	Don't Know	6.90% (2)
	Not Applicable	20.69% (6)
In your classes, do students use spreadsheet software?	Frequently	3.13% (1)
	Rarely	12.50% (4)
	No	53.13% (17)
	Don't Know	3.13% (1)
	Not Applicable	28.13% (9)
In your classes, do students use internet access software?	Frequently	22.58% (7)
	Rarely	16.13% (5)
	No	25.81% (8)
	Don't Know	6.45% (2)
	Not Applicable	29.03% (9)
In your classes, do students use student portfolio software?	Frequently	0.00% (0)
	Rarely	10.00% (3)
	No	60.00% (18)
	Don't Know	6.67% (2)
	Not Applicable	23.33% (7)
In your classes, do students use desktop publishing software?	Frequently	3.13% (1)
	Rarely	18.75% (6)
	No	46.88% (15)
	Don't Know	3.13% (1)
	Not Applicable	28.13% (9)
In your classes, do students use presentation software?	Frequently	6.25% (2)
	Rarely	18.75% (6)
	No	46.88% (15)
	Don't Know	3.13% (1)
	Not Applicable	25.00% (8)
In your classes, do students use computer labs?	Frequently	28.13% (9)
	Rarely	28.13% (9)
	No	18.75% (6)
	Don't Know	0.00% (0)
	Not Applicable	25.00% (8)
In your classes, do students use A+ Learning Software?	Frequently	15.63% (5)
	Rarely	25.00% (8)
	No	34.38% (11)
	Don't Know	0.00% (0)
	Not Applicable	25.00% (8)
In your classes, do students use yearly assessment software (NWEA, Reading Counts, SRI, etc.)?	Frequently	25.81% (8)
	Rarely	12.90% (4)
	No	32.26% (10)
	Don't Know	6.45% (2)
	Not Applicable	22.58% (7)
In your classes, do students use peripherals (digital scientific probes/sensors)?	Frequently	3.13% (1)
	Rarely	12.50% (4)
	No	56.25% (18)
	Don't Know	0.00% (0)
	Not Applicable	28.13% (9)
In your classes, do students use graphing calculators?	Frequently	12.90% (4)
	Rarely	6.45% (2)
	No	51.61% (16)

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	Don't Know	0.00% (0)
	Not Applicable	29.03% (9)
If telecommunications (e-mail, chats, blogging) technologies were available, how would you rate the potential to impact instruction or to support instruction?	High	9.68% (3)
	Somewhat High	29.03% (9)
	Somewhat Low	19.35% (6)
	Low	25.81% (8)
	Don't Know	16.13% (5)
If teleconferencing/interactive video were available, how would you rate the potential to impact instruction or to support instruction?	High	22.58% (7)
	Somewhat High	35.48% (11)
	Somewhat Low	12.90% (4)
	Low	9.68% (3)
	Don't Know	19.35% (6)
If educational TV, streaming video, educational videos were available, how would you rate the potential to impact instruction or to support instruction?	High	28.13% (9)
	Somewhat High	43.75% (14)
	Somewhat Low	12.50% (4)
	Low	12.50% (4)
	Don't Know	3.13% (1)
If electronic library access was available, how would you rate the potential to impact instruction or to support instruction?	High	31.25% (10)
	Somewhat High	34.38% (11)
	Somewhat Low	9.38% (3)
	Low	6.25% (2)
	Don't Know	18.75% (6)
If digital projectors were available, how would you rate the potential to impact instruction or to support instruction?	High	35.48% (11)
	Somewhat High	22.58% (7)
	Somewhat Low	6.45% (2)
	Low	9.68% (3)
	Don't Know	25.81% (8)
If electronic chalk boards (smart boards) were available, how would you rate the potential to impact instruction or to support instruction?	High	34.38% (11)
	Somewhat High	34.38% (11)
	Somewhat Low	6.25% (2)
	Low	6.25% (2)
	Don't Know	18.75% (6)
If voice activation and touch screen input systems were available, how would you rate the potential to impact instruction or to support instruction?	High	21.88% (7)
	Somewhat High	31.25% (10)
	Somewhat Low	12.50% (4)
	Low	9.38% (3)
	Don't Know	25.00% (8)
If color laser printers were available, how would you rate the potential to impact instruction or to support instruction?	High	28.13% (9)
	Somewhat High	21.88% (7)
	Somewhat Low	21.88% (7)
	Low	12.50% (4)
	Don't Know	15.63% (5)
If video capture/editing equipment and DVD production technologies were available, how would you rate the potential to impact instruction or to support instruction?	High	18.75% (6)
	Somewhat High	25.00% (8)
	Somewhat Low	18.75% (6)
	Low	12.50% (4)
	Don't Know	25.00% (8)
If CD ROM/audio production technologies were available, how would you rate the potential to impact instruction or to support instruction?	High	21.88% (7)
	Somewhat High	21.88% (7)
	Somewhat Low	18.75% (6)
	Low	12.50% (4)
	Don't Know	25.00% (8)
If scanners were available, how would you rate the potential to impact instruction or to support instruction?	High	12.90% (4)
	Somewhat High	25.81% (8)
	Somewhat Low	29.03% (9)
	Low	3.23% (1)
	Don't Know	29.03% (9)
If digital cameras were available,	High	25.81% (8)

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how would you rate the potential to impact instruction or to support instruction?	Somewhat High	16.13% (5)
	Somewhat Low	32.26% (10)
	Low	6.45% (2)
	Don't Know	19.35% (6)
If alpha smart keyboards were available, how would you rate the potential to impact instruction or to support instruction?	High	30.00% (9)
	Somewhat High	20.00% (6)
	Somewhat Low	6.67% (2)
	Low	6.67% (2)
	Don't Know	36.67% (11)
If personal digital assistants (PDA, Palm Pilot) were available, how would you rate the potential to impact instruction or to support instruction?	High	16.13% (5)
	Somewhat High	16.13% (5)
	Somewhat Low	6.45% (2)
	Low	29.03% (9)
	Don't Know	32.26% (10)
If GPS/GIS technologies were available, how would you rate the potential to impact instruction or to support instruction?	High	16.13% (5)
	Somewhat High	19.35% (6)
	Somewhat Low	12.90% (4)
	Low	25.81% (8)
	Don't Know	25.81% (8)
Identify the quantity of training you have received using scanners, digital cameras, camcorder, and color printers.	Extensive	0.00% (0)
	Lots	12.50% (4)
	Some	31.25% (10)
	Minimal	28.13% (9)
	None	28.13% (9)
Identify the quantity of training you have received in the area of telecommunications (e-mail, internet access, Outlook, phone system).	Extensive	3.13% (1)
	Lots	18.75% (6)
	Some	56.25% (18)
	Minimal	15.63% (5)
	None	6.25% (2)
Identify the quantity of training you have received using TV and audio/video equipment.	Extensive	3.13% (1)
	Lots	9.38% (3)
	Some	31.25% (10)
	Minimal	28.13% (9)
	None	28.13% (9)
Identify the quantity of training you have received using word processing software.	Extensive	15.63% (5)
	Lots	28.13% (9)
	Some	40.63% (13)
	Minimal	9.38% (3)
	None	6.25% (2)
Identify the quantity of training you have received using database software.	Extensive	3.13% (1)
	Lots	12.50% (4)
	Some	43.75% (14)
	Minimal	21.88% (7)
	None	18.75% (6)
Identify the quantity of training you have received using spreadsheet software.	Extensive	3.23% (1)
	Lots	12.90% (4)
	Some	45.16% (14)
	Minimal	25.81% (8)
	None	12.90% (4)
Identify the quantity of training you have received in the area of student portfolio development.	Extensive	0.00% (0)
	Lots	3.33% (1)
	Some	23.33% (7)
	Minimal	23.33% (7)
	None	50.00% (15)
Identify the quantity of training you have received using school management software (budgets, scheduling, personnel).	Extensive	3.23% (1)
	Lots	16.13% (5)
	Some	25.81% (8)
	Minimal	19.35% (6)
	None	35.48% (11)

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Identify the quantity of training you have received using student management software (grading, attendance, records).	Extensive	3.33% (1)
	Lots	23.33% (7)
	Some	40.00% (12)
	Minimal	20.00% (6)
	None	13.33% (4)
Identify the quantity of training you have received using desktop publishing software.	Extensive	0.00% (0)
	Lots	16.67% (5)
	Some	20.00% (6)
	Minimal	26.67% (8)
	None	36.67% (11)
Identify the quantity of training you have received using curriculum specific applications.	Extensive	0.00% (0)
	Lots	9.38% (3)
	Some	18.75% (6)
	Minimal	28.13% (9)
	None	43.75% (14)
Identify the quantity of training you have received in basic operating system techniques (Windows).	Extensive	3.13% (1)
	Lots	28.13% (9)
	Some	43.75% (14)
	Minimal	21.88% (7)
	None	3.13% (1)
Identify the quantity of training you have received in the area of electronic research.	Extensive	0.00% (0)
	Lots	25.81% (8)
	Some	29.03% (9)
	Minimal	25.81% (8)
	None	19.35% (6)
Identify the quantity of training you need using scanners, digital cameras, camcorder, and color printers.	Extensive	0.00% (0)
	Lots	34.38% (11)
	Some	25.00% (8)
	Minimal	31.25% (10)
	None	9.38% (3)
Identify the quantity of training you need in the area of telecommunications (e-mail, internet access, Outlook, phone system).	Extensive	0.00% (0)
	Lots	9.68% (3)
	Some	54.84% (17)
	Minimal	22.58% (7)
	None	12.90% (4)
Identify the quantity of training you need using TV and audio/video equipment.	Extensive	0.00% (0)
	Lots	12.50% (4)
	Some	31.25% (10)
	Minimal	21.88% (7)
	None	34.38% (11)
Identify the quantity of training you need using word processing software.	Extensive	0.00% (0)
	Lots	6.25% (2)
	Some	40.63% (13)
	Minimal	34.38% (11)
	None	18.75% (6)
Identify the quantity of training you need using database software.	Extensive	6.25% (2)
	Lots	21.88% (7)
	Some	25.00% (8)
	Minimal	37.50% (12)
	None	9.38% (3)
Identify the quantity of training you need using spreadsheet software.	Extensive	6.25% (2)
	Lots	15.63% (5)
	Some	40.63% (13)
	Minimal	25.00% (8)
	None	12.50% (4)
Identify the quantity of training you need in the area of student portfolio development.	Extensive	9.68% (3)
	Lots	12.90% (4)
	Some	38.71% (12)

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	Minimal	19.35% (6)
	None	19.35% (6)
Identify the quantity of training you need using school management software (budgets, scheduling, personnel).	Extensive	6.90% (2)
	Lots	10.34% (3)
	Some	44.83% (13)
	Minimal	13.79% (4)
	None	24.14% (7)
Identify the quantity of training you need using student management software (grading, attendance, records).	Extensive	0.00% (0)
	Lots	12.90% (4)
	Some	38.71% (12)
	Minimal	29.03% (9)
	None	19.35% (6)
Identify the quantity of training you need using desktop publishing software.	Extensive	12.50% (4)
	Lots	12.50% (4)
	Some	34.38% (11)
	Minimal	15.63% (5)
	None	25.00% (8)
Identify the quantity of training you need using curriculum specific applications.	Extensive	9.68% (3)
	Lots	22.58% (7)
	Some	38.71% (12)
	Minimal	16.13% (5)
	None	12.90% (4)
Identify the quantity of training you need in basic operating system techniques (Windows).	Extensive	3.13% (1)
	Lots	15.63% (5)
	Some	28.13% (9)
	Minimal	25.00% (8)
	None	28.13% (9)
Identify the quantity of training you need in the area of electronic research.	Extensive	3.13% (1)
	Lots	18.75% (6)
	Some	34.38% (11)
	Minimal	21.88% (7)
	None	21.88% (7)
When would you be willing to be involved in training? Prioritize the following: In-service Days ¶Average: <b>2.66</b>	1	41.38% (12)
	2	31.03% (9)
	3	6.90% (2)
	4	6.90% (2)
	5	0.00% (0)
	6	3.45% (1)
	7	0.00% (0)
	8	0.00% (0)
	9	10.34% (3)
Curriculum ¶Average: <b>3.26</b>	1	25.81% (8)
	2	32.26% (10)
	3	16.13% (5)
	4	3.23% (1)
	5	3.23% (1)
	6	3.23% (1)
	7	0.00% (0)
	8	6.45% (2)
	9	9.68% (3)
School Day ¶Average: <b>4.43</b>	1	20.00% (6)
	2	16.67% (5)
	3	16.67% (5)
	4	0.00% (0)
	5	13.33% (4)
	6	3.33% (1)
	7	6.67% (2)
	8	3.33% (1)
	9	20.00% (6)
Summer ¶Average: <b>4.83</b>	1	20.69% (6)
	2	10.34% (3)

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	3	13.79% (4)
	4	13.79% (4)
	5	3.45% (1)
	6	3.45% (1)
	7	0.00% (0)
	8	3.45% (1)
	9	31.03% (9)
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After School Hours ¶Average: <b>4.60</b>	1	13.33% (4)
	2	6.67% (2)
	3	10.00% (3)
	4	20.00% (6)
	5	13.33% (4)
	6	13.33% (4)
	7	16.67% (5)
	8	0.00% (0)
	9	6.67% (2)
<hr/>		
Evenings ¶Average: <b>5.21</b>	1	13.79% (4)
	2	10.34% (3)
	3	3.45% (1)
	4	17.24% (5)
	5	13.79% (4)
	6	0.00% (0)
	7	6.90% (2)
	8	20.69% (6)
	9	13.79% (4)
<hr/>		
Weekends ¶Average: <b>5.53</b>	1	13.33% (4)
	2	3.33% (1)
	3	16.67% (5)
	4	6.67% (2)
	5	3.33% (1)
	6	10.00% (3)
	7	13.33% (4)
	8	13.33% (4)
	9	20.00% (6)
<hr/>		
Computer Based Training/Online ¶Average: <b>4.90</b>	1	16.67% (5)
	2	13.33% (4)
	3	3.33% (1)
	4	10.00% (3)
	5	20.00% (6)
	6	6.67% (2)
	7	3.33% (1)
	8	6.67% (2)
	9	20.00% (6)
<hr/>		
Brown Bag Lunch/Training ¶Average: <b>4.43</b>	1	20.00% (6)
	2	13.33% (4)
	3	6.67% (2)
	4	13.33% (4)
	5	13.33% (4)
	6	10.00% (3)
	7	3.33% (1)
	8	6.67% (2)
	9	13.33% (4)
<hr/>		
How would you expect to be compensated for after-hour or non-school time training? Prioritize the following: University Credit ¶Average: <b>2.08</b>	1	30.77% (8)
	2	30.77% (8)
	3	38.46% (10)
<hr/>		
In District Credit ¶Average: <b>1.97</b>	1	31.03% (9)
	2	41.38% (12)
	3	27.59% (8)
<hr/>		
Monetary ¶Average: <b>1.58</b>	1	64.52% (20)
	2	12.90% (4)
	3	22.58% (7)

## **Student Use of the Internet and Electronic Communications**

The Internet, a global computer network referred to as the World Wide Web, and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the district. However, the Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. The Board acknowledges that while it is impossible to predict with certainty what information students might locate or come into contact with, it desires to take all reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district computers and computer systems to avoid contact with material or information that may be harmful to minors.

### **Blocking or filtering obscene, pornographic and harmful information**

It is understood by the Board that there is no such software to keep a student on task while on the internet. In response to this, there will be a server dedicated to blocking, and recording all internet traffic of each student. This server helps to block and filter material and information that is obscene, off school topic, or otherwise harmful to minors as defined by the Board. Students shall report access to all material and information on the internet that is inappropriate at school as defined by the Board to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

### **No expectation of privacy**

District computers and computer systems are owned by the district and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet, Email or any other electronic communications. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of the school district.

### **Unauthorized and unacceptable uses**

Students shall use district computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of district computers and computers systems can not be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following. *[Note: The Board has discretion to determine which uses are unacceptable.]*

No student shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability or handicap
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer

- that accesses fee services without specific permission from the system administrator

## **Security**

Security on district computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district computers or computers systems
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

## **Safety**

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

## **Vandalism**

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption techniques.

## **Software**

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner. All software with intent to being used with district computers needs to be approved by the Technology Department.

### **Assigning student projects and monitoring student use**

The district will make every effort to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional

responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools.

All students shall be supervised by staff while using the Internet or electronic communications at a ratio of at least one staff member to each 35 students. Staff members assigned to supervise student use shall have received training in Internet and electronic communications safety and monitoring student use.

### **Student use is a privilege**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Students and parents/guardians shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issues or access shall be allowed.

### **School district makes no warranties**

The school district makes no warranties of any kind, whether expressed or implied, related to the use of district computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The School District shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

Adopted: November 11, 2002

LEGAL REFS.: 47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)

47 U.S.C. 231 (*Child Online Protection Act of 1998*)

20 U.S.C. 6801 *et seq.* (*Elementary and Secondary Education Act*)

**Student Use of the Internet and Electronic Communications**  
(Annual Acceptable Use Agreement)

**Students**

I have read, understand and will abide by the district's policy on Student Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district's computers or computer system, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

If I am 18 years or older, I hereby release the school district from all costs, claims, damages or losses resulting from my use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

*Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Student Use of the Internet and Electronic Communications and understand its significance.*

_____	_____
Student's Name (printed)	Date of Birth (day/mo/yr)
_____	_____
Student's Signature	Date

**Parent or Guardian**

*If the user is under 18 years of age, a parent or guardian must also sign this Agreement.*

As the parent or guardian of this student, I have read the district's policy on Student Use of the Internet and Electronic Communications. I understand that access to the Internet and electronic communications is designed for educational purposes and that the school district has taken reasonable steps to block or filter material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. I also recognize, however, that it is impossible for the school district to prevent access to all materials or information I might find harmful or controversial and I agree not to hold the district responsible for any such materials and information accessed by my child. Further, I accept full responsibility for supervision if and when my child's Internet or electronic communications use is not in a school setting.

I hereby release the school district from all costs, claims, damages or losses resulting from my child's use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

I hereby give permission to issue an Internet and electronic communications account for my child and certify that the information contained on this form is true and correct.

Park County School District Re-2  
Educational Technology and Information Literacy Plan

*Your signature on this Acceptable Use Agreement is binding and indicates you have read the district's policy on Student Use of the Internet and Electronic Communications carefully and understand its significance.*

---

Parent/Guardian's Name (printed)

---

Parent/Guardian's Signature

---

Date

## **Staff Use of the Internet and Electronic Communications**

The Internet, a global computer network referred to as the World Wide Web, and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

The District supports the use of the Internet and electronic communications by staff to improve teaching and learning through interpersonal communication, access to information, research, training and collaboration and dissemination of successful educational practices, methods and materials.

The District believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material not consistent with the education goals of the district. However, the Internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their own use of district computers and computer systems to avoid contact with material or information that violates this policy.

### **Blocking or filtering obscene, pornographic and harmful information**

To protect students from material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, software that blocks or filters such material and information has been installed on all district computers having Internet or electronic communications access. Blocking or filtering software may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18.

### **No expectation of privacy**

District computers and computer systems are owned by the district and are intended for educational purposes and district business at all times. Staff members shall have no expectation of privacy when using the Internet or electronic communications. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district computers and computer systems, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district computers and computer systems shall remain the property of the school district.

### **Public records**

Electronic communications sent and received by district employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications shall be monitored in accordance with EGAEA-R to ensure that all public electronic communication records are retained, archived and destroyed in accordance with state law.

### **Unauthorized and unacceptable uses**

Staff members shall use district computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of district computers and computers systems can not be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following. [Note: The Board has discretion to determine which uses are unacceptable. The following list provides examples the Board may wish to consider.]

No staff member shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex or excretion
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability or handicap
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account without written permission from that individual
- that impersonates another or transmits through an anonymous remailer

- that accesses fee services without specific permission from the system administrator

## **Security**

Security on district computer systems is a high priority. Staff members who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Staff members should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district computers or computers systems
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users

Any staff member identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

## **Confidentiality**

Staff members shall not access, receive, transmit or retransmit material regarding students, parents/guardians or district employees that is protected by confidentiality laws. If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student and district records in accordance with policies GBJ (Personnel Records and Files), JRA/JRC (Student Records/Release of Information on Students) and EGAEA (Public Electronic Mail Records).

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by the Family Educational Rights and Privacy Act (FERPA). Therefore, the sharing of student records or other confidential information with persons or agencies outside the school district via e-mail is prohibited without prior written consent of the student's parent/guardian, unless disclosure is under an exception to FERPA (See policy JRA/JRC, Student Records/Release of Information on Students for detailed information on student records and FERPA). Student records and other confidential information may be shared with other district staff members via e-mail, as long as the staff member with whom the records are shared has a legitimate educational interest in the student and the records are shared for a legitimate educational purpose.

Any student records maintained on district technology, including on the electronic mail system or in any other electronic format are part of the student's record and, as such, are available for parent/guardian review and must be maintained in accordance with FERPA requirements. It is imperative that staff members who share confidential student information

via electronic communications understand the correct use of the technology, so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use e-mail to disclose student records or other confidential student information in a manner inconsistent with FERPA requirements may be subject to disciplinary action.

### **Vandalism**

Vandalism will result in cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

### **Unauthorized software**

Staff members are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

### **Staff member use is a privilege**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and may result in school disciplinary action and/or legal action. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Staff members shall be required to sign the district's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issues or access shall be allowed.

### **School district makes no warranties**

The school district makes no warranties of any kind, whether expressed or implied, related to the use of district computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The School District shall not be responsible for any damages, losses or costs a staff member suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the staff member's own risk.

**Adopted: November 5, 2003**

LEGAL REFS.: 47 U.S.C. 254(h) (Children's Internet Protection Act of 2000)

47 U.S.C. 231 (Child Online Protection Act of 1998)

20 U.S.C. 6801 et seq. (Elementary and Secondary Education Act)

C.R.S. 24-72-204.5 (monitoring electronic communications)

**Staff Use of the Internet and Electronic Communications**  
(Annual Acceptable Use Agreement)

**Staff member**

I have read, understand and will abide by the district's policy on Staff Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district's computers or computer system, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

I hereby release the school district from all costs, claims, damages or losses resulting from my use of district computers and computer systems, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Staff Use of the Internet and Electronic Communications and understand its significance.

---

Staff member's Name (printed)

---

Staff member's Signature

---

Date

**Addendum A**

**PARK COUNTY SCHOOL DISTRICT RE-2**

Five-Year Curriculum Rotation Plan

<i>Subject Area</i>		08-09	09-10	10-11	11-12	12-13
<i>Core Curriculum:</i>						
1	Language Arts/Reading	R/D	I	M	M	S
2	Social Studies (History/Geography)	M	M	S	R/D	I
3	Science	M	M	S	R/D	I
4	Math	R/D	I	M	M	S
<i>Curriculum:</i>						
5	Technology	I	M	M	S	R/D
6	Physical Education	M	M	S	R/D	I
7	Health	M	S	R/D	I	M
8	Art	S	R/D	I	M	M
9	Music	S	R/D	I	M	M
10	International Language	M	S	R/D	I	M
11	Early Childhood/Preschool	R/D	I	M	M	S
<i>Vocational</i>						
12	Business/Technology	I	M	M	S	R/D
13	Building Trades	I	M	M	S	R/D
<i>Support Curriculum/Philosophies/Programs:</i>						
14	Guidance/Counseling	S	S	R/D	I	M
15	Special Education Philosophy	S	R/D	I	M	M
16	Gifted and Talented Program	I	M	M	S	R/D

***R/D – Review and Develop (Study, research, develop vision and pilot): Annually by June***

***I – Implement curriculum/train teachers annually by September***

***M – Modify curriculum: Annually by September***

***S – Status Check: Annually by September and January.***

Park County School District Re-2  
Educational Technology and Information Literacy Plan

**Addendum B**  
**ETIL Technology Plan Budget**

<b>Name of District :</b>	Park County School District RE-2	
<b>Technology Coordinator:</b>	Andy Duval	
<b>Superintendent:</b>	Charles Soper	

\* Cells will wrap for large descriptions

Service or Function *	Category	Quantity/ or Capacity	Total Pre-Discount Amount	Expected E-rate Discount Rate (%)	District Funding Source	Total E-rate Expected Discount	Total Amount for District Responsibility
		Column Sum:	\$ 209,190			\$ 31,360	<b>\$ 177,830</b>
Network equipment upgrades	Hardware	1	\$ 5,000	0%	Capital Reserve	\$ -	\$ 5,000
Classroom/lab Computer upgrades	Hardware	1	\$ 15,000	0%	Capital Reserve	\$ -	\$ 15,000
Technology Staff, Base salary	Other	2	\$ 87,440	0%	General Fund	\$ -	\$ 87,440
Contract services	Maintenance Contract	1	\$ 5,500	0%	General Fund	\$ -	\$ 5,500
Technology staff, Training/workshops	Professional Development	1	\$ 500	0%	General Fund	\$ -	\$ 500
Technology supplies	Misc.	1	\$ 13,300	0%	General Fund	\$ -	\$ 13,300
Technology replacement	Hardware	1	\$ 11,000	0%	General Fund	\$ -	\$ 11,000
MNT - State of Colorado	Internal Connections	1	\$ 7,200	64%	General Fund	\$ 4,608	\$ 2,592
Qwest	Telecommunications	1	\$ 41,800	64%	General Fund	\$ 26,752	\$ 15,048
Software Annual renewal, Anti-virus internet filtering, etc.	Software	1	\$ 12,000	0%	General Fund	\$ -	\$ 12,000
A+ Software	Software	1	\$ 10,450	0%	General Fund	\$ -	\$ 10,450

**Addendum C**

**Measuring Technology Literacy at the 8th Grade Level**

Park County School District RE-2 will define technology literacy as information literacy, computer education, and integrated use of technology in the classroom. The measurement will consist of an on-line skills assessment that evaluates NETS standards at the end of the eighth grade.