

Information & Technology Plan 2012–2015

Plan Creation Date: January 1, 2012

District: Unity School District

DPI District Number:

Board Approval Date: May 8, 2012

District Web site: <http://unity.k12.wi.us/se3bin/clientschool.cgi?schoolname=school632>

DPI Evaluator Name: Amy French

DPI Evaluator Approval Date: October 31, 2012

Last updated on: **5.8.12**

Information & Technology Plan 2012-2015

District: Unity School District

Planning Committee Members:

Committee Members	Position/Title
Brandon Robinson	District Administrator
Jason Cress	HS Principal
Elizabeth Jorgensen	MS Principal
Wayne Whitwam	Elementary Principal
Paula Hermansen	District Network Technician
Rene Lechman	Elementary School Teacher
Jeff Pfaff	Elementary School Teacher
Greg Paulsen	Elementary School Teacher
Dan Johnson	Middle School Teacher
Shawn Perkins	Middle School Teacher
Adam Bever	High School Teacher
Kelly Bakke	School Board Member
Jim Beistle	School Board Member
Donna Asper	AV/ITV Facilitator
Deanna Erickson	District Library Media Specialist

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Official Approval Date: May 8, 2012

Last updated on: **5.4.12**

Background

Information & Technology Plan 2012-2015

Introduction

Unity School District is located in Balsam Lake, Wisconsin, approximately 70 miles north east of the Twin Cities, Minnesota metropolitan area. The district covers approximately 140 square miles and consists of 11 municipalities in whole or part, including the towns of Balsam Lake, Georgetown, Eureka, Johnstown, Laketown, Milltown, St. Croix Falls, Apple River and the villages of Balsam Lake, Centuria and Milltown.

Unity School District Web site <http://unity.k12.wi.us/se3bin/clientschool.cgi?schoolname=school632>

District Mission Statement

UNITY SCHOOL DISTRICT MISSION: "Our mission is to prepare each student for a changing world by building strong character and developing the skills to become a life-long learner through a safe, caring and challenging environment in partnership with students, families, school and community."

To achieve that mission, the Unity School District must provide students and staff with equitable access to technology. This technology plan is designed to maximize district resources so that state-of-the-art technology becomes available. This technology must enhance the teaching and learning process for all students in the district. Our major task is to create a literate society. For our children to be literate in the years to come, the basic skills need to be expanded to reflect those skills necessary for comfortable adjustment and living in the 21st century. As we look to the future and attempt to identify the skills necessary to become a literate adult, it is evident there will be an increasing dependence on the use of technological tools not available during previous generations. As technology develops, the goals of the district, and skills taught, will need to reflect this ongoing metamorphosis.

The mission of the Unity School library/media program is to ensure that students and staff are effective users of ideas and information in the 21st century. This will be accomplished through:

1. Provision of sequential instruction based on Wisconsin's Model Academic Standards (ISTE, 21st Century Skills, AASL) to integrate information skills with classroom instruction
2. Collaboration between media specialists and teachers to instruct students in the effective use of resources, technology and information retrieval skills
3. Intellectual and physical access to a current collection of materials in all formats designed to accommodate a wide range of learning styles
4. Collaboration with the Information and Technology Department to provide access to information and materials through electronic networks and remote access

Several different technologies have become basic educational tools that need to be utilized effectively in all curricular areas. Teachers and administrators, alike, have encouraged technology's expanded use, to improve and manage instruction and develop critical thinking skills throughout the disciplines.

District Technology Vision Statement

Unity School District has a vision for the comprehensive integration of technology to foster an environment and culture that impacts the education of its students in a positive manner with the enhancement and improvement of the learning process. Curricular design, instructional strategies, and learning environments shall integrate technologies to maximize learning and teaching. Educators shall apply technology to enhance their professional practice and to increase their own productivity and that of their students. The district shall ensure the integration of technology to support productive systems for learning and administration. Educators shall use technology to plan and implement comprehensive systems of effective assessment and evaluation. The district shall consider the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Overview of the Planning Process

Our district must report considerable data to various local, state, and federal government offices to comply with regulations and legal dictates. In addition, both the individual district schools and the school district report progress and activities to parents, community members, and organizations. Unity School gathers a great deal of information about employees, students, building, funding, and every other aspect of our organization. The accounting of this body of data is a large task that could not be done without the aid of technology. The sophisticated technology now available to us can help us make better administrative and instructional decisions and to provide more informative reporting and communication to our stakeholders.

Community Resources and Adult Literacy Providers

This literacy is developed in four areas:

- A. Technology as a learning tool.
- B. Using technology to communicate with others.
- C. Learning about the technology.
- D. Using technology to retrieve and process information

Three public libraries also serve the Unity School District. In 2011, Unity began a summer share program with the local libraries to help provide laptop computers for students to use during the summer to provide more access to take AR reading tests and work in Compass Learning, a purchased tutorial program. Balsam Lake Public Library Centuria Public Library Milltown Public Library The Unity School provides educational services to the inmates at the Polk County Jail. Lakeland Communications, a local telecommunications provider, is a stakeholder in our technology plan. Lakeland has provided Internet access for our district. CESA #11 is another stakeholder in our technology plan. The Unity School District receives some staff development and consulting services through CESA #11. CESA #11 also coordinates our distance learning facilities. Community members in the Unity School District are able to access distance learning courses through our high school distance-learning lab. Unity School District provides many classes through the Community Education Program for clients of all ages.

Adult literacy and community education efforts are of concern to the Unity School District. With the WITC and UWC-BC campuses located in nearby Rice Lake, many of our adult residents have access to learning opportunities there.

There are numerous individuals and organizations not listed above that are stakeholders in this technology plan. The entire Unity School District, which includes many families, businesses, and industries, has a stake in the technology plan. All future employers of Unity High School graduates need to be considered stakeholders as well.

Last updated on: **7.11.12**

Infrastructure

Information & Technology Plan 2012-2015

Resources and Fixed Assets

2012

- Unity houses 4 Computer labs – 3 Apple, 1 PC
- 5 Mobile Laptop Carts
- 2 iPad Carts
- 35 Promethean Boards
- 1 ITV lab
- 1 Portable ITV
- 88 Teacher Laptops
- Wireless Network with 100mbps
- Measures of Academic Testing
- Compass Learning
- AimsWeb Progress Monitoring

Last updated on: **5.7.12**

Library Media Collection

Information & Technology Plan 2012-2015

Library Media Services *(including staffing)*

Present library staffing, servicing 1100 students PK-12, consists of:

One full-time certified Library Media Specialist, one 7.15 hrs. AV/ITV assistant, and one 1.5 hours elementary aide. The Media specialist works on a fixed instructional schedule for PK-4 as part of the specials rotation schedule, sharing a time block with the elementary guidance program. Grade 5 has daily instruction in media/study skills on a trimester basis. Grades 6-12 work with the Media Specialist on a flexible schedule for support as it is needed within the curriculum area.

Elementary School:

- Weekly scheduled book exchange time and additional flexible scheduling
- Weekly or bi-weekly Media lessons with Media Specialist.
- Collaborative Media projects that extend into the classroom
- Accelerated Reader program
- Golden Archer Program
- Multimedia collection that includes Audiobooks, Playaways, VHS and DVDs
- Library Media Specialist availability: Scheduled fixed classes EC-3; Flexible Grade 4
- Library Media Aide availability: 1.5 hours per day (morning)

Middle School:

- Grade 5: Trimester class with Media Specialist
- Weekly scheduled book exchange
- Battle of the Books
- Collaborative Media projects with classrooms
- Flexible Scheduling for individuals and/or classes
- Multimedia collection that includes Audiobooks, Playaways, online readers, and DVDs
- Access to online databases and research tools
- Library Media Specialist availability: 1 hr. fixed scheduling for grade 5; flexible scheduling for other classes as able

High School:

- Flexible scheduling for individuals and/or classes
- Access to online databases and research tools
- Multimedia collection that includes Audiobooks, Playaways, online readers, and DVDs
- Access to MORE consortium of libraries through the Balsam Lake, Milltown or Centuria Public Library
- Access to books from other schools through participation in ILL (Inter-Library Loan)
- Library Media Specialist availability as able
- Library Media assistant / ITV aide: 7.25 hours per day (shared with Elementary and Middle School Library)
- Extended Hours: Library is open daily at 7:45 am and available by appointment after school, Monday - Thursday until 8:00 pm

Library website: <http://unity.k12.wi.us/usd/library/>

Library Media Collection Mapping Analysis

Analysis by publication year demonstrates upgrading of overall collection in progress, movement toward eBooks/iBooks will be a part of the upgrading.

Library Usage Report

We currently use Alexandria software for the library collection, we are in the process of learning how to use many of the built in features. Collection of statistics is of vital importance and it is noted that some of these features need to have yearly reset, which has not taken place.

Last updated on: **5.8.12**

Curriculum Alignment

Information & Technology Plan 2012-2015

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Information literacy is primarily taught within curriculum content areas in grades 6-12. Skills are demonstrated in project based assessments. The Library Media Specialist is available to assist teachers in learning new skills and direct instruction per request. Elementary and grade 5 have direct instruction by the media specialist through fixed scheduling.

Considering the needs of a 21st century student body, CyberSmart! Student Curriculum has been selected to help meet our goals and provide a scope and sequence for students K-12. The media specialist will meet with curriculum heads in grades 6-12 to move instruction into core areas; direct instruction in grades K-5 will continue to be utilized.

[CyberSmart Curriculum](#)

[CyberSmart Alignment ISTE Standards](#)

[Overview of Library Media Curriculum Direct Instruction](#)

[UNITY SCHOOL CURRICULUM LINK](#)

Last updated on: **7.11.12**

Needs Assessment

Information & Technology Plan 2012-2015

Needs Assessment

District Education Technology Mission and Vision Statements

Our district must report considerable data to various local, state, and federal government offices to comply with regulations and legal dictates. In addition, each individual school and the school district report progress and activities to parents, community members, and organizations. Unity School District gathers a great deal of information about employees, students, building, funding, and every other aspect of our organization. The accounting of this body of data is a large task that could not be done without the aid of technology. The sophisticated technology now available to us can help us make better administrative and instructional decisions and to provide more informative reporting and communication to our stakeholders.

Unity staff and students completed the TAGLIT survey this spring to assist the technology committee in its assessment process. As Unity has been a technology forerunner, it is not surprising that 73% of our staff consider themselves proficient or advanced in use of technology. However, staff indicated the need for more training in several key areas, such as continued Promethean training and content specific software. Both staff and students indicated short-comings in the present student server performance and need to improve speed and dependability of equipment. To acquire 21st Century skills, it necessitates better and equal access to all students, thus the development of the 1:1 Initiative for iPad 6-12. Research strongly indicates that technology will enhance and improve student achievement when access and higher lesson of thinking skills are implemented. To compete in our present world, we must raise student reading scores to ensure they have the necessary basic skills, but beyond that, we also need to challenge our advanced students. Developing new technology skills and moving to personal computing will bring students' school day into their home in new ways. Parents will play a more vital role in the educational process as they now will have tools to help them that might otherwise be unaffordable to many. Our staff is well suited to make this change and implement a successful program, provided with good equipment, adequate support personnel, continuous training, and time to develop and design rigorous curriculum.

TAGLIT

<https://docs.google.com/file/d/0BxoFOT6bCtdNVDFSTUxrUXNEUjg/edit>

<https://docs.google.com/file/d/0BxoFOT6bCtdNU3IOOWd5bzAxdEE/edit>

<https://docs.google.com/file/d/0BxoFOT6bCtdNakY2MDRxc2J6Z0U/edit>

To develop the district technology plan, it is necessary to review relevant research to guide us in the planning process. It is our desire to establish goals that incorporate research-based practices in technology to enhance student learning and to prepare technology literate students. Students must be prepared to acquire materials and resources to meet their current and life-long needs. They will need to know how

to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

Relevant Research

The Impact of Educational Technology on Student Achievement: What the Most Current Research has to Say. John Schacter Milken Exchange on Education Technology. Retrieved from the World Wide Web on February 8, 2012. www.mff.org/pubs/ME161.pdf

This document briefly summarizes the positive and negative impact of various technology studies on student achievement. Of the 700 studies included in this summary, most showed significant gains in achievement scores when computer-based learning, simulations, and higher order thinking software were used in grades Pre-K through 12. The only area that showed a marked decrease in student achievement was when technology was used as a tool for simple drill and practice.

Computer-Based Technology and Learning: Evolving Uses and Expectations

Gilbert Valdez, Mary McNabb, Mary Foertsch, Mary Anderson, Mark Hawkes, and Lenaya Raack North Central Regional Educational Laboratory. Retrieved from the World Wide Web on February 8, 2012. <http://eric.ed.gov/ERICWebPortal/detail?accno=ED456816>

The value and use of technology in K-12 education continues to be debated even though computer-based technology is being credited as one of the major reasons for the increased work productivity and economic success of the United States. The debate about their value and cost

of the major reasons for the increased work productivity and economic success of the United States. The debate about their value and cost-effectiveness and impact continues in the field of education and research is sparse. This paper reviews a research on how technology can promote student learning. Critical points are highlighted below:

One reason that researchers have a difficult time studying technology's impact on learning is that they have been studying a moving target. Rapid technological changes and advances in software development have made some findings obsolete even before they were published.

To understand the value and impact of technology in education, we must recognize that there have been three distinct phases in the evolution of its uses and expectations: 1. Print automation, 2. Expansion of learning opportunities, and 3. Data-driven and virtual learning.

For phase one, research and educators' experiences attest to the value of some technology-supported, close-ended learning activities in regular classrooms and when students need remediation. Computer-assisted instruction appears more appropriate in settings where teachers' content knowledge and skills are quite low. Efforts to introduce more advanced technology applications will require significant professional development opportunities and a sufficient critical mass of technology resources before they can benefit students.

Uses of technology in phase two can be characterized as providing information in interactive, hypertext, and hypermedia formats. Word processing evolved in to a thinking tool and a means for providing desktop publishing that allowed information to be shared in ways previously available only to professional publishers. Several researchers in phase two argue that technology studies that focus on the ability to creatively access, organize, display, and communicate information should not measure outcomes using standardized tests.

The focus of phase three is on separate but related topics: classroom changes and administrative change. More and more, technology implementation requires a well- designed systemic plan, multi-year funding, and extensive professional development.

Building Better Instruction: How Technology Supports Nine Research-proven Instructional Strategies. Kathy Brabec, Kimberly Fisher, and Howard Pitler *Learning and Leading with Technology*. February, 2004. Retrieved from the World Wide Web on February 1, 2012. <http://www.mcrel.org/topics/products/236/>

The authors list nine research-proven instructional strategies:

1. identifying similarities and differences
2. summarizing and note taking
3. reinforcing effort and providing recognition
4. homework and practice
5. nonlinguistic representations
6. cooperative learning
7. setting objectives and providing feedback
8. generating and testing hypotheses
9. cues, questions, and advanced organizers

The authors then list ways in which technology can support the nine instructional strategies:

1. Word processing – a tool for summarizing. Also, supports using templates.
2. Web resources – there are many excellent web resources that support various strategies. Many can be found at www.4teachers.org. Other examples include Notestar which allows teachers to create online projects for their students; Rubistar which provides generic rubrics that can be customized.
3. Organizing and brainstorming software – the most common of which is Inspiration or Kidspiration.
4. Data collection tools – including handheld devices and appropriate software that can allow the collection and sharing of data.
5. Multimedia – including iMovie, in which students can create and share video / multi-media presentations that highlight concepts or tell stories in unique and compelling ways. This can also include other presentation tools including Powerpoint and Keynote.

The nine instructional strategies mentioned here are most successful when students learn to apply them consistently. Teachers should first model the use of the strategies and then assist students in learning and practicing them.

Learning and Teaching Information Technology: Computer Skills in Context

Michael B. Eisenberg and Doug Johnson ERIC Digest. Summer, 2002

The article "Learning and Teaching Information Technology: Computer Skills in Context" by Michael B. Eisenberg and Doug Johnson (2002) addresses the need for teachers to move away from teaching computer skills in isolation. Educators are advocating integrating computers skills into the content areas, stating that computer skills should not be taught in isolation and that separate computer classes do not really help students learn to apply computer skills in meaningful ways. Students need to learn to use technology as a tool for organization, communication, research, and problem solving.

In order to accomplish the shift from isolated skills to teaching integrated "information skills", the library media specialists, computer teachers, and classroom teachers need to collaborate to develop units and lessons that include both technological skills, information skills, and content area outcomes. Students need to be able to use computers and other technologies flexibly, creatively, and purposefully.

Proof of the Power: Quality Library Media Programs Affect Academic Achievement Keith Curry Lance Multimedia Schools. September, 2001.

This article authored by Keith Curry Lance reinforces the importance of the role of the library media specialist as a teacher, a developer of the collection, and as a facilitator of library use, as well as an administrator. Data on staffing levels correlates that schools with higher levels of library media specialist staffing having higher student achievement scores. One assessment of the integration of the school's library media and technology programs were the number of computers in the library and elsewhere in the school that provided access to the library catalog. Interestingly, "...library media predictors almost always outperformed other school characteristics, such as teacher-pupil ratio, and per-pupil expenditures."

Reinvent Your School's Library and Watch Student Academic Achievement Increase. Connie Champlin and David Loertscher Principal Leadership. March, 2003.

This article reinforces important ideas that have been at the forefront of the library media profession since the late 1980s when Information Power was published. The importance of collaboration among library media specialists and teachers to plan, execute, and evaluate joint learning experiences has been, and still is, a key ingredient to a successful library media program. That success is now measured by an increase in student academic achievement. These learning experiences require advance planning. The amount of planning by the classroom teacher and the library media specialist has a definite impact on student learning.

The article also stressed that "...moving a unit of study to the library media center learning laboratory makes sense. The library media center not only has more equipment, but also has more adults to assist." Once a unit of study has been moved to the library media center, it also gives the library media specialist a focus for developing the collection to support this particular aspect of the curriculum.

Developing technology together: Consolidated report on investigation of the metacognitive influences on teacher's use of information and communication technology (ICT) and the implications for teacher professional development. Renata Phelps and Anne Graham. Southern Cross University. Lismore, NSW. 2007

This study makes is case for approaches to professional development that promotes life-long learning where teachers are more self-directed in identifying what they need to learn and in undertaking the actual learning.

Underpinning the research was a focus on developing teachers' capability – their ability to continue learning and adapting to technological change. In summary, the research aimed to:

- document the metacognitive influences on teachers' use of ICT within a whole-school context;
- determine the effectiveness of a metacognitive approach in supporting teachers' ICT learning;
- develop and refine practical approaches to schools' implementation of the approach;
- understand the role of school executive in influencing teachers' ICT use; and
- produce professional development resources that could support schools' implementation of the approach.

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Goals

Information & Technology Plan 2012-2015

The Unity School District has developed and adopted these four goals in our effort to pursue quality education and training for both our staff and students.

Goal 1: Use technology to aid with data-driven decisions and processes to facilitate student achievement.

1. Utilize student information software to design and focus instruction for areas of acute academic need as noted by district and state assessment results.
2. Provide training to be able to analyze and utilize student achievement for curriculum and teaching development and adjustments.

Goal 2: Provide resources and technology that supports the collaboration of Library Media Specialist, Technology Leaders, Staff, Community and students to provide highly effective environments for teaching and learning. (teacher development)

1. Ensure that students and staff can use Web 2.0 tools and other technologies that increase student achievement. Design/support project-based and inquiry-based instruction to engage students in real-world problems using technology, as well as developing assessment strategies.
2. Teachers will develop skills in teaching the safe and ethical use of information and technology.
3. Research and deploy ebook technology
4. Provide staff with professional development activities.

Goal 3: Provide effective information and technology resources that support a community of students and staff who are successful and independent users of information.

1. Continue to develop distance -learning opportunities
2. 1:1 Initiative
3. Library upgrading
4. Promethean Board Deployment

Goal 4: Maintain and improve the necessary infrastructure for the effective and efficient instruction and support of district students, staff, guardians, and community.

1. 1:1 Initiative: grades 6-12/ Elementary classroom
2. Cloud management
3. Initiate Google Docs for Staff and Students
4. Initiate Dropbox for staff

[View Goals](#)

Last updated on: **6.29.12**

Technology Plan - Unity School District Expenditures Estimates

	Goal or Objective	School Year		
		2012-2013	2013-14	2014-15
		Amount	Projected Funding Source	Amount
Software				
iPad apps	Goal 1, 2, 3, 2, 3	12000	Micro Soft Settlement	
Assessment programs/AIMS, Compass Learning, MAP	Goal 1	6525	Technology	6525
Hardware, Facilities & Networking				
Wireless Network Update	Goal 4	2000	Technology	10000
iPad Cases	Goal 4	5000	Technology	
iPads 1:1 Initiative	Goal 3, 2	59700	Technology /Lease	59700
iPad replacement	Goal 3, 2	0		0
Library iPad cart/ computer replacement	Goal 2	10900	Common School Fund	28000
Promethean Boards	Goal 2	18000	Technology	36000
Computers replacement/upgrades -teachers	Goal 2, 4	56790	Technology	
Computer lab replacement	Goal 4	0		30000
Operation, Maintenance, Upgrade, Communications				
Maintenance and Support (CIPA/ BYOC/ Tech Projects/ Web Page)	Goal 4	6000	Fund 10	6000
Internet Access	Goal 3	8000	Fund 10	8000
District Web Page	Goal 3	2000	Fund 10	2000
Telephone	Goal 4	9600	E-rate funded/ Fund 10	9600
Mobile Phone	Goal 4	1100	E-rate funded	1100
Professional Development				
Instructional Technology Training Series (CESA, STAR, Summer Academy, etc	2, 1, 1	5560	Fund 10	2560
Human Resources In Support of Information & Technology				
Maintain Existing Information & Technology Positions	Goal 4	61000	Fund 10	61000
Other				
Library Media Resources -e-book/cloud management	Goal 2, 3, 4, 2	7000	Common School Fund	4000
Library Media Resources/ Software & Online Resources	Goal 2, 1, 2	33000	Common School Fund	8000
Distance Learning & Virtual Options	Goal 3, 1	14000	Technology	500
Totals		\$264,175		\$260,485
				\$269,355

District Technology Plan Acquisitions 2012-2015

Currently In Progress

Timeline	Description	Responsibility	Approximate Cost	Funds
March, 2012	Kindergarten iPad Pilot	Elementary Principal	\$8,000	Title 1 Funds
Spring, 2012	WiscNet Internet Bandwidth Increase (to 100 Mbps)	Technology Director	NA	Technology Budget, TEACH
May, 2012	Library iPad Mobile Cart	District Media Coordinator	\$10,900	Common School Library Funds
May, 2012	Elementary Classroom iPad Learning Stations	Elementary Principal	\$57,385	Technology Budget
May, 2012	Phase 1: iPad 1:1 Initiative at 7th/8th Grades	Middle School Principal	\$78,120	Technology Budget
May, 2012	iPad Apps	Principals	\$8,000	Microsoft Settlement Funds
May, 2012	iPad Cases	Technology Director	\$4,000	Technology Budget
May, 2012	Library Promethean Whiteboard	District Media Coordinator	\$3,600	Common School Library Funds
June, 2012	Teacher Computer Replacements (1/2)	Technology Director	\$56,790	Microsoft Settlement Funds
			\$226,795	TOTAL

2012-2013

Timeline	Description	Responsibility	Approximate Cost	Funds
September, 2012	Phase 2: iPad 1:1 Initiative at Grade 6 and 9-12	Middle School Principal, High School Principal	\$61,900	Technology Budget (Lease)
September, 2012	iPad Apps	Principals	\$12,000	Microsoft Settlement Funds
September, 2012	iPad Cases	Technology Director	\$5,000	Technology Budget

Component of District Technology Plan

Timeline	Description	Responsibility	Approximate Cost	Funds
August, 2012	Teacher Computer Replacements (1/2)	Technology Director	\$56,790	Technology Budget
August, 2012	Promethean Interactive Boards	Building Principals	\$18,000	Technology Budget
August, 2012	ITV Classroom Television and Camera Upgrade	High School Principal	\$5,000	Technology Budget
August, 2012	Office Computer Replacement	Building Principals	\$3,000	Technology Budget
August, 2012	Network Printer Replacement	Technology Director	\$2,000	Technology Budget
July, 2012	Library iPad Mobile Cart	District Media Coordinator	\$10,900	Common School Library Funds
			\$174,590	TOTAL

2013-2014

Timeline	Description	Responsibility	Approximate Cost	Funds
September, 2013	Phase 2: iPad 1:1 Initiative at Grade 6 and 9-12	Middle School Principal, High School Principal	\$61,900	Technology Budget (Lease)
September, 2014	Computer Lab Replacement (MS)	Technology Director	\$30,000	Technology Budget
August, 2013	Wireless Access Points	Technology Director	\$2,000	Technology Budget
August, 2013	Hub, Switches Replacement	Technology Director	\$5,000	Technology Budget
September, 2013	Promethean Interactive Boards	Building Principals	\$36,000	Technology Budget
August, 2013	Office Computer Replacement	Building Principals	\$3,000	Technology Budget
August, 2014	Network Printer Replacement	Technology Director	\$3,000	Technology Budget

Component of District Technology Plan

Timeline	Description	Responsibility	Approximate Cost	Funds
September, 2013	Wireless Laptop Cart Replacement	District Media Coordinator	\$28,000	Common School Library Funds
			\$168,900	TOTAL

2014-2015

Timeline	Description	Responsibility	Approximate Cost	Funds
September, 2014	Phase 2: iPad 1:1 Initiative at Grade 6 and 9-12	Middle School Principal, High School Principal	\$61,900	Technology Budget (Lease)
September, 2014	Computer Lab Replacement (HS)	Technology Director	\$30,000	Technology Budget
September, 2014	Phase 1: iPad Replacement (1/2)	Technology Director	\$50,370	Technology Budget
September, 2014	Promethean Interactive Boards	Building Principals	\$18,000	Technology Budget
September, 2014	Promethean Interactive Boards	District Media Coordinator	\$3,600	Common School Library Funds
August, 2014	Office Computer Replacement	Building Principals	\$3,000	Technology Budget
September, 2014	Library iPad Mobile Cart	District Media Coordinator	\$10,900	Common School Library Funds
			\$177,770	TOTAL

Policies

Information & Technology Plan 2012-2015

Please see District web site– School Board –Policies: I–Instruction: IIGB District Technonlgy

http://www.rschoolday.com/se3bin/clientgenie.cgi?schoolname=school632&statusFlag=goGenie&geniesite=15&myButton=g5plugin&db=g15_b71

- Technology Concerns for Students with Special Needs -IGBA
- Acceptable Use Policy -IIGB-R1 (revised 2008)
- Internet/ Computer Policy IIBG-R2 (revised 2008)
- CIP/Internet Safety Policy - IIBG-R5 (revised 2008)
- Copyright (including copyright of digital formats) EGAA /IIBG-R 6
- Materials Selection & Materials Reconsideration IAC
- Inter-library Loan & Resource Sharing IAC-R
- Cyberbullying GBCBA

1:1 Initiative

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