



Wisconsin Rapids Public Schools

Combined Information and Technology Literacy Plan

2006-2009



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Section 1: Introduction

1.1 Review of Relevant Research and Best Practice

The Wisconsin Rapids Public Schools (WRPS) has a strong tradition and dedication to professional development and instructional improvement. WRPS has a standing District Information Technology Committee (DITC) that is part of the district's Council for Instructional Improvement (CII). DITC's membership is comprised of classroom teachers and library media staff from the elementary, junior high and high school levels as well as a building administrator. The chair of the committee is the district's Director of Technology.

In preparing for this plan, committee members participated in several research activities. Several members participated in enGauge training as well as several workshops sponsored by CESA 5, the Wisconsin Educational Media Association (WEMA) and the Department of Public Instruction (DPI). District staff have participated in CESA 5's Project Write and Project Big6. Members of the committee have participated in best practice book studies including authors such as Doug Reeves, Robert Marzano, Arthur Costa, Robert Garmston, Richard Allington, Richard DuFour, Michael Fullan and others. As part of a district initiative in differentiated instruction, staff have worked directly with author Carol Tomlinson.

The committee has extensively used materials from the DPI, the American Library Association (ALA) and the International Society for Technology in Education (ISTE).

We have learned that technology can be an effective tool in differentiating for different student needs. We have learned to successfully use technology tools in closing the achievement gap. We also have learned that technology can promote the development of higher order thinking skills, particularly in project based instructional activities. The district emphasizes professional development. The CII annually develops a professional development plan and identifies areas for concentration. Technology integration has been a focus for several years. Each building develops an annual professional development plan based on the district plan and individual building needs. Each professional staff member has an individual plan that is evaluated annually. The district has a team of staff development facilitators which includes the Director of Technology. This team prepares offerings which range from graduate level classes to one hour workshops as well as specific professional development days that are built into the district calendar.

1.2 WRPS Information and Technology Vision Statement

"We are committed to preparing our community of learners to effectively and responsibly use information technology as an integral part of their lives, now and in the future."

WRPS will provide the necessary facilities, technology, instruction, professional development, support staff and library media program to make the vision a reality.

1.3 WRPS Information and Technology Mission Statement

To achieve the vision, it is the mission of the WRPS information and technology program to

- integrate Wisconsin's Model Academic Standards for Information and Technology Literacy into the curriculum,
- use technology to solve real world problems

- provide professional development in technology use
- promote collaboration between library media staff, technology support staff, and teachers



1.4 Relationship to WRPS Vision and Mission

The WRPS Mission Statement is:

“Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.”

The WRPS Information and Technology Vision and Mission statements clearly complement the district’s mission. Achieving the district’s information and technology goals goes hand in hand with providing students with the best education and enabling them to contribute to a changing world. This connection is reflected in the district’s professional development plans which have incorporated information and technology activities for many years. The

district’s ESEA goals also reflect this connection with an emphasis on technology based writing assessment, support of 4 year old kindergarten, use of technology to improve mathematics achievement, use of technology based tools to improve achievement for English language learners, training teachers to reinforce student keyboarding skills, and using online teaching tools to assist at risk students meet graduation requirements.

Section 2: Background Information

2.1 Community Demographics

Located in the center of the state, WRPS serves 5,800 students from a district with a population of approximately 35,000. Major employers in the area include Stora Enso and Domtar paper mills, Ocean Spray and Northland Cranberries, Renaissance Learning, Riverview Hospital and Clinic, and Marshfield Clinic. Wisconsin Rapids is the county seat of

Wood County. A recent economic downturn in the paper industry has cost the area several hundred jobs. This, plus an aging population, has led to declining enrollments over the last eight years. In 1997-98, WRPS had approximately 6,300 students. Enrollment is expected to continue to decline for another ten years.

2.2 WRPS Demographics

WRPS operates 14 buildings which include 10 elementary schools, 2 junior high schools, a senior high school, and a maintenance facility. The district, in partnership with two neighboring districts, leases a building for River Cities High School which is designed to meet the needs of

at risk students. In 2004-05, the district partnered with 8 private pre-schools to begin a 4 year old kindergarten program which serves nearly 300 students. In 2003-04, the district was staffed by 477 teachers, 21 administrators and 193 support staff.

Brief History of the Library Media and Instructional Technology Programs

At the beginning of the 1980-81 school year, library media staff for the Wisconsin Rapids Public Schools (WRPS) consisted of one high school library media specialist, two junior high school library media specialists, three elementary level library media specialists, and two audio-visual media specialists.

Lincoln High School, a grade 10-12 facility and largest school building in the district, employed a full time library media specialist and a full time audio-visual coordinator to serve the media

needs of its staff and students. Both East and West Junior Highs also employed a full time library media specialist at each location, plus one audio-visual coordinator who split time between the two junior high school buildings. At the elementary level, two of the three library media specialists traveled between three elementary buildings each, while the third was assigned to serve the staff and students in four buildings.



The concept of the elementary library media center (LMC) first came into being at WRPS during the 1979-1980 school year. Prior to that time, elementary teachers selected all the books for their individual classroom collections, primarily through a series of book exhibits. A library aide would then travel from room to room, cataloging and processing new books for these individual collections.

In January of 1985, a third additional audio-visual specialist was hired to serve the ten elementary buildings, and the concept of a teacher resource facility to serve the elementary community at large was established.

The first Teacher Resource Center (TRC) was located in the north end of the East Junior High building, adjacent to Administrative Services, in an undeveloped room that had served as the district's original centralized shipping & receiving facility.

The TRC provided support for the elementary library media centers by centralizing the ordering and processing of all K-6 media related resources purchased by the district. It also housed collections of computer software, multimedia kits, book boxes, films, videos, tapes, textbooks and supplies that could be shared between staff members at the ten elementary buildings.

The TRC became home to the elementary audiovisual department (TRC-AV) and was staffed by the K-6 audiovisual coordinator, an elementary library media specialist who served part-time at the TRC as well as three elementary buildings, and a full time clerical aide.

Continuing advances in technology brought the personal computer into the classrooms of WRPS, and in the fall of 1988, a Lincoln High School math instructor became the district's first K-12 Computer Coordinator.

During this time the demands for additional space for an increasing student population and new programs, many of them state mandated, was becoming apparent throughout the District. In an attempt to better utilize existing spaces, the Teacher Resource Center was relocated across the hall from its original location into rooms 107 and 109 of East Junior High. A uniquely shaped room and adjacent storeroom had become available when a junior high art room was relocated at the south end of the building with the rest of the Art Department.

With advances in technology came the need to create more spaces for personal computers at both junior high schools. In the fall of 1987, at both East and West Junior High Schools, classrooms adjacent to the audio-visual offices were converted into computer labs, and were overseen by the AV coordinator and a library aide.

During the summer of 1988, Woodside Elementary School was remodeled, and expanded. During "Phase One" of the project, 8456 square feet was added to create six additional classrooms. The kindergarten room, traditionally larger than the average sized classroom, was remodeled into a new library media center, and the former library became an art classroom. During "Phase Two" of the project, additional classrooms were constructed for music education, kindergarten, and for students with disabilities. The new facility was dedicated in November of 1990.

In the fall of 1992, the Washington Elementary School expansion was completed. The addition included 8 new classrooms that circled a 5000 square foot library media center complete with a second story mezzanine, which became the hub of the facility.

In February of 1994, Wisconsin Rapids voters approved a 2.2 million dollar referendum for the remodeling and expansion of Grove Elementary School, which included a new library media center, four new classrooms, a gymnasium, and



a new office facility. The new Grove School addition was dedicated in February of 1995.

Also in February of 1995, another referendum to fund a district technology acquisition plan was put before the voters. This referendum was defeated.

In May of 1995, WRPS hired its first computer technician, who was assigned to maintain computer services throughout the district. By the year 2000, the district employed a network manager, an assistant network manager, and three computer technicians. One technician is assigned primarily to the high school, one to the two junior highs and charter school, and the other to the ten elementary buildings.

In June of 1995 the Teacher Resource Center again relocated, to the farthest end of East Junior High, into the area formerly occupied by central shipping & receiving. The area also became home to the K-12 Computer Coordinator, and the K-6 and 7-9 level computer technicians. This area became available when the district's Buildings & Grounds operation moved to a new building.

During January of 1997, a new Director of Technology was hired to replace the retiring K-12 Computer Coordinator. With increased duties and responsibilities, and a much larger budget, this became an administrative position for the first time.

In February of 1998 Wisconsin Rapids voters passed one of two referendum resolutions put forth by the Board of Education. School district voters passed a resolution allowing WRPS to borrow up to \$25,903,000 for the purpose of adding to, remodeling, renovating and improving elementary, junior high and high school facilities; providing related equipment; and acquiring and installing technology district-wide and making related building improvements.

The second resolution, allowing the district to exceed the revenue limit of the school budget by \$800,000 a year for recurring operational costs was defeated. This portion of the referendum would have provided additional funding for utility and maintenance costs, and a replacement cycle for equipment and other expenses related to technology.

After the passage of this first referendum resolution, WRPS began moving from a period of time in which technology was seen as an enrichment to the curriculum, to the present, where technology is now seen as an integral part of the curriculum. The State of Wisconsin and several national organizations also began to establish skill standards for students in the area of technology.

Many structural changes were seen throughout the district after the passage of this referendum. Seven of the ten elementary library media centers were either remodeled, received additions, or constructed new, from the ground up. The exceptions were Washington, Grove, which had newly constructed library media centers, and Rudolph School, whose LMC was considered functional at that time.

Elementary library media specialists increased in number from three to seven, with six of those positions being full-time in the library media area, and the seventh a shared position with another discipline.

Budget constraints in recent years have had an effect on both library media and technology. In the fall of 2002, the aide position at the Teacher Resource Center was eliminated, as was the time spent there by the library media specialists. The TRC remains, but is unstaffed.

During the 2004-05 school year, there were four full-time, and three part-time library media specialists (.9, .6 and .3.) in the elementary schools. Budget reductions have eliminated all but one of these positions beginning in the 2005-06 school year.



Overview of Existing WRPS Library Media and Technology Program

The ability to effectively access, process, and use information to construct knowledge has become a cornerstone of the 21st century. The explosive growth in information technologies has changed the school curriculum and student learning. Along with reading, writing, and arithmetic all students must demonstrate information literacy, technology literacy, and media and visual literacy to be globally competitive. Assisting students to become competent in all these areas is a goal of WRPS and this combined Information Technology Literacy and Technology Plan.

One step toward achieving this goal is to provide students with a fully integrated library media program. An integrated library media program involves teacher-library media specialist collaboration, an authentic inquiry-based learning environment, sustained professional development, and the opportunity for students to engage in self-selected reading. Research is conclusive that school districts with

a strong library media program have higher achievement scores on standardized tests.

WRPS has worked hard to create a plan to ensure all students become proficient users of information and technology. District and building committees have assessed the district's library media and technology programs and have set goals that will improve each program. Information technology literacy benchmarks were established at the elementary level and integration has begun in all areas of the curriculum. Benchmarks are in the process of being written for the secondary level. The integration of these benchmarks K-12 will change classroom instruction and increase collaboration at all levels. In order to ensure appropriate instruction is occurring, the district will continue to examine the materials, policies, and equipment available to support instruction. The development of students who are critical-thinkers and that are technology literate will ensure the future of our community and our society.

2.3 Planning Committee

In preparing this plan the district utilized three committees, the District Information Technology Committee (DITC), the Library Information Technology Committee (LITC) and a citizen based Technology Task Force.

DITC is a standing committee that oversees the district's library, media and technology programs. DITC is responsible for writing this plan.

DITC Membership

Administrative Reps:

- Director of Technology Jeff Gibson
 - Building Principal Tim Bruns
 - Spec Ed/Assistive Tech Rep... Jane Laskowski
- ##### Elementary Reps:
- Library Media Specialist..... Kathy Engel
 - Pat Hill
 - Bldg Tech Rep/Teacher Mary Sabo

Junior High Reps:

- Info Tech Specialist Lynda Blomberg
- Info Tech Specialist Mike Kuss

High School Reps:

- Bldg Tech Coordinator Dan Halberg
- Teacher Brian Daliege
- AV/Media Specialist..... Lowell McCoy
- Library Media Specialist Pam Hill



LITC is an expanded subcommittee of DITC that specifically examined the library media needs of the district.

LITC Membership

Administrative Reps:	Junior High LMS	Mary Bell
Asst Curric Director..... Kathi Stebbins-Hintz Kirsten Johnson	
..... Terry Whitmore	High School LMS	Pam Hill
Director of Technology Jeff Gibson	Elementary AV/Media	Rich Larson
Library Media Specialists	Reading Specialist.....	Molly Gollon-Koback
Elementary LMS		
..... Helen Donahue		
..... Carol Lanich		
..... Jane Natzke		
..... Pat Hill		

The WRPS Board of Education formed a citizen based Technology Task Force in the fall of 2004 to review the existing technology program and identify needs. The task force reported its findings and recommendations in February 2005.

Technology Task Force Members

- Steve Thomas, Chairman Dean of Business, MidState Technical College (retired)
- Dan Eisch Parent, Owner Boku Computer
- Matt Everson Information Services Coordinator, Wood County National Bank
- Bill Grandzielewski, IT Director, Wood County
- Wendy Hack, Business Sales, Wood County Telephone Company
- Kerry Holeyton, Parent, Engineer, Domtar Paper Company
- Herb Kronholm, Parent, IT Instructor, MidState Technical College
- Mike Meinel, Sales Director, Wood County Telephone Company
- Jeff Pankratz, Student, Lincoln High School
- Doug Schmidt, IT Department, Stora Enso Paper Company

The following WRPS staff members provided support to the task force:

- Jeff Gibson, Director of Technology
- Lynda Blomberg, Information Technology Specialist, West Junior High
- Kathy Engel, Library Media Specialist Howe Elementary
- Dan Halberg, Technology Coordinator, Lincoln High School
- Wayne Jaworski, Elementary Computer Technician
- Paul Peterson, Network Manager

2.4 Overview of Planning Process

The development of this plan was a three year process, which began in the 2002-03 school year and culminated in the writing of the plan during the spring and summer of 2005.

The following activities comprised the process:

2002-03

The DITC committee participated in the enGauge process. The team attended NCREL/DPI training, conducted the internal study using 3 elementary schools (Children’s Choice, Grant and Howe) and 3 secondary schools (Lincoln High School,

East and West Junior High Schools.) WRPS partnered with the Wausau School District to conduct on-site visits in each other’s schools. DITC met to review the results of process and identified areas of need.



In the summer of 2003, a team of library media specialists, the technology director, and elementary teachers began to identify grade level benchmarks for grades K-6.

2003-04

The Assistant Director of Curriculum and the Director of Technology attended DPI training on writing combined library media and technology plan. LITC formed. Using the DPI guidelines, DITC and LITC split the identified tasks and began work on "current status and needs assessment" section. A team of 11 staff members participated in CESA 5 Project Write. Plagiarism and Copyright Committees were formed to establish plagiarism policy and update copyright policy and handbook. The Director of Technology, Assistant Director of Curriculum and various committee members attended CESA 5 workshops, WEMA workshops, GWETC, and DPI workshops.

In the summer of 2004, the K-6 benchmarking team finished a "final" draft of the K-6 benchmarks. A process for identifying 7-12 benchmarks was identified, using the EauClaire School District benchmarking process as a model.

2004-05

Elementary library media specialists led grade level teacher teams in a final review and revision of the K-6 benchmarks. The teams identified materials and training that would be needed to implement the benchmarks. In October, the Board of Education approved the K-6 benchmarks. LITC used the results of the grade level teams to develop a \$75,000 acquisition plan that the Board approved in the spring. LITC completed their assigned plan tasks, reviewing and revising numerous policies. Secondary departments began to map the Wisconsin's Information and Technology Literacy Standards performance indicators to specific courses. DITC incorporated the results of LITC's work into this document. Another team of 11 staff members participated in CESA 5's Project Big6. A K-6 benchmark implementation plan was developed and approved. It features graduate level classes in the Big6 and Super3 models as well as in Digital Imaging and Technology Integration. Other workshops and professional development day training was also planned. DITC and LITC members participated in the GWETC conference, a DPI conference on distance learning, and a CESA 5 workshop on the 8th grade assessment.

2.5 Community Resources/Adult Literacy Providers

The following is a partial list of activities in which WRPS has collaborated with community adult literacy providers.

LHS Open Lab Nights

Beginning in the 2004-05 school year, Lincoln High School staff members sponsored a series of workshops for community members on a various technology topics including digital imaging, selecting a home computer, computer repair, and using productivity software.

Senior Citizen Tech Training

River Cities High School partnered with the Lowell Senior Center to provide senior citizens with technology tutors. The seniors identify

technology tasks they'd like to learn and the student tutors help them learn it.

Parent Education

The Director of Technology has presented Internet Safety sessions to numerous parent groups. The District also hosted a police presentation on the topic for the community. Other parent workshops include having their children teach them how to use digital cameras.



Distance Learning

The District has established a partnership with MidState Technical College and UW Stevens Point which opens MidState’s distance learning facilities to WRPS students. These students could access UW courses and workshops.

Public Library Collaboration

The public library prepares book boxes for teachers. District staff has provided technical training for library staff and community members through jointly sponsored workshops.

Accelerated Reader Project

WRPS, McMillan Public Library, the YMCA, and Renaissance Learning are collaborating on a summer 2005 Accelerated Reader project. A designated school library is available for parents and students to use both our books and internet access to participate in the project to encourage more reading during the summer.

Wood County Telephone Partnership

WRPS has provided teaching staff to assist Wood County Telephone in its project to provide adult technology training to members of the community.

Youth Agency Collaboration

WRPS staff established an online means for several local agencies involved in youth services to collaborate, advertise and coordinate their youth related activities.

Boys and Girls Club School Project

WRPS has partnered with the local Boys and Girls Club to establish a satellite location for the club in Mead Elementary School. This provides after school opportunities for students as well as educational activities for students and their parents. This partnership was initiated in part to address the needs of a large number of non-English speaking parents arriving in the area from Southeast Asia.

Section 3: Current Status and Needs Assessments

3.1 Assess progress on previous plan

WRPS’ previous technology plan was approved in 1997. It contained goals in 6 areas. Each area is listed below with an assessment of our progress in meeting the goals.

1997 Tech Plan Goal Areas	Assessment
<p>Curriculum</p> <ol style="list-style-type: none"> 1. Technology will be an integral and transparent part of <u>all curriculum areas</u> across the district (see pages 15-18 in reference to curriculum integration). 2. Curriculum will be updated with standards and benchmarks identified for specific grade levels and curricular areas. 3. Students will be required to demonstrate their mastery of specific technology outcomes. 4. There will be an ongoing evaluation of the integration of technology into the curriculum and instructional practice. 	<ol style="list-style-type: none"> 1. Partially achieved and to be continued. All departments consider technology needs during their evaluation cycle. While progress has been made, more needs to be done. 2. Completed for K-6. To be completed for 7-12 in 2005-06. 3. Partially achieved and to be continued. Technology related requirements have been integrated into some, but not all classes. 4. The WRPS curriculum evaluation process as well as tools such as LoTi and enGauge are used to measure this.



1997 Tech Plan Goal Areas	Assessment
<p>Staff Development</p> <ol style="list-style-type: none"> 1. All teachers will include technology goals in their personal staff development plans. 2. A consistent program of technology staff development using a coaching model will be developed and implemented. 3. Staff members will receive technical training so that they will be able to effectively use installed devices in their daily work. 4. Staff development for technology will include information skill training. 	<ol style="list-style-type: none"> 1. This has been true during specific years since 1997. The majority of staff continue this annually. 2. In 2000, WRPS added a full time Technology Staff Developer, who provided this service for 3 school years. Due to budget constraints, the position was eliminated. Staff development continues using a combination of graduate classes, after school workshops and CESA consortium opportunities. 3. Achieved. From 2000 to 2002, all teachers received this training. New teachers are also provided this instruction as part of the district's mentoring program 4. Same as 3 above.
<p>Community</p> <ol style="list-style-type: none"> 1. The district will increase opportunities for community access to its technology resources. 2. A community education program will be developed to enhance support for the use of technology in schools. 	<ol style="list-style-type: none"> 1. and 2. Achieved. See Section 2.5 above for details.
<p>Hardware and Software</p> <ol style="list-style-type: none"> 1. All building networks (LANs) will be linked to a district wide area network (WAN). 2. All data systems will include adequate security to limit access, protect privacy and prevent misuse or destruction of information. 3. Eight computers will be installed in each general classroom resulting in an approximate ratio of 1:3. 4. Voice capability will be installed in each classroom. 5. Adequate video displays will be installed in instructional areas. 	<ol style="list-style-type: none"> 1. Achieved. 2. Achieved and to be continued. As systems evolve, security measures must also evolve. 3. At least 3 computers were installed in every classroom. This goal is being re-evaluated. 4. Achieved. Each classroom now has phone capability. 5. Achieved and to be continued. Each classroom now has a large screen monitor and VCR. Many group spaces have LCD projectors. As digital television becomes more prevalent, we will need to be ready to adapt.
<p>Support Staff</p> <ol style="list-style-type: none"> 1. Technical support staff in appropriate ratios will be hired for the following areas of expertise: <ol style="list-style-type: none"> a. technical support b. curriculum development c. staff development d. instructional support 	<ol style="list-style-type: none"> a. Progress made, to be continued. Tech support staffing increased from 1 to 5. There is still a need for 1 more at the elementary level. b. No additions made in this area. c. Tech Staff Developer added in 2000. Cut in 2003. d. 0.8 FTE added at the secondary level. Elementary still needs to be addressed.



1997 Tech Plan Goal Areas	Assessment
<p>Funding</p> <ol style="list-style-type: none"> 1. Adequate funding will be in place to implement the plan, both initial installation costs and ongoing operational costs. 2. WRPS will pursue alternative funding. 3. Sufficient numbers of quality hardware and software will be supported. 4. Technology intensive facilities will be installed by level and discipline as needed for instruction. 5. There will be ongoing support for replacement, maintenance and upgrades of hardware and software. 6. Research and development in the use and integration of new technologies will be supported. 	<ol style="list-style-type: none"> 1. Partially achieved. \$ 3.4 million referendum passed in 1998. Budget increased to cover essential maintenance contract. Replacement funds never budgeted. 2. Partially achieved. \$ 150,000 in staff development grants were secured between 2000 and 2002. WRPS has participated in CESA consortium grants. TEACH wiring loan was used to fund wiring project. 3. Partially achieved. Majority of referendum funds targeted secondary needs. Funding for elementary was highly inadequate. With no budget to support a replacement cycle the problem continues to grow. 4. Achieved and to be continued. Technical education and business education facilities received considerable attention as part of the 1998 referendum. No provision for replacement threatens progress that has been made. 5. Partially achieved and to be continued. Budget for maintenance has been established. Replacement budget is nearly non-existent. 6. Partially achieved and to be continued. District professional development and curriculum evaluation programs have funded work in this area, which will need to continue.

2004-05 Technology Task Force Findings and Recommendations

In the fall of 2004, the School Board commissioned a Technology Task Force to study the current state of technology and the district and to recommend changes. The task force reported its findings and recommendations to the Board in February 2005.

Tech Task Force Findings (February 2005)

Funding

1. Local budget reduced to \$365,000 this year.
2. TEACH program ended – resulting in a budget loss of \$250,000/yr.
3. District no longer qualifies for federal training grants.

Network and Infrastructure

1. Most stable part of system
2. Elementary components in worst shape

Support staff

1. Eliminated the staff developer position
2. Secretary reduced by ½ day/week

Computers

1. Secondary: more than 50% of computers will exceed 5 years in age by the end of the school year.
2. Elementary: more than 70% of computers will exceed 6 years in age with many up to 12 years old
3. Our warranty has a maximum of 5 years



Tech Task Force Recommendations (February 2005)

Operating Systems and Applications

1. Upgrade human resources and business system, bringing it onto district network or outsourcing functions.
 - One Time Cost: \$150,000
 - Annual Cost: \$20,000
2. Reduce number of network operating systems from 6 to 1
 - One Time Cost: \$5,000 to \$35,000
 - Annual Cost: \$0 to \$7,000
3. Reduce the number of desktop operating systems to 1, Microsoft Windows. The version should be current and stable.
 - This decision will eliminate the Apple computers from WRPS over 5 years.
 - The costs associated with this are included in the replacement cycle recommendation that follows.
4. Acquire Windows based applications to replace Mac applications.
 - One Time Cost: \$0
 - Annual Cost: \$50,000 (for 5 years)
5. Upgrade to the current version of Microsoft Office and plan for future replacement before support ends.
 - One Time Cost: \$75,000
 - Annual Cost: \$0
6. Investigate new software that will go beyond productivity improvements and enhance the learning process.

Hardware Replacement

1. Reduce the overall number of computers in the district from approximately 2,800 to 2,250.
2. Develop a tiered computer rotation plan across the district based on the critical nature of the applications.
3. Institute a 5 year replacement cycle for computers.
 - One Time Cost: \$0
 - Annual Cost: \$395,000

Infrastructure

1. Develop infrastructure replacement cycle for servers and switches.
 - One Time Cost: \$ 45,000
 - Annual Cost: \$65,000
2. Rewire elementary data connections to bring them up to recommended Wisconsin state standard.
 - One Time Cost: \$200,000
 - Annual Cost: \$ 0

Technical Support and Training

1. Implement a 600:1 computer to technician ratio by adding one technician
 - One Time Cost: \$0
 - Annual cost: \$ 53,000
2. Implement a trouble-ticketing system to identify needs and allow for a more orderly and prioritized service schedule.
 - One Time Cost: \$ 4,000
 - Annual Cost: \$ 0
3. Technical Staff Training
 - Maintain current budget
4. The district should increase its annual staff development budget for technology and consider web based training to address these training needs.
 - One Time Cost: \$ 0
 - Annual Cost: \$ 33,000
5. Investigate using MSTC students to deliver instruction for targeted software applications when district staff is not available.
6. Investigate working with MSTC and Lincoln students to assist with WRPS web page development.
 - One Time Cost: \$ 0
 - Annual Cost: \$ 7,000



Audio/Visual

1. Stay abreast of developments in IP and streaming video and be prepared to incorporate them into the next technology plan.
2. Utilize converged technologies when replacing AV equipment whenever possible.
3. Standardize AV equipment whenever possible to reduce training costs and to improve the ability to swap parts/supplies.
4. Develop a replacement budget for AV equipment.
 - One Time Cost: \$ 0
 - Annual Cost: \$ 137,000

3.2 Analysis of student proficiency

While WRPS has yet to institute formal assessment of the Wisconsin Information and Technology Literacy Standards, there is evidence that students are becoming proficient in the use of technology to improve their learning

The Educator Proficiency section of the district's enGauge study revealed that WRPS teachers have been implementing technology-supported learning activities at the Exploration and Transformation levels. While not a direct measure of student proficiency, it is evidence that an environment has been created that would support the development of student proficiency.

All 4th, 5th, 6th, and 7th grade students receive keyboarding instruction. Through this instruction, many of the fundamental technology indicators have been addressed including the use of computer systems and productivity software.

All students have received standards based instruction from library media specialists. (This will be an increasing challenge as K-12 library

Future Technologies on the Horizon

1. Plan for conversion to more cost effective phone system when existing contract expires in summer of 2006.
2. Investigate ways to improve system security in order to simplify its usage and management.
3. Consider wireless for new and replacement wiring where physical structure favors wireless, bandwidth demands can be accommodated, and security concerns can be satisfied.

Funding

1. The district technology plan must provide for ongoing support.
2. Total cost of ownership should be considered before acquisition regardless of the funding source.

media staff was cut by 67% for the 2005-06 school year.)

Beginning in 8th grade, all students are required to have a designated graphing calculator that is used almost daily in math instruction through 12th grade. Students develop a high level of proficiency in the use of these calculators.

Teachers were polled asking them to site examples of technology based instructional activities that lead to the development of higher order thinking skills. Some responses are listed below.

Elementary: web searches beginning in 3rd grade, use of electronic databases such as Badgerlink, Searchasaurus and Factmonster.com, use of PowerPoint in projects, and develop an iMovie on patriotism as part of a unit on the Constitution.

Junior High: creation of a 20th Century Scrapbook utilizing print and electronic research sources and Powerpoint, creating digital newscasts, publishing an electronic newspaper, and developing web sites.



High School: Tutoring senior citizens on technology skills, utilizing probeware for data collection in science, digital video editing, controlling stage lighting and sound, identify disorder from a movie clip, and composing music.

The district is aware that assessment of student achievement in this area needs to move from anecdotal to formal.

3.3 Analysis of teacher proficiency

Since 1997 WRPS has conducted two LoTi surveys of the entire staff (1999 and 2001), participated in a pilot project for enGauge (2001) and conducted a full enGauge study (2003). These studies have consistently shown that WRPS teachers have a good understanding of best practices in their area of teaching. The studies have also shown that teachers feel increasingly competent in their ability to use technology for their own personal and professional uses. While teachers indicate that their ability to use technology to improve instruction is improving, it still lags far behind their perceived ability to implement best practices. As the district has completed the information and technology literacy benchmarking at the K-6 level and begun the process at the 7-12 level, teachers are feeling

better able to identify their specific training needs. This has resulted in an increased interest in technology related training offerings.

Since 1997 all teachers in the district have received training in using basic technology tools including Word, PowerPoint, Excel, Internet Explorer, Skyward Gradebook, and email. A significant percentage have also received or are receiving training in online research tools, the Big6 research model, 6 Trait Writing, and differentiated teaching practices. These training opportunities are being provided through the district's staff development program, the district's participation in a CESA 5 consortium or through university courses either offered through the district or more traditional means.

3.4 Analysis of Effective Teaching & Learning Practices

LoTi results from 1999 and a follow up in 2001 revealed relatively low self-assessment in these areas. The enGauge results from 2003 placed WRPS at the "exploration" level, above the state average. The on-site evaluation team felt that improvement needed to be made in the area of implementing technology-supported learning. Since 2003, WRPS staff have worked to develop benchmarks for the ITLS standards. The development of benchmarks at the K-6

level has provided the impetus for teachers to move forward with the implementation. An analysis of the Wisconsin Knowledge and Concepts Examination (WKCE) shows that the WRPS students consistently perform at or above state averages in nearly every area. Closer examination reveals that student achievement improvement is needed in the Language Arts standards on Media and Technology and Research and Inquiry.

3.5 Analysis of Access to Resources & Tools

Hardware and Software

As a result of the 1997 tech plan and subsequent successful referendum, WRPS invested \$3.4 million to equip classrooms and labs with up to date equipment and software. Between 1998 and 2000, every classroom was equipped with a teacher workstation, a large screen television with a cable connection and

the capability to display computer images, as well as a VCR. In addition, each classroom at the secondary level was equipped with at least one more computer for student use. Labs or wireless laptop carts have been provided to all schools. In all, the district owns approximately 2,800 instructional computers.



Ongoing Support

Despite two attempts, the district was unable to pass referenda that would have created a replacement cycle for hardware and software. During the years that the TEACH entitlement grant was available, the district was able to replace at least some of the most critical needed resources. The loss of the TEACH funds caused a 33% drop in technology funding in the district. As a result, the situation has degraded to the point where almost all equipment is out of warranty and software is rarely, if ever, upgraded. In 2005, the district's citizen based Technology Task Force singled out this significant problem and recommended that the district find approximately \$500,000 to tackle immediate problems and establish an annual budget of \$767,000 to address ongoing issues. See Section 3.1 for a complete list of task force recommendations.

Library Media Resources

The district has acquired electronic resources for students and staff to use including the Follett WebCollection Plus cataloging system with Web Path Express, SIRS Explorer, and Grolier's Online Encyclopedia. The district has established a teacher web page system. Teachers are encouraged to create and update web pages for their students and their parents to use.

Technology Staff Development

For three years, the district had a full time technology staff developer who provided classroom support. Budget cuts have forced the elimination of the position. As a result, the use of staff web pages and the amount of staff development available has decreased significantly.

Assistive Technology

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

At Risk Populations

For 4 years, the district has operated a charter high school for at risk students. At the heart of the program is the Plato online learning system. Through this software individualized programs of instruction have been developed that allow students to earn a high school diploma in this non-traditional setting.

Virtual Education Opportunities

In 2003, the district established a Virtual School Task Force made up of teachers, administrators, and a school board representative. In 2004, the district contracted with the Appleton Area School District to make Appleton's Wisconsin Connections Academy available to home school students residing in the Wisconsin Rapids school district who enroll in the district for this purpose. Through this partnership, K-8 home school students may choose to participate in art, music and physical education classes at district schools. These students may also participate in district co-curricular programs such as College for Kids, Lego League, Destination Imagination, Chess Club, Drama, and others. In 2005, the district introduced online summer school remediation classes for 8th grade students who were not yet ready to advance to high school. In the 2005-06 school year, the district will investigate online offerings for students who desire Advanced Placement courses that the district is unable to offer due to low enrollment.

Administrative Systems

In 2003, WRPS invested in a new student management system. Teachers at the secondary level and all administrators in the district have access to the system. In 2004, all special education teachers were brought onto the system as the district's special education records became automated. In 2005, teachers at the elementary level will be brought onto the system.

The district still utilizes an accounting system from the 1980's. Only designated central office staff have access. There is little coordination of data management between human resources



and the business department. The Technology Task Force recommended that this problem be addressed and that the system acquired should

interoperate with the new student management system.

3.6 Analysis of Support Systems and Leadership

Administrative Leadership

The district's administrative team has taken steps to improve its use of technology. During the 2001-02 school year, the administrators took time in their monthly meetings to participate in hands on training in the electronic tools that teachers were being taught to use with their students. In this way, principals became better able to supervise and evaluate staff. In the summer of 2003, 7 of the district's administrative team participated in the Bill Gates Leadership academy. 3 other administrators participated in data based decision making workshops conducted by CESA 5. Through the 2003-04 school year, this combined group led the administrative team in the development of data based decision making skills. By the end of the year, each district school had established a data based decision making team that analyzed school and district data and developed building improvement plans based on their work. These decision making teams have continued to analyze and revise building improvement plans. In the summers of 2004 and 2005, 4 to 8 administrators participated in WKCE data analysis workshops sponsored by CESA 5. The analysis techniques will assist those administrators in working with their building teams. In the summer of 2005, 4 administrators participated in Project Big6. Their purpose is to learn the research techniques and assist in the implementation of the Big6 process in our schools.

ITLS Standards Alignment

As was stated earlier in section 2.4 of this plan, the district has developed ITLS benchmarks for the K-6 grade levels. This was a two year process that began in the summer of 2003 and culminated in the spring of 2005 with School Board approval and communication of the benchmarks to teachers

of the identified grades. The School Board also approved the acquisition of expanded online electronic resources to support the implementation of the benchmarks.

A similar process is underway at the 7-12 level. The process should be completed during the 2005-06 school year. A copy of the K-6 Benchmarks can be found in Appendix C.

Staff Development

As was stated earlier in sections 2.3 and 3.5, WRPS has had a long term commitment to staff development. Declining enrollment over the last several years coupled with revenue caps and the failure of referenda has eroded the district's ability to provide staff development support to the extent needed.

Support Staff

As a result of tightening budgets, WRPS is facing a serious shortage of support staff. In 2000, the District Information Technology Committee recommended adding an elementary technician. This has not yet been done. In 2003, the district cut its technology staff developer. In 2005, the district cut back its library media staff to 5 FTE down from 11.7 FTE. Meeting staff and student needs in the area of information and technology literacy will continue to be an increasing struggle.

Policy Updates

The District Information and Technology Committee (DITC) is responsible for the development and maintenance of policies and procedures related to information and technology. DITC routinely reviews existing policy and recommends changes to the school board. In preparation for writing this plan, all information and technology policies were reviewed and updated. A listing can be found in Appendix F.



Section 4: Program Goals and Objectives

4.1 Goals

1. WRPS will develop a system to assess student achievement of information and technology benchmarks.
2. WRPS curriculum will integrate technology and information literacy benchmarks and teachers will have the necessary skills to deliver the instruction.
3. WRPS will implement the recommendations of the district's Technology Task Force.
4. WRPS will maintain an infrastructure capable of supporting its technology goals.

4.2 Objectives

- 1.1 By the 2006-07 school year, complete ITLS benchmarks for grades 7-12 and develop an implementation plan.
- 1.2 By June 2006, create an assessment tool and procedure for determining the technological literacy of 8th grade students.
- 1.3 Improve student WKCE performance on Language Arts Standards E and F (Media and Technology and Research and Inquiry).
 - 2.1 The district information technology committee and core curriculum committees will collaborate on integrating ITLS benchmarks into core curriculum documents.
 - 2.2 District, building and individual professional development plans will incorporate ITLS related goals and activities.
 - 3.1 Prioritize task force recommendations.
 - 3.2 Identify implementation timeline.
 - 3.3 Develop funding plan.
 - 3.4 Implement plan.
 - 4.1 By 2008, rewire and upgrade switches in the elementary schools.
 - 4.2 Maintain the infrastructure in the secondary.
 - 4.3 Expand infrastructure to accommodate video streaming and teleconferencing.

Section 5: Action Plans

5.1 Implementation Action Plans

Goal 1: WRPS will develop a system to assess student achievement of information and technology benchmarks.

Objectives:

- 1.1 By the beginning of the 2006-07 school year, complete ITLS benchmarks for grades 7-12.
- 1.2 By January 2007, develop an acquisition and professional development implementation plan to support the dissemination of the 7-12 benchmarks.
- 1.3 By June 2006, create an assessment tool and procedure for determining the technological literacy of 8th grade students.



1.4 Improve student WKCE performance on Language Arts Standards E and F (Media and Technology and Research and Inquiry).

Indicator of Success:

- 1.1 7-12 Benchmarks completed, approved by Board of Education and published.
- 1.2 Implementation plan completed, approved by Board of Education and published.
- 1.3 Assessment process defined and in use.
- 1.4 Performance on WKCE on Language Arts standards E and F have improved.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Library Information Technology Committee (LITC) will draft benchmarks in consultation with content area coordinators.	LITC	Oct 05 – Aug 06	\$2,000
LITC will develop plan, recommend to District Information Technology Committee (DITC) which will present it to the Board.	LITC, DITC	Sep 06 – Dec 06	\$500
DITC will collaborate with 7 and 8 grade required departments to establish and monitor assessment process.	DITC, Lang Arts and Bus Ed Depts.	Jan 06 – Jun 06	Included in existing committee budgets.
Using item analysis data from WKCE, DITC will work with language arts department to identify research and inquiry needs and develop interventions to improve scores.	DITC, Lang Arts Dept Chairs, Dir of Instruction	Jun 06 – Jun 09	Included in existing committee budgets.
Policy Impacts or Changes: None			

Goal 2: WRPS curriculum will integrate technology and information literacy benchmarks and teachers will have the necessary skills to deliver the instruction.

Objectives:

- 2.1 The district information technology committee and core curriculum committees will collaborate on integrating ITLS benchmarks into core curriculum documents.
- 2.2 District, building and individual professional development plans will incorporate ITLS related goals and activities.

Indicator of Success:

- 2.1 Content area curriculum and benchmarks will contain evidence of ITLS integration.
- 2.2 Professional development documents will include ITLS goals and activities.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Following finalization of secondary benchmarks, director of technology and library media staff will work with core curriculum departments as they evaluate and update curriculum materials.	Director of Technology, Library media specialists, and core curriculum dept chairs and coordinators.	Jan 07 – Jun 09	Included in existing committee budgets.
The director of technology and library media specialists will work with district professional development team to develop appropriate inservice and graduate credit opportunities for inclusion in the district professional development plans.	Director of Technology, Library media specialists, professional development team	Jan 07 – Jun 09	Included in existing committee budgets.
Policy Impacts or Changes: None			



Goal 3: WRPS will implement the recommendations of the district's Technology Task Force.

Objectives:

- 3.1 Develop funding plan.
- 3.2 Prioritize task force recommendations.
- 3.3 Identify implementation timeline.
- 3.4 Implement plan.

Indicator of Success:

- 3.1 Funding plan has been approved.
- 3.2 Prioritize list of recommendations is approved and published.
- 3.3 Timeline has been developed.
- 3.4 Prioritized list has been accomplished.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Board of Education is seeking referendum support. DITC committee will work on effort.	DITC, Board of Education	Jan 06 – Apr 06	Included in existing committee budgets.
DITC will prioritize the list of recommendations and seek Board approval.	DITC, Board of Education	May 06 – Aug 06	Existing committee budgets plus \$500 for summer work.
DITC will create a five year timeline for implementation of task force recommendations.	DITC	Sep 06 – Oct 06	Included in existing committee budgets.
Implement the recommendations.	Director of Technology	Nov 06 – Jun 09	\$2,783,000
Policy Impacts or Changes: None			

Goal 4: WRPS will maintain an infrastructure capable of supporting its technology goals.

Objectives:

- 4.1 By 2008, rewire and upgrade switches in the elementary schools.
- 4.2 Maintain the district infrastructure.
- 4.3 Expand infrastructure to accommodate video streaming and teleconferencing.

Indicator of Success:

- 4.1 New infrastructure in place.
- 4.2 Infrastructure is working properly and funds are included in budget to maintain.
- 4.3 Video streaming and teleconferencing services are available to staff and students.

Activities or Resources	Person Responsible	Timeline Start – Finish	Projected Budget
Director of Technology will collaborate with the district's Technology Support Department staff to schedule and oversee the implementation of the elementary upgrade plan.	Director of Technology	Nov 06 – Jun 08	\$245,000 (Included in Task Force Implementation)
Director of Technology will collaborate with the district's Technology Support Department staff to schedule and oversee the ongoing maintenance of infrastructure. This includes network hardware and software and a wide area network to connect district buildings.	Director of Technology	May 06 – Jun 09	\$375,000 (Included in Task Force Implementation)
WRPS will maintain existing technology based services including telephone, internet access, email and voicemail.	Director of Technology	May 06 – Jun 09	\$500,000 (\$205,000 –Dist. Budget) (\$295,000 - eRate)



Combined Information & Technology Literacy Plan 2006-2009

Director of Technology will collaborate with the district Online Learning Committee to develop streaming and teleconferencing services.	Director of Technology	Sep 06 – Jan 08	\$25,000
Policy Impacts or Changes: None			

5.2 Budget

**Wisconsin Rapids Public Schools
EDUCATIONAL TECHNOLOGY PLAN BUDGET SUMMARY**

	2006-07	2007-08	2008-09
Software Procurement			
◆ MS Office upgrade	\$75,000		
◆ Replace Mac instructional software	\$50,000	\$50,000	\$50,000
◆ Replace administrative software package	\$150,000	\$20,000	\$20,000
◆ Consolidate network operating systems down to one	\$35,000	\$7,000	\$7,000
Hardware, Facilities & Networking Acquisition & Implementation			
◆ Replace 20% of workstations yearly	\$395,000	\$395,000	\$395,000
◆ Replace 10% of AV equipment yearly	\$137,000	\$137,000	\$137,000
◆ Replace 33% of servers and switches yearly	\$110,000	\$65,000	\$65,000
◆ Acquire video streaming and teleconferencing equipment	\$15,000	\$5,000	\$5,000
Operations, Maintenance & Upgrade			
◆ Rewire elementary schools to current standard	\$100,000	\$50,000	\$50,000
◆ Upgrade district web pages	\$11,000	\$7,000	\$7,000
◆ Maintain existing phone, internet, email and voicemail	\$166,666	\$166,667	\$166,667
Professional Development			
◆ Benchmark Development	\$2,500		
◆ ITLS benchmark implementation training	\$45,000	\$45,000	\$45,000
◆ Technical department training	\$18,000	\$18,000	\$18,000
Human Resources in Support of Technology			
◆ Add technician – 1.0 FTE	\$53,000	\$53,000	\$53,000
TOTALS	\$1,363,166	\$1,068,667	\$968,667

Possible Funding Sources			
District Budget	\$103,833	\$91,333	\$91,333
Title IID	\$12,000	\$12,000	\$12,000
eRate	\$98,332	\$98,333	\$98,333
Referendum	\$1,149,000	\$867,000	\$767,000
TOTALS	\$1,363,166	\$1,068,667	\$968,667



Section 6: Dissemination to Stakeholders

6.1 Dissemination to School Staff

The Wisconsin Rapids Public Schools has a well defined procedure for informing school staff of district committee work. Technology initiatives are routinely communicated through the district's professional development program. Scheduled grade level and department meetings are used to inform staff. In addition, the district technology committee meeting minutes are made available to all staff. The technology director meets with grade level and building level technology committees to discuss plans and to assist in the development of implementation plans for those levels.

6.2 Dissemination to Community

Members of the community based Technology Task Force have agreed to be involved in the dissemination of technology related information to the community. The local newspaper covers Board and committee activities and routinely reports on them to the public.

District policy requires that district committees schedule public meetings for parents and members of the community to share committee work and to take input.

6.3 Adult Literacy Opportunities

The district cooperates with the local library and telecommunications providers to create learning opportunities for adults in the community. The district has sponsored a variety of technology training opportunities for adults. These have included workshops on various productivity software, selection and repair of computer equipment, use of the internet, and the selection and use of digital imaging equipment and software. The district expects to continue to provide these and other opportunities as community needs are identified.

Section 7: Monitoring, Evaluation, and Revision of the Plan

7.1 Monitoring and Evaluation Process

The district Information Technology Committee is charged with the responsibility of evaluating and monitoring the plan. Annually, the committee makes a report to the district's Council for Instructional Improvement, which oversees all district committees. With the council's approval, the Information Technology Committee reports to the Board. The Director of Technology and the Technology Support Department staff gathers data for the committee to review. The Director of Technology also works with building teams to review implementation plans. Members of the Information Technology Committee also serve on the building teams. In the second year of the plan implementation, the district will again participate in the enGauge process with the dual purpose of assessing progress on the plan and identifying needs for the next plan.

The district's curriculum and instruction evaluation process requires reports to the Board and subsequently for the community. The committee will follow the prescribed process for reporting.



7.2 Process for Reporting to Stakeholders

As stated in Section 7.1, the district has a prescribed process for committee reports to the Board and community. At least once per year, the Board is updated on plan progress. Any changes in the plan are recommended to and deliberated by the Board. With its approval, the committee modifies plans and communicates through established channels to the staff. Local press and community access television coverage of Board activities provides information for community members.

7.3 Process and Timeline for Ongoing Planning

The largest portion of plan implementation is scheduled in year one of the three-year plan.

Plan implementation continues into the second year.

Mid-year during the second year, the district will participate in the enGauge process.

This will officially begin the planning process for the next three-year plan.

The third year focuses on assessment of the current plan and development of the next plan.

Appendix Section

A. LoTi Profile

B. enGauge Summary pages

C. Other assessment tools used

D. Network & Hardware Inventory (include phones)

E. Other Inventory Summaries (software, LMC resources)

F. Board Info-Tech Policies

G. Miscellaneous

H. Expenditure Report from past few years



Appendix A

LoTi Profile



Appendix B

enGauge Summary



Appendix C

Hardware Inventory



Hardware Inventory

Network Background:

- Leased WAN from Charter Business Networks for 12 of the district's buildings.
- WAN is a 100 MBPS shared ATM topology.
- T-1 service connects 2 district buildings to the WAN.
- Gigabit Ethernet switches in 3 secondary buildings.
- Switch closets linked by fiber to main closet in building.
- All secondary classrooms have at least 2 Cat 6 home runs.
- 100 MBPS Ethernet switches in 10 elementary buildings and central storage facility.
- All elementary classrooms have at least 3 Cat 5 home runs.
- District has centralized server farm for district wide applications including email, web services, terminal services, internet filtering.
- Each school has at least one server for onsite application delivery.
- Limited wireless services are available in 7 buildings.
- Filtered internet service is provided to each instructional and administrative space. Nearly all computers in the system are connected to the internet.

Computers:

- 2,400 instructional computers
- Approximately 75% of computers are between 6 and 10 years old.

Phones:

- Every classroom has a district owned phone connected to the local phone company's Centrex system.
- District contracts for approximately 700 phone lines.

Printers

- Approximately 480 printers are distributed through the system.
- Nearly all printers are networked.



Appendix D

Software/IMC Resources Inventory



Software Inventory Overview

District Wide Installations

All instructional computers in the district are licensed for the following software applications:

- Microsoft Office
 - Approximately 75% of the computers have Office 97 (Windows) or Office 98 (Mac).
 - The remainder have Office 2003 (Windows) or Office X (Mac).
- GroupWise (email) client
- Websense internet filtering
- Web Browser: Internet Explorer and/or Safari
- Adobe Reader
- Flash
- Shockwave
- Follett Library with Web Collection Plus
- Each teacher has access to create a district sponsored website for their classroom.

Elementary Wide Installations

In addition to the district wide applications, all instructional computers at the elementary level are also licensed for the following software applications:

- Inspiration
- iMovie
- Grolier's Online
- SIRS Online

Secondary Wide Installations

In addition to the district wide applications, all instructional computers at the secondary level are also licensed for the following software applications:

- Grolier's Online
- Electric Library
- Culturegrams
- Gale Junior Reference Collection
- Skyward student management software access for attendance, grading, and parent-teacher communication

Each school also maintains a collection of software to support grade level or department benchmarks.



Appendix E

Board Info-Tech Policies



WRPS Information-Technology Policies

The following information-technology policies and guidelines are included in Appendix E

- 361.1 Library Materials
- 361.1 Rule Procedures for Selection and Reconsideration of Library Materials
- 361.1 Exhibit 1 Library Bill of Rights
- 361.1 Exhibit 1A Access to Resources and Services in the School Library Media Program
- 361.1 Exhibit 2 Request for Limiting Access to Library Media Materials
- 361.1 Exhibit 3 Request for Reconsideration of Instructional or Library Media Materials
- 361.1 Exhibit 4 The Freedom to Read Statement
- 361.2 Library Media Services
- 361.2 Rule Access to Library Media Centers
- 361.3 Library Media Confidentiality
- 361.3 Rule Confidentiality of Library Records
- 361.3 Exhibit 1 AASL Statement on the Confidentiality of Library Records
- 365.1 Network and Acceptable Use Policy
- 365.1 Rule Network and Acceptable Use Guidelines
- 771 Copyright Policy
- WRPS Copyright and Fair Use Handbook
- WRPS Assistive Technology Guide



Appendix F

Expenditure Reports



Appendix G

K-6 ITLS Benchmarks