



Libraries Today

A Principal's Leadership Guide

School Library / Media & Instructional
Technology Program in Poudre School District



LIBRARIES TODAY

A PRINCIPAL'S LEADERSHIP GUIDE

FOR THE SCHOOL LIBRARY

MEDIA & INSTRUCTIONAL TECHNOLOGY PROGRAM

OVERVIEW

Library Media and Technology Centers are designed as the physical core in Poudre School District buildings. Not only are they the physical centers but also should serve as a focal point for all students, teachers and curriculum support.

This is the common ground providing resources and opportunities for collaboration for the learning activities taking place throughout the building. These libraries and their programs should play a vital role in improving student literacy.

Significant portions of district and building budgets are directed to providing print, electronic and personnel resources for the library and building-wide networks and computer assets. Principals have the responsibility for leading and evaluating the use of those resources to determine that they do in fact have a positive influence on instruction and an impact on student achievement.

In addition, recent changes in state and federal guidelines have an impact on decisions that are made about libraries. Our district technology plan, which must be approved by the state in order to receive state and federal funding, must give evidence to a program that integrates information literacy (library media guidelines) and instructional technology. **(By 2007, *No Child Left Behind* guidelines require that we demonstrate that all eighth grade students are technology literate.)** Fortunately, this has been the direction PSD has always held, but we now will need to show evidence of our students' achievement.

The need to re-conceptualize school libraries and the use of technologies is great in these times of change when technology resources are pervasive, when the need to be information literate and able to use information effectively is so vital, when we can deliver instruction online, and when more and more of our students are using the Internet as their major source of information.

This guide is to assist principals in evaluating their library and instructional technology centers and programs and in determining what is the best use of this facility and these resources within their buildings.

This principal's guide is divided into five sections:

1. *Guidelines* Includes an evaluation rubric for libraries and instructional technologies and circulation reports.
2. *Educational Technology & Information Literacy (ET-IL) Plan* Excerpts from the ET-IL Plan including mill levy and bond budget allocations and standards for students.
3. *Job Descriptions* School media and technology job descriptions and evaluations.
4. *Policies & Forms* Library media and technology policies, procedures and forms including copyright and selection and reconsideration of learning materials.
5. *Helpful Resources* Resources available to schools and principals through the district's Media & Instructional Technology Department

You are encouraged to work with your teacher librarian (media technology specialist) and district media and instructional technology staff to find ways to reinvent your school library and technology program to meet the needs of today's teachers and students.

Judy MacDonald, Ph.D.
Director, Media & Instructional Technology/
Staff Development

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SECTION 1
GUIDELINES

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**EVALUATION OF
POUDRE SCHOOL DISTRICT LIBRARY AND INSTRUCTIONAL TECHNOLOGY PROGRAMS**

PSD’s library and instructional technology programs have district standards, but should vary somewhat from site to site to meet the defined needs of the teachers and students. The rubric below should be used with the descriptors on the following pages to discuss with staff what goals should be set for your building. Today’s library and instructional technology centers need to evolve from being a single hub for information and computer access to a place from which information is disseminated; from being where students learn to find information; to being the place they learn to find, evaluate, and use information correctly; from learning about technology, to using technology to learn; from limited but selected resources to a world of resources with limited selection criteria. Libraries and technology centers should be continually evolving.

Evaluation Schematic Categories:

COMPONENT	EXEMPLARY	PROFICIENT	ESSENTIAL
<i>Access to:</i>			
▪ Print Collection			
▪ Professional Collection			
▪ Online Resources			
Facility Space			
Scheduling			
Curriculum			
Collaboration			
Integration			
Reading Literacy			
Technology Infrastructure			
Technology Management			
Staff Development & Training			
Partnerships			
Staffing			

EVALUATION SCHEMATIC FOR Poudre School District Library and Instructional Technology Programs

Program Components

School Libraries and Instructional Programs:

- Provide equitable access to quality information resources in every format, both in a centralized learning and teaching facility, and disseminated for access when and where the learner needs them.
- Promote information and technology literacy through teaching information literacy and technology standards both within the library and through collaboration with other teachers and in other curricular areas.
- Promote reading literacy.
- Manage building information networks and computer systems.
- Provide leadership and staff development for the site by implementing new technologies and integrating information literacy and media resources into the curriculum.
- Provide adequate teaching and technical support staff.

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
Access to: Print Collection	<p>For a school under 500 students: Total book titles held = 20 - 38 per student. Average copyright date on nonfiction = 1989 Book budget per student per year = \$17</p> <p>For a school over 500 students: Total book titles held = 20-27 per student. Book budget per student per year = \$12</p> <p>Average year of nonfiction collection is within 6 years of current date and collection has been weeded within the last year. Teacher librarian has a 3-5 year collection development plan based upon input from faculty and students.</p>	<p>For a school under 500 students: Total book titles held = 16-19 per student. Book budget per student per year = \$9</p> <p>For a school over 500 student: Total book titles held per student = 11-19 Total book budget per student per year = \$8*</p> <p>Average year of nonfiction collection is within 8 years of current date, and collection has been weeded within the last two years. A collection development plan is in use with advice and suggestions of the staff considered. <i>*The district mil levy for library books allows approximately \$8.00 per student. Site budgets should supplement that for a quality program.</i></p>	<p>Minimum book collection 7000 books or 10 volumes for student, whichever number is higher.</p> <p>Book budget per student per year is \$5-\$7</p> <p>Average age of collection is within 8-10 years of current date and collection is current and has been weeded within the last four years.</p> <p>Collection development is evident but no written plan is in use.</p>
Access to: Professional Collection	<p>Professional library materials including print, audio visual, computer software and online resources for teacher use are housed in a central location where teachers can work and study privately. Budget per teacher per year = \$10-\$15</p>	<p>Professional library materials including print, audio visual, computer software and online resources for teacher use are housed in a central location where teachers can work and study. Budget per teacher per year = \$5-9</p>	<p>Professional library materials including print, audiovisual, computer software and online resources for teacher use are housed in a central location. No separate budget is available.</p>

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
<p>Access to: Online Resources</p>	<p>Students and staff have access to a variety of online databases and reference materials appropriate to support the school curriculum and independent student learning in the library, throughout the school building, and from home through a single library search page. Online access is available 24-hours a day, 7 days a week.</p> <p>The teacher librarian makes effective use of a web-based library automation system for circulation and evaluation of the collection and the program use.</p>	<p>Students and staff have access to at least three online databases and one online encyclopedia appropriate to support the school curriculum and independent student learning in the library, throughout the school building and from home through a single library search page. Online access is available 24-hours a day, 7 days a week.</p> <p>The teacher librarian makes effective use of a web-based library automation system for circulation and evaluation of the collection. *<i>The district currently pays for the library automation system yearly maintenance fee of \$30,000, for United Streaming videos (\$16,000), for World Book at \$8,000 and with support from the sites for EBSCO at \$17,000.</i></p>	<p>Students and staff have access to one comprehensive online database and encyclopedia appropriate to support the school curriculum and independent learning student in the library, throughout the school building and from home.</p> <p>Library catalog and circulation system are online.</p>
<p>Access to: Library Facility Space</p>	<p>For a school under 500 students: Net area for the library media technology center = 3500-4500 sq. ft. with room to seat 15% of the student population.</p> <p>For a school over 500 students: Net area for the library media technology center = 4500-6200 sq. ft. with room to seat 84-97.</p> <p>Space allows for computer stations for research, lookup and multimedia production within and adjacent to the facility.</p>	<p>For a school under 500 students: Net area for the library media technology center = 2000 - 3499 sq. ft. with room to seat 10-15% of the student population.</p> <p>For a school over 500 students: Net area for the library media technology center = 3000-4499 sq. ft. with room to seat 50 - 83.</p> <p>Space allows for computer stations for research, lookup and production within and adjacent to the facility.</p>	<p>Facility large enough to seat one full class and 15 additional students at one time.</p> <p>Access to computers within and adjacent to the facility.</p>

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
<p><i>Access to:</i></p> <p>Scheduling</p>	<p>The library is available for scheduling based upon student, teacher, and curricular need. It is open at least an hour before and after the start of school and during lunch and may have extended evening hours. The librarian has a flexible schedule.</p>	<p>The library is available for scheduling based upon student, teacher, and curricular need. It is open at least a half hour before and after the start of school and during lunch. The teacher librarian may have a fixed or flexible schedule based upon student and curricular need.</p>	<p>The library is open the same hours as the school day and may be closed during lunch. The teacher librarian has some open hours to work with teachers and students but is scheduled with classes for more than 50% of the time the facility is open.</p>
<p>Information & Technology Literacy:</p> <p>Curriculum</p>	<p>District Information and Technology Literacy Standards met by all students. They are taught as independent skills when appropriate but generally are integrated into the regular curricular areas. There is clear articulation between grade levels K-12. Students are facile in using print and electronic resources in their learning and production.</p>	<p>District Information and Technology Literacy Standards met by most students. They are taught as independent skills when appropriate but generally are integrated into the regular curricular areas. There is some articulation between grade levels K-12. Students are capable of using print and electronic resources in their learning and production.</p>	<p>Most District Information and Technology Literacy Standards met by students. They are taught as independent skills with some integration into the regular curricular areas. Students make some use of print and electronic resources in their learning and production.</p>
<p>Information & Technology Literacy:</p> <p>Collaboration</p>	<p>The teacher librarian collaborates with teachers in all curricular areas to assist them in integrating research, finding resources, teaching students to use and evaluate resources - both print and electronic - to improve student achievement.</p>	<p>Teachers work with the teacher librarian to use the library, video and computer technologies to improve students' learning and their teaching.</p>	<p>Some students make effective use of the school library. The teacher librarian assists teachers with their teaching and students with their learning in their curricular and grade levels.</p>
<p>Information & Technology Literacy:</p> <p>Integration</p>	<p>The use of instructional information resources and technology is evident throughout the building. All teachers are capable of using these resources, where appropriate, to improve student learning. All staff have completed the basic level of Technology Pathways. At least half of the teachers have completed level two integration training.</p>	<p>The use of instructional information resources and technology is evident throughout the building. Most teachers are capable of using these resources where appropriate to improve student learning. Most of the staff has completed the basic level of Technology Pathways. A core group of teachers has completed level two integration training.</p>	<p>Some teachers make good use of instructional information resources and technology. Half the staff has completed the basic level of Technology Pathways. Some teachers have completed level two integration training.</p>

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
<p>Reading Literacy:</p> <p>Program & Resources</p>	<p>The library promotes free voluntary reading and reading aloud to students of all ages, and students utilize the library collection to support their free and academic reading.</p> <p>The teacher librarian works closely with the literacy coach and classroom teachers on strategies to improve reading.</p> <p>An online reading assessment/promotion program is fully utilized to assist all students and teachers in improving literacy.</p> <p>Classroom and library collections are a single entity, with the classroom collections cataloged in and rotated from the library collection so students have new materials at hand.</p> <p>A sustained silent reading program is in effect for all students.</p>	<p>The library promotes free voluntary reading, and students utilize the library collection to support their free and academic reading. Some reading aloud to students is practiced.</p> <p>The literacy coach and classroom teachers utilize the library and work with the librarian on strategies to improve reading.</p> <p>An online reading assessment/promotion program is utilized to assist some students in improving literacy.</p> <p><i>*The District's Literacy Plan points to the importance of library collections, free and guided reading programs and computer programs such as Accelerated Reader in support of student literacy.</i></p>	<p>The library promotes free voluntary reading. Students at the elementary level are read aloud to.</p> <p>An online reading assessment/promotion program is utilized to assist some students in improving literacy.</p>
<p>Information Networks/Computer Systems:</p> <p>Infrastructure</p>	<p>Computers: 1 per classroom and 1 per 5 students of newer technologies, all networked with wide area network access.</p> <p>Televisions: One mounted in each classroom with VCR or DVD and/or connected to network video delivery system.</p> <p>LCD/Projection devices: One per classroom.</p> <p>Telephone: One per classroom.</p> <p>CCTV/CATV available to all classrooms.</p> <p>One computer lab available for each 250 students.</p>	<p>Computers: 1 per classroom and 1 per 6 students of newer technologies, all networked with wide area network access.</p> <p>Televisions: One mounted in each classroom with VCR or DVD or connected to network video delivery system.</p> <p>LCD/Projection devices: One per classroom.</p> <p>Telephone: One per classroom.</p> <p>CCTV/CATV available to all classrooms.</p> <p>One computer lab available for each 300 students.</p> <p><i>*The District's Educational Technology-Information Literacy Plan does not push for greatly increased numbers of computers but is more focused on assuring that all computers are new enough to be effective tools for students.</i></p>	<p>Computers: 1 per classroom and 1 per 8 students of newer technologies, most networked with wide area network access.</p> <p>Televisions: One mounted in each classroom with VCR or DVD or connected to network video delivery system in each grade level or department.</p> <p>LCD/Projection devices: One per classroom.</p> <p>Telephone: One per classroom.</p> <p>CCTV/CATV available to all classrooms.</p> <p>One computer lab available for each 250 students.</p>

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
<p>Information Networks/ Computer Systems: Management</p>	<p>The teacher librarian and a building technology coordinator provide leadership for and management of technology in the building.</p> <p>The building has an approved information literacy and technology plan on file with the technology coordinator. The plan is in a constant state of evaluation and revision.</p> <p>All students are aware of and follow the acceptable use policy. Violations are dealt with in accordance to the Code of Conduct.</p> <p>Copyright policies are followed and all equipment is appropriately labeled.</p>	<p>Teacher librarian or a certificated building technology coordinator provides leadership for and management of technology in the building.</p> <p>The building has an approved information literacy and technology plan on file with the technology coordinator. Each three years the plan is reviewed and revised.</p> <p>All students are aware of and follow the acceptable use policy. Violations are dealt with in accordance to the Code of Conduct.</p> <p>Copyright policies are followed and all equipment is appropriately labeled.</p>	<p>Teacher librarian provides leadership for and management of technology in the building.</p> <p>The building has an approved information literacy and technology plan on file with the technology coordinator. Each three years the plan is reviewed and revised.</p> <p>All students are aware of and follow the acceptable use policy. Violations are dealt with in accordance to the Code of Conduct.</p> <p>Copyright policies are followed and all equipment is appropriately labeled.</p>
<p>Leadership and Staff Development: Training</p>	<p>The teacher librarian remains current in information literacy, new technologies, reading literacy through a systematic district training program, collegial sharing and professional conferences, workshops and supports and trains staff as appropriate in these areas.</p> <p>Time is provided regularly for library staff to attend these trainings.</p> <p>The building has clear expectations and a training plan based upon the district plan but tailored to the specific site needs in place for staff in the area of information literacy and technology.</p>	<p>The teacher librarian remains current in information literacy, new technologies, and reading literacy through district training and collegial sharing and supports and trains staff as appropriate in these areas.</p> <p>Some time is provided for library staff to attend trainings.</p> <p>The building follows district expectations and the district training plan for staff in the area of information literacy and technology. Lead teachers at the site provide needed training.</p> <p><i>* A percentage of funds from the Technology mil levy should be used for staff development. Also, staff development funds sent to the site could support training in Educational Technology and Information Literacy.</i></p>	<p>The teacher librarian remains current in information literacy, new technologies, and shares information with staff when possible.</p> <p>The teacher librarian or a designated person attends monthly media and technology meetings.</p> <p>The building follows district expectations and the district training plan for staff in the area of information literacy and technology. The building relies on district trainers.</p>

COMPONENTS	EXEMPLARY PROGRAM	PROFICIENT PROGRAM	ESSENTIAL PROGRAM
<p>Leadership and Staff Development: Partnerships</p>	<p>The teacher librarian has an advisory team to assist in making decisions about the library and in writing the information literacy and technology plan.</p> <p>Volunteers assist regularly, and in meaningful ways, with the media and technology programs.</p> <p>The teacher librarian works closely with the site advisory team on planning the library media and technology program.</p> <p>The teacher librarian collaborates with other libraries in the community and state on resource sharing and interlibrary loan.</p>	<p>The teacher librarian relies on the site advisory team to provide advice on planning the library media and technology program. The information literacy and technology team meets when the plan needs to be revised.</p> <p>Volunteers assist with the media and technology programs.</p> <p>The teacher librarian collaborates with other libraries in the community on resource sharing and interlibrary loan.</p>	<p>The information literacy and technology team meets when the plan needs to be revised.</p> <p>The teacher librarian meets informally with teachers, students and parents to determine directions for the program.</p> <p>Volunteers assist intermittently with the media and technology programs.</p> <p>Students have access to interlibrary loan.</p>
<p>Staffing:</p>	<p>1 full-time certified teacher librarian serves sites with 350-1000 students. 2 full-time certified teacher librarians or one full-time certified librarian and one full-time certified media technology specialist serve sites with over 1000 students.</p> <p>1 full-time library technology assistant is employed for each 500 students. At the elementary and junior high school level technical support staff is provided by the district one day per week. At the high school level one technical support staff person is provided for each 600 students. At the elementary and junior high at least one technical support person is provided if enrollment is over 500.</p>	<p>1 full-time certified teacher librarian serves sites with 350-1000 students. 1 1/2 full-time certified teacher librarians or one full-time certified library and one half-time certified technology specialists serve sites with over 1000 students.</p> <p>1 full-time library technology assistant is employed for each 600 students. At the elementary and junior high school level support is provided by one district technician one day per week. At the high school level one technical support staff person is provided for each 1000 students. At the elementary and junior high at least one technical support person is provided if enrollment is over 600.</p>	<p>1 full-time certified teacher librarian serves the site supported by 1 library media and technology assistant for each 600 students.</p> <p>At the elementary and junior high school level technical support staff is provided by the district one day per week. At the high school level one building technician is provided. At the elementary and junior high at least one technical support person is provided if enrollment is over 700.</p> <p><i>* Schools that use classified staff to manage libraries must be cautious that they adhere to the Fair Labor Standards Laws and not allow uncompensated overtime. Classified staff should not provide direct instruction without teacher supervision.</i></p>

CIRCULATION STATISTICS

Circulation statistics are just one way to look at library usage, but we know from research the importance of free reading to improve literacy. Elementary students tend to check out many more books for free reading than secondary students who use their library more for research, but some junior high schools have been successful in continuing their students' choice reading. You can use this information to further your discussions.

PSD Library Checkouts August 2005 – April 2006

SCHOOL	TOTAL CHECK OUTS	ENROLLMENT	CHECK OUTS PER STUDENT	SCHOOL	TOTAL CHECK OUTS	ENROLLMENT	CHECK OUTS PER STUDENT
Bacon	14776	449	32.91	Linton	14366	521	27.57
Bauder	14446	364	39.69	Livermore	2545	65	39.15
Beattie	14211	366	38.83	Lopez	12565	467	26.91
Bennett	15957	388	41.13	McGraw	12127	509	23.83
Bilingual	13665	328	41.66	MTS AV Lib	3864	65	59.45
Blevins	3746	468	8.00	Moore	11778	370	31.83
Boltz	12719	787	16.16	O'Dea	13780	301	45.78
CHS	119	140	0.85	Olander	16451	407	40.42
CLPJH	2413	411	5.87	PHS	11310	1777	6.36
CPE	16651	402	41.42	Preston	4660	866	5.38
Dunn	18920	407	46.49	Putnum	10136	360	28.16
Eyestone	29978	666	45.01	Red Feather	2561	45	56.91
FCHS	3779	1351	2.80	Riffenburgh	11956	344	34.76
FRHS	5602	783	7.15	RMHS	8160	1726	4.73
Irish	9216	377	24.45	Shepardson	21772	478	45.55
Johnson	12048	503	23.95	Stove Prairie	1460	32	45.63
Kinard	1095	430	2.55	Tavelli	25949	592	43.83
Kruse	15468	470	32.91	Timnath	25171	467	53.90
Lab	2859	141	20.28	Traut	15923	522	30.50
Laurel	10614	348	30.50	Webber	6303	858	7.35
Leshner	4114	577	7.13	Wellington	6723	304	22.12
Lincoln	5309	594	8.94	Werner	18511	486	38.09
				Zack	21658	600	36.10
				District Total	507,434	22,912	22.14

SECTION 2

EDUCATIONAL TECHNOLOGY—
INFORMATION LITERACY
(ET-IL)

MASTER PLAN 2006

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ET-IL Master Plan 2006 *Excerpts*:

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 Chapter 3: Goals, Objectives, and Strategies.27

 Chapter 6: Infrastructure & Support School Computer Survey
 (Including Student/Computer Ratios, May 2005)59

 Chapter 8: Budget Plan by Site63

OVERVIEW: EDUCATIONAL TECHNOLOGY– INFORMATION LITERACY PLANNING PROCESS

Planning for Educational Technology-Information Literacy (ET-IL) is an ongoing process within Poudre School District.

We have district-level ET-IL standards that are adopted by the Board of Education. These standards integrate library information, media and technology and are based upon the national technology standards from ISTE, national information literacy standards from AASL, Colorado Information Literacy Standards and Colorado Technology Standards.

We have a district technology plan that must be approved by the Colorado Department of Education, and each site is required to submit a three-year technology plan to the district ILT Coordinator.

Sites are required to have technology planning committees with representatives from the community, curricular areas, library media, and administration.

Our state plan must show how we integrate our library and technology programs with the Title II initiatives, No Child Left Behind, and the federal E-Rate program that provides approximately \$400,000 per year in rebates to the district for telecommunications costs.

Schools are expected to tie their site technology plans to their school improvement plans to demonstrate how the money spent for technology will improve student achievement.

To review the district level plan, go online to: <http://www.psdschools.org/programs/media-centers/techlitplan.aspx> The district plan has allocations that each site gets from the mil and bond funds. Mil levy funds are to be used for more innovative uses of technology. Bond funds are to be used for replacement of outdated instructional computers.

As principal, we hope you take a very active role in leading your site's ET-IL team to use these resources to truly impact learning throughout your building.

If you would like assistance in this task, call Ben Johnson, District Instructional Technology Coordinator at 490-3436 or e-mail him at benj@psdschools.org.

CHAPTER 1: INTRODUCTION

The strength of the United States is not the gold at Fort Knox or the weapons of mass destruction that we have, but the sum total of the education and the character of our people.

— Claiborne Pell

Purpose

Poudre School District's Educational Technology and Information Literacy Master Plan focuses on our commitment to the district mission to Educate . . . Every Child, Every Day, with the vision that Poudre School District exists to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world.

We believe that Educational Technology and Information Literacy play a major role in achieving this district vision of having all of our students learning at high levels and prepared for successful futures. Each goal within this plan, each direction undertaken in teaching with or about technology, each strategy for teaching students to access, evaluate and use information, is undertaken with over-riding aim of providing a framework that allows all students to learn at high levels and to develop information literacy and technology skills to make them better students throughout school careers that will prepare them for success in their post-secondary choices.

Technology and the information explosion are having an incredible impact on our world and must influence our educational systems. Because our students will be working and living in a global environment, we can no longer judge the success of our schools based upon local, state or national comparisons. Because we live in a world

where information and misinformation flow instantly and ubiquitously, we cannot ignore the need for students to become discriminating users of that information. The students that we prepare to work in and lead this information-deluged world must be adept creators, efficient accessors, critical analyzers and effective users of information. These premises drive our planning for Educational Technology and Information Literacy.

Through implementation of this plan, Educational Technology and Information Literacy standards will be infused into the teaching at each grade level and the power of new technologies will be used to transform delivery models, learning and communication strategies, and accountability and assessment options. The vision of Poudre School District's Media & Instructional Technology Department is to pull all departments together to assure that the infrastructure provides a robust and dynamic basis for delivery, standards and curriculum ensure all students have necessary 21st century skills, student information system manage and provide meaningful data, assistive and adaptive technologies help special needs students learn and succeed, assessment and data drive instruction and improve student achievement, and we create an environment that has a powerful balance between traditional education and the use of technology for instructional delivery and new ways of learning.

MISSION, VISION AND BELIEFS

Let us not encourage a young person to use technology as a shortcut to life exploration. Let us use technology as an energizer of learned human thinking skills. Let us use technology to move the human spirit, and the human mind. — Jerry Cammarata, 2001

PSD's Educational Technology and Information Literacy Vision and Beliefs

As we Educate . . . Every Child Every Day,

Our vision for Education Technology and Information Literacy is

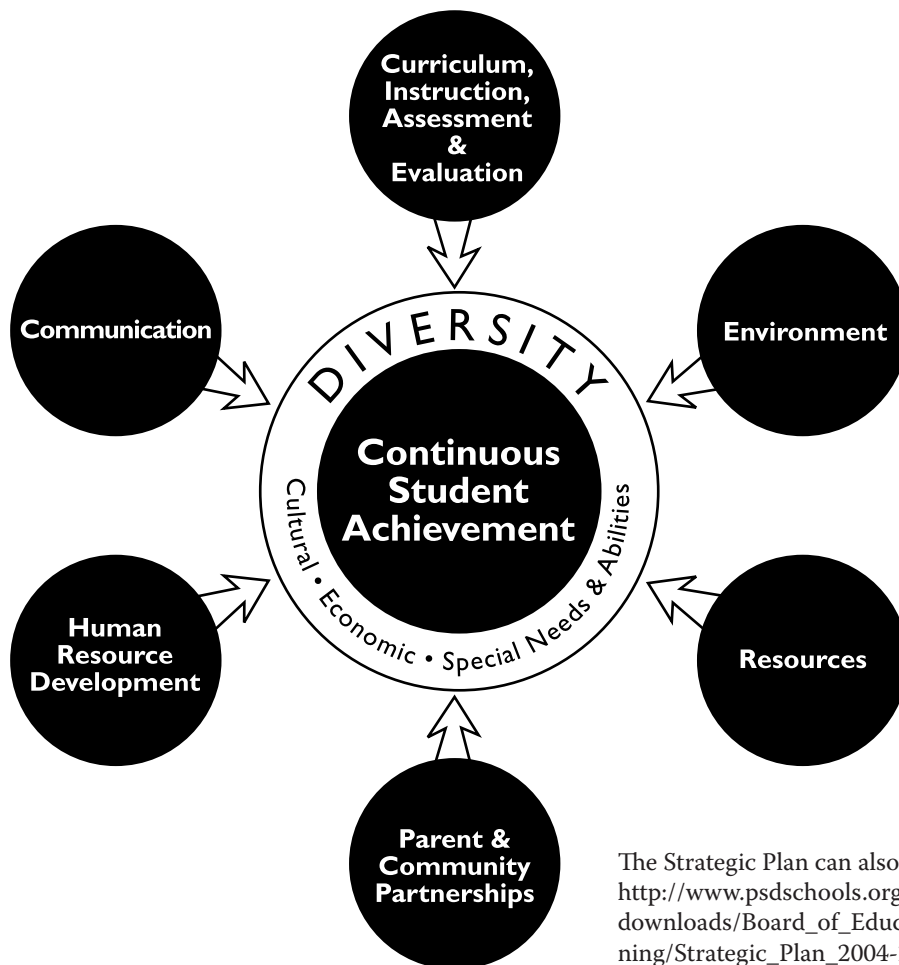
A commitment to using established and evolving technologies and information literacy skills to develop literacy, increase productivity, inspire creativity, expand critical thinking, enhance achievement, and promote life-long learning throughout the school community.

A Common Direction

Poudre School District's Strategic Plan was adopted by the Board of Education in 2004 and is reviewed on a yearly basis. That plan and the Superintendent's four focus areas drive district direction. Each site's School Improvement Plan must have goals related to the district's strategic plan.

In writing the Educational Technology and Information Literacy Plan, our goals were aligned with the major areas defined in the district's plan, as well as being based upon the National Technology Plan; the International Society for Technology's Education

POUDRE SCHOOL DISTRICT STRATEGIC PLAN 2004–2009



The Strategic Plan can also be found at:
http://www.psdschools.org/documentlibrary/downloads/Board_of_Education/Strategic_Planning/Strategic_Plan_2004-2009_Worksheet.pdf

Standards for Teachers, Administrators and Students, 21st Century Learning Skills; and priorities identified in No Child Left Behind, E-Rate and Title II-D. Educational Technology and Information Literacy planning can never be an isolated initiative but is a part of all efforts toward educational improvement.

The Over-riding Beliefs are:

Student Learning

- Educational Technology and Information Literacy skills are vitally important for each Poudre School District student.

Leadership

- A dynamic, enthusiastic vision and plan for Educational Technology and Information Literacy will permeate the district.
- Successful incorporation of Educational Technology and Information Literacy requires understanding, commitment, and support of the decision makers, staff development planners, all staff members, and the community.
- Leadership, support, and guidelines for district-wide coordination and integration of Educational Technology and Information Literacy are the responsibility of the Media & Instructional Technology Department working in close collaboration with the Information Technology, Staff Development, Curriculum & Instruction, Accountability and Assessment, Student Services, Special Education, and Human Resources Departments.

Staff Development

- Training opportunities to promote competency in the use of Educational Technology and Information Literacy must be provided to all staff.
- All staff are expected to work towards competency and continuous improvement in the use of information and appropriate technologies.

Support

- We must have building level staffing to maintain and support the effective use of technologies and the teaching of information literacy and educational technology.
- There must be proportional financial commitments to equipment, library collections, software, and people.

Partnerships

- Partnerships between the school district and the community are important to explore funding and resource-sharing options and to move forward in the implementation of technologies.

Site Implementation

- Each site must plan for the most effective use of technology for their population based upon district standards and guidelines.
- Each site must have a strong library program, a good facility and quality resources.

Our Beliefs Related to Technology as it fits Within the Infrastructure and the Learning Environment:

Infrastructure

- Technology will be viewed as a necessary tool and a natural part of the whole system.
- All employees must have appropriate access to technology for productivity and instructional management.
- Information exchange and communication networks are essential to operate efficiently.
- Technology selection will be based on standardization, flexibility, and ease of use.
- Flexible new and remodeled facility will be designed to adapt to emerging and changing technologies.
- Regular update of existing facilities to meet the changing needs for technologies must be part of the district plan.
- Funding to maintain, replace, and implement new technologies must be available.
- Technical support staff at both the district and site level are vital to the effective use of technology.
- The Information Technology Department is responsible for providing leadership, implementation and support of the district's technology infrastructure.

Instructional Support

- Teachers remain the facilitators of learning.
- Technology will allow students to learn in different ways, at different rates, at different times and in locations remote for the brick and mortar school building.

- Students will take more personal responsibility for their learning.
- Technology allows active, cooperative, interdisciplinary and individualized learning.
- Technology makes access to learning ubiquitous.
- Technology increases productivity and efficiency.
- Access to information and technology leads to the development of higher-level and creative thinking skills, information access and retrieval, and improvement of basic skills.
- Technology enables more effective assessment, including maintaining and analyzing individual achievement.
- Management technologies facilitate the district's focus on education and effective use of resources.
- Access to and analysis of data facilitates evaluation and decision-making.
- Information literacy skills must both be taught independently and as an integral part of the general curriculum.
- In our media rich world, students must learn to be discriminating users of information and evaluators of media techniques.
- The library media and technology program must have certified and support staff, resources, and facilities to provide students training in the use of and access to information in a variety of resources.
- The library teacher shall be a trained professional who remains current of the trends of information management and provides educational leadership in the use of instructional and informational technology.
- The library media and technology program personnel should collaborate with others in local, regional, state, national and international library programs to share resources and knowledge.
- The library media and technology program should be the physical and curricular hub of the school.
- The Library Media Center must be a place where every student feels safe and capable of succeeding.
- The library media and technology program supports the concept of intellectual freedom and ethical use of and access to information.

Learning Standards

- Students will demonstrate Educational Technology and Information Literacy skills as outlined in district standards, and as directed in No Child Left Behind.
- The use of technology as a tool will be integrated into curricular areas.
- The use of technology will promote interdisciplinary instruction.
- Instructional goals determine how and which technology is used.
- Curriculum will change to reflect the changing needs of an information-based, global society.

Our Beliefs Related to Libraries and Information Literacy:

- Students' success in school and life is dependent upon their ability to intelligently access, retrieve, process, evaluate and use information.
- A district and school library media and technology program is essential to providing learning experiences that enable all students to develop the skills necessary to be literate, life long learners.
- Our library programs must preserve and develop in students an appreciation of our communal stories through literature and media.

This vision and these beliefs are the filters through which any direction or initiative we undertake is processed. They form the basis for the goals outlined in PSD's 2006-2009 technology planning.

Excerpt from ET-IL Master Plan

CHAPTER 2: NEEDS ASSESSMENT

We must not be hampered by yesterday's myths in concentrating on today's needs.

— Harold Geneen

Poudre School District has been involved in planning for Educational Technology and Information Literacy for over 15 years. Our last complete plan was written in 2002 and continually updated in subsequent years.

In preparation for writing this plan, the following methods of gathering information were used:

1. Review 2002–2005 goals and determine where we were in achieving those goals.
2. Attend workshops on preparing Educational Technology and Information Literacy plans.
3. Form an Educational Technology and Information Literacy Steering Committee with representatives from various departments, schools and the District Parent Advisory Board.
4. Meet regularly with Building Technology Coordinators and Library Media Teachers.
5. Conduct a staff survey.
6. Conduct a student survey.
7. Audit our technology infrastructure.
8. Review the requirements in No Child Left Behind and other federal and state requirements.
9. Review research and best practices related to Educational Technology and Information Literacy.

Below is the summary of those activities:

Review of 2002-2005 Goals:

Goal 1: Information literacy and technology standards will be integrated across the curriculum so teachers will be able to enhance their teaching through the use of technology and all students will have the skills necessary for success in an information and technology-driven world.

Outcome: All students, teachers and administrators will be proficient in basic information literacy and technology standards.

Indicators of Success:

- We revised our information literacy and technology standards to match those of ISTE
 - We developed a Pathways class for teachers and administrators.
 - Staff responding to our survey self-evaluated their abilities as:
 - 84% highly competent in computer operations
 - 91% highly competent with file management
 - 75% highly competent using a file server
 - 93% highly competent using word processing
 - 52% highly competent using desktop publishing
 - 93% highly competent using email.
 - 89% highly competent using World Wide Web
 - 98% of our staff use the computer daily.
 - Students responding to the survey indicated:
 - 90.7% used a computer at school each week
 - 93% had and used a computer at home
 - Students received only one grade related to computers or library on their report card. That is for keyboarding at the 4th grade level. It is a pass/fail grade.
- Weaknesses:
- Lack of valid measurements of student achievement levels across the district.
 - Lack of consistent implementation of training/curriculum and accountability across the district for students, staff and administrators.

Outcome: Teachers will be using lessons that take advantage of technology to enhance instruction and integrate and assess the information literacy and technology standards.

Indicators of Success:

- We have trained approximately 200 teachers in *Intel Teach to the Future™*
- All administrators, teachers and classified staff whose jobs require it have been trained in the use of *Gradebook* and the Student Information System.
- Administrators have been trained on the Student Information System and on using data analysis tools.
- The teacher's job evaluation includes a requirement to use appropriate technologies in their teaching.
- We are training schools on the use of Blackboard.
- We provide streaming video, online databases, and Blackboard to all teachers.

Weaknesses:

- We do not have clear indicators of expectations related to the use of technology in the classroom.
- We do not have an effective way to document, evaluation and share best practices.

Outcome: There will be a variety of technology-rich programs in various departments throughout the district.

Indicators of success:

- Schools use a variety of programs to meet students needs, such as:
 - Blackboard
 - Virtual High School with Class.com curriculum
 - Colorado Online
 - GIS
 - Renaissance Accelerated Reader and Accelerated Math
 - Read 180
 - Smart Boards
 - Student Response Systems
- Curriculum adoptions include the requirement of looking at digital content.

- We have broad-based use of adaptive technology and a person to assist teachers in using these resources effectively.

Weaknesses:

- We need to evaluate the effectiveness of programs more effectively.
- We need a more systematic approach to adopting new programs to determine how they support or enrich existing instructional strategies and their impact on the technology infrastructure.

Outcome: PSD students are proficient in research and the use of information technologies and will be enthusiastic and competent readers.

Indicators of success:

- Standards have been created to address this.
- At each level, students have training on research strategies and the use of information.
- We have implemented TurnItIn™ to help students understand effective and ethical ways to use information.

Weaknesses:

- Lack of consistency and accountability across the district.

Goal 2: Technology will be used to manage and expand student learning opportunities.

Outcome: PSD students are successful in completing online instruction.

Indicators of success:

- Our Virtual High School is meeting the needs of at-risk students with over 90% completing coursework successfully.
- Blackboard™ is becoming the basis of many of our online coursework for students with the following results in January 2006:
 - 475 active courses
 - 2,357 active users
 - Average 36,341 page views per day

Weaknesses:

- We need to develop more online options and find ways to meet more students needs.

Outcome: PSD teachers and administrators can access on-demand staff development for required proficiencies.

Indicators of success:

- We offer classes on Channel 10.
- We are experimenting with streaming and on-demand classes.

Weaknesses:

- This goal has not been achieved in a way that allows true on-demand access.

Goal 3: The District Technology Plan and individual site plans will determine all technology directions and purchases.

Outcome: The district technology plan is an evolving document that leads the district technology initiatives.

Indicators of success:

- All sites do three-year technology plans based upon learning objectives and all purchases are based upon that planning.
- The district approves all site plans and purchases.
- The district staff meets regularly to review our plans for technology.

Weaknesses:

- Because of the broad use of technology throughout the district, funds barely cover replacement at this point. We are going to have to look at ways to increase funding to allow for creative uses of new technologies.

Outcome: Site plans determine that money and time spent on technology is directed at improving student achievement.

Indicators of success:

- Because site plans require that all expenditures be tied to student learning goals, this remains our district's focus.

Weaknesses:

- Educational Technology and Information Literacy should be an integral part of the School Improvement Plan and not be a separate document and process.

Needs Identified Through the Survey

Staff was asked to take an online survey on their use of educational technologies. We had 756 respondents to this survey, representing about 28% of our staff. Because we were concerned that an online survey would eliminate some of our less technical savvy staff, we replicated the survey with our Early Childhood staff who tend not to be heavy users of technology. Their results mirrored those on the technology survey. Therefore, we feel the survey has good information on which to base decisions.

The demographic makeup and results of this survey are in Appendix A of this report. The major trends that we saw from the survey were that most people (89.7%) have access to online computers at home, although about a third of those with access do not have high speed access. Ninety-eight percent say they use the computer daily in their work. The majority feel very competent in using computers (in most questions related to this between 85% and 95% said they could teach the skill or were competent in their own use). Areas of need include specific applications, such as video streaming, Blackboard, data miner, digital and video cameras, and webpage construction. Ninety-seven of those responding feel that technology makes them more effective in their work, and 93% feel comfortable learning and using new technologies. This is an incredible increase in staff acceptance and use of technology.

The open-ended responses were most helpful in determining areas that we need to focus our efforts.

Those were summarized as shown on the following page.

**Open-Ended Results to the question:
“List the technologies that you would like to learn
more about.”**

	ONLINE SURVEY	PAPER SURVEY
HARDWARE		
Alpha Smarts	12	
Programmable Calculator	8	
PDA's	7	1
Projectors (Elmo)	5	
Wireless Technologies	3	
SOFTWARE		
Spreadsheets / MS Excel	84	8
MS Powerpoint	80	14
Blackboard	77	1
Smartboard	71	
Gradebook / SILK / Excent	53	2
Desktop Publishing / MS Publisher	50	3
United Streaming	40	3
Research / Data Miner	35	1
Dreamweaver	35	
Database / MS Access	31	
Fireworks	15	3
Calendars / Meeting Maker	15	
Clickers	14	
MS Word	13	
Adobe Elements	8	
Photoshop	7	
Virtual High School	2	
MS Project	2	
Bi Tech	2	
OTHER AREAS OF INTEREST		
Digital Photography / Video / Movies	108	14
Web Page Design / PSD Web Page	78	3
File Management / Server Access	14	2
Graphics	13	3
Music Technologies	6	
Assistive Technologies	4	1
Web / Copyright Issues	3	
Internet Searches	2	1
Keyboarding	1	

Needs Identified Through Curricular/ Instructional Assessments

The district follows state and federal initiatives in looking for ways to increase student achievement in literacy, math and science to assure a year's growth each year in school and to raise the scores of under-achieving students to close the achievement gap. In addition to our strategic plan which focuses efforts on improving learning for our Latino population, we also have four initiatives identified by our superintendent. They are to:

1. Expand early childhood education,
2. Focus on educating the “whole child,”
3. Strengthen parental, family, and community access and involvement in K-12 education, and
4. Demonstrate individual student academic growth.

In working with our Curriculum Facilitators, Special Education, Student Services, and those implementing the Student Information System, we identify the following needs:

- All curriculum adoptions need to address how technology should be used to better deliver the most current information for student learning.
- All curricular areas should identify best practices in the use of technology and research strategies and how to replicate those best practices throughout the district.
- All curriculum facilitators should use technology to provide teaching resources and strategies.
- At-risk, ELL, and special needs students need to have access to learning and adaptive technologies that allow them to maximize their learning.
- The Student Information System needs to be used by teachers to communicate with parents so as partners they can improve their student's achievement.
- Use of data to inform instruction must permeate the district so each teacher is able to use this information to help each student.
- Information literacy must be included as one of the important and necessary literacies for students' success.
- We must determine ways to account for all students being competent in using technologies at the 8th grade level.

Infrastructure Needs

Because of mill levy and bond issues in the 90s, Poudre School District was able to develop a robust technology infrastructure. However, the bond money will be expended in 2008, and the mill levy is not enough to replace existing computers in an effective cycle. We will have to find additional revenue streams to remain current after 2008.

The section on Infrastructure more completely addresses our current status and the needs related to infrastructure, but the basic needs are:

- To include technology as a funding issue in a mill levy over-ride in 2008.
- To provide adequate staffing at the district level to support the technology infrastructure.
- To provide adequate support in the schools for technology support.
- To continue to evaluate and upgrade district-level software.

From the perspective of Information Literacy and instructional support needs, we need to:

- Determine ways to fund online resources.
- Determine ways to integrate resources so they are readily available to students and teachers.
- Provide staffing at the sites to allow for library operation and the teaching of information literacy standards.

Business Services Needs

Business Services has recently updated their finance software. Other departments, such as food services, human resources, and purchasing need support with software implementation and updates.

Needs Identified Through Research and Best Practices

One of the most comprehensive analyses of using technology for improved student achievement can be found on North Central Regional Educational Laboratory's web page at <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>.

This study found that 87% of youth between 12 and 17 use the internet (Lenhart, Rainie, & Lewis, 2001). This is just one of the many statistics that tell us how widespread our students' use of technology is; and forces us to address what we are doing to insure that they

are using this tool wisely and well. We must incorporate the *21st Century Learning Skills* (Partnership for 21st Century Skills, 2005) into our curriculum. Those skills include:

Critical Thinking
Problem Solving
Communication
Collaboration
Creativity
Self-Directed Learning
Information & Media Literacy
Accountability & Adaptability
Social Responsibility

Also, the Western States Benchmarking Consortium's rubrics on Integrating Technology provide "Guiding Questions" for and "Possible Evidence" of best practices.

A real concern is the widening gap between the knowledge and skills students are acquiring in schools and the knowledge and skills needed to succeed. An additional concern is between the need to raise the bar for all students and to close achievement gaps. We must be certain we address the needs of our students at-risk, English language learners, and students with disabilities. And, technology must be used to assist us in using data to drive decisionmaking.

Summary of the Key Needs to Address in the 2006-2009 Master Plan

1. **Use technology to support and improve student learning.** Technology must support academics across all curricular areas in a planned and accountable fashion. This will require:
 - Standardization of a delivery tool, such as Blackboard.
 - Acquisition and development of course materials that can be made available to all students in a fiscally sustainable fashion.
 - Expanded opportunities for online learning.
 - Assistive and adaptive technologies for students who need those resources.
 - Adoption of curriculum materials to include technology resources.
 - Research, pilot and implement the effective use of new technologies.
 - Clear expectations of teachers to use technology effectively.

- Student information systems that assist teachers and students in adapting instruction.
 - An evaluation system to determine success with technology integration.
 - A method to train teachers and share best practices related to the use of technology.
 - Educational Technology and Information Literacy planning integrated into school improvement plans with a stronger link to using library information and technology to improve student achievement.
- 2. Provide students with necessary 21st Century Skills.** All students need to be able to use information and technology effectively to succeed in school and in their post-secondary choices. We must assure
- Standards adopted for Information Literacy and Educational Technology are taught to all students.
 - Systems are in place to assist with teaching of these skills, such as plagiarism protection software and knowledge of copyright.
 - Staff who are highly qualified to teach these standards.
 - Evaluation methods are in place to assure that student are achieving at high levels.
 - The requirement of NCLB to demonstrate these competencies as students exist 8th grade is fulfilled.
- 3. Use student data to inform instruction.** We must have data from multiple sources to analysis student learning. We must find ways and provide time for teachers to use the data we are collecting about student learning to inform their instruction in a timely manner.
- 4. Maintain a safe learning environment.** Our policies and procedures need review to determine that students and parents are knowledgeable about how to use information and technology appropriately and safely. Although the internet offers new venues for communications and new paths to risk, our intent is to deal with the behavior and the risk and not the tool that is used.
- Review and revise the Acceptable Use procedures.
 - Select and implement an internet safety training program.
- 5. Provide staff with the skills and knowledge they need to best perform their jobs.** Although our staff has high levels of technical expertise, we need to address areas of weakness and assure that all staff uses information and technology efficiently and effectively.
- 6. Improve electronic communications.** All forms of electronic communication need to be evaluated and updated. We will be:
- Replacing and training on a new and better email and scheduling system.
 - Exploring the use of streaming technologies.
 - Improving our web communications in general and our student information system and parent information in particular.
 - Continuing the upgrade of telephone systems and exploring more cost effective mobile communications.
- 7. Continue to upgrade core business applications.** The on-going challenge for Information Technology is to have all of the systems working seamlessly, sharing data while maintaining high levels of security.
- 8. Maintain a strong hardware and software infrastructure.** This area continues to be a challenge because we now have so many computers in our district that just keeping those machines and the software current uses the majority of the budget that was added during a 1997 and 2000 mill levy and bond. We need to explore additional mill levy funds for technology and library information resources.
- 9. Provide adequate staffing and support.** As our district continues to be funded near the lowest level in the state, as our enrollment remains flat, and as some of our intercity schools lose enrollment, our staffing for library media and technology have been impacted. We need to have highly qualified teachers teaching these skills and a well-trained technology staff to support them. District-level staff to support libraries and technology is also important. For Information Technology the challenge of attracting qualified staff has become greater as the area job market improves.

Excerpt from ET-IL Master Plan

CHAPTER 3: GOALS, OBJECTIVES, AND STRATEGIES

The reason most people never reach their goals is that they don't define them, or ever seriously consider them as believable or achievable. Winners can tell you where they are going, what they plan to do along the way, and who will be sharing the adventure with them. — Denis Watley

Poudre School District's Strategic plan is designed around six priorities. Our Educational Technology and Information Literacy Master Plan uses those priorities as a basis and develops SMART (Specific, Measurable, Attainable, Realistic and Trackable) goals under each. They are closely aligned with school accreditation goals, curriculum and instruction initiatives, and the district-wide staff development plan.

Strategic Priority 1: Curriculum, Instruction, Assessment, and Evaluation

ET-IL Priorities

- Prepare students with Educational Technology/ Information Literacy Skills necessary for in-school and post-secondary success.
- Use Data and Assessment management to inform teaching and improve achievement.

Strategic Priority 2: Environment

ET-IL Priority

- Provide technology infrastructure, technical support and technology planning that improves teaching and student achievement.

Strategic Priority 3: Resources

ET-IL Priority

- Provide online classes and online resources that improve access, teaching, and student achievement.
- Retain students who are at risk of dropping out or who are unable to attend a brick and mortar school by providing additional learning opportunities or options.

Strategic Priority 4: Parent & Community Partnerships

ET-IL Priority:

- Involve parents and the community in designing and maintaining best practices to prepare students in the school career and for post-secondary options.
- Provide options for community learning.

Strategic Priority 5: Human Resources Development

ET-IL Priority

- Engage all staff in ongoing professional development to maximize their effective use of educational technology and information literacy.

Strategic Priority 6: Communication

ET-IL Priority

- Use technology to effectively communicate with our school community.

GOALS, OBJECTIVES AND ACTIONS

Strategic Priority 1: Curriculum, Instruction, Assessment, and Evaluation

ET-IL Priority

- Prepare students with Educational Technology/ Information Literacy Skills necessary for post-secondary success.

Goals 1 A-D

A. Upon exiting 5th, 8th and 11th grade, students will be proficient in the District ET-IL Standards based upon NETS/ISTE standards.

All teachers need to be aware of their role in delivering the ET-IL standards since many of these standards need to be embedded within other curricular areas. Some standards are stand-alone and must be taught within the library media program or as a distinct part of the curriculum in Career and Technical Education or Critical Skills courses.

Objectives and Actions:

1. District ET-IL Standards will be revised on an ongoing, systematic fashion.
2. Based upon NETS standards, revise and continue the implementation and evaluation of PSD's ET-IL standards and 21st century skills for students.
3. Align the teaching of ET-IL goals to assure consistency district wide.
4. Measure and track, on an on-going basis, student progress toward meeting stated goals, assuring that all fifth, eighth, and eleventh graders achieve proficiency in ET-IL standards.
5. Develop an eighth grade assessment to fulfill NCLB requirement that all students are technologically literate by the end of their eighth grade year.

B. An Internet Safety Curriculum will be implemented in all schools.

1. By Fall 2006, develop and begin implementation of an internet Safety curriculum that includes citation guidelines, copyright, plagiarism, and internet etiquette.
2. By Fall 2006, resolve the acceptable use pro-

cedures to assure student and staff knowledge of the expectations and consequences of their actions.

3. By Fall 2007, all students will be assessed on their knowledge of internet Safety.

C. Educational Technology and Information Skills will be used across the curriculum to enhance student learning.

1. Continue to use emerging technologies, such as personal response systems, Intel Teach the Future, United Streaming, Web Quests, and Pod casting, throughout the curriculum.
2. Utilize technology to meet the learning requirements of special needs, at-risk and English language learners.
3. Expand the career and technical education opportunities for all students.
4. Educate and motivate students in the use of 21st century communication and collaboration skills and prepare staff to teach those skills.
5. Focus Educational Technology and Information Literacy on improving student achievement in the district goal areas of reading, writing, and math. ET-IL skills should be implemented at all levels.

ET-IL Priority

- Use Data and Assessment management to inform teaching and improve achievement.

Integrated, interoperable data systems are the key to better allocation of resources, greater management efficiency, and online and technology-based assessments of student performance that empower educators to transform teaching and personalize instruction.

D. Student Information Systems will provide efficient methods for gathering and processing information to assist and guide school and district staff decisions.

1. Establish a plan to integrate data systems so that administrators and educators have the information they need to increase efficiency and improve student learning.
2. Use data from both administrative and instructional systems to understand relationships between decisions, allocation of resources and student achievement.

3. Ensure interoperability. For example, consider School Interoperability Framework (SIF) Compliance Certification as a requirement in all RFPs and purchasing decisions.
4. Train in the use of Silk, Pinnacle, and Student Data Miner.
5. Use assessment results to inform and differentiate instruction for every child.

Strategic Priority 2: Environment

ET-IL Priority

- **Provide technology infrastructure, technical support and technology planning that improves teaching and student achievement.**

Goal 2

Provide technology infrastructure, technical support, and technology planning that improves teaching and student achievement.

Providing technology infrastructure, technical support, and technology planning is a prerequisite for all other Education Technology/Information Literacy goals.

Objectives

1. District and site Educational Technology/Information Literacy plans will be a part of school accreditation planning and will focus on providing hardware, software, access, print, and electronic resources and training to improve student achievement.
 - a. All sites will be trained on technology planning.
 - b. All sites will be required to submit a school technology plan every three years.
2. The district will have the hardware, software, infrastructure, facilities, and training options to meet the learning needs of students.
 - a. Schools will be provided with bond and mil money to make purchases.
 - b. A building technology coordinator will be assigned to each site to maintain technology and provide technical support.
3. Provide equity in access to technology across sites, programs and grade levels.
 - a. Provide a budget, based on school enrollment, for each site.
4. Provide mechanism for the regular updating and replacement of technology used in PSD.
 - a. Determine a replacement cycle for computers and software.
 - b. Equipment and software will be automatically replaced on this cycle.
5. Provide adequate support to enable the effective use of technology in PSD.
 - a. Provide each building with a media specialist, building technology coordinator, and district level support personnel.
6. Establish guidelines for the use of staff and student owned technology in schools.
 - a. Form a committee to evaluate and recommend a policy for staff and student owned technology.
7. PSD will support technology integration by funding adequate building and district support staff to provide staff development that guarantees successful use of technology.
 - a. Require schools to spend at least 10% of their mil money on staff development.
 - b. Work with PSD staff development to develop and fund appropriate technology related staff development for technology training.
8. Software and hardware will be evaluated and updated regularly to allow for emerging technologies.
 - a. A replacement cycle for hardware and software will be developed.
 - b. PSD teachers and staff will attend local technology conferences to be made aware of new technologies.
 - c. School technology teams will meet regularly to evaluate existing hardware and software, and determine if new software and hardware is required.
9. Establish a process for the coordinated upgrading of software district-wide.
10. Identify instructional software to support and enhance the school curriculum and develop recommendations for purchase. (From ISTE)
11. Apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources. (From ISTE)

- a. Require schools to write a technology plan every three years. The plan will be approved by district ET-IL personnel.
12. Apply procedures related to troubleshooting and preventive maintenance on technology infrastructure. (From ISTE)
 - a. Provide training for building technology trainers.
13. Suggest policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings. (From ISTE)
14. Recommend specifications for purchasing technology systems in school settings. (From ISTE)
15. Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements. (From ISTE)
16. Model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction. (From ISTE)
17. Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings. (From ISTE)
18. Work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. (From ISTE)
19. Create an ongoing, district-wide, Education Technology and Information Literacy board.

http://cnets.iste.org/ISTENCATE/TF_standards.doc
INTERNATIONAL SOCIETY FOR TECHNOLOGY
IN EDUCATION (ISTE) Educational Computing and
Technology Standards for Technology Facilitation
Initial Endorsement

Strategic Priority 3: Resources

ET-IL Priority

- **Provide online classes and online resources that improve access, teaching, and student achievement.**

- **Retain students who are at risk of dropping out or who are unable to attend a brick and mortar school by providing additional learning opportunities or options.**

Goal 3

Provide online classes and online resources that improve access, teaching, and student achievement. Retain students who are at risk of dropping out or who are unable to attend a “brick and mortar” school for a variety of reasons by providing additional learning opportunities and options.

“In the past five years there has been significant growth in organized online instruction (e-learning) and “virtual” schools, making it possible for students at all levels to receive high quality supplemental or full courses of instruction personalized to their needs. Traditional schools are turning to these services to expand opportunities and choices for students and professional development for teachers.” National Education Technology Plan - 2004

“Public schools that do not adapt to the technology needs of students risk becoming increasingly irrelevant. Student will seek other options.” National Education Technology Plan - 2004

Objectives:

1. Continue and expand Poudre School District online learning opportunities including: Virtual High School, Colorado Online, and Blackboard as a way to supplement face-to-face classes.
 - a. Maintain 200 VHS enrollments per school year. These courses will primarily serve at-risk students.
 - b. Offer at least 20 Colorado Online enrollments each year. These courses will primarily serve students who want to take courses that are not available at their schools.
 - c. Increase Blackboard supplemented courses by 10% each school year.
2. PSD will continue to explore using technology to expand the range of course material and information available to students. This should include remote courses for subjects not taught in particular schools or in the district as a whole, as well as electronic textbooks.
 - a. Instructional technology director and coordinator will subscribe to and read

- journals related to educational technology and information literacy.
- b. Curriculum TOSAs and ET-IL committee will discuss and determine which ET-IL technologies to implement.
3. Develop our own online courses to supplement, enhance, and remediate.
 - a. PSD curriculum specialists, instructional technology coordinator, and teachers will create five online courses per academic year.
 4. Provide every student access to e-learning. (Recommendation from the National Education Technology Plan, 2004)
 - a. Make Blackboard available for all teachers to supplement their face-to-face courses.
 - b. Create a process that allows all 9-12 high students access to VHS courses.
 - c. Create a process that allows 7-12 students access to Colorado Online courses.
 5. Enable every teacher to participate in e-learning training. (Recommendation from the National Education Technology Plan, 2004)
 - a. Make Blackboard training available to all PSD teachers and staff.
 6. Encourage the use of e-learning options to meet No Child Left Behind requirements for highly qualified teachers, supplemental services and parental choice. (Recommendation from the National Education Technology Plan, 2004)
 - a. Via staff development, make online courses available to PSD teachers and staff.
 7. Explore creative ways to fund e-learning opportunities. (Recommendation from the National Education Technology Plan, 2004)
 - a. Form a committee to evaluate the possible cost savings provided by retaining students with online classes.
 8. Develop quality measures and accreditation standards for e-learning that mirror those required for course credit. (Recommendation from the National Education Technology Plan, 2004)
 - a. Form a committee to create and evaluate PSD created online courses.
 9. Ensure that every teacher has the opportunity to take online learning courses. (Recommendation from the National Education Technology Plan, 2004)
 - a. Via staff development, make online courses available to PSD teachers and staff.
 10. Create an ET-IL web site with up-to-date resources. A one stop for all ET-IL content for all subjects.
 11. Ensure that teachers and students are adequately trained in the use of online content. (Recommendation from the National Education Technology Plan, 2004)

Strategic Priority 4: Parent & Community Partnership

ET-IL Priority

- **Provide options for community learning.**
- **Involve parents and the community in designing and maintaining best practices to prepare students in their school career and for post-secondary options.**

Goal 4A

Technology classes will be offered to the school's community to improve their skills.

Objectives

1. In cooperation with Poudre School District's community learning center, offer a variety of technology related courses to PSD community and parents.
 - a. Work with the community learning center to identify technology related courses and instructors.
2. In cooperation with PSD's school resource officers and the police department, offer the community and parents several internet safety workshops.
 - a. Identify SROs who are willing and able to conduct internet safety workshops.
 - b. Schedule several workshops at various schools. Publicize dates and times on PSD web site and school newsletters.
3. In cooperation with individual site's media centers, offer a variety of after school open computer lab hours and technology workshops.

- a. Work with school media specialists to identify sites and dates for open computer lab times for community, parents, and students.
4. In cooperation with LINC, provide community and parents with summer access to select PSD media centers.
5. In cooperation with PSD staff development, make ET-IL staff development courses available to the community and parents.

Goal 4B

Use technology to reach parents. (This is also addressed under communications.)

Objectives:

1. In cooperation with PSD's channel 10, produce a variety of ET-IL programs, such as internet safety, and make them available to parents and community through cable television and streaming web sites.
2. Work with channel 10 staff to identify programs of interest to the community.
3. Produce a variety of ET-IL programs for parents and the community.

Strategic Priority 5: Human Resource Development

ET-IL Priority

Engage all staff in ongoing professional development to maximize their effective use of educational technology and information literacy.

Providing staff with meaningful ongoing staff development is the most important element to ensure technology and information literacy have a positive impact on instruction, assessment, management, and job efficiency. This professional learning must be system-wide so that all employee groups have the knowledge and skills in areas that most impact their role in the district. It must be differentiated, on-going, and wherever possible imbedded into other professional learning community activities at the site.

Our goal is that staff learn to use the technologies as a transparent means to the end with the focus on the problem to be solved, the service to be provided rather than on the tool itself. The scaffold for district-wide staff development is formed on four cornerstones—Leadership Development, Curriculum, Instruction and Pedagogy, Assessment and Accountability and

Technical and Organizational Training. We have used that same scaffold for setting our goals for Educational Technology/Information Literacy competencies.

Goal 5A

Leadership Development: Using the Technology Standards for School Administrators defined by ISTE and tracking completion rate on the staff development software, 90% of our district leaders will be provided training and become proficient in using technology in the following areas:

1. Leadership and Vision. Leaders must be able to establish the vision for the district, their department or school for the use of Educational Technology and Information Literacy that leads to its effective use.
2. Learning and Teaching: Leaders will be active in promoting the effective use of educational technology and information literacy in the instructional environment where the resources meet the individual needs of diverse learners.
3. Productivity and Professional Practice. Leaders must model the use of technology in analyzing data, communicating and collaborating with school communities, and engaging in professional learning and research.
4. Support, Management, and Operations: Leaders must integrate school improvement plans, accreditation reports and technology plans in a way that they all focus on improving student achievement and leveraging resources.
5. Assessment and Evaluation. Leaders use multiple methods to assess and evaluate learning and productivity. They use data to drive decisions.
6. Social, Legal, and Ethical Issues. Leaders must understand and enforce the legal and ethical issues related to the use of information and technology and model responsibility.

(This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.)

Objectives 5A

1. Revise the Pathways training for administrators.
2. Develop face-to-face and online training and evaluations for each of the six strands identified under Objective A.

- a. Work with Assessment and Accountability to integrate all Educational Technology/Information Literacy planning into the School Improvement and Accreditation Plan.
 - b. Provide on-going training instructional software as required to support the curriculum and instruction activities in the building, including:
 - i. Blackboard™
 - ii. Read 180™
 - iii. Accelerated Reader™
 - c. Provide systemic training productivity software as required for the position, including:
 - i. Email
 - ii. Student Information System
 - iii. Bi-Tech™
 - iv. MicroSoft Office products
 - v. Internet
 - vi. Staff Development planning and tracking software.
 - d. Provide training in technology tools for assessment and data analysis, including:
 - i. CSAP analyzer and data miner
 - ii. Curriculum specific assessment tools
 - e. Provide ongoing training in internet safety, acceptable use requirements, copyright regulations and other issues related to Educational Technology/Information Literacy.
 - f. Develop a knowledge base about online instructional opportunities so principals can implement options for alternative delivery media.
3. Evaluate and document administrators' levels of expertise related to the district Educational Technology/Information Literacy goals.

Goal 5B

Curriculum, Instruction and Pedagogy: Using the Technology Standards for Instructional Staff defined by the International Society for Technology in Education and tracked on the staff development management system, 80% of our teachers will receive ongoing training for classroom instructional staff in the use of Educational Technology and In-

formation Literacy and become proficient in using the technologies that impact their student achievement in the following areas. Our district trains all instructional staff, both certified and classified, in common learnings to expand capacity of our instructional providers. Therefore, where the ISTE standards designate "Teachers" we use the term of "Instructional Staff."

1. Technology Operations and Concepts

Instructional Staff demonstrate a sound understanding of technology operations and concepts. Instructional Staff:

- a. Demonstrate introductory knowledge, skills, and understanding technology of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- b. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. Planning and Designing Learning Environments and Experiences.

Instructional Staff plan and design effective learning environments and experiences supported by technology and using information. Instructional Staff will;

- a. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- b. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- c. Identify and locate information and technology resources and evaluate them for accuracy and suitability.
- d. Plan for the management of technology resources within the context of learning activities.
- e. Plan strategies to manage student learning in a technology-enhanced environment.

Goal 5C

Teaching, Learning, and the Curriculum. All curriculum adoption teams and school improvement teams will be trained in ways to implement technologies that improve instruction.

Instructional Staff implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Instructional Staff will:

1. Facilitate technology-enhanced experiences that address content standards and student technology standards.
2. Use technology to support learner-centered strategies that address the diverse needs of students.
3. Apply technology to develop students' higher order skills and creativity.
4. Manage student learning activities in a technology-enhanced environment.

Goal 5D

Productivity and Professional Practice. Staff will be trained to improve productivity through the use of information and technology.

Instructional Staff use technology to enhance their productivity and professional practice. Instructional staff will:

1. Use technology resources to engage in ongoing professional development and lifelong learning.
2. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
3. Apply technology to increase productivity.
4. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Goal 5E

Social, Ethical, Legal, and Human Issues. Instructional Staff understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Instructional Staff will:

1. Model and teach legal and ethical practice related to technology use.
2. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
3. Identify and use technology resources that affirm diversity.
4. Promote safe and healthy use of technology resources.

5. Facilitate equitable access to technology resources for all students.

Objectives 5E

1. Using Intel Teach to the Future 2™ revise the basic skill set teachers need in the areas of Educational Technology/Information Literacy.
2. Provide ongoing training in application and presentation software.
3. Provide ongoing training in content specific applications.
4. Provide ongoing training in the use of data to inform instruction.
5. Provide training in the use of research strategies using both online and printed materials.
6. Provide internet safety training and ethical use of technology and information.
7. Provide training in applications for instructional staff serving students with special needs, such as Excent™.

Goal 5F

Assessment and Accountability. As documented on the staff development tracking software, all staff will be trained and use information and technology to inform their instructional decisions. Using standards outlined in the ISTE standards for administrators and teachers related to this area and district, state and federal guidelines, staff will be trained to access, analyze and use data effectively.

1. Leaders use multiple methods to assess and evaluate learning and productivity. They use data to drive decisions
2. Instructional Staff apply technology to facilitate a variety of effective assessment and evaluation strategies. Instructional Staff will:
 - a. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
 - b. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
 - c. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

Objectives 5F

1. Provide training for principals and lead teachers in August of each year on the use of data to inform teaching strategies.
2. During the year, deliver a systematic program on data analysis and interpretation.
3. Move to an electronic version to train staff on using student information systems and data systems to assist in instruction.

Goal 5G

Technical and Organizational Training. Staff or supervisors requesting job specifics for non-instructional staff will be provided those training options and the results of the training will be documented through the staff development tracking software.

Objective 5G

1. Provide options for training through outside sources for employees with special needs.
2. Provide training in district production and communication tools, such as:
 - a. Bi-Tech™
 - b. Email
 - c. Web design
 - d. Microsoft Office
 - e. Project Management
3. Provide training to increase productivity.

Goal 5H

Develop Systems for Delivery of Professional Development. By 2009, 50% of the staff will participate in training through an online or alternative model for instructional delivery.

Objective 5H

1. Implement the staff development software to allow all district staff development to be managed around professional learning goals both from the district and school leadership level.
2. Develop training and assessment of skills on Blackboard.
3. Expand online training options.
4. Deliver training via Channel 10.
5. Deliver training via the internet through webcasts and streaming video.

Strategic Priority 6: Communication

ET-IL Priority

Use technology to effectively communicate with our school community.

The fact that we have quick access to more information than we have ever had in the past does not mean that we have automatically improved either our internal or external communications. Our district has as one of its six priorities the recognition of the need to communicate with all groups. Therefore, the use of technology to achieve this has been included in our Educational Technology and Information Literacy plan.

Goal 6A

All students and staff will have access to a robust email system, trained in effective use of electronic communications and staff will use the system daily to remain current on district communications.

Objective 6A

1. A new web-based email system will be selected.
2. Training in both the use of the system and efficiency for managing email communications will be delivered to all staff members.
3. All students will have district email.
4. Students receive training related to the acceptable use of district email.

Goal 6B

Technology-based systems will be used to communicate with parents and the general community.

Objectives

1. Move Channel 10 to an all-digital production base so signal can be sent both over our cable lines and via video streaming on the internet.
2. Continue and improve video programming for parent and community information.
3. Establish parent, student, employee and student portals on the web so people have clearer access routes to information.
4. Continue and improve resources available on the district web page.
5. Continue and improve parent use of the Student Information System.

6. Continue and improve teacher use of the Student Information System.
7. Continue and expand student and teachers' use of Blackboard and the discussion boards available through that system.
8. Evaluate cellular communication in the district and determine the best and most cost effective methods for that communication.

INFORMATION LITERACY AND EDUCATIONAL TECHNOLOGY STANDARDS

In addition to our Educational Technology and Information Literacy goals, we have standards for what students need to know and be able to do.

Poudre School District Information Literacy and Instructional Technology Standards are based upon Colorado State Standards for Information Literacy and Educational Technology and the International Society for Technology in Education National Educational Technology Standards for Students, 21st Century Skills, and the American Association for School Libraries Information Power: Building Partnerships for Learning. Delivery of instruction for the standards is coordinated by the school library media and technology specialists with many of the skills taught and assessed in collaboration with other curricular areas.

Basic Concepts and Operations

- Standard 1. Students demonstrate an understanding of the nature and operation of library and technology systems.
- Standard 2. Students are proficient in the use of library media and technology resources.

Social, Ethical, and Human Issues

- Standard 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
- Standard 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.

- Standard 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Standard 6. Students appreciate literature and other creative expressions of information.

Information and Technology Tools

- Standard 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
- Standard 8. Students use information and technology resources for solving problems and making informed decisions.
- Standard 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Standard 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.

Information and Technology Research Tools

- Standard 11. Students use effective strategies to define their tasks.
- Standard 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
- Standard 13. Students use information accurately and creatively.
- Standard 14. Students synthesize and communicate information, using technology to process data and report results.
- Standard 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.

INDICATORS FOR GRADES K – 2

Prior to the completion of Grade 2 the students will:

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- a. Understand the ways that information and technology are used in their world. (3)
 - b. Use input devices (e.g. mouse, keyboard, remote control) and output devices (e.g. monitor, printer) to successfully operate computers, VCRs, audiotapes and other technologies. (1)
 - c. Visit, identify and use the major areas of the library media centers (e.g. circulation desk, library automation system, Easy area, computer lab, reference area, fiction and nonfiction areas) to access information, borrow and return materials. (1,2,5,12)
 - d. Understand and follow the library media center and computer lab rules and procedures. (4,5)
 - e. Demonstrate positive social and ethical behaviors when using library media materials and technology resources. (4)
 - f. Use a variety of media and technology resources (e.g. print resources, logical and creative thinking programs, writing tools, drawing tools) for directed and independent learning and sharing activities. (1,2,5,9,10,13,14)
 - g. Communicate about library media and technology using developmentally appropriate and accurate terminology. (2)
 - h. Respond to various forms of literature: poetry, folktales, picture, alphabet, and award-winning (e.g. CCBA and Caldecott) books. (5,6)
 - i. Use developmentally appropriate multimedia resources (e.g. dictionaries, various forms of literature, interactive books, educational software, elementary multimedia encyclopedias,) to support learning. (1,12,13)
 - j. Work cooperatively and collaboratively with peers, family members and others when using library media and technology in the library, the computer lab, and the classroom. (3,4,7,9)
 - k. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3, 14)
 - l. Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14)
 - m. Use teacher-defined tasks and formats to identify topics for study and reports. (11)
 - n. With assistance, begin to sort information as it relates to specific topics or purposes. (13)
 - o. With assistance, begin to synthesize information to create a product. (14)
 - p. Gather information and communicate with others using oral summaries, simple reports, and with the support from teachers telecommunications. (10,13,14)
 - q. Share reactions to information and products. (15)
 - r. Discuss which resources are most useful. (15)

INDICATORS FOR GRADES 3 – 4

Prior to the completion of Grade 4 the students will:

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- a. Discuss common uses of information and technology in daily life and the advantages and disadvantages those uses provide. (1,3)
 - b. Discuss basic issues related to responsible use of information and technology and describe personal consequences of inappropriate use. (3)
 - c. Understand what copyright means, not copying others work without giving credit and citing references, including title, author, copyright date, and publisher. (3,4,13)
 - d. Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12)
 - e. Use keyboards and other common input and output devices efficiently and effectively. (2)
 - f. Use touch-typing skills at a proficiency of at least 10 words per minute. (2,7)
 - g. Create brief documents using basic formatting in a work processor. (7,10)
 - h. Use a teacher-prepared-design plan to create short presentations which include appropriate choices of multiple elements (e.g., original art, painted text, clip art, text fields, navigation buttons) (7,9,10,13)
 - i. Understand concept of and need for security related to the use of technology. (3,4)
 - j. Assume responsibility for library media and technology materials and equipment, exercising care in their use. (4)
 - k. Use appropriate terminology related to media and technology tools (e.g. encyclopedia heading, subheading, glossary, copyright, bibliography, index, table of contents, keyword search, online catalog, genre, word processor, clip art, click and drag, copy, paste, World Wide Web, internet). (1,2,5)
 - l. Understand the purpose and logic of the Dewey Decimal classification system and alphabetical order in the library. (1,2,5)
 - m. Use the online library catalog and its different search options. (2,12)
 - n. Understand the concept of genre and read a variety of genre for pleasure and to practice reading skills. (6)
 - o. Share and discuss literature. (6)
 - p. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (5,7,8)
 - q. Use technology tools (e.g., word processing, presentation, drawing tools, Web tools) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (5,7,9,10)

INDICATORS FOR GRADES 3 – 4 (CONT.)

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- r. Use telecommunications and online resource efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12)
 - s. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for skill development, problem solving, self-directed learning and extended learning activities. (5,7,8)
 - t. With teacher direction, use brainstorming to define a task and collect information. (11,12)
 - u. Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15)
 - v. Use basic organizational skills, such as note-taking, outlining, and highlighting.** (12,13,14)
 - w. Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic and print information sources. (4,12,15)
 - x. Begin to evaluate self and peer products using rubrics. (15)

INDICATORS FOR GRADES 5 – 6

Prior to the completion of Grade 6 the students will:

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- a. Discuss basic issues related to responsible use of information and technology in daily life, the advantages and disadvantages those uses provide and the personal consequences of inappropriate uses. (1,2,3,4)
 - b. Use the correct terminology and demonstrate an understanding of concepts underlying hardware, software, and connectivity, and the practical applications to learning and problems solving. (1,5,8)
 - c. Understand and follow the Library Media Center and PSD Terms and Conditions Contract as outlined in the Code of Conduct. (2,3,4)
 - d. Understand the importance of information and computer security, including keeping password and personal information secure. (2,4)
 - e. Exhibit legal and ethical behaviors when using information and technology (e.g. use email appropriately, follow copyright for print and electronic resources, avoid plagiarizing, cite sources in a simplified bibliography format), and discuss consequences of misuse. (3,4,5,13)
 - f. Begin to cross-reference multiple sources of information to assess accuracy. (5,13,14)
 - g. Independently use the online library catalog and understand the different search options. (6,7,12)
 - h. Examine the accuracy of information obtained from television, print, media and technology. (5,13)
 - i. Use touch-typing skills at a proficiency of at least 20 words per minute. (5,7)
 - j. Become proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics, proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14)
 - k. Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14)
 - l. Apply productivity/multimedia tools (e.g. multiple screen presentations incorporating original art, painted text, clip art, text fields, navigation buttons, etc., audio and video productions, stand alone displays) and peripherals to support personal productivity, group collaborations, and learning throughout the curriculum. (7,8,9)
 - m. Read a variety of genre, recognizing quality literature as indicated by award winning books and discuss and share literature. (6)

INDICATORS FOR GRADES 5 – 6 (CONT.)

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- n. Locate and use information in books and online using effective search strategies (e.g. title page, table of contents, glossary, index, appendix, footnotes, bibliography, and preface in print, keyword, subject, Boolean type searches and search engines online) and sources (e.g., dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals, and indices). (2,7,9,12)
 - o. With teacher directions, develop a broad question to begin the research process and determine the information needs to complete the task. (11)
 - p. Organize and sort information using note-taking skills and paraphrasing. (7,14)
 - q. Create, enter and interpret multiple chart types using data from a spreadsheet. (7,8)
 - r. Retrieve and present information in a database and manipulate that information to answer questions. (7,8)
 - s. Understand the advantages and limitations of print and electronic resources. (15)
 - t. Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, bias and effectiveness of information sources. (15)

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
2. Students are proficient in the use of library media and technology resources.
3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
6. Students appreciate literature and other creative expressions of information.
7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
8. Students use information and technology resources for solving problems and making informed decisions.
9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
11. Students use effective strategies to define their tasks.
12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
13. Students use information accurately and creatively.
14. Students synthesize and communicate information, using technology to process data and report results.
15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.

INDICATORS FOR GRADES 7 – 9

Prior to the completion of Grade 9 the students will:

- a. Demonstrate an understanding of concepts underlying hardware, software and connectivity, and of practical applications to learning and problem solving. (1,2,8)
- b. Use appropriate library media and technology terminology. (1,2)
- c. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (2,5,7)
- d. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1,2)
- e. Understand current changes in information technologies and the effect those changes have on the workplace and society. (3)
- f. Demonstrate an awareness of local, regional and national news resources and access those resources in print and online. (3,7)
- g. Understand the role media and technology play in advertising and decision-making. (3)
- h. Understand the rights to intellectual freedom. (3,4,5)
- i. Exhibit legal and ethical behaviors when using library materials, information and technology and discuss consequences of misuse. (3,4)
- j. Understand and comply with the PSD Terms and Conditions Contract as outlined in the Code of Conduct. (4)
- k. Use e-mail and the internet appropriately. (4)
- l. Expand literature appreciation through directed and independent reading. (5,6)
- m. Exhibit good information seeking strategies using the library online catalog, the Dewey Decimal System, online database search strategies, internet search engines and Boolean and keyword searching techniques (e.g., truncation, keyword combinations, and synonyms). (5,7,12)
- n. Read from a variety of genre and both fiction and nonfiction and be introduced to award winning books such as the Blue Spruce winners. (6)
- o. Use proper bibliographic formats for electronic and print resources, independently creating bibliographies for reports and documents and using parenthetical documentation. (4,13)
- p. Judge quality, accuracy, and authenticity of information sources, cross-referencing multiple sources of information and recognizing bias and point of view. (4,13,14,15)
- q. Collaborate with peers, experts, and others using telecommunications and other collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (8,9,10)
- r. Design, develop, publish and present products (including Web pages, videotapes, word-processed reports, graphic presenta-

INDICATORS FOR GRADES 7 – 9 (CONT.)

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- s. Transfer documents using appropriate technologies (e.g., using the school's file server to share files) and navigation strategies (e.g., multiple documents, file locations, resources, and between applications). (5,7,10)
 - t. Create multi-screen (e.g., 5 to 10 screens) multimedia productions using linear and nonlinear techniques. (7,9,10,14)
 - u. Incorporate appropriate presentation skills into original multimedia works, such as: key points, Rule of 7, eye contact with audience, etc. (10,14)
 - v. State both broad and specific questions that will help in finding needed information. (11)
 - w. Identify the information requirements of the research question, including type, amount, and format. (11)
 - x. Generate related synonyms, keywords, and topics using general reference sources, textbooks, brainstorming and cooperative activities. (11)
 - y. Determine the authoritative value and understand the purpose of print, electronic, and audiovisual sources. (2,5,13)
 - z. Determine and select appropriate print, electronic, and/or audiovisual sources to answer research question. (12)
 - aa. Use effective note taking techniques. (14)
 - bb. Identify the difference between primary and secondary resources and use each appropriately. (14)
 - cc. Give credit for borrowed information in an accepted bibliography format (MLA). (14)
 - dd. Develop rubrics and evaluate self and peer products. (15)

INDICATORS FOR GRADES 10–12

Prior to the completion of Grade 12 the students will:

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- a. Make informed choices among technology systems, resources, and services. (1,2)
 - b. Utilize the school libraries and public and academic libraries, accepting the policies and regulations of the various agencies and accessing materials from various sources both online and through interlibrary loan. (2,5,12)
 - c. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (3)
 - d. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs. (3)
 - e. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of information and technology, including (3,4,13)
 - Compliance with the PSD Terms and Conditions as outlined in the Code of Conduct.
 - Using information accurately and honestly.
 - Appropriately crediting sources of information.
 - Understanding and supporting intellectual freedom.
 - f. Compare and contrast different points of view from multiple sources. (4)
 - g. Understand the effect currency of information has on the accuracy and reliability of information on a specific topic. (5)
 - h. Share and discuss literature and original works with peers. (6)
 - i. Select, read, and critically appreciate materials from a variety of genre both independently and as directed. (5,6)
 - j. Use technology tools and resources for managing and communicating personal/professional information (e.g. school reports, finances, schedules, addresses, purchases, correspondence) (5,7,8,9), including:
 - Sophisticated use of word processing to include transferring documents between platforms, using the school file server, producing complete documents with proper formatting and desktop publishing techniques, and creating resumes.
 - Use the address books, cc and bcc and send and receive attachments in a variety of formats over email.
 - Create presentations that incorporate video, graphics, and text and communicate with audiences making effective use of communication tools and technical support materials.
 - k. Routinely and efficiently use information resources to meet needs for collaboration, research, publications, communications, and productivity. (7,8,9,10)

INDICATORS FOR GRADES 10–12 (CONT.)

Numbers in parentheses following each performance indicator refer to the standards to which the performance is linked. The standards are:

1. Students demonstrate an understanding of the nature and operation of library and technology systems.
 2. Students are proficient in the use of library media and technology resources.
 3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society.
 4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software.
 5. Students develop positive attitudes toward library media and technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
 6. Students appreciate literature and other creative expressions of information.
 7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.
 8. Students use information and technology resources for solving problems and making informed decisions.
 9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.
 11. Students use effective strategies to define their tasks.
 12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.
 13. Students use information accurately and creatively.
 14. Students synthesize and communicate information, using technology to process data and report results.
 15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks.
- l. Independently use the research process to: (11,12,13,14,15)
 - Refine the research question and focus the topic.
 - Identify the information requirements of the research question, including type amount and format.
 - Revise, add and delete questions as information needs change.
 - Independently determine authoritative value and purpose of a variety of sources.
 - Select a variety of appropriate sources to answer a complex research question.
 - Independently organize notes to extract information pertinent to the research task.
 - Correctly format a documented essay, formal report, or documented media presentation.
 - Synthesize information from research to create a product reflective of the research task, which uses supportive information (written, oral, visual, or multimedia.)
 - Evaluate the relevance and comprehensiveness of information used in the final product in relation to the original research question.
 - Evaluate the quality, accuracy, bias, and authenticity of information sources.
 - Evaluate the product and process.
 - m. Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13)
 - n. Use appropriate content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (7)
 - o. Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14)

BASIC CONCEPTS AND OPERATION	INDICATORS K – 2	INDICATORS 3 – 4	INDICATORS 5 – 6	INDICATORS 7 – 9	INDICATORS 10 – 12
<p>1. Students demonstrate an understanding of the nature and operation of library and technology systems.</p>	<ul style="list-style-type: none"> Use input devices (e.g. mouse, keyboard, remote control) and output devices (e.g. monitor, printer) to successfully operate computers, VCR's audiotapes, and other technologies. (1) Visit, identify and use the major areas of the library media centers (e.g. circulation desk, library automation system, Easy area, computer lab, reference area, fiction and nonfiction areas) to access information, borrow and return materials. (1,2,5,12) Use a variety of media and technology resources (e.g. print resources, logical and creative thinking programs, writing tools, drawing tools) for directed and independent learning and sharing activities. (1,2,5,9,10,13,14) Use developmentally appropriate multimedia resources (e.g. dictionaries, various forms of literature, interactive books, educational software, elementary multimedia encyclopedias,) to support learning. (1,12,13) 	<ul style="list-style-type: none"> Discuss common uses of information and technology in daily life and the advantages and disadvantages those uses provide. (1,3) Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) Understand the purpose and logic of the Dewey Decimal classification system and alphabetical order in the library. (1,2,5) 	<ul style="list-style-type: none"> Discuss basic issues related to responsible use of information and technology in daily life, the advantages and disadvantages those uses provide and the personal consequences of inappropriate uses. (1,2,3,4) Use the correct terminology and demonstrate an understanding of concepts underlying hardware, software, and connectivity, and the practical applications to learning and problems solving. (1,5,8) 	<ul style="list-style-type: none"> Demonstrate an understanding of concepts underlying hardware, software and connectivity, and of practical applications to learning and problem solving. (1,2,8) Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1,2) 	<ul style="list-style-type: none"> Make informed choices among technology systems, resources, and services. (1,2)
<p>2. Students are proficient in the use of library media and technology resources</p> <p>** Terminology is listed in the strategies and will be updated to reflect the "Current" terminology</p>	<ul style="list-style-type: none"> Communicate about library media and technology using developmentally appropriate and accurate terminology. (2) 	<ul style="list-style-type: none"> Use appropriate terminology related to media and technology tools (e.g. encyclopedia heading, sub-heading, glossary, copyright, bibliography, index, table of contents, keyword search, online catalog, genre, word processor, clip art, click and drag, copy, paste, World Wide Web, internet). (1,2,5) 	<ul style="list-style-type: none"> Understand and follow the Library Media Center and PSD Terms and Conditions Contract as outlined in the Code of Conduct. (2,3,4) Understand the importance of information and computer security, including keeping password and personal information secure. (2,4) 	<ul style="list-style-type: none"> Use appropriate library media and technology terminology. (1,2) Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (2,5,7) 	<ul style="list-style-type: none"> Utilize the school libraries and public and academic libraries, accepting the policies and regulations of the various agencies and accessing materials from various sources both online and through interlibrary loan. (2,5,12)

<p>BASIC CONCEPTS AND OPERATION (CONT.)</p>	<p>INDICATORS K – 2 (CONT.)</p>	<p>INDICATORS 3 – 4 (CONT.)</p> <ul style="list-style-type: none"> • Use the online library catalog and its different search options. (2,12) • Use keyboards and other common input and output devices efficiently and effectively. (2) • Use touch-typing skills at a proficiency of at least 10 words per minute. (2,7) • Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15) 	<p>INDICATORS 5 – 6 (CONT.)</p> <ul style="list-style-type: none"> • Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14) • Locate and use information in books and online using effective search strategies (e.g. title page, table of contents, glossary, index, appendix, footnotes, bibliography, and preface in print; keyword, subject, Boolean type searches and search engines online) and sources (e.g. dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals, and indices). (2,7,9,12) 	<p>INDICATORS 7 – 9 (CONT.)</p> <ul style="list-style-type: none"> • Determine the authoritative value and understand the purpose of print, electronic, and audiovisual sources. (2,5,13) 	<p>INDICATORS 10 – 12 (CONT.)</p>
<p>SOCIAL, ETHICAL AND HUMAN ISSUES</p> <p>3. Students understand the ethical, cultural, and societal issues related to information and technology, recognizing the importance of information to a democratic society</p>	<p>INDICATORS K – 2</p> <ul style="list-style-type: none"> • Work cooperatively and collaboratively with peers, family members and others when using library media and technology in the library, the computer lab, and the classroom. (3,4,7,9) • Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3, 1,4) • Understand the ways that information and technology are used in their world. (3) 	<p>INDICATORS 3 – 4</p> <ul style="list-style-type: none"> • Discuss common uses of information and technology in daily life and the advantages and disadvantages those uses provide. (1,3) • Discuss basic issues related to responsible use of information and technical consequences of inappropriate personal consequences of inappropriate use. (3) • Understand concept of and need for security related to the use of technology. (3,4) 	<p>INDICATORS 5 – 6</p> <ul style="list-style-type: none"> • Discuss basic issues related to responsible use of information and technology in daily life, the advantages and disadvantages those uses provide and the personal consequences of inappropriate uses. (1,2,3,4) 	<p>INDICATORS 7 – 9</p> <ul style="list-style-type: none"> • Understand current changes in information technologies and the effect those changes have on the workplace and society. (3) • Demonstrate an awareness of local, regional and national news resources and access those resources in print and online. (3,7) • Understand the role media and technology play in advertising and decision-making. (3) • Understand the rights to intellectual freedom. (3,4,5) 	<p>INDICATORS 10 – 12</p> <ul style="list-style-type: none"> • Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (3) • Identify capabilities and limitations of contemporary resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs. (3)

SOCIAL, ETHICAL AND HUMAN ISSUES (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>4. Students practice ethical behavior and responsible use in regard to information, technology systems, and software</p>	<ul style="list-style-type: none"> Understand and follow the library media center and computer lab rules and procedures. (4,5) Demonstrate positive social and ethical behaviors when using library media materials and technology resources. (4) Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) 	<ul style="list-style-type: none"> Understand what copy-right means, not copying others work without giving credit and citing references, including title, author, copy-right date, and publisher. (3,4,13) Understand concept of and need for security related to the use of technology. (3,4) Assume responsibility for library media and technology materials and equipment, exercising care in their use. (4) Use telecommunications and online resource efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12) Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic and print information sources. (4,12,15) 	<ul style="list-style-type: none"> Understand and follow the Library Media Center and PSD Terms and Conditions Contract as outlined in the Code of Conduct. (2,3,4) Understand the importance of information and computer security, including keeping password and personal information secure. (2,4) Exhibit legal and ethical behaviors when using information and technology (e.g. use email appropriately, follow copyright for print and electronic resources, avoid plagiarizing, cite sources in a simplified bibliography format), and discuss consequences of misuse. (3,4,5,13) 	<ul style="list-style-type: none"> Exhibit legal and ethical behaviors when using library materials, information and technology and discuss consequences of misuse. (3,4) Understand and comply with the PSD Terms and Conditions Contract as outlined in the Code of Conduct. (4) Use e-mail and the internet appropriately. (4) Use proper bibliographic formats for electronic and print resources, independently creating bibliographies for reports and documents and using parenthetical documentation. (4,13) Judge quality, accuracy, and authenticity of information sources, cross-reference multiple sources of information and recognizing bias and point of view. (4,13,14,15) 	<ul style="list-style-type: none"> Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of information and technology, including (3,4,13): <ul style="list-style-type: none"> Compliance with the PSD Terms and Conditions as outlined in the Codes of Conduct. Use information accurately and honestly. Appropriately crediting sources of information. Understand and support intellectual freedom. Compare and contrast different points of view from multiple sources. (4)
<p>5. Students develop positive attitudes toward library media and technology uses that support life/long learning, collaboration, personal pursuits, and productivity.</p>	<ul style="list-style-type: none"> Use a variety of media and technology resources (e.g. print resources, logical and creative thinking programs, writing tools, drawing tools) for directed and independent learning and sharing activities. (1,2,5,9,10,13,14) 	<ul style="list-style-type: none"> Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) 	<ul style="list-style-type: none"> Use the correct terminology and demonstrate an understanding of concepts underlying hardware, software, and connectivity, and the practical applications to learning and problems solving. (1,5,8) Begin to cross-reference multiple sources of information to assess accuracy. (5,13,14) 	<ul style="list-style-type: none"> Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (2,5,7) Understand the rights to intellectual freedom. (3,4,5) Expand literature appreciation through directed and independent reading. (5,6) 	<ul style="list-style-type: none"> Utilize the school libraries and public and academic libraries, accepting the policies and regulations of the various agencies and accessing materials from various sources both online and through interlibrary loan. (2,5,12) Understand the effect currency of information has on the accuracy and reliability of information on a specific topic. (5)

SOCIAL, ETHICAL AND HUMAN ISSUES (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
	<ul style="list-style-type: none"> Visit, identify and use the major areas of the library media centers (e.g. circulation desk, library automation system, Easy area, computer lab, reference area, fiction and nonfiction borrow and return materials. (1, 2,5, 12) 	<ul style="list-style-type: none"> Use appropriate terminology related to media and technology tools (e.g. encyclopedia heading, sub-heading, glossary, copyright, bibliography, index, table of contents, keyword search, online catalog, genre, word processor, clip art, click and drag, copy, paste, World Wide Web, internet). (1,2,5) Understand the purpose and logic of the Dewey Decimal classification system and alphabetical order in the library. (1,2,5) Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (5,7,8) Use technology tools (e.g. word processing, presentation, drawing tools, Web tools) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (5,7,9,10) Use technology resources (e.g. calculators, data collection probes, videos, educational software) for skill development, problem solving, self-directed learning and extended learning activities. (5,7,8) Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15) 	<ul style="list-style-type: none"> Examine the accuracy of information obtained from television, print, media and technology. (5,13) Use touch-typing skills at a proficiency of at least 20 words per minute. (5,7) Become proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics; proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) 	<ul style="list-style-type: none"> Exhibit good information seeking strategies using the library online catalog, the Dewey Decimal System, online database search strategies, internet search engines and Boolean and keyword searching techniques (e.g. truncation, keyword combinations, and synonyms). (5,7,12) Transfer documents using appropriate technologies (e.g. using the school's file server to share files) and navigation strategies (e.g. multiple documents, file locations, resources, and between applications). (5,7,10) Determine the authoritative value and understand the purpose of print, electronic, and audiovisual sources. (2,5,13) 	<ul style="list-style-type: none"> Select, read, and critically appreciate materials from a variety of genre both independently and as directed. (5,6) Use technology tools and resources for managing and communicating personal/professional information (e.g. school reports, finances, schedules, addresses, purchases, correspondence) (5,7,8,9), including: <ul style="list-style-type: none"> Sophisticated use of word processing to include transferring documents between platforms, using the school file server, producing complete documents with proper formatting and desktop publishing techniques, and creating resumes. Use the address books, cc and bcc and send and receive attachments in a variety of formats over email. Create presentations that incorporate video, graphics, and text and communicate with audiences making effective use of communication tools and technical support materials.

SOCIAL, ETHICAL AND HUMAN ISSUES (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>6. Students appreciate literature and other creative expressions of information.</p>	<ul style="list-style-type: none"> Respond to various forms of literature: poetry, folktales, picture, alphabet, and award-winning (e.g. CCBA and Caldecott) books. (5,6) 	<ul style="list-style-type: none"> Understand the concept of genre and read a variety of genre for pleasure and to practice reading skills. (6) Share and discuss literature. (6) 	<ul style="list-style-type: none"> Independently use the online library catalog and understand the different search options. (6,7,12) Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14) Read a variety of genre, recognizing quality literature as indicated by award winning books and discuss and share literature. (6) 	<ul style="list-style-type: none"> Expand literature appreciation through directed and independent reading. (5,6) Read from a variety of genre and both fiction and nonfiction and be introduced to award winning books such as the Blue Spruce winners. (6) 	<ul style="list-style-type: none"> Share and discuss literature and original works with peers. (6) Select, read, and critically appreciate materials from a variety of genre both independently and as directed. (5,6)
<p>7. Students use library media and technology tools to enhance learning, increase productivity and promote creativity.</p>	<ul style="list-style-type: none"> Work cooperatively and collaboratively with peers, family members and others when using library media and technology in the library, the computer lab, and the classroom. (3,4,7,9) Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) 	<ul style="list-style-type: none"> Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) Use touch-typing skills at a proficiency of at least 10 words per minute. (2,7) Create brief documents using basic formatting in a word processor. (7,10) Use a teacher-prepared design plan to create short presentations which include appropriate choices of multiple elements (e.g. original art, painted text, clip art, text fields, navigation buttons) (7,9,10,11) 	<ul style="list-style-type: none"> Independently use the online library catalog and understand the different search options. (6,7,12) Use touch-typing skills at a proficiency of at least 20 words per minute. (5,7) Become for proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics, proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) 	<ul style="list-style-type: none"> Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (2,5,7) Demonstrate an awareness of local, regional and national news resources and access those resources in print and online. (3,7) Exhibit good information seeking strategies using the library online catalog, the Dewey Decimal System, online database search strategies, internet search engines and Boolean and keyword searching techniques (e.g. truncation, keyword combinations, and synonyms). (5,7,12) 	<ul style="list-style-type: none"> Use navigation strategies (e.g. multiple documents, file locations, resources). Use the school's file server to share and transfer files. Use technology tools and resources for managing and communicating personal/professional information. Use appropriate content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
<p>COMMUNICATION AND PRODUCTIVITY TOOLS</p>	<ul style="list-style-type: none"> Work cooperatively and collaboratively with peers, family members and others when using library media and technology in the library, the computer lab, and the classroom. (3,4,7,9) Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) 	<ul style="list-style-type: none"> Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) Use touch-typing skills at a proficiency of at least 10 words per minute. (2,7) Create brief documents using basic formatting in a word processor. (7,10) Use a teacher-prepared design plan to create short presentations which include appropriate choices of multiple elements (e.g. original art, painted text, clip art, text fields, navigation buttons) (7,9,10,11) 	<ul style="list-style-type: none"> Independently use the online library catalog and understand the different search options. (6,7,12) Use touch-typing skills at a proficiency of at least 20 words per minute. (5,7) Become for proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics, proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) 	<ul style="list-style-type: none"> Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (2,5,7) Demonstrate an awareness of local, regional and national news resources and access those resources in print and online. (3,7) Exhibit good information seeking strategies using the library online catalog, the Dewey Decimal System, online database search strategies, internet search engines and Boolean and keyword searching techniques (e.g. truncation, keyword combinations, and synonyms). (5,7,12) 	<ul style="list-style-type: none"> Use navigation strategies (e.g. multiple documents, file locations, resources). Use the school's file server to share and transfer files. Use technology tools and resources for managing and communicating personal/professional information. Use appropriate content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

COMMUNICATION AND PRODUCTIVITY TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
	<ul style="list-style-type: none"> Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (5,7,8) Use technology tools (e.g. word processing, presentation, drawing tools, Web tools) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (5,7,9,10) Use technology resources (e.g. calculators, data collection probes, videos, educational software) for skill development, problem solving, self-directed learning and extended learning activities. (5,7,8) Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15) 	<ul style="list-style-type: none"> Apply productivity/multimedia tools (e.g. multiple screen presentations incorporating original art, painted text, clip art, text fields, navigation buttons, etc. audio and video productions, stand alone displays) and peripherals to support personal productivity, group collaborations, and learning throughout the curriculum. (7,8,9) Locate and use information in books and online using effective search strategies (e.g. title page, table of contents, glossary, index, appendix, footnotes, bibliography, and preface in print, keyword, subject, Boolean type searches and search engines online) and sources (e.g. dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals, and indices). (2,7,9,12) Organize and sort information using note-taking skills and paraphrasing. (7,14) Create, enter and interpret multiple chart types using data from a spreadsheet. (7,8) Create, enter and interpret multiple chart types using data from a spreadsheet. (7,8) 	<ul style="list-style-type: none"> Design, develop, publish and present products (including Web pages, videotapes, word-processed reports, graphic presentations and displays) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (7,9,10,14) Transfer documents using appropriate technologies (e.g. using the school's file server to share files) and navigation strategies (e.g. multiple documents, file locations, resources, and between applications). (5,7,10) Create multi-screen (e.g. 5 to 10 screens) multimedia productions using linear and nonlinear techniques. (7,9,10,14) 	<ul style="list-style-type: none"> Use technology tools and resources for managing and communicating personal/professional information (e.g. school reports, finances, schedules, addresses, purchases, correspondence) (5,7,8,9), including: <ul style="list-style-type: none"> Sophisticated use of word processing to include transferring documents between platforms, using the school file server, producing complete documents with proper formatting and desktop publishing techniques, and creating resumes. Use the address books, cc and bcc and send and receive attachments in a variety of formats over email. Creation of presentations that incorporate video, graphics, and text and communicate with audiences making effective use of communication tools and technical support materials. Routinely and efficiently use information resources to meet needs for collaboration, research, publications, communications, and productivity. (7,8,9,10) Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14) 	

COMMUNICATION AND PRODUCTIVITY TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>8. Students use information and technology resources for solving problems and making informed decisions.</p>	<ul style="list-style-type: none"> Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) 	<ul style="list-style-type: none"> Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (5,7,8) Use telecommunications and online resource efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12) Use technology resources (e.g. calculators, data collection probes, videos, educational software) for skill development, problem solving, self-directed learning and extended learning activities. (5,7,8) 	<ul style="list-style-type: none"> Use the correct terminology and demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1,2,8) Collaborate with peers, experts, and others using telecommunications and other collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (8,9,10) 	<ul style="list-style-type: none"> Demonstrate an understanding of concepts underlying hardware, software and connectivity, and of practical applications to learning and problem solving. (1,2,8) Collaborate with peers, experts, and others using telecommunications and other collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (8,9,10) 	<ul style="list-style-type: none"> Use technology tools and resources for managing and communicating personal/professional information (e.g. school reports, finances, schedules, addresses, purchases, correspondence) (5,7,8,9), including: <ul style="list-style-type: none"> Sophisticated use of word processing to include transferring documents between platforms, using the school file server, producing complete documents with proper formatting and desktop publishing techniques, and creating resumes. Use the address books, cc and bcc and send and receive attachments in a variety of formats over email. Creation of presentations that incorporate video, graphics, and text and communicate with audiences making effective use of communication tools and technical support materials. Routinely and efficiently use information resources to meet needs for collaboration, research, publications, communications, and productivity. (7,8,9,10) Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13)

COMMUNICATION AND PRODUCTIVITY TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>9. Students use library media, technology resources and telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p>	<ul style="list-style-type: none"> Work cooperatively and collaboratively with peers, family members and others when using library media and technology in the library, the computer lab, and the classroom. (3,4,7,9) Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) 	<ul style="list-style-type: none"> Use a teacher-prepared design plan to create short presentations which include appropriate choices of multiple elements (e.g. original art, painted text, clip art, text fields, navigation buttons) (7,9,10,11) Use technology tools (e.g. word processing, presentation, drawing tools, Web tools) for individual and collaborative writing, communicating, and publishing activities to create knowledge products for audiences inside and outside the classroom. (5,7,9,10) Use telecommunications and online resource effectively and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12) 	<ul style="list-style-type: none"> Become proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics, proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14) Apply productivity/multimedia tools (e.g. multiple screen presentations incorporating original art, painted text, clip art, text fields, navigation buttons, etc.; audio and video productions; stand alone displays) and peripherals to support personal productivity, group collaborations, and learning throughout the curriculum. (7,8,9) 	<ul style="list-style-type: none"> Collaborate with peers, experts, and others using telecommunications and other collaborative tools to investigate curriculum-related problems, issues, and solutions or products for audiences inside and outside the classroom. (8,9,10) Design, develop, publish and present products (including Web pages, videotapes, word-processed reports, graphic presentations and displays) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (7,9,10,14) Create multi-screen (e.g. 5 to 10 screens) multimedia productions using linear and nonlinear techniques. (7,9,10,14) 	<ul style="list-style-type: none"> Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14) Produces a double spaced word processed document with setting margins, indents, columns, tables and desktop publishing techniques. Uses technology to develop and generate a personal resume. Routinely and efficiently uses information resources to meet needs for collaboration, research, publications, communications, and productivity. Use technology tools and resources for managing and communicating personal/professional information (e.g. school reports, finances, schedules, addresses, purchases, correspondence) (5,7,8,9), including: <ul style="list-style-type: none"> Sophisticated use of word processing to include transferring documents between platforms, using the school file server, producing complete documents with proper formatting and desktop publishing techniques, and creating resumes.

COMMUNICATION AND PRODUCTIVITY TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
			<ul style="list-style-type: none"> Locate and use information in books and online using effective search strategies (e.g. title page, table of contents, glossary, index, appendix, footnotes, bibliography, and preface in print; keyword, subject, Boolean type searches and search engines online) and sources (e.g. dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals, and indices). (2,7,9,12) 		<ul style="list-style-type: none"> Use the address books, cc and bcc and send and receive attachments in a variety of formats over email. Creation of presentations that incorporate video, graphics, and text and communicate with audiences making effective use of communication tools and technical support materials. Routinely and efficiently use information resources to meet needs for collaboration, research, publications, communications, and productivity. (7,8,9,10) Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13) Use appropriate content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (7) Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14)

COMMUNICATION AND PRODUCTIVITY TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>10. Students use a variety of media to communicate information and ideas effectively to multiple audiences.</p>	<ul style="list-style-type: none"> Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) Gather information and communicate with others using oral summaries, simple reports, and with the support from teachers telecommunications. (10,13,14) 	<ul style="list-style-type: none"> Create brief documents using basic formatting in a word processor. (7,10) Use a teacher-prepared-design plan to create short presentations which include appropriate choices of multiple elements (e.g. original art, painted text, clip art, text fields, navigation buttons) (7,9,10,13) Use technology tools (e.g. word processing, presentation, drawing tools, Web tools) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (5,7,9,10) Use telecommunications and online resource efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12) 	<ul style="list-style-type: none"> Become proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics, proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14) 	<ul style="list-style-type: none"> Collaborate with peers, experts, and others using telecommunications and other collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (8,9,10) Design, develop, publish and present products (including Web pages, videotapes, word-processed reports, graphic presentations and displays) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (7,9,10,14) Transfer documents using appropriate technologies (e.g. using the school's file server to share files) and navigation strategies (e.g. multiple documents, file locations, resources, and between applications). (5,7,10) Create multi-screen (e.g. 5 to 10 screens) multimedia productions using linear and nonlinear techniques. (7,9,10,14) Incorporate appropriate presentation skills into original multimedia works, such as: key points, Rule of 7, eye contact with audience, etc. (10,14) 	<ul style="list-style-type: none"> Routinely and efficiently use information resources to meet needs for collaboration, research, publications, communications, and productivity. (7,8,9,10) Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13) Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14)

RESEARCH TOOLS	INDICATORS K – 2	INDICATORS 3 – 4	INDICATORS 5 – 6	INDICATORS 7 – 9	INDICATORS 10 – 12
<p>11. Students use effective strategies to define their tasks.</p>	<ul style="list-style-type: none"> • Uses teacher defined tasks and format to identify topics for study and reports. (11,12) 	<ul style="list-style-type: none"> • With teacher direction, use brainstorming to define a task and collect information. (11,12) 	<ul style="list-style-type: none"> • With teacher directions, develop a broad question to begin the research process and determine the information needs to complete the task. (11) 	<ul style="list-style-type: none"> • State both broad and specific questions that will help in finding needed information. (11) • Identify the information requirements of the research question, including type, amount, and format. (11) • Generate related synonyms, keywords, and topics using general reference sources, textbooks, brainstorming and cooperative activities. (11) 	<ul style="list-style-type: none"> • Independently use the research process to (11,12,13,14,15): <ul style="list-style-type: none"> - Refine the research question and focus the topic. - Identify the information requirements of the research question, including type amount and format. - Revise, add and delete questions as information needs change.
<p>12. Students develop effective information seeking strategies and use technology tools to locate, evaluate and collect information from a variety of sources.</p>	<ul style="list-style-type: none"> • Visit, identify and use the major areas of the library media centers (e.g. circulation desk, library automation system, Easy area, computer lab, reference area, fiction and nonfiction areas) to access information, borrow and return materials. (1, 2.5, 12) 	<ul style="list-style-type: none"> • Understand the format of and use basic reference sources (e.g. dictionaries, encyclopedias, atlases, newspapers, periodicals and online databases) in both directed and independent activities. (1,2,5,7,8,12) • Use the online library catalog and its different search options. (2,12) • Use telecommunications and online resource efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4,8,9,10,12) • With teacher direction, use brainstorming to define a task and collect information. (11,12) • Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15) 	<ul style="list-style-type: none"> • Independently use the online library catalog and understand the different search options. (6,7,12). • Locate and use information in books and online using effective search strategies (e.g. title page, table of contents, glossary, index, appendix, footnotes, bibliography, and preface in print; keyword, subject, Boolean engines online) and sources (e.g. dictionaries, encyclopedias, almanacs, atlases, newspapers, periodicals, and indices). (2,7,9,12) 	<ul style="list-style-type: none"> • Exhibit good information seeking strategies using the library online catalog, the Dewey Decimal System, online database search strategies, internet search engines and Boolean and keyword searching techniques (e.g. truncation, keyword combinations, and synonyms). (5,7,12) • Determine and select appropriate print, electronic, and/or audiovisual sources to answer research question. (12) 	<ul style="list-style-type: none"> • Utilize the school libraries and public and academic libraries, accepting the policies and regulations of the various agencies and accessing materials from various sources both online and through interlibrary loan. (2,5,12) • Independently determine authoritative value and purpose of a variety of sources. • Select a variety of appropriate sources to answer a complex research question. • Independently organize notes to extract information pertinent to the research task. (12) • Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13)

Section 2: ET-IL Plan

RESEARCH TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)	
<p>13. Students use information accurately and creatively.</p>	<ul style="list-style-type: none"> Use a variety of media and technology resources (e.g. print resources, logical and creative thinking programs, writing tools, drawing tools) for directed and independent learning and sharing activities. (1,2,5,9,10,13,14) Use developmentally appropriate multimedia resources (e.g. dictionaries, various forms of literature, interactive books, educational software, elementary multimedia encyclopedias,) to support learning. (1,12,13) Gather information and communicate with others using oral summaries, simple reports, and with the support from teachers telecommunications. (10,13,14) With assistance, begin to sort information as it relates to specific topics or purposes. (13) 	<ul style="list-style-type: none"> Use basic organizational skills, such as note-taking, outlining, and highlighting.** (12,13,14) Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic and print information sources. (4,12,15) 	<ul style="list-style-type: none"> Understand what copy-right means, not copying others work without giving credit and citing references, including title, author, copyright date, and publisher. (3,4,13) Use a teacher-prepared-design plan to create short presentations which include appropriate choices of multiple elements (e.g. original art, painted text, clip art, text fields, navigation buttons). (7,9,10,13) Use basic organizational skills, such as note-taking, outlining, and highlighting.** (12,13,14) 	<ul style="list-style-type: none"> Exhibit legal and ethical behaviors when using information and technology (e.g. use email appropriately, follow copyright for print and electronic resources, avoid plagiarizing, cite sources in a simplified bibliography format), and discuss consequences of misuse. (3,4,5,13) Begin to cross-reference multiple sources of information to assess accuracy. (5,13,14) Examine the accuracy of information obtained from television, print, media and technology. (5,13) 	<ul style="list-style-type: none"> Use proper bibliographic formats for electronic and print resources, independently creating bibliographies for reports and documents and using parenthetical documentation. (4,13) Judge quality, accuracy, and authenticity of information sources, cross-referencing multiple sources of information and recognizing bias and point of view. (4,13,14,15) Determine the authoritative value and understand the purpose of print, electronic, and audiovisual sources. (2,5,13) 	<ul style="list-style-type: none"> Use a variety of appropriate sources to answer a complex research question. (12,13) Independently organize notes to extract information pertinent to the research task. (13) Correctly format a documented essay, formal report, or documented media presentation. (13) Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (8,9,10,12,13)
<p>14. Students synthesize and communicate information, using technology to process data and report results.</p>	<ul style="list-style-type: none"> Use a variety of media and technology resources (e.g. print resources, logical and creative thinking programs, writing tools, drawing tools) for directed and independent learning and sharing activities. (1,2,5,9,10,13,14) 	<ul style="list-style-type: none"> Use basic organizational skills, such as note-taking, outlining, and highlighting.** (12,13,14) 	<ul style="list-style-type: none"> Begin to cross-reference multiple sources of information to assess accuracy. (5,13,14) 	<ul style="list-style-type: none"> Judge quality, accuracy, and authenticity of information sources, cross-referencing multiple sources of information and recognizing bias and point of view. (4,13,14,15) 	<ul style="list-style-type: none"> Synthesize information from research to create a product reflective of the research task, which uses supportive information (written, oral, visual, or multimedia). (14) 	

RESEARCH TOOLS (CONT.)	INDICATORS K – 2 (CONT.)	INDICATORS 3 – 4 (CONT.)	INDICATORS 5 – 6 (CONT.)	INDICATORS 7 – 9 (CONT.)	INDICATORS 10 – 12 (CONT.)
<p>15. Students evaluate the research process and product and their use of new information resources and technologies based upon their appropriateness to specific tasks. (NOTE: This benchmark should occur throughout the research process)</p>	<ul style="list-style-type: none"> • Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3, 14) • Use media and technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories. (4,7,8,9,10,14) • With assistance, begin to synthesize information to create a product. (14) • Communicate with others using oral summaries, simple reports, and with the support from teachers telecommunications. (10,13,14) 		<ul style="list-style-type: none"> • Become proficient in the use of word processing, creating documents at the keyboard, formatting with text and graphics; proofreading and editing documents for language mechanics, navigating strategies, spell checking, grammar and content and using functions such as cut, copy and paste. (5,7,9,10,14) • Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (2,6,9,10,14) 	<ul style="list-style-type: none"> • Design, develop, publish and present products (including Web pages, videotapes, word-processed reports, graphic presentations and displays) that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (7,9,10,14) • Create multi-screen (e.g. 5 to 10 screens) multimedia productions using linear and nonlinear techniques. (7,9,10,14) • Incorporate appropriate presentation skills into original multimedia works, such as: key points, Rule of 7, eye contact with audience, etc. (10,14) • Use effective note taking techniques. (14) • Identify the difference between primary and secondary resources and use each appropriately. (14) • Give credit for borrowed information in an accepted bibliography format (MLA). (14) 	<ul style="list-style-type: none"> • Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and other creative works. (7,8,9,10,14)
	<ul style="list-style-type: none"> • Share reactions to information and products. (15) • Discuss which resource was most useful. (15) 	<ul style="list-style-type: none"> • Determine which resources and technology is useful and select the appropriate tools and materials to address a variety of tasks and problems. (2,5,7,12,15) • Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic and print information sources. (4,12,15) • Begin to evaluate self and peer products using rubrics. (15) 	<ul style="list-style-type: none"> • Understand the advantages and limitations of print and electronic resources. (15) • Begin to evaluate the accuracy, relevance, appropriateness, comprehensiveness, bias and effectiveness of information sources. (15) 	<ul style="list-style-type: none"> • Judge quality, accuracy, and authenticity of information sources, cross-referencing multiple sources of information and recognizing bias and point of view. (4,13,14,15) • Develop rubrics and evaluate self and peer products. (15) 	<ul style="list-style-type: none"> • Evaluate the relevance and comprehensiveness of information used in the final product in relation to the original research question. (15) • Evaluate the quality, accuracy, bias, and authenticity of information sources. (15) • Evaluate the product and process. (15)

CHAPTER 6: INFRASTRUCTURE & SUPPORT

(EXCERPT: SCHOOL COMPUTER SURVEY)

SCHOOL COMPUTER SURVEY, INCLUDING STUDENT/COMPUTER RATIOS, MAY 2005

ELEMENTARY SCHOOLS	Total Computers	USER			LOCATION			MODEL					Current all	Non-current all		
		Student	Teacher	Other	Classroom	Lab	Office	Other	PC	Mac	PIII+ PC	Pre-PIII PC			G3+ Mac	pre-G3 Mac
Bacon	152	109	39	4	71	67	4	10	152	0	148	4	0	0	148	4
Bauder	131	86	31	14	55	24	8	44	81	50	76	5	49	1	125	6
Beattie	162	71	78	13	87	60	6	9	147	15	139	8	15	0	154	8
Bennett	140	90	30	20	76	41	4	19	92	48	87	5	40	8	127	13
Cache La Poudre	108	62	29	17	50	29	3	26	69	39	64	5	36	3	100	8
Dunn	105	73	23	9	59	30	3	13	60	45	58	2	24	21	82	23
Eyestone	199	143	39	17	119	59	7	14	97	102	85	12	79	23	164	35
Harris	93	66	21	6	47	28	5	13	48	45	43	5	41	4	84	9
Irish	140	78	38	24	77	30	10	23	102	38	66	36	16	22	82	58
Johnson	148	103	31	14	47	56	4	41	109	39	103	6	23	16	126	22
Kruse	130	89	31	10	82	31	4	13	93	37	87	6	37	0	124	6
Lab School	52	38	9	5	47	0	2	3	38	14	37	1	14	0	51	1
Laurel	163	125	30	8	80	64	10	9	65	98	60	5	70	28	130	33
Linton	99	44	47	8	44	40	7	8	93	6	91	2	5	1	96	3
Livermore	75	52	7	16	7	47	3	18	36	39	33	3	17	22	50	25
Lopez	81	31	45	5	45	31	2	3	81	0	77	4	0	0	77	4
McGraw	124	86	34	4	72	31	2	19	74	50	69	5	40	10	109	15
Moore	141	97	34	10	96	28	5	12	80	61	70	10	33	28	103	38
O'Dea	117	78	29	10	59	28	7	23	107	10	97	10	8	2	105	12
Olander	135	93	29	13	50	40	8	37	77	58	70	7	35	23	105	30
Putnam	178	131	36	11	78	83	8	9	101	77	101	0	53	24	154	24
Red Feather	23	14	4	5	7	0	2	14	9	14	6	3	13	1	19	4
Riffenburgh	126	90	26	10	80	29	9	8	82	44	71	11	24	20	95	31
Shepardson	136	96	29	11	81	34	4	17	42	94	35	7	85	9	120	16
Stove Prairie	25	17	4	4	9	12	1	3	7	18	5	2	1	17	6	19
Tavelli	176	126	38	12	94	66	5	11	85	91	77	8	69	22	146	30
Timnath	137	91	36	10	85	31	3	18	106	31	101	5	30	1	131	6
Traut	98	57	30	11	49	27	9	13	71	27	63	8	14	13	77	21
Werner	158	115	37	6	114	32	5	7	70	88	63	7	52	36	115	43
Zach	143	100	32	11	57	64	6	16	143	0	140	3	0	0	140	3
Elementary Total	3695	2451	926	318	1924	1142	156	473	2417	1278	2222	195	923	355	3145	550
Elementary Avg.	123	81	30	10	64	38	5	15	80	42	74	6	30	11	104	18

SCHOOL COMPUTER SURVEY CONTINUED

JUNIOR HIGH SCHOOLS	Total Computers	USER			LOCATION				MODEL				Current all	Non-current all		
		Student	Teacher	Other	Classroom	Lab	Office	Other	PC	Mac	PIII+ PC	Pre-PIII PC			G3+ Mac	pre-G3 Mac
Blevins	170	111	44	15	68	70	12	20	137	33	123	14	20	13	143	27
Boltz	244	143	61	40	98	93	25	28	191	53	159	32	12	41	171	73
CLP	146	109	26	11	19	99	5	23	146	0	133	13	0	0	133	13
Leshar	199	135	42	22	66	96	16	21	105	94	94	11	52	42	146	53
Lincoln	149	98	42	9	50	81	7	11	122	27	122	0	27	0	149	0
Mountain View	39	27	5	7	19	14	2	4	30	9	30	0	9	0	39	0
Preston	290	209	62	19	129	111	27	23	210	80	198	12	80	0	278	12
Webber	203	115	58	30	85	62	35	21	126	77	86	40	41	36	127	76
Wellington	152	110	31	11	82	53	7	10	105	47	94	11	34	13	128	24
Junior High Total	1592	1057	371	164	616	679	136	161	1172	420	1039	133	275	145	1314	278
Junior High Avg.	176	117	41	18	68	75	15	17	130	46	115	14	30	16	146	30
HIGH SCHOOLS																
Centennial	72	50	14	8	15	47	4	6	59	13	57	2	13	0	70	2
Fort Collins	393	299	82	12	63	282	48	0	390	3	383	7	3	0	386	7
Fossil Ridge	648	517	84	47	169	369	58	52	638	10	638	0	10	0	648	0
Poudre	543	360	136	47	92	322	84	45	543	0	335	208	0	0	335	208
Rocky	602	403	144	55	141	318	117	26	558	44	353	205	38	6	391	211
High School Total	2258	1629	460	169	480	1338	311	129	2188	70	1766	422	64	6	1830	428
High School Avg.	451	325	92	33	96	267	62	25	437	14	353	84	12	1	366	85
OTHER SITES																
Student Services	106	32	32	42	52	10	42	2	96	10	74	22	10	0	84	22
SSC		0	0	0				0			0		0		0	0
Other Site Total	106	32	32	42	52	10	42	2	96	10	74	22	10	0	84	22
GRAND TOTAL	7651	5169	1789	693	3072	3169	645	765	5873	1778	5101	772	1272	506	6373	1278

STUDENT PER COMPUTER RATIO BY SITE

	Students (as of 3/1/06)	Students/ Total Computers	Students/ Student Computers	Students/ Current Computers
ELEMENTARY SCHOOLS				
Bacon	437	2.9	4	3
Bauder	361	2.8	4.2	2.9
Beattie	431	2.7	6.1	2.8
Bennett	411	2.9	4.6	3.2
Cache La Poudre	402	3.7	6.5	4
Dunn	415	4	5.7	5.1
Eystone	717	3.6	5	4.4
Harris	313	3.4	4.7	3.7
Irish	361	2.6	4.6	4.4
Johnson	498	3.4	4.8	4
Kruse	507	3.9	5.7	4.1
Lab School	126	2.4	3.3	2.5
Laurel	347	2.1	2.8	2.7
Linton	514	5.2	11.7	5.4
Livermore	70	0.9	1.3	1.4
Lopez	479	5.9	15.5	6.2
McGraw	476	3.8	5.5	4.4
Moore	305	2.2	3.1	3
O'Dea	331	2.8	4.2	3.2
Olander	418	3.1	4.5	4
Putnam	368	2.1	2.8	2.4
Red Feather	52	2.3	3.7	2.7
Riffenburgh	359	2.8	4	3.8
Shepardson	479	3.5	5	4
Stove Prairie	44	1.8	2.6	7.3
Tavelli	602	3.4	4.8	4.1
Timnath	530	3.9	5.8	4
Traut	526	5.4	9.2	6.8
Werner	465	2.9	4	4
Zach	602	4.2	6	4.3
Elementary Total	11946	3.2	4.9	3.8
Elementary Avg.	398	3.2	4.9	3.8
JUNIOR HIGH SCHOOLS				
Blevins	514	3	4.6	3.6
Boltz	764	3.1	5.3	4.5
CLP	406	2.8	3.7	3.1
Leshner	555	2.8	4.1	3.8
Lincoln	529	3.6	5.4	3.6
Mountain View	45	1.2	1.7	1.2
Preston	895	3.1	4.3	3.2
Webber	863	4.3	7.5	6.8
Wellington	316	2.1	2.9	2.5
Junior High Total	4887	3.1	4.6	3.7
Junior High Average	543	3.3	4.6	3.7

STUDENT PER COMPUTER RATIO BY SITE (CONTINUED)

HIGH SCHOOLS	Students (as of 3/1/06)	Students/ Total Computers	Students/ Student Computers	Students/ Current Computers
Centennial	152	2.1	3	2.2
Fort Collins	1366	3.5	4.6	3.5
Fossil Ridge	744	1.1	1.4	1.1
Poudre	1773	3.3	4.9	5.3
Rocky	1691	2.8	4.2	4.3
High School Total	5726	2.5	3.5	3.1
High School Average	1145	2.5	3.5	3.1

Excerpt from ET-IL Master Plan

CHAPTER 8: BUDGET

Money is like a sixth sense, without which you cannot make a complete use of the other five.
— Summerset Maughan

In 1996 and 2000, the voters within Poudre School District boundaries approved a mill levy and bond ballot issue, respectively. Every two years, schools receive bond money and every three years, schools receive mill money. The amount of money each school receives is based on the school's enrollment. Bond money is to be used to replace or upgrade aging technology and mill money may be used to fund new technology related projects. The budget allocation is shown on the following page. In order to spend this money, every three years, each school must write an "Instructional Improvement Through Technology Plan."

In 2010, the school district's bond issue will expire. In 2008, the district plans to place a new bond or mill issue on the ballot.

BUDGET PLAN BY SITE

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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Section 2: ET-IL Plan

	1		2		3		1		2		3		1		2	
Budget Year	2003	2004	2005	2006	2007	2008	2009	2010	2009	2010	2008	2009	2010	2007	2008	2009
Funds Available	Jul-02	Jul-03	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08	Jul-09	Jul-08	Jul-09	Jul-07	Jul-08	Jul-09	Jul-06	Jul-07	Jul-08
BACON																
1996 Mill Levy					23,326.18									23,326.18		
2000 Bond		Classroom			40,000.00									40,000.00		
BAUDER																
1996 Mill Levy			33,612.63			29,122.22										
2000 Bond		Classroom	40,000.00			40,000.00								40,000.00		
BEATTIE																
1996 Mill Levy			31,016.53			29,329.25										
2000 Bond	Classroom		40,000.00			40,000.00								40,000.00		
BENNETT																
1996 Mill Levy			26,575.84			27,189.94										
2000 Bond		Classroom	40,000.00			40,000.00								40,000.00		
BLEVINS JHS																
1996 Mill Levy		46,987.45			39,613.09									45,346.00		
2000 Bond			45,920.00		45,346.00									45,346.00		
BOLTZ JHS																
1996 Mill Levy		61,598.14			64,938.41									74,339.00		
2000 Bond			75,280.00		74,339.00									74,339.00		
CENTENNIAL HS																
1996 Mill Levy		13,718.96			12,766.85									40,000.00		
2000 Bond		Classroom	40,000.00		40,000.00									40,000.00		
CLP ELEM																
1996 Mill Levy	28,490.56						28,778.15									
2000 Bond		Classroom	40,000.00		40,000.00									40,000.00		
																28,778.15
																40,000.00

BUDGET PLAN BY SITE (CONTINUED)

Color Key		Classroom Computers		1996 Mill Levy		2000 Mill Levy		2000 Bond	
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	1	2	3	1	2	3	1	2	3
Budget Year	2003	2004	2005	2006	2007	2008	2009	2010	
Funds Available	Jul-02	Jul-03	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08	Jul-09	
CLIP JHS									
1996 Mill Levy	25,074.43			24,292.35			24,292.35		
2000 Bond			40,000.00		40,000.00		40,000.00		
DUNN									
1996 Mill Levy		26,340.41			30,088.36				30,088.36
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00		
EYESTONE									
1996 Mill Levy			44,133.66			40,025.80			
2000 Bond	Classroom		46,400.00		45,820.00		45,820.00		
FORT COLLINS HS									
1996 Mill Levy	38,329.03	39,030.45		28,502.10	28,501.13	28,501.13	28,501.13	28,501.13	28,501.13
2000 Bond	Classroom		99,120.00		97,881.00		97,881.00		97,881.00
HARRIS BILINGUAL									
1996 Mill Levy		22,361.91			22,980.33				22,980.33
2000 Bond	Classroom		40,000.00		40,000.00		40,000.00		
IRISH									
1996 Mill Levy	27,602.37			26,983.83			26,983.83		
2000 Bond	Classroom		40,000.00		40,000.00		40,000.00		
JOHNSON									
1996 Mill Levy		32,719.73			29,605.29				29,605.29
2000 Bond	Classroom		40,000.00		40,000.00		40,000.00		
KRUSE									
1996 Mill Levy			33,202.72			34,505.00			
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00		
LAB SCHOOL									
1996 Mill Levy	8,267.05			8,419.51			8,419.51		8,419.51
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00		
LAUREL									
1996 Mill Levy			28,010.53			26,292.81			
2000 Bond	Classroom		40,000.00		40,000.00		40,000.00		

BUDGET PLAN BY SITE (CONTINUED)

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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Budget Year Funds Available	1		2		3		1		2		3		1		2	
	2003 Jul-02	2004 Jul-03	2005 Jul-04	2006 Jul-05	2007 Jul-06	2008 Jul-07	2009 Jul-08	2010 Jul-09								
LESHER JHS																
1996 Mill Levy	42,770.00			43,339.76				43,339.76						43,339.76		
2000 Bond			50,240.00		49,612.00				49,612.00					49,612.00		
LINCOLN JHS																
1996 Mill Levy			55,132.91					47,961.95								
2000 Bond			55,600.00		54,905.00				54,905.00					54,905.00		
LINTON																
1996 Mill Levy	37,987.42			36,714.57										36,714.57		
2000 Bond		Classroom	42,560.00		42,028.00				42,028.00					42,028.00		
LOPEZ																
1996 Mill Levy		40,882.51							39,473.72							39,473.72
2000 Bond			45,760.00		45,188.00				45,188.00					45,188.00		
MCGRAW																
1996 Mill Levy			32,109.63											27,673.01		
2000 Bond		Classroom	40,000.00		40,000.00				40,000.00					40,000.00		
MIOORE																
1996 Mill Levy		25,037.11														28,984.20
2000 Bond		Classroom	40,000.00		40,000.00				40,000.00					40,000.00		
MOUNTAIN SCHOOLS																
1996 Mill Levy		11,729.71												10,144.47		
2000 Bond		Classroom	40,000.00		40,000.00				40,000.00					40,000.00		
O'DEA																
1996 Mill Levy		22,910.67														21,048.05
2000 Bond		Classroom	40,000.00		40,000.00				40,000.00					40,000.00		

BUDGET PLAN BY SITE (CONTINUED)

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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	1	2	3	1	2	3	1	2
Budget Year	2003	2004	2005	2006	2007	2008	2009	2010
Funds Available	Jul-02	Jul-03	Jul-04	Jul-05	Jul-06	Jul-07	Jul-08	Jul-09
OLANDER								
1996 Mill Levy	33,614.76			30,296.42			30,296.42	
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00	
POUDRE HS								
1996 Mill Levy	40,173.74	40,402.35	38,326.60	39,843.14	39,841.77	39,841.77	39,841.77	39,841.77
2000 Bond	Classroom		138,560.00		136,828.00		136,828.00	
Includes IB Program								
PRESTON JHS								
1996 Mill Levy			67,156.94			68,526.93		
2000 Bond			79,440.00		78,447.00		78,447.00	
PUTNAM								
1996 Mill Levy	30,471.92			21,738.89			21,738.89	
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00	
RIFFENBURGH								
1996 Mill Levy	28,012.30			25,603.58			25,603.58	
2000 Bond	Classroom		40,000.00		40,000.00		40,000.00	
ROCKY MOUNTAIN HS								
1996 Mill Levy	40,993.61	40,951.10	39,966.24	35,909.43	35,908.20	35,908.20	35,908.20	35,908.20
2000 Bond			124,880.00		123,319.00		123,319.00	
SHEPARDSON								
1996 Mill Levy		30,799.07			32,917.17			32,917.17
2000 Bond		Classroom	40,000.00		40,000.00		40,000.00	
TAVELLI								
1996 Mill Levy			41,742.52			43,545.31		
2000 Bond	Classroom		50,480.00		49,849.00		49,849.00	

BUDGET PLAN BY SITE (CONTINUED)

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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Budget Year Funds Available	1			2			3			1			2			
	2003 Jul-02	2004 Jul-03	2005 Jul-04	2006 Jul-05	2007 Jul-06	2008 Jul-07	2009 Jul-08	2010 Jul-09	2003 Jul-02	2004 Jul-03	2005 Jul-04	2006 Jul-05	2007 Jul-06	2008 Jul-07	2009 Jul-08	2010 Jul-09
TIMNATH																
1996 Mill Levy	39,900.45			26,431.73					26,431.73					26,431.73		
2000 Bond		Classroom	40,000.00		40,000.00								40,000.00		40,000.00	
TRAUT																
1996 Mill Levy	35,801.09			35,610.38					35,610.38					35,610.38		
2000 Bond			41,280.00		40,764.00								40,764.00		40,764.00	
WEBBER JHS																
1996 Mill Levy		59,677.49							53,482.75							53,482.75
2000 Bond			62,000.00		61,225.00								61,225.00		61,225.00	
WELLINGTON JHS																
1996 Mill Levy			25,551.06											22,083.20		
2000 Bond			40,000.00		40,000.00								40,000.00		40,000.00	
WERNER																
1996 Mill Levy	44,683.04			35,886.43											35,886.43	
2000 Bond	Classroom		41,600.00		41,080.00								41,080.00		41,080.00	
ZACH																
1996 Mill Levy				33,400.84											33,400.84	
2000 Bond			40,000.00		40,000.00								40,000.00		40,000.00	
NEW HIGH SCHOOL (2004)																
1996 Mill Levy														30,122.87		30,122.87
2000 Bond					68,967.00								68,967.00		68,967.00	

BUDGET PLAN BY SITE (CONTINUED)

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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Budget Year	1	2	3	1	2	3	1	2
Funds Available	2003 Jul-02	2004 Jul-03	2005 Jul-04	2006 Jul-05	2007 Jul-06	2008 Jul-07	2009 Jul-08	2010 Jul-09

PUPIL SERVICES

TLC								
1996 Mill Levy	7,037.24			9,385.68			9,385.68	
2000 Bond		Classroom	15,000.00					

MOUNTAIN VIEW								
1996 Mill Levy		14,061.94						
2000 Bond		Classroom						

STUDENT SERVICES								
1996 Mill Levy					9,385.68			9,385.68
2000 Bond	Classroom	32,100.00			20,000.00		20,000.00	
Total 1996 Mill Levy	509,209.01	529,209.00	536,709.00	491,136.79	523,005.65	530,629.39	521,256.09	553,128.52
Total 2000 Bond			2,006,220.00		2,075,598.00		2,075,598.00	

96 Adaptive Technologies(SPED)	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
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BUDGET PLAN BY SITE (CONTINUED)

Color Key	Classroom Computers	1996 Mill Levy	2000 Mill Levy	2000 Bond
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DISTRICT LEVEL BOND AND MILL PROJECTS

Rotation Year	1	2	3	1	2	3	1	2
Budget Year	2003	2004	2005	2006	2007	2008	2009	2010
Funds Available	Jul-02	Jul-03	Jul-04	Jul-05	Jul-06	Jul-07	Jul-06	Jul-09
96 Software Licenses	5,000	10,000	7,500	7,500	7,500	7,500	7,500	7,500
00 Software Licenses	23,020	23,020	23,020	23,020	23,020	23,020	23,020	23,020
96 Media Automation	45,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
96 School Mill Levy Adjustment				45,572	2,203	-5,420	3,973	-27,920
96 ITC Special Projects	40,000	40,000	35,000	35,000	46,500	46,500	46,500	46,500
96 ITC Lab Training & Expenses	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
MEDIA REPAIR DEPARTMENT								
96 Replacement Parts	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
00 Replacement Parts	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
96 Repair Technician	35,491	35,491	35,491	35,491	35,491	35,491	35,491	35,491
00 Repair Technician	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000
	147,491	147,491	147,491	147,491	147,491	147,491	147,491	147,491
TECH SUPPORT TECHNICIANS								
00 Support Technicians	399,000	399,000	399,000	399,000	399,000	399,000	399,000	399,000
00 Technician Expenses	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500
00 Staff Development	26,100	26,100	26,100	26,100	26,100	26,100	26,100	26,100
00 PaCE Tech Support Students	79,380	79,380	79,380	79,380	79,380	79,380	79,380	79,380
	509,980	509,980	509,980	509,980	509,980	509,980	509,980	509,980
2000 Mill Levy Total	625,000	625,000	625,000	625,000	625,000	625,000	625,000	625,000
1996 Mill Levy Total (D)	185,491	165,491	157,991	203,563	171,694	164,071	173,464	141,571
1996 Mill Levy Total (S)	509,209	529,209	536,709	491,137	523,006	530,629	521,256	553,129
1996 Mill Levy Total	694,700	694,700	694,700	694,700	694,700	694,700	694,720	694,700

SECTION 3:

JOB DESCRIPTIONS

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MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN)

Position Qualifications

Education/Certification

1. Bachelor's degree required.
2. Hold or be eligible to hold a Colorado Teaching Certificate/License.
3. Hold or be eligible for endorsement as a library media specialist or media technology specialist; or if employed prior to endorsement, must have a training plan on file with the Director of Media and Technology.

Experience

1. Successful completion of student teaching assignment.
2. Successful completion of internship in library media and technology.
3. Previous experience in library media and technology desirable.

Additional Expectations

1. Demonstrated knowledge and skill in managing a library media facility and staff.
2. Demonstrated knowledge of collection development.
3. Demonstrated knowledge of and skill in managing instructional technologies, networking, and on-line resources.
4. Demonstrated knowledge of content standards and curriculum.
5. Demonstrated knowledge of information literacy standards and instructional delivery of those standards.
6. Demonstrated knowledge of and experience using library automation systems.
7. Demonstrated effective written and oral communication skills.
8. Evidence of ability to establish and maintain effective, cooperative relationships with school personnel, students, parents and the community.
9. Demonstrate understanding and empathy necessary for working with students.

Line/Staff Relationship

Major Relationship: Staff

Immediate Supervisor: Building Principal

Positions Directly Supervised: Media Technology Assistants, Computer Assistants, Building Technicians, Student Aides

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

Performance Areas, Criteria and Indicators

Library Administration and Management

- 1.1 Library administration and management is driven by the professional standards for school library media centers as defined in Information Power and the North Central Accreditation Standards and by district evaluation standards.**

Media Technology Specialist...

- establishes goals and procedures for operation of the library media center.
- coordinates the building technology planning process.
- promotes the library media center within the school community.
- implements the library media and technology program based upon the sites needs and the district's policies.
- evaluates the library media center and the media technology program and reports records and statistics and other evaluations to the school administration and the District Media and Technology Center.

- 1.2 Library Administration and Management includes the supervision of staff, student assistants and volunteers to ensure a welcoming climate in the library media center and a learning environment where students and staff are supported in achieving their learning needs.**

Media Technology Specialist...

- defines work responsibilities, establishes expectations and trains staff, student assistants and volunteers.
- supervises and evaluates support personnel.

- 1.3 Library Administration and Management requires working closely with the building administrators, collaboration with department heads and teachers, and the site-based team.**

Media Technology Specialist...

- meets regularly with the principal for guidance and to share information about the library media and technology program.
- works with teaching staff to assure that the media technology program meets their teaching needs.
- uses input to assist with planning and assure that the program is meeting the school's needs.
- meets with or serves on the site-based management team to keep them apprised of the media technology programs directions and needs.

- 1.4 Library Administration and Management requires the smooth operation of the library facility. The Media Technology Specialist may personally handle issues related to the operation or supervise staff or volunteers who have direct responsibility.**

Media Technology Specialist...

- establishes and maintains behavior standards for those using the school library and equipment and materials.
- develops procedures for providing the best service for teachers and students.
- assures easy access to the collection, maintaining the order of the collection and establishing procedures for having books processed and shelved.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

- maintains an automated circulation and public access system.
- establishes and enforces circulation standards.
- establishes procedures for the efficient circulation of library items and equipment.
- provides access to electronic and on-line resources.
- provides video access through CCTV.
- does off-air taping and/or satellite taping of requested shows.
- provides direction in the use of video equipment and production facilities.
- works with District Media and Technology Center on audiovisual materials booking and preview.
- provides interlibrary loan access.
- inventories collections and equipment.
- creates displays and maintains the physical appearance of the library.
- coordinates student usage of the facility allowing for drop in usage and scheduled classes.
- provides extended hours for student, teacher and community access if staffing allows.
- coordinates special projects related to the library media center.
- provides staff development in the use of media and audiovisual resources.

1.5 Library administration and management requires the planning & management of budgets.

Media Technology Specialist...

- does long-range budget planning and submits a yearly budget to the school administration and/or site-based management team.
- manages the site library budget.
- coordinates the district mill levy budgets for library materials and technology.

1.6 Library administration and management includes the acquisition and maintenance of library and media materials.

Media Technology Specialist...

- works with the office manager on budget and ordering procedures.
- selects and orders books, audiovisual materials and equipment and supplies for the library media center.
- maintains audiovisual equipment, troubleshooting problems and/or sending equipment into the district for repairs.
- works with district personnel to determine repair processes and procedures.

Collection Development

2.1 The library media center collection is selected and developed by the media technology specialist in collaboration with faculty to support district standards and the school's curriculum and to contribute to the learning goals of teachers and students.

Media Technology Specialist...

- reads book reviews and professional journals for information about print and audiovisual materials for the library.
- knows the standards and the curriculum and selects materials based upon curricular needs.
- recognizes students' reading levels and interests and selects materials appropriate for them.
- meets with faculty and uses their input for the selection of materials.
- maintains consideration files.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

2.2 Collection Development requires selecting and ordering new materials for the school library media center.

Media Technology Specialist...

- selects appropriate vendors and suppliers to provide all of the materials necessary for a quality and up-to-date collection.
- prepares and submits orders.

2.3 Collection Development requires that the collection be appropriate and utilized.

Media Technology Specialist...

- weeds the collection to maintain currency and accuracy.
- is knowledgeable of the collection and promotes its uses with students and faculty.

Technology

Technology management is staffed and handled differently at different sites. The Media Technology specialist may be personally responsible for the following or may work with other certified or classified staff to meet the criteria. Whatever the actual staffing plan, the media technology specialist offers leadership in the use of educational technologies.

3.1 Technology is used throughout the school and by all teachers and students based upon the district and site's approved technology plan.

Media Technology Specialist...

- coordinates the site technology team and develops the site technology plan.
- attends the district's Building Technology Coordinators' meetings.

3.2 Technology usage requires appropriate hardware and software.

Media Technology Specialist...

- reads, evaluates, and researches computer hardware and software.
- selects appropriate software and hardware based upon the site technology plan and curricular needs.
- installs new software and management programs.
- learns to use, becomes proficient with, and teaches others to use new software and on-line resources.
- manages CD-ROM networks and selects electronic resources for student research.
- maintains and troubleshoots computer equipment and coordinates district installation and repair of equipment and networks.

3.3 Technology must be managed appropriately to provide teaching and learning opportunities for students and staff.

Media Technology Specialist...

- administers Internet accounts for staff and students.
- manages building networks.
- manages building file servers.
- coordinates the use of computer security software.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

- receives and provides training to staff and students on software and network use.
- schedules media computer lab usage.
- supports teachers' use of computers.
- provides staff development in the use of technologies within the regular teaching day.

Instructional Planning

4.1 Instructional planning is driven by district adopted standards for Media and Technologies integrated into the district-approved content standard areas.

Media Technology Specialist...

- establishes clear standard-based learning goals which are generally incorporated into a content curriculum unit.
- identifies where the Media and Technology Standards are addressed.
- co-plans with the classroom teacher on how units will be taught.
- co-plans with the classroom teacher on how students will be evaluated on the standards addressed in a particular unit.
- prepares materials and provides resources for teaching Media and Technology Standards.

4.2 Instructional planning with classroom teachers assists them in teaching other content standards.

Media Technology Specialist...

- meets with teachers to develop teaching units that utilize the resources of the library media center.
- and the teacher develop plans to deliver instruction and evaluate the unit and the students.

Instruction

5.1 Applies the principles of teaching/learning to enhance and motivate students to meet adopted content and Media and Technology standards.

Media Technology Specialist...

- instructs in sequential and appropriately paced manner.
- uses effective motivation, reinforcement, retention and transfer strategies.
- conveys high expectations for all students to participate, learn and be accountable.

5.2 Teaches teachers and students to use educational technologies and media as a part of the instructional program.

Media Technology Specialist...

- provides training in the use of media and technologies.
- models the use of media and technologies when team teaching with other staff members.
- provides bibliographies, selects materials and resources, and coordinates the use of research strategies and formats for classroom instruction.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

5.3 Teaches information literacy skills.

Media Technology Specialist...

- provides orientation to the library and the use of educational technologies.
- gives individual assistance in the use of reference materials.
- provides reading motivation and promotes literacy.
- teaches information skills in coordination with content standards.
- assists students in selecting materials.

5.4 Communicates effectively with students and staff.

Media Technology Specialist...

- works with students in both direct and indirect instruction.
- establishes an environment in which students and teachers feel safe to explore and ask questions and seek assistance.
- provides clear, concise and reasonable directions to staff and students.

Behavior Management

6.1 Establishes clear expectations for appropriate behavior according to building philosophy.

Media Technology Specialist...

- encourages student expressions of respect for one another and self.
- deals with behavioral problems effectively.
- manages large groups of students effectively.

6.2 Requires appropriate treatment of the facility and materials.

Media Technology Specialist...

- informs staff and students of copyright regulations and adheres to those regulations within the operation of the library media center.
- requires library users to return materials in a timely manner and may assess damages for inappropriate damage to materials or equipment.

Human Relations

7.1 Enhances student self-concept and attitude toward learning.

Media Technology Specialist...

- respects and shows sensitivity to individual needs and concerns.
- provides opportunities for students to assume responsibility and develop independence.

7.2 Portrays a positive attitude in the school environment.

Media Technology Specialist...

- conveys enjoyment and enthusiasm for school library media centers and for learning.
- displays a sense of humor.
- treats individuals with respect and dignity.
- works cooperatively with colleagues, parents/guardians and community.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

7.3 Provides a positive learning environment.

Media Technology Specialist...

- provides conditions under which students can exercise self-discipline, honesty, leadership and citizenship.
- establishes a caring and secure environment.

7.4 Communicates effectively with parents, students, and community.

Media Technology Specialist...

- communicates library media and technology information to student and parent/guardians.
- communicates with administrators and faculty about library media and technology.
- uses a variety of methods to communicate with staff, parents/guardians, students and the community (i.e. newsletters, phone calls, notes, etc.)
- communicates effectively with parents/guardians and/or students regarding student fines, overdues, losses, etc.
- communicates to other libraries and the community about the library services and/or activities.

Staff Training

8.1 Provides training for administrators and staff on use of media and technologies.

Media Technology Specialist...

- learns new software, on-line resources, networking, and equipment and provides training for staff members both formally and informally.
- trains teachers on the use of media in the curriculum.
- supports staff's teaching of reading and literacy.

Professional Responsibilities

9.1 Works scheduled hours and attends required staff meetings.

Media Technology Specialist...

- reports to work and leaves work at the designated time set by supervisor.
- notifies supervisor if unable to attend meetings or if (s)he will be delayed or must leave early.
- participates appropriately while attending meetings.

9.2 Participates in professional growth opportunities.

Media Technology Specialist...

- participates in staff development activities, educational courses, and/or professional organizations.
- stays current in library media and technology and information literacy instruction.
- stays current with other standards areas.
- uses self-evaluation to improve skills as a teacher librarian.
- uses constructive advice for improvement.
- develops an annual development plan.

MEDIA TECHNOLOGY SPECIALIST (TEACHER LIBRARIAN) CONT'D

9.3 Continues to enhance personal skills in using appropriate technologies.

Media Technology Specialist...

- demonstrates advanced skills in computer literacy.
- uses technology to enhance student research and learning.

9.4 Accepts professional responsibilities related to goals and priorities of the building and district.

Media Technology Specialist...

- promotes parent/guardian and community involvement in the library media and technology program.
- works toward the accomplishment of school/district goals.
- assists administrators and colleagues in establishing and modifying school procedures and resolving sites issues.

9.5 Demonstrates concern for student health and safety.

Media Technology Specialist...

- recognizes hazardous situations and acts upon them.
- reports information involving suspected danger to the health and safety of students.

9.6 Maintains necessary records.

Media Technology Specialist...

- maintains records on student use, fines, and overdues.
- maintains standard library records on collection, usage, etc.

9.7 Collaborates with others to fulfill professional responsibilities.

Media Technology Specialist...

- shares materials and resources with colleagues.
- participates with colleagues in developing and teaching integrated units.
- participates in cooperative planning with colleagues.

9.8 May assist with grant writing and with gifted and talented, school-to-career and other special programs.

Media Technology Specialist...

- initiates or assists in writing grants for media and technology and other school programs.
- assists in providing opportunities for gifted and talented students and meeting the needs of diverse and special populations.
- assists in providing school-to-career information for students.

Job Title/Code	<u>COMPUTER ASSISTANT I – 41129</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM10H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position Assist students and staff in computer center. Set up and maintain computer equipment. Troubleshoot computer software and hardware.

Essential Functions

- Assist students and instructors with the use of the computer center
- Conduct computer classes and workshops for parents and staff
- Supervise students and monitor behavior
- Assist in scheduling computer use by instructors
- Check software out and in
- Maintain records for inventory, software licensing, use agreements, expenditure records, and sign-in /sign-out sheets
- Assist with previewing software
- Assist in building technology training with individuals and small groups of students and/or staff
- Perform basic maintenance and troubleshooting of computers
- Coordinate equipment maintenance and repair
- Assist in the setup of computer and software installation of software
- Order software, hardware and other supplies
- Assist in performing inventory
- Train student aides and volunteers

Additional Responsibilities

- Perform general clerical duties
- Assist in other departments and with other duties as necessary
- Attend professional development activities
- Perform other job related duties as assigned

Education and Experience High School Diploma or GED plus one year of related experience required. Two years of college course work in education, library media or computer technology preferred. Equivalent combination of education and experience is acceptable.

Required Knowledge, Skills and Abilities

- Ability to work with students, staff, parents, and community
- Skills in utilizing a variety computers and programs
- Ability to use basic office equipment
- Knowledge of basic computer maintenance and troubleshooting skills
- Verbal and written communication skills
- Ability to be a part of/work with a team

Licenses Required None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>COMPUTER ASSISTANT II – 41149</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM15H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position Assist students and staff in computer center. Set up and maintain computer systems/equipment. Maintain computer center records. Troubleshoot complex computer software and hardware issues.

Essential Functions Set up and maintain computer equipment, install software, manage file server operations, user accounts and ensure computer security and backup
 Manage advanced building file server operation
 Train and monitor students on the use of the Internet
 Provide technology training to building personnel in the course of normal technical support duties
 Problem solve complex computer and network issues
 Develop and implement strategies for computer security, backup, and virus protection
 Install new equipment
 Conduct inventory
 Implement district hardware and software standards
 Assist in the supervision of student assistants and volunteers
 Work directly with district technology support staff

Additional Responsibilities Assist Media Technology Specialist in ordering and keeping budget records
 Perform other job related duties as assigned

Education and Experience High School Diploma or GED plus two years of college course work in education, library media or computer technology and two to three years of related experience required. Equivalent combination of education and experience is acceptable.

Required Knowledge, Skills and Abilities Skills in utilizing a variety computers and programs
 Ability to use basic office equipment
 Knowledge of computer maintenance and troubleshooting skills
 Verbal and written communication skills
 Knowledge of the Dewey Decimal System
 Ability to be a part of/work with a team
 Ability to work with students, staff, parents and community
 Ability to safely lift/carry/move computer equipment weighing a minimum of 35 lbs

Licenses Required None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>MEDIA TECH CENTER SITE MANAGER I – 41159</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM20H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position	Perform a variety of complex media/technology related tasks, including working with teachers and students in the set up and use of media materials and equipment, maintaining the order and functionality of the media/technology center and operating audiovisual and computer equipment. Use media and technology systems to provide cross-curricular media/technology integration.
Essential Functions	Supervise students in the library media center Create student lessons and teach material with assistance from classroom teacher Order library/media materials and equipment Develop record keeping systems to track teacher and student use of library and district AV materials Informs teachers of new materials available from the district Provide staff development for media/technology instruction Establish a welcoming, attractive library environment Use the library automation system to circulate and find materials, manage student check out and notification of over dues and create reports, bibliographies Select and pull material to support teachers' lessons and objectives Maintain publisher and vendor catalog files Interacts with teachers and students to provide media/classroom connection Maintain media budget in coordination with school bookkeeper Attend monthly district media meetings Run the school CCTV/CATV system and oversee video program and equipment Coordinate the use of AV equipment, maintenance and repair
Additional Responsibilities	Promote reading programs and student literacy May be responsible for school computers and network if no Computer Assistant of Building Technology Coordinator exists Perform other job related duties as assigned
Education and Experience	Associates degree in library media, technology or related field plus four years of experience in a school media position. Equivalent combination of education and experience acceptable.
Required Knowledge, Skills and Abilities	Knowledge of Dewey Decimal system Ability to troubleshoot and problem solve computer networking problems Ability to supervise large groups of students Knowledge of behavior management techniques Knowledge of library automation system Knowledge of collection systems

Knowledge of children's literature
Organizational skills
Ability to communicate with students, staff, parents and community
Ability to be a part of/work with a team
Time management and organizational skills
Ability to plan and teach to Literacy/Educational Technology Standards

**Licenses
Required** None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>MEDIA TECH CENTER SITE MANAGER II – 41169</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM25H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position Plan and develop a total library technology program to support the educational objectives of the school while performing a variety of complex media/technology related tasks. Work with teachers and students in the set up and use of media materials and equipment, maintain the order and functionality of the media/technology center and operate audiovisual and computer equipment. Use media and technology systems to provide cross-curricular media/technology integration. Supervise Media Center staff.

Essential Functions

- Supervise students in the library media center
- Work with classroom teachers in developing integrated lesson plans and team-teach with classroom teachers
- Develop appropriate tools for maintaining library statistics
- Evaluate the instructional program of the Library/Media Center
- Serve on the site improvement committee to determine ways the library media and technology program can improve student achievement
- Develop and adjust schedules of students and teachers in the library
- Collaborate with teachers to support educational objectives
- Provide written reports to administration
- Manage and plan media budgets
- Create newsletters and flyers promoting library services and resources
- Participate in district media committees
- Provide materials, teaching units and resources to support curriculum and district standards
- Coordinate the use of AV equipment, maintenance and repair

Additional Responsibilities

- Assume leadership role in the literacy program
- May be responsible for school computers and network if no Computer Assistant of Building Technology Coordinator exists
- Perform other job related duties as assigned

Education and Experience Bachelor's degree in a related field or evidence of equivalent training plus four years of experience as a Media Center Manager required. Equivalent combination of education and experience acceptable.

Required Knowledge, Skills and Abilities

- Knowledge of Dewey Decimal system
- Ability to troubleshoot and problem solve computer networking problems
- Ability to supervise large groups of students
- Knowledge of behavior management techniques
- Knowledge of library automation system
- Knowledge of collection systems
- Knowledge of children's literature
- Organizational skills
- Program planning, implementing and evaluating skills

Ability to communicate with students, staff, parents and community
Ability to be a part of/work with a team
Time management and organizational skills
Ability to plan and teach to Literacy/Educational Technology Standards

**Licenses
Required** None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>MEDIA TECHNOLOGY ASSISTANT I – 41119</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM10H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position Assist in maintaining the order and functionality of the school library/media center. Work with teachers and students in the setup and use of materials and equipment.

Essential Functions

- Assist in managing student use of the library/media center
- Use the library automation system to circulate materials, manage student check out and notify of over dues
- Provide assistance with administration of discipline
- Assist Media Technology Specialist in delivering lesson plans
- Selects and pulls appropriate materials to support teachers' lesson plans
- Book, maintain and schedule use of AV materials/equipment for teachers
- Conduct inventory
- Assists with library volunteers' and students assistants' work
- Process interlibrary loans and student requests
- Receive acquisitions and process into collection
- Run the school CCTV/CATV system, use video equipment

Additional Responsibilities

- Work with district technology support staff
- May assist Media Technology Specialist in ordering and keeping budget records
- Perform other job related duties as assigned

Education and Experience High School Diploma or GED plus 1 year of college course work in education, library media or computer technology or two years of work experience in a library or computer related field required. Equivalent combination of education and experience acceptable.

Required Knowledge, Skills and Abilities

- Knowledge of Dewey Decimal System
- Ability to supervise students
- Knowledge of behavior management techniques
- Ability to be a part of/work with a team
- Human relation skills
- Ability to work with students, staff, and community
- Word Processing, Intranet and Excel spreadsheet skills

Licenses Required None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>MEDIA TECHNOLOGY ASSISTANT II – 41139</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM15H</u>
Revision Date	<u>July 26, 2005</u>

Summary of Position	Assist in maintaining the order and functionality of the school library/media center. Work with teachers and students in the setup and use of materials and equipment. Manage student use of the library/media center.
Essential Functions	<p>Supervise large group of students and administer discipline when appropriate</p> <p>Assist in teaching students to use library/media center</p> <p>Train students and staff to use on-line resources, ILL and library systems</p> <p>Work with classroom teachers to fill their requests for materials or information</p> <p>Use library automation system to create reports, bibliographies and manage circulation information</p> <p>Develop record keeping system to track teacher and student use of library</p> <p>Inform teachers of new materials available</p> <p>Complete and reconcile inventory</p> <p>Train others in the operation of the library automation system</p> <p>Coordinate the work of library volunteers and student assistants per Media Specialist</p> <p>Process acquisitions, collect fines, maintain petty cash</p> <p>Publicizes video programs available to teachers</p> <p>Set up and maintain video equipment for use during or after school hours</p> <p>Manage the video streaming and video distribution systems</p>
Additional Responsibilities	<p>Assist with staff development on library and computer systems</p> <p>May teach literacy/educational technology and computer skills under the supervision of Media Specialist</p> <p>Assist in the video production studio</p> <p>Assist with selection and ordering of materials</p> <p>May assist Media Specialist with Media Technology budget</p> <p>Perform other job related duties as assigned</p>
Education and Experience	Two years of college course work in education, library media or computer technology plus five years of library experience with at least two years in a school media center or computer lab required. Equivalent combination of education and experience acceptable.
Required Knowledge, Skills and Abilities	<p>Knowledge of Dewey Decimal System</p> <p>Ability to supervise students</p> <p>Knowledge of behavior management techniques</p> <p>Ability to be a part of/work with a team</p> <p>Human relation skills</p> <p>Ability to communicate with students, staff, and community</p>

Ability to communicate with students, staff, parents and community
Ability to be a part of/work with a team
Time management and organizational skills
Ability to plan and teach to Literacy/Educational Technology Standards

**Licenses
Required** None

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>TECHNOLOGY SYSTEMS SITE MANAGER I - 38205</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM30H</u>
Revision Date	<u>July 27, 2005</u>

Summary of Position	Maintain the order and functionality of building technology equipment and network for a site with over 250 computers. Ensure building technologies function at a high level to serve the needs of teachers and students. Plan and coordinate technology training for site, may supervise and direct work of other classified media employees.
Essential Functions	<p>Work with individuals, small and large groups of students and staff</p> <p>Schedule use of building computers and technology</p> <p>Train staff and students on computer applications and information access</p> <p>Support student information systems, business systems and information systems programs</p> <p>Support building file servers that are district standard and manage building file server</p> <p>Manage network devices, multiple cross platform file servers, fileserver setup and computer security</p> <p>Manage user accounts and monitors for security breaches or inappropriate use of technologies</p> <p>Troubleshoot installation of new computer equipment and software</p> <p>Assist staff in use of student grade book system</p> <p>Install and manage software applications and programs</p> <p>Assist staff in the use of curricular-related software</p> <p>Develop and implement strategies for security, backup and virus protection</p>
Additional Responsibilities	<p>Serve on site technology team</p> <p>Meet regularly with district media team</p> <p>Perform other job related duties as assigned</p>
Education and Experience	Associate degree in Computer Technology plus two years of experience in a computer related field required. Bachelor's degree in Computer Technology preferred. Equivalent combination of education and experience acceptable.
Required Knowledge, Skills and Abilities	<p>Knowledge of multiple file server and operating systems such as WinNT and Win 2K</p> <p>Ability to communicate with students, staff, parents, and community</p> <p>Ability to supervise students</p> <p>Human relation/interpersonal skills</p> <p>Ability to safely lift and carry up to 50 lbs.</p> <p>Ability to read and understand trade and technical journals and publications</p> <p>Ability to keep up on latest technology developments related to education</p> <p>Ability to work with/be a part of a team</p>
Licenses Required	None
	NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

Job Title/Code	<u>TECHNOLOGY SYSTEMS SITE MANAGER II – 38206</u>
Job Family	<u>School Media and Instructional Technology</u>
Pay Grade	<u>SM50H</u>
Revision Date	<u>July 27, 2005</u>

Summary of Position Maintain the order and functionality of building technology equipment and network for a site with over 350 computers. Ensure building technologies function at a high level to serve the needs of teachers and students. Plan and coordinate technology training for site, supervise and direct work of other classified media employees.

Essential Functions Work with large groups of students without a classroom teacher or Media Specialist immediately present
 Schedule use of building computers and technology
 Train staff and students on computer applications and information access
 Guide the implementation of student information systems, business systems and information systems programs throughout the building
 Install, manage and support file servers
 Manage network devices in a complex environment, manages multiple cross platform file servers, fileserver setup and computer security
 Maintain operations of critical systems and supports administration in the use of systems
 Serve on or lead the site’s data analysis team
 Troubleshoot installation of new computer equipment and software
 Assist staff in use of student grade book system
 Install and manage software application systems
 Assist staff in the use of curricular-related software
 Develop and implement strategies for security, backup and virus protection
 Remain current in new district software and new programs in the educational market and makes recommendations.

Additional Responsibilities Meet regularly with district media team
 Perform other job related duties as assigned

Education and Experience Two year associate degree in a computer technology, Bachelor’s degree preferred, plus two years work experience in a computer-related field. Specialized training in the management of file server operating systems also required. Equivalent combination of education and experience acceptable.

Required Knowledge, Skills and Abilities Knowledge of multiple file server and operating systems such as WinNT and Win 2K
 Ability to communicate with students, staff, parents, and community
 Ability to supervise students
 Human relation/interpersonal skills
 Ability to safely lift and carry up to 50 lbs.
 Ability to read and understand trade and technical journals and publications
 Ability to keep up on latest technology developments related to education
 Ability to work with/be a part of a team

Licenses Required None.

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.

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PROCEDURES & FORMS

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Poudre School District ET-IL Technology Infrastructure and Support Overview Telecommunications and Network Security

- Current Telecommunications/Security Infrastructure
- District Network and Internet Access
- 32 schools and 11 support services facilities are served by shared 1 gigabit-capable fiber.
- 14 schools and 1 support service facilities are served by an ATM network. 10 of these schools have a dedicated 1.5mbs ATM circuit. 4 of these schools share a 1.5mbs ATM network between 2 schools.
- Internet Access for the entire district is a 35mbs connection provided by the Front Range Gigapop consortium through Colorado State University. All schools/facilities have internet access.
- The District has a class B internet license for addressing.
- At least 31 schools have some wireless networking.
- Telephone Service
- Telephone service is available at all district sites. 21 district sites/facilities have direct dial telephone service and staff voicemail.
- Cellular phones are provided to sites and staff when needed for safety, security and mobility.
- Network Security
- A central District firewall provides protection from intrusion attempts directed from outside the District private network.
- Whenever possible, SSL is used for access to District data and web resources from the internet. An SSL gateway is in use to provide staff access to file servers.
- McAfee anti-virus software is installed on District computers and centrally-managed using McAfee E-policy Orchestrator.
- Windows Updates are regularly distributed and installed.
- An event monitoring system (Trigeo) is in use partly as an intrusion-detection/prevention system.
- Internet access is filtered using a Squid proxy server and Smartfilter.
- Plans for Improvement of Telecommunications/ Security Infrastructure
- District Network and Internet Access
 - District plans to upgrade 11 schools to 1 gigabit fiber network.
- Telephone Service
 - District plans to provide direct-dial telephone service and voicemail to all district sites.
- Network Security
 - District plans to do internal and external security audits.

E-Rate

(See Appendix C for complete detail on E-Rate Funding)

The Universal Service Fund's "Schools and Libraries" programs was established as part of the Telecommunications Act of 1996. One provision of this Act was to provide affordable access to telecommunications for all eligible K-12 public schools, private schools and public libraries, particularly those in rural and inner-city areas. Funded by congress at up to \$2.25 billion annually, the program provides Poudre School District a discount on telecommunications services at of 47%. There are four primary services these discounts can be applied for: Telecommunication Services, Internet Access, Basic Maintenance, and Internal Connections.

The Universal Services Fund determines your rate of discount and services that are eligible for discount based on the Schools participation in the National School Lunch Program and whether the School is considered to be in a rural or urban environment. Most of Poudre School District Schools fall into the urban classification. E-Rate fund discounts are primarily used to supplement the costs involved in providing a wide area network and Internet connections for schools. This connectivity provides students with access to educational resources that are centrally located within the school district as well as resources available on the Internet. These resources include on-line databases, centralized academic software applications, as well as file and print. E-Rate funds are also utilized for traditional and cellular phone service.

CHAPTER 7: POLICIES AND PROCEDURES

Efficiency is doing the thing right. Effectiveness is doing the right thing. — Peter F. Drucker

Poudre School District reviews their policies and procedures related to the use of information and technology on a regular basis.

Procedures related to student behavior in using these resources are included in the district's *Student Rights and Code of Conduct*. Each student receives a copy of this each year with instructions to take it to their parents. The *Code of Conduct* is also online in English and Spanish at:

http://www.psdschools.org/students/code_of_conduct.aspx

The information related to technology is listed by policy number in the *Code of Conduct* and includes the following:

Student Access to Networked Information Resources (IJNDA)

Telecommunications, electronic information resources, and networked services alter information access by opening the classrooms to a broad array of resources. Other instructional and library media materials are subject to selection criteria consistent with district-adopted policies; however telecommunications, because they may lead to any publicly available file server in the world, open classrooms to electronic information resources which have not been screened by educators for student use. The Board supports access by students to appropriate electronic information resources. The director of media and technology, or designee, along with building media specialists, shall provide guidance and instruction to staff on how to assist students in analyzing and evaluating these resources for appropriate use throughout the curriculum. In order to help ensure that district technology is used appropriately and responsibly by students, content filtering measures that restrict student access to material that is obscene or otherwise inappropriate, in accordance with applicable law, have been implemented. The director of media and technology and the chief information officer, or designee, shall develop rules, regulations, guidelines, and procedures for the use of networked resources. Students are re-

sponsible for proper use of school computer networks and shall follow established rules, regulations, guidelines, and procedures. Student use of the internet and electronic communications through district technology is a privilege, not a right. General policies and regulations in the Student Rights and Code of Conduct governing student behavior apply to such internet and electronic communications use. Students and their parents/guardians shall be required to sign the district's acceptable use agreement before internet or electronic communications accounts shall be issued and access is allowed. Failure to comply with the terms and conditions of use specified in this policy IJNDA and in regulation IJNDA-R may result in the student's loss of the privilege to use the district's technology, as well as subject the student to disciplinary action and/or legal action. Parent/guardian requests that their child not be allowed independent use of specified networked technology resources, such as the internet, may be submitted in writing to the principal of their child's school.

Student Access to Networked Information Resources (IJNDA-R)

In order to provide for the appropriate use of the PSD network and internet and in keeping with Board of Education policy, the following "PSD Network Terms and Conditions" have been developed. All use of the PSD network must comply with these terms and conditions.

PSD Network Terms and Conditions

Terms and Conditions (version 5.0, revised January 20, 2004)

General Information

The Poudre School District network ("the network" or "the system") is a system of local-area and wide-area network services provided by Poudre School District (PSD) which also connects PSD facilities to the internet. Usage of all devices connected to any network in Poudre School District is covered by these Terms and Conditions. The use of this service is under the

direction of the director of media and technology, the chief information officer, and designees. The system administrators of the PSD network are employees of Poudre School District and reserve the right to monitor all activity on the system. Members will be given a username, personal e-mail address, and password. Although called a member “account,” there are currently no charges to members for system usage. Because of the complex association between government agencies and networks, the end user of any of these networks must adhere to strict guidelines. They are provided here so that members and the parents of members who are under 18 years of age are aware of their responsibilities. PSD network administrators may modify these rules at any time by publishing the modified rule(s) on the PSD web site at www.psd-schools.org.

Information Content and Uses of the System

Members agree not to publish on or over the PSD network any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the system administrators, contains any advertising or any solicitation of other members to use goods or services. Members agree not to use the facilities and capabilities of the network to conduct any business or activity or solicit the performance of any activity which is prohibited by law. Because the PSD network provides, through connection to the internet, access to other computer systems around the world, members [and the parent(s) of members if members are under 18 years of age] specifically understands that the system administrators and Poudre School District do not have control of the content of the information residing on these other systems. Members and the parents of members who are under 18 years of age are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Poudre School District and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Students who knowingly bring such materials into the school environment will be dealt with according to the discipline policies of the individual school building and Poudre School District, and such activities may result in termination of their access to the system. Poudre School District

and the system administrators do not warrant that the functions or services performed by or that the information or software contained on the System will meet the member’s requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. The PSD network is provided on an “as is, as available” basis. PSD does not make any warranties, express or implied, including, without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided by same and any information or software contained therein.

Third-party Supplied Information

Opinions, advice, services, and all other information expressed by members, information providers, service providers, or other third-party personnel on the PSD network are those of the provider and not of Poudre School District. Members are urged to seek professional advice for specific individual situations. Members may use the PSD network to order services or merchandise from other members or from agencies not affiliated with PSD (“Seller”). All matters concerning the merchandise and services ordered from Seller including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance, and delivery, are solely between the Seller and the member. PSD makes no warranties or representations whatsoever with regard to any goods or services provided by Sellers. Poudre School District or the system administrators shall not be a party to such transactions or be liable for any costs or damage arising out of, either directly or indirectly, the actions or inactions of Sellers.

Updating Member Account Information

PSD network administrators may occasionally require new registration and account information from members to continue the service. Members must notify the technology help desk (helpdesk@psdschools.org) of any changes in account information (address, phone, name, school enrollment, etc.).

On-line Conduct

Any action by a member that is determined by a system administrator to constitute an inappropriate use of the PSD network or to improperly restrict or inhibit other members from using and enjoying the network is strictly prohibited and may result in termination of an offending member’s access. Mem-

bers specifically agree not to store, submit, publish, print, or display on or through the PSD network any defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material; nor shall member provide direct links to such materials or encourage the use of controlled substances. Transmission of material, information, or software in violation of any local, state, or federal law is prohibited and is a breach of the Terms and Conditions. Members specifically agree to indemnify Poudre School District, its officers and employees, and the system administrators for any losses, costs, or damages, including reasonable attorneys' fees incurred by Poudre School District, its officers and employees, and the system administrators relating to, or arising out of any breach of the terms of these Terms and Conditions by member. Members are advised against publication of personal information on the PSD network which may make them vulnerable to harassment from other internet users. No member shall publish personal information about others on the network without their approval and parental approval if the individual is under 18 years of age. Commercial uses of the PSD network are strictly prohibited unless written consent from the chief information officer has been granted.

Copyrighted Material

Copyrighted material must not be placed on any system connected to the PSD network without the copyright owner's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the network. Members may download copyrighted material for their own use. Members should understand that materials developed, displayed, or contributed to the system as part of a school project, or which use any district resources in their development, become the property of the school district and not the property of any individual contributors to these projects.

Licensed Software

It is the policy of Poudre School District that all software installed on district computers be legally licensed. Members of the PSD network agree to install and use software only in accordance with license agreements. Members learning of any misuse of software within the district shall notify a responsible party. Poudre School District does not condone the illegal duplication or distribution of software. Accord-

ing to applicable copyright law, persons involved in the illegal reproduction or distribution of software may be subject to civil damages and criminal penalties including fines and imprisonment. Members that make, acquire, distribute, or use unauthorized copies of computer software are subject to district disciplinary action.

Non-PSD Owned Equipment

Use of non-PSD owned equipment on the PSD network may cause unacceptable security risks and support issues. Members shall not connect or allow others to connect non-PSD owned equipment to the network except with specific written permission from the chief information officer. Non-PSD owned equipment will not be supported by PSD staff. Information Technology technicians are authorized to remove and/or confiscate any non-PSD owned equipment connected to the PSD network without notice. Software licensed by PSD may not be installed on non-PSD owned computers unless specifically allowed by the software publisher's license agreement.

Public Posting Areas

Public posting areas (bulletin boards, message boards, forums, usenet groups) contain messages that are posted from systems connected to the internet around the world. PSD network system administrators have no control over the content of messages posted from these other systems. To support the curriculum needs of the school district, message boards may be hosted on the local system. The system administrators, at their sole discretion, may remove messages posted locally that are deemed to be unacceptable or in violation of the Terms and Conditions. The system administration, at their discretion, further reserve the right to immediately terminate the account of a member who misuses public posting areas.

Real-time Interactive Communications

Real-time interactive communication may cause network security problems, use excessive network bandwidth, and expose members to personal safety risks. Use of the PSD network to access instant messaging, "chat rooms," on-line games, and other multi-user real-time communications is prohibited without specific prior permission from a system administrator. The system administrators, at their sole discretion, reserve the right to immediately terminate the account of a member who fails to abide by this restriction.

Electronic Mail

Electronic mail is a personal electronic message sent by or to a member in correspondence with another person having internet mail access. Messages received by the PSD system are retained on the system until deleted by the recipient. Members are expected to remove old messages in a timely fashion, and the system administrators may remove such messages if not attended to regularly by the member. The passing of chain letters via mail is specifically prohibited. Any mail messages may be monitored or inspected by the system administrators, although the system administrator will not normally inspect the contents of mail sent by one member to an identified addressee or disclose such contents to other than the sender or an intended recipient without the consent of the sender or an intended recipient, unless required to do so by law or policies of Poudre School District, or to investigate complaints regarding mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material. Poudre School District reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any mail transmitted on the system. Privacy is not guaranteed. Electronic mail correspondence may be a public record and may be subject to public inspection under C.R.S. 24-72-203.

Disk Usage

Network storage is provided to members for educational or business use only. Network storage should not be used for the storage of personal files. The system administrators reserve the right to set quotas for disk usage on the system. Members who exceed their quota will be advised to delete files to return to compliance. Members may request that their disk quota be increased by submitting a request via electronic mail to helpdesk@psdschools.org stating the need for the quota increase. Members who remain in noncompliance of disk space quotas may have their files removed by a system administrator.

Security

Security on any computer system is a high priority, especially when the system involves many users. If members believe they can identify a security problem on the PSD network, they must notify a system administrator or send mail to helpdesk@psdschools.org. The member should not demonstrate the prob-

lem to others. Members may not let others use their account and/or password. Passwords to the system should not be easily guessed by others, nor should they be words which could be found in the dictionary. Administrators of the network may impose additional password requirements as necessary. Attempts to log in to the system using another member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator (helpdesk@psdschools.org) if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk or having a history of problems with other computer systems may be denied access to the PSD network.

Vandalism

Vandalism will result in cancellation of access privileges and possibly other disciplinary and/or legal action. Vandalism is defined as any malicious attempt to harm, destroy, or impair access to data or equipment on the PSD network, or any of the other networks that are connected to the internet. This includes, but is not limited to, the creation or uploading of computer viruses, the use or possession of programs designed to circumvent computer security, and the launching of "denial of service (dos)" attacks.

Termination or Suspension of Access

In the case of student violations of the Terms and Conditions, a system administrator may immediately suspend a student's access to the system and refer the matter to the school administration for disposition under the District Code of Conduct. In the case of employee violations of the Terms and Conditions, a system administrator may immediately suspend the employee's access to the system and refer the matter to the employee's supervisor for disposition under district policies. Accounts which are inactive for more than 30 days may be removed along with that member's files without notice given to the member. Accounts of students no longer enrolled or staff no longer employed with PSD will be disabled.

Enforcement Provisions

In order to ensure adherence to the Terms and Conditions, the system administrators reserve the right to monitor all activity on the system and to inspect files, including Mail, stored in the system. Privacy is

not guaranteed. System administrators also reserve the right to remove any files stored on the system in violation of the terms and conditions.

Other Provisions

The Terms and Conditions shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Colorado. Each party irrevocably consents to the jurisdiction of the courts of the State of Colorado and the federal courts situated in the State of Colorado, in connection with any action to enforce the provisions of the Terms and Conditions, to recover damages or other relief for breach or default under the Terms and Conditions, or otherwise arising under or by reason of the Terms and Conditions. For students, the Terms and Conditions shall be used in conjunction with the District's Code of Conduct and discipline policies of individual school buildings. Individual schools may choose to have additional rules and regulations pertaining to the use of networked resources in their respective buildings. The Board policies that address Educational Technology and Information Literacy issues are accessible on our web page at <http://www.psdschools.org/psdinfo/policies.aspx>

POLICIES RELATED TO LIBRARIES

Resource Centers / Media Technology Centers/School Library (IJNC)

The Board of Education recognizes the right of students, teachers, paraprofessional staff, and the administration to reasonable access to the school library media technology center materials, equipment, time, facilities, and staff to achieve optimum benefits for educational purposes. To that end, it directs the District Media Technology Center to assist school sites in planning and implementing methods by which greatest access is ensured. Each school site shall have an instructional media technology program which serves as a major resource for the school's total educational program. The District Media Technology Center shall maintain appropriate central collections which serve as resources for the district curriculum. The district media technology program shall be staffed by media technology specialists whose responsibilities shall extend beyond organization and maintenance of a materials collection. Included shall be responsibility

for planning cooperatively with students and teachers, giving leadership in using media and technology, and teaching the information literacy skills as outlined in the Colorado State Library's Information Literacy Guidelines and in the district's library media and technology curriculum. The program shall assist with liaison between the school and the materials, facilities, and human resources of the community.

Adopted: April 1972

Revised: August 1975

Revised: August 1978

Revised: August 1981

Revised: August 1982

Revised: August 1988

Revised to conform with practice: May 22, 1995

Revised: November 13, 1995

CROSS REF:

IJL, Library Materials Selection and Adoption

POLICIES RELATED TO COLLECTION DEVELOPMENT AND RECONSIDERATION

Library Materials Selection and Adoption (IJL)

The Poudre School District R-1 Library Media Technology Centers shall provide a comprehensive collection of resources in a variety of formats designed to support and enrich the curriculum and to meet the educational needs and interests of students and staff. Furthermore, the school district endorses the American Library Association Library Bill of Rights and the American Association of School Librarians School Library Bill of Rights for School Library Media Programs, and all media center materials, both print and nonprint, will be selected in accordance with the philosophies of these two documents. In a free and democratic society, access to information is a fundamental right of citizenship.

Media selected shall meet the objectives of the educational program with these criteria in mind:

- Implementing and enriching the curriculum
- Helping students develop skills in accessing and using information
- Helping students develop a personal code
- Stimulating students' imagination, creativity, and vision by providing for individual inquiry

- Encouraging critical thinking and
- Giving pleasure during leisure hours.

At the building level, the principal delegates the responsibility for selection of library media and technology center materials to certificated media center personnel. The media specialist encourages and coordinates the recommendations for selection of media center materials made by teachers, administrators, students, and site teams, but the responsibility for the selection decision will rest with the media specialist using professional collection development criteria.

Media collections may include controversial subjects. Consideration shall be given to each item. If the language and/or occurrence of sex or violence are necessary for and development of a plot in fiction or for accurate reporting in nonfiction, such media may be acquired provided the treatment or inclusion is not purposefully or sensationally exploited.

Videos which are rated shall be used under the following criteria:

- Without a curricular objective, no PG-13 videos shall be shown to students under 13 or R-rated videos to students under 17.
- No R-rated videos shall be shown to elementary or junior high students.
- If PG-13 videos are shown to students under 13 or R-rated videos are shown to high school students under 17 to enhance the teaching of a curricular objective, signed permission slips shall be received from the parents/guardians prior to showing the video.
- No NC-17 or X-rated videos will be shown.

Materials received as gifts shall meet the selection criteria for new media, and their ultimate use shall be determined by the media specialist. Any value or appraisal of such gifts shall be the responsibility of the donor.

The principles of freedom of expression for all citizens—parents, students, and school personnel—shall be honored by following this policy when the quality of content of material is questioned. If a request for reconsideration is made, Board-adopted policy and procedures shall be followed.

Adopted: April 1972
Revised: August 1975
Revised: April 1978

Revised to conform with practice: May 22, 1995
Revised: November 27, 1995

LEGAL REF:
C.R.S. 22-32-110(1)(r)

CROSS REFS:
IJ, Instructional Resources and Materials
KEC, Public Concerns/Complaints about Instructional Resources

Public Concerns/complaints About Instructional Resources (KEC)

Educational materials which may be deemed by some as objectionable may be considered by others as having sound educational value or worth. Any concerned District resident or employee of the District may request reconsideration of educational materials; however, the challenged material will not be removed from circulation while the District's reconsideration process occurs. The rights of students, parents, and teachers shall be respected. If complaints arise regarding educational materials, subject matter, or programs aired on the District's television station(s), they shall be handled by a fair and orderly process within a reasonable period of time. District personnel or the Board of Education, individually or collectively, who receive complaints shall not give formal consideration to such complaints until they have been addressed in the following manner:

1. If the complaint is lodged directly with the media specialist or a classroom teacher, an immediate dialogue between the teacher and the complainant is encouraged with the hope that the concern may be resolved at that level with no further action necessary.
2. If the complaint is lodged with other than the media specialist or classroom teacher or an administrator, the matter shall be referred immediately to the media specialist or classroom teacher and the building principal.
3. The first effort of a principal or other administrator in dealing with a complaint shall be to allow the media specialist or classroom teacher involved to seek resolution of the concern with or without the involvement of the principal as circumstances may indicate.
4. The District Media and Technology Support Center shall be notified of all requests for reconsideration regarding educational materials and may

assist the media specialist or classroom teacher and/or principal by providing review and selection information.

5. If attempts at informal resolution of the complaint are unsuccessful, the complainant shall fill out the reconsideration form provided by the District, after which a hearing shall be held involving the complainant, the media specialist or classroom teacher, the principal or other administrators, and other appropriate parties. Every reasonable effort shall be made to settle the matter at this level.
6. If further consideration is necessary, the complaint shall be referred to the assistant superintendent for instructional services, and a decision shall be made as to whether temporary restrictions shall be placed on the use of the materials or subject matter pending resolution of the concern.
7. The assistant superintendent for instructional services shall select and chair a committee including appropriate representation of teachers, administrators, media specialists, and parents or other citizens. This committee shall hear all parties involved in the complaint and render to the complainant its decision in writing within 10 school days following the hearing.
8. The complainant shall be informed that any further consideration of the matter shall require arrangement with the superintendent, who will make final determination.

Textbooks or supplementary text materials previously approved by the Board shall not be included in these procedures but shall be referred to the appropriate instructional improvement committee which shall make recommendations through the action review committee to the Board concerning their continued use.

Adopted: April 1972

Revised: August 1975

Revised: April 1978

Revised: August 1981

Revised: January 1982

Revised: May 1988

Revised to conform with practice: May 22, 1995

Revised: November 27, 1995

Revised: October 11, 2004

CROSS REFS:

IJ, Instructional Resources and Materials

IJJ, Textbook Selection and Adoption

IJL, Library Materials Selection and Adoption

Policy Related to Copyright

Copyright Compliance (EGAD)

It shall be the policy of the Board to comply with the 1976 copyright law, Title 17 U.S. Code, and with all guidelines and additions to the law. All district employees shall be expected to adhere to the provisions of the law, rules, and regulations concerning the use of copyrighted materials in all areas (e.g. print, computer software, audiovisual materials, music, electronic data, etc.)

The district will also comply with Public Law 96-517, which grants the owner of a computer program the right to copy for archival purposes only (i.e. to serve as a backup in case the original is lost or destroyed), and to the guidelines pertaining to off-air taping for educational purposes set forth in the "Congressional Record" in October 1981 by Congressman Robert Kastenmeier, Chairman of the House of Representatives Judiciary Subcommittee on Courts, Civil Liberties, and Administration of Justice.

School employees who violate the copyright law or these regulations are liable for their own actions. Legal or insurance protection of the district shall not be extended to employees who violate copyright laws.

There shall be made available at the district level, as well as at the respective building levels, information on copyright infringement and "fair use" guidelines. To provide direction in determining "fair use" copying, the district will utilize "Copyright: Guidelines for the Use of Copyrighted Materials," which is produced by the Director of Media Technology, or a designee, and distributed to each school principal and media specialist. The building principal or district-level program director shall be responsible for establishing practices which will enforce this policy and the procedures outlined in "Copyright: Guidelines for Use of Copyrighted Materials" at each location.

Notices are required under the copyright law and shall be used in the school district:

- Notices shall be posted at all photocopy machines stating: "NOTICE: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using the equipment is liable for any infringement."
- Notices shall be posted in school media centers and other areas with audio, video, or computer

equipment stating: "NOTICE: The copyright law of the United States (Title 17 U.S. Code) governs the making of reproductions of copyrighted material. The person using the equipment is liable for any infringement."

Adopted: March 1986

Revised: May 1988

Revised: November 27, 1995

LEGAL REFS:

17 U.S.C. 101, et. seq.

"Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions," 3/19/76, printed as H.R. Rep. No. 1476, 94th Cong., 2d Sess. 81 (1976)

CONTRACT REF:

Employee Agreement, Guideline Ah030--Copyright Policy

POLICIES RELATED TO THE USE OF TECHNOLOGY

Computerized Data Systems (EHA-R)

Scope And Definition

The district's computer facilities administered by Information Systems may be used and accessed only in the performance of official and approved assignments. All other use is prohibited. Violations of this regulation may result in disciplinary action.

This regulation covers all Information Systems employees and all other Poudre School District employees who use computer services or information administered by Information Systems.

Data and information housed on the district's electronic communication systems may be accessed and used only in the performance of official and approved assignments. All other use is prohibited.

This regulation applies to all data and programs maintained, sorted, or created within the jurisdiction of the data processing functions of Information Systems, to include:

1. Batch, remote, and on-line application computer systems and associated data
2. Computer application software, database, libraries, datasets, or utility programs and

3. Computer operating systems software, datasets, libraries, or utility programs.

Procedures

This regulation, and all supporting standards, procedures, and guidelines issued in support of this regulation, will serve as an adequacy standard for data security safeguards and will serve as the basis on which periodic audits will be conducted by Information Systems personnel of data use and program libraries. Information Systems personnel will conduct periodic reviews and audits of security measures and controls with the assistance of representatives from other departments as necessary.

Tapes containing backup of the electronic mail system shall be erased and re-used after 30 days.

The chief information officer shall administer the overall computer center security program, shall continue to develop and improve the physical security system, and shall continue to develop and implement a program of data and program security. The chief information officer or designee shall perform an ongoing review of data security in light of technical changes that may arise and shall receive the support necessary from all district staff in carrying out associated responsibilities.

Security Agreement

All users of the district's central computer systems shall read and sign the appropriate security agreement forms affirming compliance with the regulations and agreeing to report any violations of the regulations. Use of the district's central computer and assignments of access privileges and passwords will be contingent upon signing the application form. Refusal to sign terminates an individual's privilege to use the district's central computer and all applications and software.

Information Systems Staff

1. Use of the district computer is limited to approved work assignments.
2. Access to and maintenance of data is strictly limited to the current work assignment. Accessing data for which there is no legitimate business necessity is forbidden. Disclosure of information may not occur either intentionally or inadvertently.

3. Any private or secure information is to be safeguarded at all times. Data containing secure or private information is to be locked in a safe area or securely stored until it can be disposed of. Private or secure information is defined as any such information designated as such by the chief information officer or designee or any information which discloses identifiable data of any variety of an employee or student.
4. Individual program libraries may contain only material related to the current assignment and associated programming tools and utilities.
5. Passwords are not to be shared, and passwords for production systems should not be used by anyone other than the authorized user.
6. Any infraction of this regulation is to be reported immediately to the chief information officer for action.
7. Computer-generated reports or displays are not to be released outside of the district except as provided for in district policies, regulations, or procedures or by approval of the superintendent of schools or designee.

User Departments

A user department can access only those portions of the computer files that contain information required for the normal performance of assigned duties of the department/school. Access to the district information systems computer files is controlled by security codes that must be entered at a computer monitor. Knowledge of and assignment of these codes is closely controlled by Information Systems. Users will consider assigned passwords as confidential information that must be protected and not shared with others.

Users may access information outside of their area of direct responsibility only when they have been granted express permission by the department responsible for the data and only for the purposes and timeframe granted in that authorization. Other staff who are granted permission to use the district's computer are subject to all of the above requirements.

Central Office Computer Room Security

Access to the computer room in the Support Services Center is restricted to those personnel needed to operate the equipment, supervise the operation, or perform maintenance on the equipment. Unauthor-

ized personnel will not be permitted in the computer room except when permission has been obtained from the chief information officer or designee.

Data Security

Access to computer data, stored within all computer systems, will be strictly controlled for security. Information Systems is responsible for maintaining security through procedures approved by the outside agency auditors. Data will be controlled by Board of Education policies and state and federal statutes.

1. Individuals desiring to receive reports must submit their requests to Information Systems. The requester must establish the "need to know" to the satisfaction of Information Systems.
2. Disposal of reports, after their usefulness, will be determined by the district's Records Center.
3. Determining who will have on-line access to information will be a joint responsibility for Information Systems and the department responsible for the data.
4. Each department head/site manager is responsible for notifying Information Systems whenever there is a change of job status of an individual having an account and a password for on-line access to data.
5. An audit of security procedures will be performed periodically by an outside auditing agency.

E-mail Privacy and Ethics

Electronic mail (e-mail) is a very useful tool for performing district duties. However, the user must understand the nature of e-mail and use it wisely to avoid unpleasant consequences.

1. Facts of E-mail Privacy

E-mail is not exactly like a phone call. More information, including copies of the content of messages, is routinely recorded about an individual's use of e-mail than about an individual's use of the telephone. Moreover, a broader, less controlled set of people have access to that information. E-mail is not like a letter in an envelope. The contents of a message are out in the open, and there is no easy way to mark a message as confidential. E-mail is most like a postcard. The contents of an e-mail message may be viewed during the mailing process. If it is inadequately addressed, or if there

is a problem with routing equipment, a “postmaster” may read the message and try to redirect it accordingly. The message may be delivered to the wrong address. The message can be forwarded or printed. The message will probably be stored in user directories or in the directories of the person who receives the message and on system back-up tapes which may be retained for specified periods of time.

The user must keep this picture of e-mail in mind when composing e-mail messages. Nothing should be put in an e-mail message that an individual would not want posted on a bulletin board or used in a lawsuit or shared with the wrong person. Careful, professional, and courteous language should be used.

The technology of the district’s e-mail system is constantly being upgraded. Over time, the technical ability to ensure privacy of e-mail communication will increase. But it is best to assume that e-mail is a public medium and to avoid using it for confidential communication.

2. Ethics

The district’s e-mail system is developed and maintained to accomplish district work and should be used for district academic pursuits and district-related administrative tasks. All applicable guidelines and policies must be adhered to strictly.

It is a violation of district policy to use the e-mail system to transmit documents, software, or other information protected by copyright laws.

A minimal amount of e-mail use for personal communication not directly related to district business is acceptable. E-mail correspondence may be a public record and may be subject to public inspection under C.R.S. 24-72-203.

The district’s e-mail system may not be used for personal gain, to send “junk” mail, or to send random mail.

Approved: January 27, 1997

LEGAL REF:
C.R.S. 24-72-203

POLICIES RELATED TO STUDENT USE OF TECHNOLOGY INCLUDING CIPA LANGUAGE AND ACCEPTABLE USE AGREEMENT

Student Access To Networked Information Resources (IJNDA)

Telecommunications, electronic information resources, and networked services alter information access by opening the classrooms to a broad array of resources. Other instructional and library media materials are subject to selection criteria consistent with district-adopted policies; however telecommunications, because they may lead to any publicly available file server in the world, open classrooms to electronic information resources which have not been screened by educators for student use. The Board supports access by students to appropriate electronic information resources. The director of media and technology, or designee, along with building media specialists, shall provide guidance and instruction to staff on how to assist students in analyzing and evaluating these resources for appropriate use throughout the curriculum. In order to help ensure that district technology is used appropriately and responsibly by students, content filtering measures that restrict student access to material that is obscene or otherwise inappropriate, in accordance with applicable law, have been implemented.

The director of media and technology and the chief information officer, or designee, shall develop rules, regulations, guidelines, and procedures for the use of networked resources. Students are responsible for proper use of school computer networks and shall follow established rules, regulations, guidelines, and procedures.

Student use of the internet and electronic communications through district technology is a privilege, not a right. General policies and regulations in the Student Rights and Code of Conduct governing student behavior apply to such internet and electronic communications use. Students and their parents/guardians shall be required to sign the district’s acceptable use agreement before internet or electronic communications accounts shall be issued and access is allowed. Failure to comply with the terms and conditions of use specified in this policy IJNDA and in

regulation IJNDA-R may result in the student's loss of the privilege to use the district's technology, as well as subject the student to disciplinary action and/or legal action. Parent/guardian requests that their child not be allowed independent use of specified networked technology resources, such as the internet, may be submitted in writing to the principal of their child's school.

Adopted: December 11, 1995

Revised: April 8, 1996

Revised: January 27, 1997

Revised: June 22, 1998

Revised: October 11, 2004

Revised: June 13, 2005

Student Access to Networked Information Resources (IJNDA-R)

In order to provide for the appropriate use of the PSD network and internet and in keeping with Board of Education policy, the following "PSD Network Terms and Conditions" have been developed. All use of the PSD network must comply with these terms and conditions.

PSD Network Terms and Conditions

(version 5.0, revised January 20, 2004)

General Information

The Poudre School District network ("the network" or "the system") is a system of local-area and wide-area network services provided by Poudre School District (PSD) which also connects PSD facilities to the internet. Usage of all devices connected to any network in Poudre School District is covered by these Terms and Conditions. The use of this service is under the direction of the director of media and technology, the chief information officer, and designees. The system administrators of the PSD network are employees of Poudre School District and reserve the right to monitor all activity on the system. Members will be given a username, personal e-mail address, and password. Although called a member "account," there are currently no charges to members for system usage.

Because of the complex association between government agencies and networks, the end user of any of these networks must adhere to strict guidelines. They are provided here so that members and the parents of members who are under 18 years of age are aware

of their responsibilities. PSD network administrators may modify these rules at any time by publishing the modified rule(s) on the PSD web site at www.psd-schools.org.

Information Content and Uses of the System

Members agree not to publish on or over the PSD network any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the system administrators, contains any advertising or any solicitation of other members to use goods or services. Members agree not to use the facilities and capabilities of the network to conduct any business or activity or solicit the performance of any activity which is prohibited by law.

Because the PSD network provides, through connection to the internet, access to other computer systems around the world, members [and the parent(s) of members if members are under 18 years of age] specifically understand that the system administrators and Poudre School District do not have control of the content of the information residing on these other systems. Members and the parents of members who are under 18 years of age are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Poudre School District and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Students who knowingly bring such materials into the school environment will be dealt with according to the discipline policies of the individual school building and Poudre School District, and such activities may result in termination of their access to the system.

Poudre School District and the system administrators do not warrant that the functions or services performed by or that the information or software contained on the System will meet the member's requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. The PSD network is provided on an "as is, as available" basis. PSD does not make any warranties, express or implied, including, without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided by same and any information or software contained therein.

Third-party Supplied Information

Opinions, advice, services, and all other information expressed by members, information providers, service providers, or other third-party personnel on the PSD network are those of the provider and not of Poudre School District. Members are urged to seek professional advice for specific individual situations.

Members may use the PSD network to order services or merchandise from other members or from agencies not affiliated with PSD (“Seller”). All matters concerning the merchandise and services ordered from Seller including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance, and delivery, are solely between the Seller and the member. PSD makes no warranties or representations whatsoever with regard to any goods or services provided by Sellers. Poudre School District or the system administrators shall not be a party to such transactions or be liable for any costs or damage arising out of, either directly or indirectly, the actions or inactions of Sellers.

Updating Member Account Information

PSD network administrators may occasionally require new registration and account information from members to continue the service. Members must notify the technology help desk (helpdesk@psdschools.org) of any changes in account information (address, phone, name, school enrollment, etc.).

On-line Conduct

Any action by a member that is determined by a system administrator to constitute an inappropriate use of the PSD network or to improperly restrict or inhibit other members from using and enjoying the network is strictly prohibited and may result in termination of an offending member’s access. Members specifically agree not to store, submit, publish, print, or display on or through the PSD network any defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material; nor shall members provide direct links to such materials or encourage the use of controlled substances. Transmission of material, information, or software in violation of any local, state, or federal law is prohibited and is a breach of the Terms and Conditions.

Members specifically agree to indemnify Poudre School District, its officers and employees, and the

system administrators for any losses, costs, or damages, including reasonable attorneys’ fees incurred by Poudre School District, its officers and employees, and the system administrators relating to, or arising out of any breach of the terms of these Terms and Conditions by members.

Members are advised against publication of personal information on the PSD network which may make them vulnerable to harassment from other internet users. No member shall publish personal information about others on the network without their approval and parental approval if the individual is under 18 years of age.

Commercial uses of the PSD network are strictly prohibited unless written consent from the chief information officer has been granted.

Copyrighted Material

Copyrighted material must not be placed on any system connected to the PSD network without the copyright owner’s permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the network. Members may download copyrighted material for their own use. Members should understand that materials developed, displayed, or contributed to the system as part of a school project, or which use any district resources in their development, become the property of the school district and not the property of any individual contributors to these projects.

Licensed Software

It is the policy of Poudre School District that all software installed on district computers be legally licensed. Members of the PSD network agree to install and use software only in accordance with license agreements. Members learning of any misuse of software within the district shall notify a responsible party. Poudre School District does not condone the illegal duplication or distribution of software. According to applicable copyright law, persons involved in the illegal reproduction or distribution of software may be subject to civil damages and criminal penalties including fines and imprisonment. Members that make, acquire, distribute, or use unauthorized copies of computer software are subject to district disciplinary action.

Non-PSD Owned Equipment

Use of non-PSD owned equipment on the PSD network may cause unacceptable security risks and support issues. Members shall not connect or allow others to connect non-PSD owned equipment to the network except with specific written permission from the chief information officer. Non-PSD owned equipment will not be supported by PSD staff. Information technology technicians are authorized to remove and/or confiscate any non-PSD owned equipment connected to the PSD network without notice. Software licensed by PSD may not be installed on non-PSD owned computers unless specifically allowed by the software publisher's license agreement.

Public Posting Areas

Public posting areas (bulletin boards, message boards, forums, usenet groups) contain messages that are posted from systems connected to the internet around the world. PSD network system administrators have no control over the content of messages posted from these other systems. To support the curriculum needs of the school district, message boards may be hosted on the local system. The system administrators, at their sole discretion, may remove messages posted locally that are deemed to be unacceptable or in violation of the Terms and Conditions. The system administration, at their discretion, further reserve the right to immediately terminate the account of a member who misuses public posting areas.

Real-time Interactive Communications

Real-time interactive communication may cause network security problems, use excessive network bandwidth, and expose members to personal safety risks. Use of the PSD network to access instant messaging, "chat rooms," on-line games, and other multi-user real-time communications is prohibited without specific prior permission from a system administrator. The system administrators, at their sole discretion, reserve the right to immediately terminate the account of a member who fails to abide by this restriction.

Electronic Mail

Electronic mail is a personal electronic message sent by or to a member in correspondence with another person having internet mail access. Messages received by the PSD system are retained on the system until deleted by the recipient. Members are expected to

remove old messages in a timely fashion, and the system administrators may remove such messages if not attended to regularly by the member. The passing of chain letters via mail is specifically prohibited. Any mail messages may be monitored or inspected by the system administrators, although the system administrator will not normally inspect the contents of mail sent by one member to an identified addressee or disclose such contents to other than the sender or an intended recipient without the consent of the sender or an intended recipient, unless required to do so by law or policies of Poudre School District, or to investigate complaints regarding mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material. Poudre School District reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any mail transmitted on the system. Privacy is not guaranteed. Electronic mail correspondence may be a public record and may be subject to public inspection under C.R.S. 24-72-203.

Disk Usage

Network storage is provided to members for educational or business use only. Network storage should not be used for the storage of personal files. The system administrators reserve the right to set quotas for disk usage on the system. Members who exceed their quota will be advised to delete files to return to compliance. Members may request that their disk quota be increased by submitting a request via electronic mail to helpdesk@psdschools.org stating the need for the quota increase. Members who remain in non-compliance of disk space quotas may have their files removed by a system administrator.

Security

Security on any computer system is a high priority, especially when the system involves many users. If members believe they can identify a security problem on the PSD network, they must notify a system administrator or send mail to helpdesk@psdschools.org. The member should not demonstrate the problem to others. Members may not let others use their account and/or password. Passwords to the system should not be easily guessed by others, nor should they be words which could be found in the dictionary. Administrators of the network may impose additional password requirements as necessary. Attempts to log

in to the system using another member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator (helpdesk@psdschools.org) if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any member identified as a security risk or having a history of problems with other computer systems may be denied access to the PSD network.

Vandalism

Vandalism will result in cancellation of access privileges and possibly other disciplinary and/or legal action. Vandalism is defined as any malicious attempt to harm, destroy, or impair access to data or equipment on the PSD network, or any of the other networks that are connected to the internet. This includes, but is not limited to, the creation or uploading of computer viruses, the use or possession of programs designed to circumvent computer security, and the launching of "denial of service (DOS)" attacks.

Termination Or Suspension Of Access

In the case of student violations of the Terms and Conditions, a system administrator may immediately suspend a student's access to the system and refer the matter to the school administration for disposition under the district Code of Conduct. In the case of employee violations of the Terms and Conditions, a system administrator may immediately suspend the employee's access to the system and refer the matter to the employee's supervisor for disposition under district policies. Accounts which are inactive for more than 30 days may be removed along with that member's files without notice given to the member. Accounts of students no longer enrolled or staff no longer employed with psd will be disabled.

ENFORCEMENT PROVISIONS

In order to ensure adherence to the Terms and Conditions, the system administrators reserve the right to monitor all activity on the system and to inspect files, including mail, stored in the system. Privacy is not guaranteed. System administrators also reserve the right to remove any files stored on the system in violation of the terms and conditions.

Other Provisions

The Terms and Conditions shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Colorado. Each party irrevocably consents to the jurisdiction of the courts of the State of Colorado and the federal courts situated in the State of Colorado, in connection with any action to enforce the provisions of the Terms and Conditions, to recover damages or other relief for breach or default under the Terms and Conditions, or otherwise arising under or by reason of the Terms and Conditions. For students, the Terms and Conditions shall be used in conjunction with the school district's Code of Conduct and discipline policies of individual school buildings. Individual schools may choose to have additional rules and regulations pertaining to the use of networked resources in their respective buildings.

Revised: June 22, 1998

Reviewed: October 11, 2004

Revised: May 19, 2005

POLICY FOR TEACHING WITH TECHNOLOGY

Use of Technology Resources in Instruction (IJNDB) (Technology Usage)

Technologies will impact instruction in two ways:

1. The teaching of traditional subjects; and
2. The teaching of skills necessary to use new technologies.

The teaching of traditional subjects with new technologies is part of an ongoing process to find the best media for specific instructional activities. In addition to the district's regular resources for computer software, any teacher may request commercial software for preview through the Media/Technology Services. Whenever possible, these materials should be evaluated by at least three teachers. If a majority of previewers recommends purchase of the software, the appropriate study committee must identify the portion of the curriculum enhanced by the software. Preview procedures for emerging technology materials would parallel this procedure.

Purchases of software and hardware should be in compliance with the district's hardware and software

standards or should provide functionality not available through any of the district's current standards. Purchases of hardware and software should be supported by one or more of the following criteria:

- Has high correlation to curriculum
- Complements district's goals--both instructional and technological
- Affords easy replication of the implementation in other buildings or areas
- Involves a large number of students for a substantial period of time
- Utilizes funds from other sources
- Involves a large number of staff as opposed to an individual staff project
- Enhances teacher/student interaction
- Provides compatibility with existing technologies
- Provides functionality not attained in current district standards

In some cases, the teaching of skills necessary to use new technologies may need to be added to the curriculum. This is true when the social impact of a technology is so significant that students need these skills to successfully function in society. The teaching of these skills should be integrated into the existing curriculum.

Adopted: January 27, 1997

POLICIES RELATED TO AUDIO VISUAL/TELEVISION

Instructional Television Policy (IJNDC)

The Board of Education recognizes the educational and communications potential that district cable television and the designated educational channel(s) provide the students. The director of media and technology, or designee, shall develop rules, regulations, guidelines, and procedures for the use of instructional television. Non-school district agencies, organizations, or individuals may participate in programming only at the invitation of the district. In all cases, access to the school district cable facilities and programming capabilities will be limited to individuals, groups, and/or organizations whose stated purposes are consistent with Board policy and implementing guidelines.

Should a disagreement arise respecting use of school district cable facilities, the superintendent will make the final determination.

Adopted: December 11, 1995

Our policies are written to encourage the use of information and technology with academic freedom while protecting our students and the security of our systems.

We currently have a committee that is working with our security resource officers from the Fort Collins Police Department to implement an Internet Safety curriculum. We plan use components from two nationally developed programs.

We also need to develop policies related to student use of personal technology, such as cell phones, cameras, MP3 players, and personal computers.

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HELPFUL RESOURCES

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DISTRICT MEDIA & INSTRUCTIONAL TECHNOLOGY RESOURCES FOR THE PRINCIPAL

For general information call 490-3631. To speak to the director, call 490-3630.

Research & Library Assistance

Whether you are looking for information for your site or for your own professional development, you can use our membership to Educational Research Services for materials. Call 490-3635 and request a packet of information from ERS on your topic. To seek information on your own, access databases through our library web page at <http://library.psd.k12.co.us/> under Online Databases. EBSCO host has a professional collection that is especially useful for educators. If accessing from home, use the following logins and passwords:

<u>Database</u>	<u>Login</u>	<u>Password</u>
EBSCO:	poudrsch	poudre
Galenet:	poudre	poudre
Rocky Mtn. PBS:	rmpbs50	celebrate
World Book:	poudre	poudre
United Streaming:	call for log in	

To access our audiovisual collection, which contains many videos of interest to staff, select PSD AV Library from the library page. You may book online or call 490-3635 to have someone book something for you.

The District Professional Library keeps back copies (for the last five years) of: ASCD, ERS and PDK publications.

Teacher Resource Center

Located in the Information Technology Center, this work area for teachers and staff has over one hundred Ellison dyes that can be used to cut out figures, numbers and letters for bulletin boards, book marks and other uses; three laminators; plastic binder for notebooks; color copy machine; poster/banner printer; book selection materials; and a wonderful working space. It is available from 7:00 am – 4:30 pm. Call 490-3632 if you need the laminator turned on, or just drop in.

Video Production

Channel 10 is PSD's educational channel, airing locally produced and national educational programming seven days a week, 24 hours per day. They are able to host classes in our studio, do satellite downlinks, assist you with video productions, video set ups for your building, teach classes, duplicate videos, DVDs, and audio tapes, and provide equipment for and assistance with video editing. Call 490-3640 for any questions you have about Channel 10 or video production.

Instructional Technology

Each building must have an information literacy and technology plan on file in order to spend mill levy and bond money. For help with your plan, assistance with technology training or general question about instructional technology, call 490-3436.

Graphic Services

For assistance with letterhead and business cards, publication layout, school brochures and web design, call 490-3512. Graphic Services produces print and web documents that have district-wide impact and provides assistance with school-specific projects. Because they work with print vendors a lot, they can help you get the best printing prices for the projects you have.

Hands-On Science Center

For elementary teachers needing to reserve FOSS kits or have assistance with the FOSS hands-on science materials, call 490-3686.

Textbook Management

For additional textbooks for your students or teachers, or to have assistance using the Textbook Circulation System which tracks textbook checkout online, call 490-3661.

Library Technical Services

Processes library books for all schools. Maintains the Library Automation System. For assistance, call 490-3638.

Our goal is to serve you, your teachers, your staff and students. If there are other services you would like to see offered, please let us know.

ONLINE LEARNING OPTIONS FOR POUDRE SCHOOL DISTRICT STUDENTS

Ben Johnson – Instructional Technology Coordinator
benj@psdschools.org

PSD's Virtual High School

- Online courses for secondary students who have fallen through the cracks of traditional classrooms.
- Courses are created by Class.com. Class.com grew from a research and development project at the University of Nebraska, aimed at applying research about cognition and learning to creating a curriculum for students who are under served in traditional settings.
- Students work online in a PSD teacher-directed environment. Eighty-three courses available—about thirteen are being used.
- Offered at all PSD high schools. Success hinges on the school's VHS coordinator.
- VHS helps increase student retention and graduation. Helps prevent students from dropping out and saves PPR funding for PSD.
- Students benefit from a personal relationship with a teacher who directs learning while allowing students to work at their own pace.
- Teachers guide students at every step by providing individual attention as the student progresses at his or her own pace. This is not independent study; it is teacher-directed learning with the benefit of individual attention from a skilled, certified teacher. The pace can be individualized so students work as quickly or as slowly as necessary. The amount of teacher involvement will vary from student to student. Some will work independently; some will require a great deal of attention. The teacher is free to provide just the right amount of individual instruction to each learner, bringing back the joy of teaching.
- The role of the teacher is that of a personal tutor and mentor, providing individual attention and, when appropriate, organizing students for online tutorials via whiteboard or directing students to an online discussion group. Teachers review progress, respond to questions, grade assignments submitted online, and direct learners to additional research material.
- Course pacing can be individualized so students can work as quickly or as slowly as they need. The amount of teacher intervention will also vary for each student. Some students can work independently; others will need to work directly with the teacher every day.
- Class.com courses are delivered to learners either at a distance or in a blended learning environment that includes some face-to-face

instruction. Courses can be accessed by students and teachers from any location where Internet access is available. The school may choose to have continuous open enrollment in the online courses or have students start at the semester, just like a traditional classroom.

- Class.com offers comprehensive solutions to address alternative and nontraditional learning modalities, academic failure, course failure, and test failure.

Colorado Online (PSD Pilot Program)

- COL provides an instructor for each of its courses. In other words, students in COL can work from home and get support from an online teacher. PSD provides a site coordinator but does not have to spend time tutoring the student or grading papers.
- Colorado Online Learning (COL) is accredited by the Commission on International and Trans-Regional Accreditation (CITA) and The North Central Association Commission on Accreditation and School Improvement (NCA CASI).
- Fifty-three courses are available.
- Most students take one or two courses while attending their local school; however, full-time programming is also available for students.
- Supplement local curriculum with a wide variety of courses designed for students in all performance ranges; including gifted and remedial students.

- Resolve scheduling conflicts.
- Provide make-up credit and summer school options.
- Provide coursework for expelled or home-bound students.
- Schools add or keep courses for which local teachers are not available.
- Schools provide all the courses needed to meet CCHE's expanded college admission requirements.

Blackboard to Supplement Face-to-Face Courses

- Publish classroom notes, study guides, and handouts.
- Provide 24x7 access to course materials—anytime, anywhere.
- Provide students who must miss class with easy access to materials.
- Provide a secure place for students to blog and journal.
- Give parent access to courses and their student's work.
- Provide self-help or self-improvement quizzes.
- Give students immediate feedback on quizzes and assignments.

Another Instructional Technology Project: Classroom Response Systems

- Involve everyone—CPS facilitates feedback from every student. Allow each student to participate simultaneously!
- Embarrass no one—CPS allows you to elicit a response from every student without embarrassing anyone for a wrong answer.
- Reach a new generation—Bridge the generation gap with technology that is dynamic and relevant to today's young people.
- Capture attention—CPS promotes an environment of steady provocation and interactive learning. Captivate students for the entire class period with eInstruction's interactive pad technology.

Boulder Valley School District has seen a significant improvement in CSAP test scores among ELL and low performing students in classes that use CPS.