

INFORMATION AND TECHNOLOGY PLAN

2012-2015

BARRON AREA SCHOOL DISTRICT - 0308

Technology Plan Approved on:

5-21-12

Date

District Superintendent Name and Signature

Monte J. Hallberg

Barron Area School District Board of Education

Clerk:

Kari Rasmussen

**Information (Library Media) & Technology Plan
No Child Left Behind (NCLB) Act of 2001 Assurance**

Below is the detailed description of the criteria each local technology plan must contain to comply with the No Child Left Behind Act of 2001, Enhancing Education Through Technology—Title II, Part D, Subpart 1. Each district plan must contain language that addresses each of the 12 points to be eligible for receipt of Ed Tech (Title II, Part D) formula and/or competitive funds.

Please review each of the criteria and list in the column on the right the page number in your current plan that addresses the criteria. After completing the grid, please sign and date at the end of this form. Submit this form along with your plan and a completed plan review sheet.

For information and assistance, contact: Donna Steffan [Email: donna.steffan@dpi.wi.gov -- Phone: 608-267-1282]

District Name:	Barron Area Schools	CESA:	11
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No Child Left Behind Act of 2001, Enhancing Education Through Technology—Title II, Part D, Subpart 1.—
Local Applications: In order to eligible to receive a subgrant from a state educational agency, an eligible local entity or agency shall submit to the State educational agency an application containing a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan and any other information as the State educational agency may reasonably require, at such time and in such manner as the State educational agency may require. The (local plan) shall include each of the following:

NCLB Criteria	Reference in Local Plan
1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.	Infrastructure Library Media Goals Budget
2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.	Curriculum Alignment
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.	Needs Assessment Infrastructure Goals
4. A description of how the applicant will: a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards; and b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.	Needs Assessment Infrastructure Goals Budget
NCLB Criteria	Reference in Local Plan
5. A description of the type and costs of technologies to be acquired under this subpart, including services.	Infrastructure

software, and digital curricula, and including specific provisions for interoperability among components of such technologies.	Goals
6. A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-related activities carried out with funds available from other federal, state, and local sources.	Goals
7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.	Goals Infrastructure
8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.	Goals Needs Assessment
9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.	Goals Policies
10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.	Needs Assessment Goals
11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.	Needs Assessment Goals
Description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.	Goals Infrastructure Budget

Signature:		Title:	Technology Administrator
Phone:		E-mail:	

Information & Technology Plan 2012-2015

District: Barron Area Schools

Planning Committee Members:

Committee Members	Position/Title
Lu Karl, Ed.D.	Technology Administrator
Monti Hallberg	District Superintendent
Kelly Hover	Software Systems Support Coordinator
John Gevens	Riverview Middle School Principal
Kirk Haugestuen	Barron High School Principal
Steve Sprinkel	Elementary School Principal
Dawn Meier	District Business Manager
Brent Craine	Mosaic Telecommunications Consultant
Andy Rick	Mosaic Network Technician/Parent
Denise Peterson	Riverview Middle School Media Center Director
Lester Johnson	Mosaic Network Technician
Josh Moe	CenturyLink Consultant/Community Member/Parent
Kristen Anderson	Elementary Classroom Teacher
Jennifer Miller	Elementary Classroom Teacher
Carissa Schlosser	Elementary Classroom Teacher
Jon Lantz	Middle School Classroom Teacher
Linda Mikunda	High School Student Services Counselor/Parent
Peter Metzger	District Hardware Technician
Pam Knutson	High School Technology Support Staff/Para
Sara Lindberg	District Instructional Media Center Director

District Contact/Email/Phone: Dr. Lu Karl/karl@barron.k12.wi.us/715-537-5612

Official Approval Date: 5.21.12

2012-2015 Tech Plan updated: 5.8.12

Introduction

The Barron Area School District is located in northwestern Wisconsin, approximately 50 miles north of the Eau Claire area. The school district boundaries encompass the communities of Almena, Barron, Dallas, Hillsdale, and Ridgeland. The majority of the District falls in Barron County, with a small portion in northern Dunn County. There are approximately 1,450 students in grades K-12. There are currently six buildings in the District, plus an alternative school site. The Almena School is a Pre-K – 3 and Early Childhood Education students. The building serves approximately 90 students. The Ridgeland/Dallas School is a 4K -4th grade building with approximately 85 students. The Dallas Early Learning Center is an early childhood education and 4-year-old kindergarten (4K) facility with approximately 50 students. The Woodland Elementary School, the Riverview Middle School, and the Barron High School are all located in the City of Barron. Woodland is a Pre-Kindergarten through 4th grade building with nearly 350 students, including a new Montessori charter school that serves children from ages three through nine years of age. Riverview is a 5th through 8th grade building, with approximately 350 students, and Barron High School is a 9th through 12th grade facility with approximately 400 students. District website: Barron.k12.wi.us

Community and School District Demographics

The Barron Area School District is located in northwestern Wisconsin, approximately 50 miles north of the Eau Claire area. The school district boundaries encompass the communities of Almena, Barron, Dallas, Hillsdale, and Ridgeland. The majority of the District falls in Barron County, with a small portion in northern Dunn County. There are approximately 1,450 students in grades K-12. There are currently six buildings in the District, plus an alternative school site. The Almena School is a Pre-K – 3 and Early Childhood Education students. The building serves approximately 90 students. The Ridgeland/Dallas School is a 4K -4th grade building with approximately 85 students. The Dallas Early Learning Center is an early childhood education and 4-year-old kindergarten (4K) facility with approximately 50 students. The Woodland Elementary School, the Riverview Middle School, and the Barron High School are all located in the City of Barron. Woodland is a Pre-Kindergarten through 4th grade building with nearly 350 students, including a new Montessori charter school that serves children from ages three through nine years of age. Riverview is a 5th through 8th grade building, with approximately 350 students, and Barron High School is a 9th through 12th grade facility with approximately 400 students.

District Mission Statement

The Barron Area School District (BASD) has the mission of ensuring that all students reach their dreams, while making a positive impact on the world.

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

The mission of the Barron Area School District Library Media Program is to ensure that all students and staff are able to reach their dreams while making a positive impact on the world by assisting them to

become effective users of ideas and information by offering programs and services that are centered on information literacy standards and designed around active, authentic student learning.

Several different technologies have become basic educational tools that need to be utilized effectively in all curricular areas. Teachers and administrators, alike, have encouraged technology's expanded use, to improve and manage instruction and develop critical thinking skills throughout the disciplines. The mission of the Barron Area School District is to ensure that all students reach their dreams while making a positive impact on the world.

District Technology Vision Statement

The Barron Area School District (BASD), through access and quality of technology, has the mission of ensuring that all students reach their dreams, while making a positive impact on the world.

Overview of the Planning Process

Our district must report considerable data to various local, state, and federal government offices to comply with regulations and legal dictates. In addition, both the individual district schools and the school district report progress and activities to parents, community members, and organizations. BASD gathers a great deal of information about employees, students, building, funding, and every other aspect of our organization. The accounting of this body of data is a large task that could not be done without the aid of technology. The sophisticated technology now available to us can help us make better administrative and instructional decisions and to provide more informative reporting and communication to our stakeholders. The District has a standing Technology Committee, which meets weekly, to monitor and adjust technology needs in the District. The District has a Technology Vision and Planning Committee, consisting of 20 members. This committee met on three days, during the 2011-12 school year, to plan for the next three years; and, to update the District's Technology Plan.

Community Resources and Adult Literacy Providers

Barron Area Schools (BASD) partners with the Barron Community public Library, to provide access and quality media materials for the Barron Community. The BASD superintendent also serves on the Barron Community Library Board of Directors. BASD also partners with the Wisconsin Indianhead Technical College, in Rice Lake; and, the University of Wisconsin-Barron County Campus, to provide adult education services that include our English Language Learners in Barron.

Additional Demographic Data is currently available from WINSS at <http://dpi.wi.gov/sig> or the DPI website: <http://www.dpi.wi.gov/sig/dm-demographics.html>

Barron Area School District Needs Assessment for Technology Plan 2012-2015

Program Goals and Educational Technology Initiatives in Support of Educational Improvement

Technology Planning Meetings –December 8, 2011/January 25, 2012/February 21, 2012: 1 p.m. – Barron Area School District/Central Office

Members Present: Sara Lindberg, Monti Hallberg, Andrea Podpeskar, Andy Rick, Brent Craine, Lester Johnson, Chris Ohlinger, Cari Schlosser, Dr. Lu Karl, Dawn Meier, Jon Lantz, Linda Mikunda, Kelly Hover, Peter Metzger, John Gevens, Josh Moe, Jennifer Miller, Brianne Markin, and Kristen Anderson. The Technology Planning Visionary Team reviewed previous meeting notes from December 8, 2011 planning meeting.

District Survey – surveyed 250 people and the survey results (400 people were called) 54% said they would support referendum. Ideas of how to use \$ = aging roofs (73%), improving tech infrastructure (71%), giving laptops out to students (expanding access – 36.4%-not as high). We recently met with Cisco representative and were directed to get the infrastructure in place before moving forward with new technology initiatives.

Ideas for referendum support: Replacing furnace/boilers, remodeling restrooms and bio and chemistry labs, improving security systems all positive. Replacing buses (58%). Our school received a good rating (88% gave us a passing grade or more) through the survey. 70% of people felt that the school was fiscally responsible. Onsite visit from Taylor Education Solutions, of E.C. Kuno tablet with Curriculum Loft Cloud software (digital content management site). They demonstrated the software (Loft) using demo curriculum. Kuno offers web-based control software so one can completely manage content on the devices when giving them to students. The rights are controlled by the facilitator (teacher).

A teacher should have full access to the Android market of apps. Documents can be downloaded so students can take home and work on them. They can also get the websites or YouTube videos only if they have a wireless option at home. Question came up from third-grade teachers, Cari Schlosser: Is there a program that allows a time limit (at home) as far as long a student can use a program or the device? Our research team will find this out for us.

Kuno has a camera, comes with tablet, docking station, and 16 GB card along with software – total cost per device \$499.00 –class restrictions at the upper levels would have to be considered/students who have multiple teachers throughout the day. Districts using Kunos? Michigan has a large District using Kuno.

Breanne demonstrated how the Kuno would be managed with adding applications to multiple devices. Question from Mosaic – is there a way to tie the Kuno admin setup to our Active Directory to authenticate users with right, groups and accounts. Breanne believes this can be done but she will check for sure and get back to us.

Curriculum Loft Analyze – this is an add-on to the software that is loaded (Loft). Breanne demonstrated how the teacher software and applications would be managed through a login account. Dual account roles can be assigned for management reason. The 499 covers the tablet, docking station, 16 GB card, Loft/Explore software. Renewal cost is the maintenance fee for curriculum cloud loft (20% of what the District fee ends up being). Includes any upgrades.

Hardware services and support- back to Breanna/support through the manufacturer. Wordware Lunch Cashier software is used to track student lunch accounts. Monti shared that 63% agree that 1:1 computing is the future of education. Monti shared that Cumberland/Hayward school districts are already in a 1:1 environment and both schools report different results with damage. Cumberland

doesn't have as many issues but enrollment is lower at Cumberland vs. Hayward. Cameron is going with iPads for 7 & 8th grade students and laptops for 9-12 next year. They are going with Apple Care protection coverage. Monti said one must weigh-out insurance costs vs. cost of replacing equipment – sometimes insurance is more than replacement.

Our District recently (December 2011 and April 2012) acquired 200 Dell desktop computers, 250 Dell laptop computers, and 145 monitors, through a grant that was written by Lu Karl, the District's Director of Instruction. The District purchased 50 additional laptop computers, to accommodate our distance learning programs and the District's new Advanced Learning Academy of Wisconsin (ALAW) virtual school. The District purchased 150 Apple iPod Touches, to be used in the middle school. The District purchased 220 iPad2 handheld devices, to be used by teachers and students, beginning with the 2012 school year. Further, additional laptop computers were acquired for staff members, who use a computer while traveling to various buildings. Wireless access points. are installed in each school office, to provide teacher access.

The next question is, what do we do with the “stuff?” Focus is on how to start teaching differently. The flipped classroom is something that we will be hearing a lot about. The classroom is about sharing, showing/ demonstrating and working on projects (lecture and video demos occur at home or outside the classroom). Teachers become more of a guide/facilitator in the classroom. If we get the 700 computers, we will have computers to hand out to middle school and high school students and staff.

Jon Lantz (5th grade classroom teacher) asked, “If we stay with one platform what happens to the student who goes to college who wants to work in graphic design? Isn't our obligation to expose them to both?” Monti said we will be offering exposure to both platforms. Jen Miller (4th grade classroom teacher) asked if we would be going with the Dells or Kunos or a combination or both? Monti is optimistically hopeful that we will receive the military computers. But, Monti is open to other devices that will enhance the classroom. Jon Lantz asked what vision we had to manage the laptops each year. Our plan is to turn them in and clean/wipe and then reissue to the same student at the beginning of each year. We held a discussion about equality with students and home environment with wireless. We discussed offering assistance to families who cannot afford computers and other hand-held communication devices. This is a future possibility.

Monti reviewed the steps and topics of our vision and plan from our previous meeting on December 8, 2011. We added a few new categories of the plan: Network operations and technology program assessment. Another add-on topic: Communications (added to Build Infrastructure). Marketing and communication is another added topic (see Monti's updated PowerPoint presentation). Dawn talked about needing a priority list of items so she knows what to add to her list for e-Rate purposes. Monti talked about needing infrastructure first and then move one step at a time over the course of three years.

The discussion was focused on staff trainings and the need to get staff on board. Also, we discussed a timeline of our project; and it is necessary to determine how to start the process. Will the teaching staff get laptops first? That is the plan. Monti would like to do a video and post it on our website about the upcoming referendum with facts/information to community/parents/students. Kelly will be working with him on this. Monti will send out the plan for our next meeting and what pieces are expected. Monti encouraged the team/committee to email him ideas that fall into his chart of items from a planning standpoint. He would like us to include add-ons to our list. Next meeting date is February 21, 2012 beginning 1 p.m. Recorded by Kelly Hover IT-Software Support. BASD

District Education Technology Mission and Vision Statements

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We believe technology literacy is an integral part of the basic education program for all students, beginning at the primary level, regardless of their academic abilities. This literacy is developed in four areas:

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

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

Instructional and Curricular goals and initiatives are well-developed.

The community is involved in school-wide computer education efforts.

- A. Parents and community members participate on District technology committees (Planning Committee) at the elementary, middle school, and high school levels; as well as the District-wide Technology Committee. Regularly-scheduled committee meetings ensure feedback, input, and new information to all members of the school community.

B. Teachers utilize community resources to acquaint students with current business and industry applications of technology. The BASD Website (barron@barron.k12.wi.us) has links to Internet sources. The website is continually being updated and developed, throughout the school year. CMS4Schools website software has allowed us to enhance the presentation and value of our District's website and web pages. Technology training opportunities are made available to community members. Open computer labs for before and after school use by community members, students, and teachers are arranged and being accessed. A supervisor is appointed for these activities, according to companion assignments on school schedule. SAGE (educational grant to extend the school day and reduce class size) activities are included in open lab times before and after school, throughout the year. Parents and community members use technology to access information regarding student and school activities. The BASD Website provides access to a variety of information sources regarding school activities, student academic assignments and progress, and other data, as recommended by the district committees.

C. Parents and community members use technology to enhance student and personal learning. The Barron Area School District (BASD) website provides links to accessing student progress and required assignments for specific classes/courses. The BASD implemented a new website solution, called CMS4Schools. With current demands for communication with stakeholders, CMS4 Schools has assisted our schools to produce a totally-customized website and web pages. We will now be able to keep our web site up-to-date, with modules that support photo galleries, online calendars, online forms/surveys, slide shows, audio/video files, E-commerce tools, faculty websites, and current District information (barron.k12.wi.us).

D. Teaching and learning goals (2009-2012):

The Barron Area School District (BASD) employs two media specialists/librarians, who are DPI-certified. The librarians are certified instructional media specialist, also. These librarians provide lessons to our students in grades pre-kindergarten through grade 12. The librarians attend media specialist training sessions that are sponsored by our local CESA 11. Recently, our librarians received information and training in Wiki's, blogging, Twitter, Facebook, and other, popular web-based resources. The District also employs three instructional media aides, who serve each of our libraries in the District. Each of the District's instructional media centers also have a complete computer lab, connected to the IMC.

1. Our Early Childhood Education (ECE) and four-year-old kindergarten students are taught with the use of Teaching Strategies programs, which are all web-based. All inclusive students in grades one through grade five use technology to accompany and enhance learning activities in the Rigby Language Arts, Scott-Foresman Science, mathematics, encore, and social studies series. All students have access to the adopted series software, which are used in lesson units and plans for subjects at those grade levels. Students in grades two through eight have access to the Academy of Mathematics and the Academy of Reading; both web-based, computer-source learning programs. Computer labs and trained teachers facilitate this web-based learning module. Students will utilize Renaissance Learning's Renaissance Place, STAR Reading and STAR Mathematics, and Accelerated Reader. Students have access to the school computer labs, including a portable "Mac Lab," which travels to individual classrooms at Woodland Elementary School.

2. All inclusive students in the middle school (grades 5 – 8) have iPod Touch hand-held devices, to enhance their access and quality of educational resources. They participate in the writer's workshop Interactive multimedia CD-ROM, to enhance writing techniques. Middle school teachers utilize the Holt Interactive Worktext, CD Audio Library, One-Stop Planner CD-ROM with Test Generator, and the Visual Connections Videocassette Program to enhance teaching and learning activities in language arts and reading. They also use FOSS software for science activities. Video production and editing activities are part of the curriculum. Tech-Ed students are working with new

digital software and cameras, to enhance their knowledge of up-to-date technology. Music classes use music composition software (Garage Band, etc.) and accompaniment (play-along) software.

3. All inclusive high school students have access to and use interactive multimedia software to enhance their literature course activities, including writing exercises. Language Arts Workshop is the software used in these assignments.

4. All Business Education students use Adobe Page Maker, MS Visio Pro, and MS FrontPage in their regular assignment completion.

5. All students participate in annual technology surveys, since the first survey was developed. The 8th grade technology survey responds to the NCLB and WMAS requirements.

- Communication and information access goals and initiatives are outlined.

The Report: Teach 21st Century Skills-or U.S. Will Fail, eSchool News, warns educators that the United States must educate students capable of filling those jobs and keeping pace with the change in skill demand. The report continues with the belief that "There is not a lack of employees who are technically proficient, but a lack of employees who can adequately communicate and collaborate, innovate, and think critically." We need to understand that focusing on advanced technology skills isn't a panacea for remaining competitive in the work economy.

A. District-wide email is highly-used by all staffs. Staff members have learned to communicate effectively and quickly through Email capabilities. The District uses internet filtering devices, such as AVG and Faronics' Deep Freeze, to provide pornography filtering, anti-spam, spy-ware blocking, and virus protection. With the recent addition of access to YouTube and other, similar web-based resources, content filtering is imperative. It provides routing, security, and advanced firewall, proxy features, a mail server, and processing system with complete transparent functionality. It also provides database features, such as web reporting, traffic and bandwidth management, e-mail archiving, and bandwidth management. For ease of use and management for the school district, the filter comes with unlimited and personal technical support and consulting; and is decreasing overall management of the network and providing a better support to the school district. The filter has a completely context-sensitive pornography-content filtering system. No black-lists or database updates are used for the porn filtering. Because all content is examined "on-the fly," regardless of the source of the traffic, the engine is capable of capturing more bad content than other filters, regardless of the traffic source. It provides an advanced proxy system detection engine, which attacks the proxies by using a unique fingerprint of certain web-sites that are no longer vulnerable to anonymous proxying.

B. Email newsletters, from the district administrator, have become a common feature to all BASD employees. The newsletter keeps staff informed on current and future district events.

C. Since the fall of 2005, all teachers submit their weekly lesson plans/curriculum maps, electronically, to their principal.

- Staff Competency goals in support of student learning and reform initiatives are listed below.

Each school building in the district has teacher representatives who are trained in technology competencies that apply to the use of computers in instruction. The appointed technology representatives continually receive up-to-date training and professional development in minor troubleshooting, software applications, aligning the WMAS for Information and Technology Literacy to district curriculum benchmarks and standards for student competencies.

A. All teachers utilize the WMAS and CCSS, as appropriate, for Information and Technology Literacy in developing lesson units and plans that are aligned with district curriculum guidelines and benchmarks for subject areas that align with the WMAS.

B. All academic teachers in the District will be proficient in using software programs to enhance their teaching modalities, i.e., MicroSoft Word, MicroSoft Outlook, Follett Destiny, PowerPoint, Kidspiration, Inspiration, Infinite Campus, ParentConnect/Access, Renaissance Place, GradeQuick, and Excel.

- Administrative and management goals and initiatives are identified.

A. District administrators receive professional development in the use of computers to communicate with staff members, through Email.

B. District administrators utilize software programs to develop budgets, curriculum guidelines, demographic data, correspondence templates, and other communication opportunities. This training will increase the effectiveness of administrative work. During the years 2006-2008, new software programs were also added, including eSPED (special education program maintenance), Schedule Star (athletic program software), and an additional Mobile ITV Ensemble, All The Right Type, Read, Write, and Type, AIMSweb, Academy of Mathematics, and the Academy of Reading. The District has completely revamped its website. We purchase CMS-4 Schools, which provides the website software. District buildings and programs have developing web pages, to compliment the new District website. Staff members are being trained on Moodle, through CESA 11 staff development opportunities. Teachers and other staff members, including retired staff members, are being trained as LEGs (local education guides), to work with students, who are enrolled in Virtual Classroom courses. Most of these courses are provided through the Wisconsin Virtual School and Florida Virtual School vendors.

C. Administrators attend professional development workshops and training meetings that address technology literacy and applications in the school system. The District is a part of the CESA 11 Virtual Education Consortium. The Director of Instruction and the District Administrator attend regularly scheduled Virtual Classroom Consortium meetings that are sponsored by CESA 11. Administrators will continue to be up-to-date on teacher-driven technology components in teaching.

D. The former library software, Dynix, was replaced by Follett's Destiny library software.

E. SASI-XP has been replaced by Infinite Campus (2009-10)

- One-time only student data entry, which integrates with other school student information components.
- Assign unique student Ids, to enable the seamless transfer of student records for intra-district and district-to-district transfers
- Analyze disaggregated or aggregated student test and other data
- Assign any combination of phone numbers or email addresses for high priority, attendance, behavior, general and teacher messages
- Assign a preferred home language
- Create letters for a single household or per guardian
- Generate demographic reports by address, birth date, school boundary, or verification
- Manage household information, including home phone number, address, and relationships within the household
- Maintain demographic data, including name, gender, birth date, social security number, race, birth country, and birth verification.

- Student grade book, which gives teachers secure internet access to all grading tasks; when published by the teacher, grades are immediately available to students, their guardians, counselors, and school administrators.
- IT Coordination: effectively operate and maintain hardware, software, and associated operations, while freeing IT staff to focus on other District technology needs
- Scheduling: Master schedule for all students; uses a combination of scheduling tools that optimize time, space, motion, and people.
- IEP's: Manage IEP information through seamless integration with student data; electronic folders, etc.
- Communication tool: provides access to attendance, assignments, and grading information, for better accountability of each student's success and needs; email and voice messenger, parent/student portal, form letters. NCLB drives us to evolve into higher standards and increased accountability and intervention, requiring and inviting participation from the home, school, and community. When these key components of the learning environment work together, our District is able to partner with the school community. The schools will no longer be considered a place, as much as a system of learning and development.
- Create reports from archived and current student data.
- School interoperability framework: populate third party applications, providing real time operability and eliminate duplicate data entry; no longer manage multiple data sources.
- Curriculum management: provides software for curriculum development, planning, and management tools for setting standards, benchmarks, managing courses, and effective scheduling; grade book, lesson planning tools, seating charts, special education, and standards-based report cards templates.
- School administration: attendance tracking, behavior, census, enrollment health records, school choice.
- Staff Training: we will provide comprehensive training for all staff members, through small-group scheduled sessions. Training will also be offered online.

- All Students and Staff Will Have the Opportunity to Use and Have Equitable Access to Computer Resources and Other Technologies to Facilitate Learning.

A. The District provides a coordinated, planned approach to technology hardware acquisitions, based on the need to provide appropriately integrated skills and the available resources. This was accomplished by developing a plan to replace old hardware and software, acquire appropriate software for teaching peripherals (Appendix).

B. Technical support is provided to ensure that all hardware and the computer network are in good working order.

C. Each building is networked and network drops are provided in each room within the building.

D. The school district network is accessible from building-to-building, and from home computers for students and staff, through Parent Connect and the district website and classroom/building web pages.

E. Students have access to the Internet and the Worldwide Web, through District-wide computer labs and the District's website. All students are required to read and sign an acceptable use policy, which was Board approved in 2004. In July 1, 2008, the District purchased the CIPA Filter product, to provide internet firewall protection for our District users. We continue to use AVG, as a filter, also.

- The District Will Integrate Computer Skills Into All Curricular Areas

A. Specific computer and information retrieval skills are being identified for each grade level/subject area, and through appropriately integrated activities. Students and designated staff will master the desired skills. The District media specialists identify the skills and are working with classroom teachers to coordinate integrated activities.

B. Software purchases are made, based on the skills identified as appropriate for each grade level/subject area. This process is centralized and coordinated by those familiar with District network operations. Special education programs purchase and use technology-based equipment. Funding for this equipment is provided mostly through special education flow-through funding (eSpEd.).

C. Students at all grade levels are effectively learning to use a word processing computer program. The District plan for basic subject area revisions is based on a five-year cycle. Each year, a basic subject area is reviewed and revised. When new textbooks and materials are purchased for new adoptions, the inclusion of technology in the series will be a critical component of an adoption approval. All subject areas will have up-to-date textbooks and materials that include technology as part of teaching and learning components. Since 2002, all subject areas have been revised, with new adoptions. All areas are correlated with the WMAS and are consistent throughout the schools, as appropriate.

The textbook company selected for the new science series is required to provide up-to-date technology applications, including peripheral software and access to extraneous learning materials. Our new mathematics curriculum was adopted in 2005. All new mathematics textbooks and printed materials included software and web-based access to peripheral materials, which extend and reinforce learning, while addressing multi-modal instruction. The same plan existed for a new social studies adoption and curriculum revision for K-12, during the 2005-2006 school year. During 2007-2008, all encore/elective subject areas were reviewed and new adoptions were purchased and implemented. Language Arts is being reviewed during the 2008-2009 school year, with new adoption recommendations for July 1, 2009.

D. Students use technology to develop problem-solving skills, to access databases and other on-line research materials, to communicate with students, authors, scientists, and others using on-line services, to work individually and in cooperative groups to create multimedia presentations, and to enhance their learning through individualized instruction. A new, tier two assessment program has been implemented, to monitor student progress in mathematics and reading. The entire program is web-based and is a product of Renaissance Learning/Place. This program enhances our district curriculum mapping process in language arts/reading and other subject areas, including mathematics.

E. Teachers use technology to develop and present lessons to students, to customize lessons for individuals and small groups of students, and to help students conduct research.

F. Computer instruction is coordinated between the classroom, lab, and home, whenever possible.

G. The K-12 computer skills for each grade level/subject area are reviewed periodically and recommendations for improvement are implemented on an ongoing basis.

H. The Internet is used to deliver courses, when appropriate (see Distance Learning Appendix).

I. A distance education (virtual campus) consortium was developed through 29 CESA 11 school districts, which provides a plethora of electronic course access opportunities for all students at BASD.

- Every Teacher, Administrator, and Support Staff Member Will Receive Computer Training Appropriate to Their Anticipated Level of Use.

A. Every teacher, administrator, and support staff member is being provided opportunities, through the staff development program, to develop the necessary skills to teach required skills and use specified programs for their grade level/subject area/work responsibilities. Our district set a goal to have each staff member to be proficient in all areas of a technology competency list (see appendix G), by September 2005. This has been accomplished. Since 2002, each new hire is given a technology skills test, as part of their interview process. All staff members hired since 2002 have passed the technology skills test with high ranking.

B. Information is provided to all staff members regarding technology-related classes or workshops available from staff development activities, area colleges, CESA's, and technical colleges.

- The Use of Technology will Enhance Individual and Collective Productivity

A. Teachers maintain student records, including assessment results, through the use of data bases, including Excel, Infinite Campus, Intergrade, GradeQuick, AIMSweb, Renaissance Place, Academy of Reading, Academy of Mathematics, Parent Connect/Access, Mobile IP Conferencing Cart, and Renaissance Learning.

B. Administrators continue to provide staff development activities using multimedia presentations.

C. Teachers and administrators will communicate with other professionals, students, authors, scientists, and consultants using on-line services.

D. Technology will be used to facilitate the planning processes, including student scheduling and staffing.

E. Teachers will continue to develop and submit weekly lesson plans and curriculum maps to principal, through electronic delivery.

F. Technology is used to facilitate the storage, maintenance, and retrieval of information. Our District recently (December 2011 and April 2012) acquired 200 Dell desktop computers, 250 Dell laptop computers, and 145 monitors, through a grant that was written by Lu Karl, the District's Director of Instruction. The District purchased 50 additional laptop computers, to accommodate our distance learning programs and the District's new Advanced Learning Academy of Wisconsin (ALAW) virtual school. The District purchased 150 Apple iPod Touches, to be used in the middle school. The District purchased 220 iPad2 handheld devices, to be used by teachers and students, beginning with the 2012 school year. Further, additional laptop computers were acquired for staff members, who use a computer while traveling to various buildings. Wireless access points are installed in each school office, to provide teacher access. Wordware Lunch Cashier software is used to track student lunch accounts.

G. The existing building security system will be replaced in 2013, due to outdated technology. Improvements were made in 2008.

H. The District has purchased Mobile IP Conferencing Carts, which are stand-alone systems that require no additional Audio-Visual equipment, to facilitate conferencing between school districts and other resources. They serve as portable distance education classroom units. These mobile distance education conferencing carts are used at grade levels five through 12 in the District.

Vision for Learning

Electronic Resources vs. textbooks. Change in learning/delivery: Individualized Learning style On-Demand and Self-Paced Brainstorming Ideas/Infrastructure Study and Analysis: IP Paging/IP Voice System/IP Video/voice mail messages to email or text/Update switches/bandwidth/complete wireless coverage (solid)-possibly a more robust AP solution power into rooms/possible power issues/WAN. Almena/Ridgeland-Dallas – new solution for WAN
<http://www.myfoxtampabay.com/dpp/news/education/clearwater-high-sees-success-with-kindles-02012011>

I think this is the way schools are going, especially for “big ticket” items like textbooks and reference materials. The other thing I could see is every high school student having a laptop that is loaded with eBook versions of their textbooks and a library that is half eBooks and half paper books with a 100+ circulating eReaders. It would probably be more beneficial for every kid to have a laptop for classroom work, because the word processing is frustrating on a small touch screen. Even the netbooks are too cramped for some people, so it would make more sense to utilize eReaders more in the library. I also think that a digital rights management program like OverDrive – I’m sure there are going to be many others popping up in the next year or two – to not only keep track of your circulation and copyright issues, but to allow students to bring in their own devices to load books on.

Also, I’m a HUGE fan of the keyless door entry idea. I always have my hands full of bags and books and whatnot when I’m coming in, so keyless entry would be a great help. Even when I have two free hands, I still struggle with some of these locks, so I’m definitely a YES vote on that!

As far as radio ads, what do you think about having some elementary classes use it as a media project? I did a sort of promotional video at Webster for their Daily Five reading program, and it turned out really well. You could have one student start with a lead-in to the question, like, “I love Barron School because my teachers are nice” and then cut in recordings of other students answering their “because” answer: because my friends are there, because I get to use computers, because we read great books, because I learned to like Math, because teachers help me, because I feel safe. I was surprised at how many touching comments were made by the kids I interviewed for the Daily Five video – way better than anything I could’ve scripted. You could even shoot it as a video, use the sound as a radio ad (with some intro and closing comments by whomever) and put the video online as a promo item. You could also have different ones with different groups: elementary, middle school, high school, teachers, parents, community members, and then do them in a rotation or something. Anyway, just some ideas. Thanks for the questions and letting us all collaborate on this. Have a great weekend!

Sara

2015? I can’t even imagine what we will have in our world by then. BUT I do have some thoughts and dreams of what I would like to see.

- I want to be able email a whole class at once so I can communicate with them about upcoming events, deadlines, etc.
- Colleges are sending us less snail mail and using technology to communicate. I want to send transcripts electronically. I want students to get out their notebook, lap top, iPad, or whatever they have so we can research together. I am trying to work with a girl on “animal careers” and so many of the sites are blocked. I bring in my own laptop and 5 spot when I have an appointment with her so we can do research together.
- I love the concept of “flipping”. I think it would be so cool if went to a four day week and used the 5th day as a flip day. This would help students become self-directed learners.
- Wayzata High School spent \$15,000.00 on three teachers who wrote lessons for the

Prob/Stats class. They put all the assignments, lectures, tests, etc. on their smart boards. This all replaced the textbooks they were going to purchase which was going to be over \$200,000.00. The nice thing is that they can change anything they want to as they teach. This was just featured in the twin cities media over the weekend. I would love to see us go paperless.

- This year we didn't print out the senior planning guide but instead sent it to parents and students right during the planning conference. I only had five parents take the hard copy. I am hoping I can do this as a group next year and send out information to them electronically.
- Rice Lake has their voice mail go directly to their inbox through their email. This helps streamline their daily tasks.
- I would love an iPad so I could travel around the building with it. So many times I am talking to a kid about their grades, attendance, behavior, career, etc. and I either have them come with me to my office or I try to get them to set up an appointment. I would love to have our technology at my fingertips to resolve the issue or help them with their concern. So much of my job is "brief" counseling and that little bit of contact is all I need to help the kid. I thought about buying an iPad for the reason but I know there is an issue with getting connected to the internet and people bringing their own devices in to the school.
- Our web page (student services) is good but it has become overwhelming. I would love some expert to give me advice on how to scale it back. I need to go in there and take out some of the links. When I developed it, I wanted it to be simple for people to use and it was but we kept adding stuff. I asked a couple of parents to give me feedback but they were all to kind.

Linda Mikunda

When English is up for text books again I would prefer something electronic in which novels could be downloaded. I feel at the price of textbooks we would not be far off on price anyway and this would allow us to really open up our options for variety and selection of reading materials and so on. Jeff Rouselow

A couple thinks I have noticed lately. Flipped Classroom seems like a big upcoming thing in technology.

<http://www.educationsector.org/publications/flipped-classroom>

ipads in kindergarten:

<http://www.cnn.com/video/#/video/us/2011/04/08/dnt.me.ipad.kindergarten.wgme?iref=allsearch>

Carmen

HIGH SCHOOL:

DVD player/TV/better Wifi (reliable)/document cameras/moodle/drop box/keyless Entry/teacher

Laptops/portability

iPads/sound systems

MIDDLE SCHOOL:

Apple platform back/ability to get emails on their mobile devices/hand-held device for each student

ELEMENTARY:

Sound post (sound system in the classroom)/iPads/Nooks/document cameras/computers in the classroom/technology trainings to use the "stuff" in ways that are different than what we have been doing for teaching delivery. Digital cameras for students to use/digital video camera/Leap Frog products (Tag Reading System- students could take this home)/Leap Frog Tablet (word games, math games- primary students)/listening stations -MP3 players/Overdrive Software (for staff and students)

Netbooks/ add resources/location for staff to share Mimio lessons/train each other

MEDIA SPECIALIST:

additional Nooks/Mimio in Woodland Library/eBooks

CENTRAL ADMINISTRATION:

1:1 computer initiative/keyless entry/security cameras/HVAC System Management options/Heating/cooling – energy savings/Update PA Systems – replacement options/Wireless Port Updates/additional STAFFING needs/Building Coaches –technology help/Parent Survey – questions about home technology

Staff Development Needs and Planning

The District is in the process of planning and moving forward with many new technology initiatives in our District. We will be kicking off summer 2012 with a new technology infrastructure project! During the year, I introduced the idea of offering summer technology sessions for staff members to provide an opportunity to learn new skills and offer ideas and ways to infuse technology into the classroom. We are also in the process of revising our technology standards for staff members. We will be using some of inservice time and after school sessions to offer additional staff training focusing on some of the new staff standards beginning Fall 2012-13.

The 2012 technology summer sessions will be **optional** for staff. Session dates: August 7th, 8th, and 9th (afternoons only). The topics for the technology trainings are listed below. Sessions will be two hour segments (video production will probably be longer) and will be staggered over the course of the three afternoons (depending on the number interested, multiple sessions of one topic could be offered). Please see below for a brief detail of the technology topic. If you are interested, check the list below indicating what session(s) you would like to attend. Based on the number of sign-ups, a more detailed schedule will be offered with specific dates/times for individual sessions. Summer 2012 - August 7th, 8th, 9th (afternoon only)

Edmodo: Edmodo is a web-based software tool. It is a secure, social learning platform for teachers, students, schools and districts. It provides a safe and easy way for your class to connect and collaborate, share content and access homework, grades, and classroom information. With social media a focus among today's student, this tool will help you to use a secured educational social media site to engage your students in a social learning environment. This session is open to grade levels three through 12. Currently, we have one elementary, middle school, and high school teacher piloting this program.

How to use Drop Box: This session will guide you on how to setup a "free" web-based drop box option for students to submit their work electronically rather than paper form or email exchange. This session will guide you on the process of registration, setup and use of the account from both the student use and staff management side. If time allows, we will also setup a link for this option on a classroom webpage.

Mimio (separate sessions will be offered for beginners vs. advanced users): Please see a list below of topics covered.

- * Mimio interactive systems hardware review
- * Connecting your Mimio interactive device to the computer
- * Powering up your Mimio interactive system
- * Learn about the MimioStudio Notebook menu.
- * Learn about the MimioStudio Tools toolbar.
- * Get an overview of MimioStudio Tools.
- * Practice using various MimioStudio Tools.
- * Access the MimioStudio Gallery.
- * Explore the functions of MimioStudio Gallery including:
 - * Navigating
 - * Searching

- * Moving Gallery files within the Gallery
- * Import various file types into MimioStudio Gallery.
- * Create interactive exercises with MimioStudio ActivityWizard.
- * Add content using the Copy/Paste method. .
- * Import content into MimioStudioT Notebook using the Insert menu and Insert File button.
- * Import content into MimioStudio Notebook using the Import File button.

How to create and manage videos/video lessons:

1. Learn how to create a video using a device (iPad, Flip Camera)
2. Learn how to extract the video off of the device (options for editing the video using a free editor).
3. Learn how to post the video to your classroom webpage or Edmodo classroom as a video lesson resource for students.

The District will offer a \$50 stipend through the Staff Development budget to those who attend. All activities will be tracked through your individual staff development professional plan and will be referenced through your evaluation.

In addition to the sessions above, I am also offering some summer session dates to create classroom web pages. The goal of the ½ day session is to train in the software and leave with 2-3 classroom web pages complete. If you are interested, please indicate below .

_____Edmodo _____Drop Box _____Mimio _____Video Lessons _____Webpage
Development

Last updated on:5.15.12

Library Media Services

Elementary Schools: Woodland, Ridgeland-Dallas, Almena

Weekly readings and discussions of award-winning books from notable authors and illustrators

Weekly scheduled book exchange time and additional flexible scheduling

Weekly or bi-weekly Media lessons

Collaborative Media projects that extend into the classroom

Accelerated Reader program

Battle of the Books program for 4th Grade

Multimedia collection that includes Nook Color eReaders, Audiobooks, Music CDs, VHS and DVDs

Library Media Specialist availability: Woodland - 2 days; Almena/RD - 1/2 day each

Library Media Aide availability: Woodland - 5 days; Almena/RD - 1 day each

Library website: sites.google.com/site/barronelementarylibrary

Riverview Middle School

Collaborative media and information literacy lessons for Grades 5 – 8

Access to online databases and research tools

Multimedia collection that includes Nook Color and Nook Simple Touch eReaders

Access to books from other schools through participation in ILL (Inter Library Loan) through Middle School IMC

Access to MORE consortium libraries through the Barron Public Library

Library Media Specialist Two Hours per Day

Library Media Aide availability everyday in the mornings

Extended Hours schedule through office as needed

Flexible scheduling for individuals and/or classes

Library Website under construction on <http://www.barron.k12.wi.us>

Barron High School

Flexible scheduling for individuals and/or classes

Collaborative library and information literacy lessons for 9-12 classes

Access to online databases and research tools

Multimedia collection that includes Nook Color and Nook Simple Touch eReaders, Audiobooks, Music CDs, and DVDs

Access to MORE consortium of libraries through the Barron Public Library

Access to books from other schools through participation in ILL (Inter-Library Loan)

Library Media Specialist availability: 2 days

Library Media Aide availability: 5 days

Extended Hours: Tuesday and Wednesday until 5:30pm

Library website: sites.google.com/site/barronhighschoollibrary

Library Media Collection Mapping Analysis

Library Collection Statistics

Library Usage Report

Circulation Statistics 2008-2012

2012 Destiny OneSearch Database Search Statistics

INFRASTRUCTURE

Technology Support Services: Annual contract with Mosiac Telecommunications

Barron Area School District Network

Barron High School

Network infrastructure is configured with the following equipment:

- BadgerNet provided Cisco SMB switch connected to WiscNet provided Cisco router for Internet access.
- The output of the BadgerNet switch is connected to the input of a SonicWall NSA 3500 doing content filtering, VPN connections, Access point control, and Firewall with antivirus and anti spam protection.
- 2 – Cisco 24 port 3750G Layer 3 switches with GBIC ports
- 7 – 48 port 10/100M Cisco switches stacked together with 2 – 24 port 10/100M Cisco switches.
- SonicPoint access points are connected through 24 port 10/100M PoE switch and some PoE injectors.
- Single mode fiber optic connection is provided from Mosaic Telecom to connect Woodland Elementary, Administration Building, and Riverview Middle School and connected through GBIC devices on Cisco switches to allow 1GB connection.
- Almena and Ridgeland Elementary Schools are connected to Barron High School via BadgerNet network.

Woodland Elementary School

- Network infrastructure is configured with the following equipment:
- 4 – 48 port 10/100M Cisco switches stacked together and connected to the High School via fiber optic using 1GB GBIC connection. These consist of a mix of Cisco and HP switches in the Library closet with a 100M copper connection to the Maintenance closet with 1 – 24 port 10/100M Cisco switch.
- SonicPoint access points are connected through HP 24 port 10/100M PoE switch.

Riverview Middle School

- Network infrastructure is configured with the following equipment:
- 2 – 48 port 10/100M Cisco switches stacked together and connected to the High School via fiber optic, by way of the Administration Building, using 1GB GBIC connection. Cisco switches are used throughout this building with the main closet being in the Library. Secondary closet is connected with a 100M copper connection to the Library using a 100M copper connection into a 48 port 10/100M Cisco switch along with a 24 port 10/100M Cisco switch.
- SonicPoint access points are connected through HP 24 port 10/100M PoE switch.

Administration Building

- Network infrastructure is configured with the following equipment:
- 1 – 48 port 10/100M Cisco switch connected to the High School via fiber optic, using 1GB GBIC connection.
- SonicPoint access point is powered by a single power injector and plugged into the Cisco switch.

Ridgeland Elementary School

- Network infrastructure is configured with the following equipment:
- SonicWall TZ210 used for firewall, access point control, content filtering, and antivirus and anti spam protection.
- 1 – 48 port 10/100M Cisco switch connected to the High School via BadgerNet circuit through Cisco router.
- SonicPoint access points are powered by NetGear 10/100M PoE switch.

Almena Elementary School

-Network infrastructure is configured with the following equipment:

SonicWall TZ210 used for firewall, access point control, content filtering, and antivirus and anti spam protection.

2 – 24 port 10/100M Cisco switch connected to the High School via BadgerNet circuit through Cisco router.

SonicPoint access points are powered by NetGear 10/100M PoE switch.

Barron Area School District Telephone System

Barron High School has a Mitel SX200 ICP with PRI and loop start CO lines provided by Mosaic Telecom with all lines terminating in the High School. The High School is connected to Woodland Elementary, Riverview Middle School, and the Administration Building with fiber optic cable provided by Mosaic Telecom. Currently telephones connected to the High School telephone system are either digital or analog telephones. If the school desires to make these phones IP telephones IP licenses will need to be added to the configuration. The High School system is configured and networked to Almena Elementary School and Ridgeland Elementary School via BadgerNet network to Mitel SX200 ICP's in each school. All 3 Mitel telephone systems are configured to allow Voice over IP (VoIP). Almena and Ridgeland Elementary Schools are 100% VoIP telephone systems with loop start CO lines being provided by Mosaic Telecom. All 3 telephone systems can call between locations using 3 digit dialing and have the capability to add voice mail to email integration.

Full-time Software Systems Support Coordinator

Full-time District Technician

District Technology Administrator

Resources and Fixed Assets (See appendix on service map of District)

Technology Plan Goals – 2012-2015

The mission of the Barron Area School District (BASD or the District) is to ensure that each student reaches their dreams, while making a positive impact on the world. To stay abreast of rapidly-changing and developing technological resources for learning, the District has implemented initiatives to provide its students with opportunities to learn through current technology. The District's goal for 2012-2015 is to convert its academic resources from a hard textbook that supports established curriculum, to web-based resources that are dynamic and accessible to hand-held devices for students. The goal supports one-on-one computing in the classroom and in non-conventional learning areas. Through a grant that was written by the District's Director of Instruction, 450 surplus computers (200 Dell desktop and 250 Dell laptop computers) were acquired during the 2011-2012 school year. The current process of reconfiguration of each of these computers will ensure that these devices will be in the hands of our students at the beginning of the 2012-13 school year.

Goal 1: Student Achievement:

Through a web-based curriculum-development tool/program called Build Your Own Curriculum (BYOC), the District has trained its teaching and administrative staff, during the 2011-12 school year, through full-day teacher inservices), to transfer their existing learning goals and future learning benchmarks to the BYOC program. To follow the new Common Core State Standards (CCSS), the District has required all student learning outcomes to be tied directly to the CCSS, when appropriate.

Individualized learning programs, directed through Response-to-Intervention (RtI), has led the District to develop individualized learning programs for each of its students.

Through a comprehensive RtI plan, the District has student achievement solutions that will include formative and summative assessment, coupled with periodic assessments to track student learning.

Renaissance Learning's STAR assessments are conducted for each student in grades kindergarten through 12th grade, through a computer-based, on-line assessment tool. These assessments are administered no less than three-scheduled times during each school year. Assessment results are studied and analyzed by assessment teams, which apply the assessment data to learning outcomes. A computer-based program called Academy of Math/Reading is used as a Tier 1 and Tier 2 intervention for students. Through the use of web-based programs, all students will be provided with annual and on-going orientation and education on proper use of internet-based resources. Cyber-bullying is also addressed in student orientations. All students and/or parents, as appropriate, sign a user agreement form that outlines proper user practices for communication devices.

Goal 2: Effective Teaching and Learning Practices: As mentioned in Goal 1, web-based resources will be widely-used during the following three years of our technology plan. Resources, such as Khan Academy and Ideas will be used as educational resources. Teachers will be able to experience real-time communication with students, through communication programs, such as Skype, with our distance learning students. The District has implemented a new charter school called The Advanced Learning Academy of Wisconsin (ALAW). We have enrolled 47 new students during the 2011-12 school year, whom are not physically attending any of our school buildings.

These students are enrolled in courses that are provided by the District and other vendors in the U.S.A. Many of our students also receive courses through Wisconsin Virtual School, Brigham Young University, and the Florida Virtual School. Tailoring learning modules, based on individual student learning styles, enhances the opportunities for students to learn in a manner that is most conducive to their personal learning needs. This differentiated instruction should lead to greater numbers of student completers. The District has purchased more than 200 iPads for its students and staff members, in addition to netbooks and new laptops.

The plan is to provide each classroom teacher with an iPad, to be trained during the summer of 2012, on the use of iPads. Each school building will receive iPads and a storage/charging/syncing cart to contain and rotate the devices. Each student in grades 11 and 12th grade will receive a laptop computer, to use during their daily routine at school. Elementary students will use iPads and netbooks, which the District has recently received. Several teacher-training dates have been established for the 2012 summer, to provide teacher orientation and practice with the devices.

Assessment of Staff Competencies

Since the initial adoption of the District's Technology Standards and Competencies for Staff Members, many deletions and additions have been made to the document. The Technology Visionary Committee members have researched expected competencies for staff members, and agreed on the following, but not limited to, standards:

- Emergence of Interactive devices require continued training of staff, to use the technology in accessing web-based instructional tools.
- Be able to teach through the use of "e-books."
- Work toward the WMAS and ITLS standards requirements for end-of-year eighth-grade students.
- Be proficient with the District's adopted MicroSoft Office Suite (Word, PowerPoint, Excel, Publisher.
- Be proficient at navigating the "web," to access resources for teaching and learning.
- Effectively use adopted curriculum resources that require technology.
- File-management (filing, saving documents, uploading, and scanning)
- Understand and practice acceptable use policies and ethics; follow District's policies.
- Create and maintain website for subject-area of classroom.
- Effectively use video and digital cameras in an educational setting. Be able to create and edit sessions; export to user device.
- Create and interact with blogs, wikis, Skype-type interactive devices; use educational sites, such as Khan Academy, etc.
- Microsoft Office Suite - basic proficiency in MS Word, MS PowerPoint, MS Excel, MS Outlook, MS
MS
- Publisher File Management – saving, storing, retrieving, mapping to network locations, exporting, importing, compressing files, uploading, scanning, converting files to different file formats, transferring files, organizing files (creating folders).
- Knowledge of the District's acceptable use policy and procedures using computers and devices
- Use of Student Information Software/Classroom Management Software (Infinite Campus) – grade book setup, attendance, lunch count, EHP's, PLP's, accessing all student information, report knowledge.
- Website Development/Management – all staff will have at least one classroom webpage. Staff will keep webpages up-to-date with current information.
- Use of digital/video camera – creating, exporting, editing, uploading, formatting video files, knowledge of extension formats/converting file formats.
- Build Your Own Curriculum software– building, using, and application; Renaissance Learning (Early Literacy, Star Reading, Star Math)– update/manage software (class lists and student enrollment), navigate, use of Enterprise reporting to do data analysis and progress monitoring.
- Use and knowledge of: blogs, wikis, twitter, YouTube, Drop Box, Skype, Edmodo (3rd – 12th grade):
- Use and knowledge of how to incorporate this educational social learning tool into the classroom to connect, collaborate, share content and exchange classroom information using this web-based tool.
- Basic troubleshooting knowledge – restart computer, clear cookies, check power options to computer (is there power to the computer? Is the power button on the back of the terminal switched off?), check plug-ins (check to make sure cables running to computer and wall jacks are securely plugged in), run an anti-virus scan, disable screen saver software, delete temporary internet files, Is

wireless a problem? (check wireless signal, strength, and wifi options). Basic knowledge of electronic work order system.

– submit and manage work orders through the electronic work order system for maintenance and technology work requests.

- Destiny Follette Library System/Overdrive: knowledge of how to use electronic and library resources available to staff and students.

- Using/navigating the school website for resources.

- Use of the Internet/Navigation – understanding of how to search for information, materials, electronic resources, apps for classroom use, navigation, use of search engines, saving sites and resources to favorites.

- Hand-held Devices – knowledge of how to use/manage devices, request and load apps, use of apps/materials on device.

- Mimio Interactive Systems – use of Mimio Connect for ideas and referencing, can create and use interactive lessons, can capture lesson and post as an electronic resource to website or Edmodo classroom.

Staff should:

Have knowledge of Mimio interactive systems hardware

Know how to connect Mimio interactive device to the computer

Know how to Power up your Mimio interactive system

Know how to use MimioStudio Notebook menu.

Know how to use MimioStudio Tools toolbar.

Understand MimioStudio Tools and how to use them.

MimioStudio Gallery.

Know how to use functions of MimioStudio Gallery including: Navigating, Searching, Moving Gallery files within the Gallery.

Know how to Import various file types into MimioStudio Gallery.

Know how to create interactive exercises with MimioStudio Activity Wizard.

Know how to add content using the Copy/Paste method. .

Know how to import content into MimioStudio™ Notebook using the Insert menu and Insert File button.

Know how to Import content into MimioStudio Notebook using the Import File button.

Goal 3: Access to Information Resources and Learning Tools:

As stated in Goal 2, vast web-based resources will be the focus of curriculum development. Teachers have been trained and will be trained on how to access and use web-sites, such as Khan Academy.

Many of these workshops have been provided by CESA 11, which accommodate budgets and teacher release time, for learning. The District has purchased more than 200 iPads for its students and staff members, in addition to netbooks and new laptops. The plan is to provide each classroom teacher with an iPad, to be trained during the summer of 2012, on the use of iPads. Each school building will receive iPads and a storage/charging/syncing cart to contain and rotate the devices. Each student in grades 11 and 12th grade will receive a laptop computer, to use during their daily routine at school. All middle school students have iPad Touch devices, which are used in daily teaching and learning exercises.

All iPod applications are reviewed and evaluated for educational value, prior to purchase. Following the implementation of these "apps," an evaluation of actual educational effectiveness is conducted. A record of these evaluations is on file for review. Elementary students will use iPads and netbooks, which the District has recently received. Several teacher-training dates have been established for the 2012 summer, to provide teacher orientation and practice with the devices. Fifty-five teachers have been provided with interactive whiteboard systems (MIMIO) for their classrooms. Several training events have been held for the teachers, to become effective in the use of these tools.

Goal 4: Support Systems and Leadership:

The District has hired a full-time computer and software technician, who works with staff and students, to maintain the computer's effectiveness. Training and orientation is also provided to staff, to conduct basic trouble-shooting of common computer problems. The District has a full-time Software Systems Support Administrator, who manages all software programs in the District, from ISES to classroom programs. The District has a working partnership with Mosaic Communications, which contracts Mosaic to provide technical repairs, development, and assistance to the District's technical infrastructure (all communication systems). Each of the District's administrators has been trained in the use of all programs that the teachers are required to use in their teaching routines (BYOC, iPads, Assessment Software, Infinite Campus software, etc.). CESA 11 also provides, and has provided, numerous training sessions for administrators, in the Distance Learning consortium, to stay abreast of rapid changes in technology and the application to learning.

ACTION PLAN

A full-time Technology Support Staff will begin work on July, 2012, following a one-year orientation and training in the District. This technician will also be fluent in MIMIO applications, along with iPods, iPads, and other hand-held devices that are used by teachers and students. June, July, and August 2012: 15 current teachers will be trained, as technology mentors, who will assist their colleagues in the use of software and web-based resources. All social studies teachers, grades six through 12 will be employed during the summers of 2012 and 2013, to develop curriculum and curriculum resources that are paperless (no hard copy textbooks). A new social studies curriculum for grades three, four, and five, will be purchased on July 1, 2012, which is 90% web-based. This change will be the first in a series of non-textbook adoption practices for the District. 2012-15: All students in grades five through 12 will have their own hand-held device for learning.

The ALAW (school) will accommodate up to 200 distance-learning students. The District's action plan has a dream of becoming a "paperless" school district by 2015. Our plan includes a significant decrease in paper copies from photocopying activities. We have installed a copy-monitoring program, through EO Johnson co., which draws attention to our copying practices. Our numbers of copies should decrease, significantly, through this practice. Our action plan also includes a complete over-hall of our District's electrical infrastructure, in 2012-13. The goal is to install keyless entry devices on building doors; security camera systems for buildings and buses. The District will install intercom systems for locked door entry; and additional, computer-based monitoring of heating, cooling, and electrical use in the District will be conducted. All fluorescent lights are being replaced with "green" bulbs, which use considerably-less electricity.

District Survey – surveyed 250 people and the survey results (400 people were called) 54% said they would support referendum. Ideas of how to use \$ = aging roofs (73%), improving tech infrastructure (71%), giving laptops out to students (expanding access – 36.4%-not as high). We recently met with Cisco representative and were directed to get the infrastructure in place before moving forward with new technology initiatives.

Ideas for referendum support: Replacing furnace/boilers, remodeling restrooms and bio and chemistry labs, improving security systems all positive; replacing buses (58%). Our District received a good rating (88% gave us a passing grade or more) through the survey. 70% of people felt that the school was fiscally responsible. Onsite visit from Taylor Education Solutions with a Kuno tablet with Curriculum Loft Cloud software (digital content management site). They demonstrated the software (Loft) using demo curriculum. Kuno offers a web-based control software so you completely manage content on the devices when giving them to students.

The rights are controlled by the facilitator (teacher). As a teacher –have full access to the Android market of apps. Documents can be downloaded so students can take home and work on them. They can also get the websites or YouTube videos only if they have a wireless option at home. The District thought that the Kuno was a good product, but wasn't a good fit for the District's technology acquisitions, over the next three years.

The Barron Area School District and *Mosaic Telecom* have entered into an equipment and installation contract for the 2012-13 school year, which includes the following components:

Phase I

Wireless Network Solution

Qty	Component Description	
40	Brocade AP 650 with NBD Support warranty	
31	Brocade ICX-6450-48P Switch	
2	Brocade ICX-6450-24P Switch	
8	Brocade ICX-6450 Premium License	
96	Brocade AP 6511 with NBD Support Warranty	
12	Brocade GBIC LX	
5	Brocade 10G BASE LR Modules	
3	Brocade RFS4000 AP Controller with NBD Support Warranty	
1	Brocade RFS6000 AP Controller with NBD Support Warranty and licensed for up to 136 AP's	
5	APC SUA2200XL UPS with Battery Pack	
3	APC SUA2200XL UPS	
2	APC SUA3000XL UPS with Battery Pack	
5	Chatsworth Horizontal wire management	
20	Chatsworth Horizontal wire management	
96	Brocade 2-Port Ethernet Module	
	Total Cost for Components: \$197,808.00	

Wiring for 650 Access Points

Wiring includes the following:

Qty	Description of Access Points work	
	Relay rack for Closet #2 at Barron High School	
1	48 Port CAT6 Patch Panel for Closet #2 at Barron High School	
1	Fiber patch panel in Closet #2 at Barron High School	
	Wire Management for Closet #2 at Barron High School	
40	CAT6 Plenum wire runs for <i>Brocade 650 Access Points</i>	
40	Network runs, using CAT6 Plenum wire	
	Labor and Materials needed to complete the wiring project	
	Total Cost for wiring project: \$12,895.00	

Virtual Server

Qty	Description of Components	Cost
3	Dell PowerEdge R710 w/64 GB RAM	17,000.00
1	Dell EqualLogic PS4100E storage array	13,300.00
1	PowerConnect 6248 Switch	2,200.00
1	VMware vSphere 5 Essentials Plus Kit for three hosts	6,200.00
	Installation: without conversions from physical to virtual {Physical to Virtual Conversion is based on number and size of actual servers that are needed to be migrated}	10,000.00
	Total for Virtual Server Solution: \$48,000.00	

Parts included in Trade-In

Qty	Description		
2	Cisco 3750G 24-port switches		
1	Cisco 3750 48-port switch		
14	Cisco 3548-XL switches		
2	Cisco 3524-XL switches		
1	Cisco 3550-XL switch		
4	HP 2610 48-port switches with SFP ports		
8	SonicPoint <i>n</i> Access Points		
24	SonicPoint <i>ni/ne</i> Access points		
		Trade-in for existing	-
	Network Equipment		\$10,000.00
		Total for Phase I with Trade-In	\$149,003.00

Phase II

Qty	Description		
7	Keyscan controller with Power Supply; and, CCTV system and software		
7	Keyscan Proximity Reader		
3	Keyscan 50-Pack HID Cards		
7	Pelco Mini Dome fixed camera		
21	Lenovo Thinkpad Tablet PROVANTAGE		
5	Chatsworth Vertical wire management		
20	Chatsworth Horizontal wire management		
	Labor and materials needed for installation		
		Total:	\$24,835.00
		Total Cost for Materials and Installation:	\$273,838.00

Curriculum Alignment 2012-2015

Introduction to hand-held devices for students in the classroom (laptop computers, netbooks, Nooks, iPods, Kindles, and Advanced Learning Academy of Wisconsin (ALAW) Virtual School (K-12). Textbook adoptions include 50% web-based educational resources (mathematics, language arts, science, and social studies are recently adopted). Build Your Own Curriculum (BYOC) adoption, four-year-old kindergarten -12th grade, for all curricula areas.

Through a web-based curriculum-development tool/program called Build Your Own Curriculum (BYOC), the District has trained its teaching and administrative staff, during the 2011-12 school year, through full-day teacher inservices), to transfer their existing learning goals and future learning benchmarks to the BYOC program. To follow the new Common Core State Standards (CCSS), the District has required all student learning outcomes to be tied directly to the CCSS, when appropriate. Individualized learning programs, directed through Response-to-Intervention (RtI), has led the District to develop individualized learning programs for each of its students.

Through a comprehensive RtI plan, the District has student achievement solutions that will include formative and summative assessment, coupled with periodic assessments to track student learning. Renaissance Learning's STAR assessments are conducted for each student in grades kindergarten through 12th grade, through a computer-based, on-line assessment tool. These assessments are administered no less than three-scheduled times during each school year. Assessment results are studied and analyzed by assessment teams, which apply the assessment data to learning outcomes. A computer-based program called Academy of Math/Reading is used as a Tier 1 and Tier 2 intervention for students.

Through the use of web-based programs, all students will be provided with annual and on-going orientation and education on proper use of internet-based resources. Cyber-bullying is also addressed in student orientations. All students and/or parents, as appropriate, sign a user agreement form that outlines proper user practices for communication devices. Web-based resources will be widely-used during the following three years of our technology plan. Resources, such as Khan Academy and Ideas will be used as educational resources.

Teachers will be able to experience real-time communication with students, through communication programs, such as Skype, with our distance learning students. The District has implemented a new charter school called The Advanced Learning Academy of Wisconsin (ALAW). We have enrolled 47 new students during the 2011-12 school year, whom are not physically attending any of our school buildings. These students are enrolled in courses that are provided by the District and other vendors in the U.S.A. Many of our students also receive courses through Wisconsin Virtual School, Brigham Young University, and the Florida Virtual School.

Tailoring learning modules, based on individual student learning styles, enhances the opportunities for students to learn in a manner that is most conducive to their personal learning needs. This differentiated instruction should lead to greater numbers of student completers. The District has purchased more than 200 iPads for its students and staff members, in addition to netbooks and new laptops. The plan is to provide each classroom teacher with an iPad, to be trained during the summer of 2012, on the use of iPads. Each school building will receive iPads and a storage/charging/syncing cart to contain and rotate the devices.

Each student in grades 11 and 12th grade will receive a laptop computer, to use during their daily routine at school. Elementary students will use iPads and netbooks, which the District has recently

received. Several teacher-training dates have been established for the 2012 summer, to provide teacher orientation and practice with the devices.

Vast web-based resources will be the focus of curriculum development. Teachers have been trained and will be trained on how to access and use web-sites, such as Khan Academy. Many of these workshops have been provided by CESA 11, which accommodate budgets and teacher release time, for learning. The District has purchased more than 200 iPads for its students and staff members, in addition to netbooks and new laptops.

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A record of these evaluations is on file for review. Elementary students will use iPads and netbooks, which the District has recently received. Several teacher-training dates have been established for the 2012 summer, to provide teacher orientation and practice with the devices. Fifty-five teachers have been provided with interactive whiteboard systems (MIMIO) for their classrooms. Several training events have been held for the teachers, to become effective in the use of these tools.

A. The District provides a coordinated, planned approach to technology hardware acquisitions, based on the need to provide appropriately integrated skills and the available resources. This was accomplished by developing a plan to replace old hardware and software, acquire appropriate software for teaching peripherals.

B. Technical support is provided to ensure that all hardware and the computer network are in good working order.

C. Each building is networked and network drops are provided in each room within the building.

D. The District's network is accessible from building-to-building, and from home computers for students and staff, through Parent Connect and the District's website (barron.k12.wi.us) and classroom/building web pages. Infinite Campus replaced Parent Connect and SASI components in 2009.

E. Students have access to the Internet and the Worldwide Web, through District-wide computer labs and the District's website. All students are required to read and sign an acceptable use policy, which was Board approved in 2004. In July 1, 2008, the District purchased the CIPA Filter product, to provide internet firewall protection for our District users. We continue to use AVG and Deep Freeze as filters, also.

- The District Will Integrate Computer Skills Into All Curricular Areas

A. Specific computer and information retrieval skills are being identified for each grade level/subject area, and through appropriately integrated activities. Students and designated staff will master the desired skills. The District media specialists identify the skills and are working with classroom teachers to coordinate integrated activities.

B. Software purchases are made, based on the skills identified as appropriate for each grade level/subject area. This process is centralized and coordinated by those familiar with District network operations. Special education programs purchase and use technology-based equipment. Funding for this equipment is provided mostly through special education flow-through funding (eSpEd.).

C. Students at all grade levels are effectively learning to use a word processing computer program. The District plan for basic subject area revisions is based on a five-year cycle. Each year, a basic subject area is reviewed and revised. When new textbooks and materials are purchased for new adoptions, the inclusion of technology in the series will be a critical component of an adoption approval. All subject areas will have up-to-date textbooks and materials that include technology as part of teaching and learning components. Since 2002, all subject areas have been revised, with new adoptions. All areas are correlated with the WMAS and are consistent throughout the schools, as appropriate.

The textbook company selected for the new science series is required to provide up-to-date technology applications, including peripheral software and access to extraneous learning materials. Our new mathematics curriculum was adopted in 2011. All new mathematics textbooks and printed materials included software and web-based access to peripheral materials, which extend and reinforce learning, while addressing multi-modal instruction. The same plan existed for a new social studies adoption and curriculum revision for K-12, beginning in the 2012-13 school year. None of the District's grade levels will adopt hard-cover textbooks for social studies. Web-based resources will assist with the development of curriculum for each grade level, using Build Your Own Curriculum (BYOC). During the 20012-2013, school year, all encore/elective subject areas will be reviewed and new adoptions will be purchased and implemented. Language Arts was reviewed during the 2009-2010 school year.

D. Students use technology to develop problem-solving skills, to access databases and other on-line research materials, to communicate with students, authors, scientists, and others using on-line services, to work individually and in cooperative groups to create multimedia presentations, and to enhance their learning through individualized instruction. A new, tier two assessment program has been implemented, to monitor student progress in mathematics and reading. The entire program is web-based and is a product of Renaissance Learning/Place. This program enhances our district curriculum mapping process in language arts/reading and other subject areas, including mathematics.

E. Teachers use technology to develop and present lessons to students, to customize lessons for individuals and small groups of students, and to help students conduct research.

F. Computer instruction is coordinated between the classroom, lab, and home, whenever possible.

G. The K-12 computer skills for each grade level/subject area are reviewed periodically and recommendations for improvement are implemented on an ongoing basis.

H. The Internet is used to deliver courses, when appropriate.

I. The District introduced the new Advanced Learning Academy of Wisconsin (ALAW), as a virtual school.

- Every Teacher, Administrator, and Support Staff Member Will Receive Computer Training Appropriate to Their Anticipated Level of Use.

A. Every teacher, administrator, and support staff member is being provided opportunities, through the staff development program, to develop the necessary skills to teach required skills and use specified programs for their grade level/subject area/work responsibilities. Our district set a goal to have each staff member to be proficient in all areas of a technology competency list, by September 2005. This has been accomplished. Since 2002, each new hire is given a technology skills test, as part of their interview process. All staff members hired since 2002 have passed the technology skills test with high ranking.

B. Information is provided to all staff members regarding technology-related classes or workshops available from staff development activities, area colleges, CESA's, and technical colleges.

- The Use of Technology will Enhance Individual and Collective Productivity

A. Teachers maintain student records, including assessment results, through the use of data bases, including Excel, Infinite Campus (2009) Intergrade, GradeQuick, AIMSweb, Renaissance Place, Academy of Reading, Academy of Mathematics, Parent Connect/Access, Mobile IP Conferencing Carts, School bus routes' software, and Rigby Reading's READS On-Line Assessment.

B. Administrators continue to provide staff development activities using multimedia presentations.

C. Teachers and administrators will communicate with other professionals, students, authors, scientists, and consultants using on-line services.

D. Technology is used to facilitate the planning processes, including student scheduling and staffing.

E. Teachers will continue to develop and submit weekly lesson plans and curriculum maps to principal, through electronic delivery.

F. Technology is used to facilitate the storage, maintenance, and retrieval of information. Our District recently (December 2011 and April 2012) acquired 200 Dell desktop computers, 250 Dell laptop computers, and 145 monitors, through a grant that was written by Lu Karl, the District's Director of Instruction. The District purchased 50 additional laptop computers, to accommodate our distance learning programs and the District's new Advanced Learning Academy of Wisconsin (ALAW) virtual school. The District purchased 150 Apple iPod Touches, to be used in the middle school. The District purchased 220 iPad2 handheld devices, to be used by teachers and students, beginning with the 2012 school year. Further, additional laptop computers were acquired for staff members, who use a computer while traveling to various buildings. Wireless access points are installed in each school office, to provide teacher access. Wordware Lunch Cashier software is used to track student lunch accounts.

G. The existing building security system will be replaced in 2012-13, due to outdated technology. Improvements were made in 2008.

H. The District has two Mobile IP Conferencing Carts, one cart in the middle school and one in the high school, which are stand-alone systems that require no additional Audio-Visual equipment, to facilitate conferencing between school districts and other resources. They serve as portable distance education classroom units. These mobile distance education conferencing carts are used at seven grade levels in the District.

APPENDIXES

STAFF INTRANET/INTERNET ACCESS CONSENT FORM

Updated: 9/22/2011

The staff user hereby acknowledges his/her understanding of a willingness to abide by the stated conditions and rules that govern the privilege of Intranet/Internet access through the facilities of the Barron Area School District (BASD). In addition, I understand that it is the intent of the District to make the Intranet/Internet available to further its educational goals. I will NOT download programs from the Internet, home, or use any unlicensed software. I will use only software that is purchased by the BASD. Subject to this limitation, I understand that any violation of the stated conditions and rules is subject to sanctions under the terms of this agreement, may also result in additional disciplinary action. Should I commit any violation, my access privileges may be revoked, disciplinary action may be taken, and/or appropriate legal action may be commenced.

E-MAIL Guidelines

1. All staff will have an e-mail address.
2. E-mail is the property of the BASD.
3. All Intranet/Internet rules must be followed: no obscene, vulgar, rude, threatening, or disrespectful language; no posting information that could cause damage, no personal attacks, no harassing another person, etc.
4. E-mail will be checked frequently; and unwanted messages will be deleted by the user.
5. Use of E-Mail for political purposes or personal gain is prohibited.

I have read the BASD guidelines and agree to follow them. I understand that if I violate the rules, I may face disciplinary action in accordance with the collective bargaining agreement. I hereby release the District, its personnel, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the District's system; including, by not limited to, claims that may arise from the unauthorized use of the system to purchase products or services.

STAFF INTERNET/E-MAIL GUIDELINES

Introduction

The Intranet/Internet is a means of connecting millions of computers all over the world. Through this medium, staff has access to a wide variety of resources. The BASD is providing access to the Intranet/Internet, at no cost to staff, as a means to support the curriculum and learning opportunities for all of our students and staff. The BASD has established the Intranet/Internet guidelines to ensure appropriate use of this resource.

Rationale

The reasons for using the Intranet/Internet as an instructional resource are: Access to global resources. Broaden research capabilities by using appropriate materials. Broaden problem solving and decision-making abilities. Gain employability skills that are needed for the 21st century.

Conditions and Rules for Use

The purpose of Intranet/Internet access is to facilitate communication, in support of research and education, by providing access to unique resources and to provide an opportunity for collaborative work. To become eligible, as a user and to retain such eligibility, use of the Intranet/Internet must be in support of and be consistent with the educational objectives of the BASD. Access to the Intranet/Internet is made possible through an appropriate provider, to be designated by the BASD at its sole discretion. Before any person shall be allowed to gain access to and use the Intranet/Internet, under the auspices of the BASD, it is imperative that a full understanding of all rules pertaining thereto be obtained. To this effect, then, the user acknowledges his/her receipt of, review of, understanding of, and agreement to the District's rules for use of the Intranet/Internet system, unless the attached agreement is implemented. Any violation of the rules shall subject the user to the most appropriate form of discipline under this agreement. Furthermore, the BASD reserves the right, from time-to-time, to amend these rules. In such events, copies of the same shall be distributed to each user.

User Expectations

All users shall be aware that the inappropriate use of electronic information resources could be a violation of local, state, and federal laws. Violations can lead to prosecution. *Unacceptable uses of the system may result in disciplinary actions.* When using the District's access to the Intranet/Internet, users are expected to abide by the guidelines that are established by the BASD, which include generally-accepted rules of network etiquette (netiquette). These rules include, by are not limited to, the following:

1. Acceptable Use

Responsible users may use the Intranet/Internet to conduct research projects and to send electronic messages (E-mail); will respect and uphold copyright laws and all other applicable laws or regulations; respect the rights and privacy of others, by not accessing private files; follow the directions that are given by the administration; and, will provide credit for anything obtained from the Intranet/Internet.

2. Unacceptable Use

Responsible users **shall not** use the Intranet/Internet for any illegal purpose; use impolite or abusive language; use the system for commercial use; use an account other than their own or misrepresent their identity; use the system to illegally transfer software, otherwise known as pirating; use the network in such a way that the network would be disrupted for others' use; violate the rules of common sense and etiquette; change any computer files that do not belong to the user; create and/or distribute a computer virus over the network; reveal or share personal addresses, confidential information, or telephone numbers of self, students, or staff; deliberately or willfully cause damage to computer equipment or assist others in doing the same; deliberately access materials that are inconsistent with the District's code of conduct or the District's mission/core values/educational goals, or show others how to do the same.

3. Privacy Not Guaranteed

Users are NOT to reveal their personal addresses or telephone numbers, or the addresses or telephone numbers of students or staff members. Electronic mail (e-mail) is not to be assumed to be private. Persons, who operate the system have access to all e-mail.

4. Monitoring

The Barron Area School District (BASD) reserves the right to review any material obtained by users from the Intranet/Internet; and, to make determinations on whether specific uses of the Intranet/Internet are appropriate.

5. Encountering Inappropriate Material

Even though BASD, by law, has a filter system, it is impossible for the District to control all materials to be found on the global Internet. Users may discover inappropriate material. Inappropriate material, for purposes of this agreement, and the intent that access to the Intranet/Internet shall be for the purpose of furthering the curriculum and learning opportunities for students and staff, shall include, but not limited to what is generally described as pornographic, prurient, or violent materials that lack educational merit or socially-redeeming value. In addition, users may have access to materials that are illegal, defamatory, inaccurate, or otherwise objectionable. The BASD firmly believes that the educational value of information and the interaction available on this worldwide network outweigh the risks that users may procure materials that are not consistent with the educational goals of the District.

6. Reliability

BASD makes no warranties of any kind for the service it is providing. BASD will not be responsible for any damages. This includes, but is not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by BASD's own negligence or errors/omissions. Use of any information obtained via BASD is at the user's own risk. Because of its inability to police the use of information on the Intranet/Internet, and/or prevent access to inappropriate materials, the BASD can assume no responsibility for either the accuracy or quality or acceptability of information obtained through its services.

BARRON AREA SCHOOL DISTRICT

Policy # Employee Use of Social Media Networks

I. PURPOSE

Barron Area School District recognizes the value of teacher inquiry, investigation, and innovation using new technology tools to enhance the learning experience. The District also recognizes its obligation to teach and ensure responsible and safe use of these technologies.

This policy addresses employees' use of publicly available social media networks including: personal Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media. The District takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of these mediums for personal use during District time or on District equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies.

II. GENERAL STATEMENT OF POLICY

The District recognizes the importance of online social media networks as a communication and e-learning tool. Toward that end, the District provides password-protected social media tools and District-approved technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee, and parental consent for student participation on social networks. The District may use these tools and other communication technologies in fulfilling its responsibility for effectively communicating with the general public.

However, employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies.

The line between professional and personal relationships is blurred within a social media context. When employees chose to join or engage with District students, families or fellow employees in a social media context that exists outside those approved by the District, they are advised to maintain their professionalism as District employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

III. DEFINITIONS

A. *Public social media networks* are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers and which do not fall within the District's electronic technologies network (e.g. MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, etc.).

B. *District approved password-protected social media tools* are those that fall within the District's electronic technologies network or which the District has approved for educational use. The District has

greater authority and responsibility to protect minors from inappropriate content and can limit public access within this limited public forum.

IV. REQUIREMENTS

A. As set forth in the District's Vision, all employees are expected to serve as positive ambassadors for our schools and to remember they are role models to students in this community. Because readers of social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules when referring to the District, its schools, students, programs, activities, employees, volunteers and communities on any social media networks:

1. An employee's use of any social media network and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies.
2. Employees must be respectful **and professional** in all **communications** (by word, image or other means). Employees shall not use **obscene, profane** or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying.
3. Employees should not use their District e-mail address for communications on public social media networks that have not been approved by the District.
4. Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the District. Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent's designee.
5. When authorized as a spokesperson for the District, employees must disclose their employment relationship with the District.
6. Employees may not disclose information on any social media network that is confidential or proprietary to the District, its **students, or employees or that is** protected by data privacy laws.
7. Employees may not use or post the District logo (defined as the Sailboat Logo or Minnetonka M) on any social media network without permission from the Superintendent, or designee.
8. Employees may not post images on any social media network of co-workers without the co-workers' consent.
9. Employees may not post images of students on any social media network without written parental consent, **except for** images of students taken in the public arena, such as **at** sporting events or fine arts public performances.
10. Employees may not post any nonpublic images of the District premises and property, including floor plans.

B. The District recognizes that student groups or members of the public may create social media representing students or groups within the District. When employees, including coaches/advisors, chose to join or engage with these social networking groups, they do so as an employee of the District. Employees have responsibility for maintaining appropriate employee-student relationships at all times and have responsibility for addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online. Employees shall annually disclose to the District **the existence of, and their** participation in, such networks.

C. Employees who participate in social media networks may decide to include information about their work with the District as part of their personal profile, as it would relate to a typical social conversation. This may include:

1. Work information included in a personal profile, to include District name, job title, and job duties.
2. Status updates regarding an employee's own job promotion.
3. Personal participation in District-sponsored events, including volunteer activities.
 - D. An employee who is responsible for a social media network posting that fails to comply with the rules and guidelines set forth in this policy may be subject to discipline, up to and including termination. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information, information that violates the privacy rights or other rights of a third party, or the content of anything posted on any social media network.
 - E. Anything posted on an employee's Web site or Web log or other Internet content for which the employee is responsible will be subject to all District policies, rules, regulations, and guidelines. The District is free to view and monitor an employee's Web site or Web log at any time without consent or previous approval. Where applicable, employees may be asked to disclose to the District the existence of and to provide the District with access to an employee's Web site or Web log or other personal social media network as part of an employment selection, promotion, or disciplinary process.

Cross Reference:

- Policy #427 Harassment and Violence
- Policy #428 Respectful Workplace
- Policy #515 Protection and Privacy of Pupil Records
- Policy #910 Media Relations
- Policy #524 Acceptable Use of Electronic Technologies
- Policy #525 Website and Intranet
- Policy # 542 Civility of Students

Legal Reference:

- Minnesota Administrative Rule 8700.7500 Code Of Ethics For Minnesota Teachers
- Children's Internet Protection Act

BARRON AREA SCHOOL DISTRICT Guidelines for Social Media Networks

These are the guidelines for social media in the Barron Area School District. If you're an employee contributing to blogs, wikis, social networks, virtual worlds, or any other kind of social media both on and off the District network—these guidelines are for you. We expect all who participate in social media to understand and follow these guidelines. Failure to do so could put you at risk. These guidelines will continually evolve as new technologies and social networking tools emerge—so check back once in awhile to make sure you're up to date.

It's your responsibility. What you write is ultimately your responsibility. If it seems inappropriate, use caution. If you're about to publish something that makes you even the slightest bit uncomfortable, don't shrug it off and hit 'send.' Take time to review these guidelines and try to figure out what's bothering you and fix it. If you're still unsure, you might want to discuss it with your supervisor. Ultimately, what you publish is your responsibility. What you publish is widely accessible and will be around for a long time, so consider the content carefully. Trademark, copyright, and fair use requirements must be respected.

Ensure the safety of students. When employees, especially coaches/advisors, choose to join or engage with these social networking groups, they do so as an employee of the District and have responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online. Employees shall annually disclose to their supervisor the existence and participation in such networks.

Be transparent. Your honesty—or dishonesty—will be quickly noticed in the social media environment. If you are posting about your work, use your real name and identify your employment relationship with the District. Be clear about your role; if you have a vested interest in something you are discussing, be the first to point it out. If you publish to a site outside the District's network, please use a disclaimer to state in clear terms that the views expressed are the employee's alone and that they do not necessarily reflect the views of the Minnetonka School District.

Protect confidential information. Be thoughtful about what you publish. You must make sure you do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting someone's picture in a social network (student photos require parental consent) or publishing a conversation that was meant to be private. It is acceptable to discuss general details about projects, lessons, or events and to use non-identifying pseudonyms for an individual (e.g., Teacher A) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Furthermore, public social networking sites are not the place to conduct school business with students or parents.

Respect your audience and your coworkers. Always express ideas and opinions in a respectful manner. Make sure your communications are in good taste. Do not denigrate or insult others, including other schools or competitors. Remember that our communities reflect a diverse set of customs, values and points of view. Be respectful. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Just by identifying yourself as a District employee, you are creating perceptions about your expertise

and about the District by community members, parents, students, and the general public; and you are creating perceptions about yourself with your colleagues and managers. If you chose to join or engage with District students and families in a social media context, do so in a professional manner, ever mindful that in the minds of students, families, colleagues and the public, you are a District employee. Be sure that all content associated with you is consistent with your work and with the District's beliefs and professional standards.

Are you adding value? There are millions of words out there. The best way to get yours read is to write things that people will value. Communication associated with our District should help fellow educators, parents, students, and co-workers. It should be thought-provoking and build a sense of community. If it helps people improve knowledge or skills, do their jobs, solve problems, or understand education better—then it's adding value.

Keep your cool. One of the aims of social media is to create dialogue, and people will not always agree on an issue. When confronted with a difference of opinion, stay cool. If you make an error, be up front about your mistake and correct it quickly. Express your points in a clear, logical way. Don't pick fights, and correct mistakes when needed. Sometimes, it's best to ignore a comment and not give it credibility by acknowledging it with a response.

Be careful with personal information. Make full use of privacy settings. Know how to disable anonymous postings and use moderating tools on your social media site(s). Astute criminals can piece together information you provide on different sites and then use it to impersonate you or someone you know, or even re-set your passwords.

Be a positive role model. The line between professional and personal relationships is blurred within a social media context. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

Don't forget your day job. You should make sure that your online activities do not interfere with your job. Remember that District technologies are provided for educational use. Use of social media for personal use during District time or on District equipment is prohibited.

Citing Sources: The published policies and guidelines of IBM, Intel and Kodak, provided the foundation for Barron Area School District Employee Guidelines for social media, which were adapted for an educational organization.

http://www.kodak.com/US/images/en/corp/aboutKodak/onlineToday/Social_Media_9_8.pdf

http://www.intel.com/sites/sitewide/en_us/social-media.htm

<http://www.ibm.com/blogs/zz/en/guidelines.html>

Cyber Law: Maximizing Safety and Minimizing Risk in Classrooms; A. Bissonette, J.D. Corwin Press, 2009.

Policy Number: 342.5

Title: Alternative Course Delivery (Virtual Classroom) Exhibit B

Adopted: 1.21.12

BASD Student /Parent Contract

Access to the technology utilized during a distance education or virtual classroom course imposes certain responsibilities and obligations. Appropriate use is ethical, honest, and legal. It demonstrates respect for physical and intellectual property, system security protocols, and individuals' rights to privacy as well as freedom from intimidation, harassment, and unwarranted annoyances.

The student and parent shall understand that:

1. Course resources should be used for authorized purposes only.
2. Use only legal versions of copyrighted software in compliance with licensing agreements.
3. Students are expected to protect the privacy of students and staff and not publish or distribute email addresses outside of the class members. This information is for class purposes only.
4. Inappropriate language or messages will not be tolerated. Keep in mind that anything done on the computer can be retrieved and printed at any time.
5. Students will follow rules, written and unwritten, pertaining to Internet etiquette and communicate respectfully to all people. Students will not attempt to bypass security protocols.
6. You are liable for any improper use of the Internet and/or email. If using the District Internet account, your email and Internet use will be tracked. Any improper use will result in the loss of use of District equipment and services.

Computer and Software Policy

1. The Barron Area School District may provide the virtual education student with a computer, if requested by the parent/guardian.
2. If you are experiencing technical problems first use the HELP options within your course. Then, ask your online teacher. After that, contact the LEG. If the problem is with the District's equipment, the LEG should be contacted. This person will contact the appropriate BASD support.
3. You may not install hardware or software into or onto District-provided equipment.

Damage or Abuse

Any abuse or intentional damage to Barron Area School District equipment or software will result in possible prosecution and termination of opportunities for use.

Accidental Damage or Infraction of Use

If something is not working on the District computer, report it immediately to the Local Education Guide (LEG)/Teacher or guidance counselor. If you receive any inappropriate information via e-mail or

from the Internet you must report this information to the LEG/Teacher and or guidance counselor, immediately, to maintain access to the equipment and Internet.

Academic Honor Policy

1. Exercise responsible, ethical behavior. Remember that Internet information ranges from being useful and scholarly to being incorrect and offensive.
2. Work submitted must represent a student's original ideas or cite all relevant sources if it is not completely original. If authenticity is in question, a student may be required to take a proctored test, defend a project or paper, or respond to oral questions on the phone, or in person.
3. No one other than the enrolled student can complete any portion of an assignment, activity, or exam.
4. No one other than the enrolled student can make revisions to an assignment, activity, or exam.
5. A student should not submit work completed by anyone else.
6. Students are to properly cite any information from online or other sources.

Course Progress Expectations

1. Students may be terminated for not keeping pace with assignments. Attendance in school is measured by submission of assignments and activities, communication with the teacher, discussion threads, and any other teacher-directed activities and interaction with distance education and online lessons.
2. If a student fails to be actively-involved in a course for consecutive days without cause and prior teacher communication, the student will be terminated as indicated in the policies and procedures.

I have read and understand the above and agree to abide by these expectations. Failure to do so may result in investigation and consequences up to and including being terminated from the distance education course.

Student _____ Date _____

Termination of Access

Progress on coursework is a necessity, to continue students' access to equipment and Internet service. If a student is terminated from a course, any borrowed equipment, software, or materials must be returned to the District, immediately, or prosecution will result.

I have read and understand the above and agree to abide to these expectations.

Student _____ Date _____

Parent _____ Date _____

Equipment Identification: _____

Serial numbers-Computer_____

Monitor (if separate)_____

Modem_____

Internet Account is the responsibility of the student.

I have read and understand the above distance education/virtual classroom course expectations. I agree to support the implementation of these guidelines.

Parent/Guardian _____ Date_____

Academic Integrity

Academic honesty is a cornerstone of education. It is expected that all schoolwork submitted for the purpose of meeting course requirements represents the original efforts of the individual student. This includes, but is not limited to: test taking, homework, class assignments, and the original creation of essays, compositions, term papers, and scientific research. All work submitted by a student should be a true reflection of that person's effort and ability. If such is not the case, then the student has demonstrated unacceptable academic behavior and is subject to disciplinary action. Administrators, faculty, students, and families are all important contributors to the upholding of academic integrity in the school learning community.

Plagiarism is defined as copying/stealing and recording as one's own the ideas or words of another, using someone else's created production without crediting the source, or by committing literary theft. Examples include the following:

- Submitting an assignment that is retrieved from an internet source as one's own
- Using another student's work, in whole or part, and handing it in as one's own work without citing the source.
- Using another person's idea, opinion, or theory without citing the source.
- Using any facts, statistics, graphs, drawings, pictures, sounds, or other pieces of information that one found from any source that is not common knowledge, without citing the source.
- Using quotations of another person's actual spoken or written work without citing the source.
- Paraphrasing (putting into one's own words) another person's unique ideas, spoken or written, without citing the source.

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted student papers and projects have increased. Many institutions of higher (post high school) education programs will penalize plagiarism through student expulsion. Therefore, in the interest of the student's future education, as well as BASD's part in the personal development of students, the following guidelines on plagiarism as outlined below:

Plagiarism will result in a "zero" (no credit) on the assigned paper or project.

Teachers will provide written documentation of the plagiarism and will use the following procedure:

1. Discussion with the student.
2. Referral to the school principal or assistant principal
3. Call to the parent by the principal or teacher
4. Principal's referral to co-curricular coaches/advisors and National Honor Society as applicable.

When plagiarism is found to have taken place, the student must still meet the minimum requirement(s) of the course by rewriting the assignment according to teacher specifications. The student's grade on the rewritten assignment will be no higher than "C." Failure to rewrite the assignment will result in an "F" for that assignment.

A second plagiarism offense will automatically result in an "F" for the course and make the student ineligible for membership into the National Honor Society.

My signature indicates that I have read and understand the above policy.

Student signature _____ Date _____

Parent/Guardian signature _____ Date _____

Policy 443.7

BARRON AREA SCHOOL DISTRICT RESPECT/ANTI-BULLYING POLICY

Respect is the cornerstone of our relationships with each other. We are committed to respecting the dignity and worth of each individual at Barron Area School District; and strive never to degrade or diminish any member of our school community by our conduct or attitudes. We benefit from each other. Our diversity makes us strong.

Mission Statement

The mission of Barron Area School District is to ensure all students reach their dreams while making a positive impact on the world.

Core Values

We believe that:

- People are responsible for their choices
- Respecting differences enriches life
- Meaningful accomplishments build confidence and motivation
- In each person there are gifts and the capacity to develop those gifts
- Society thrives when each person actively participates in its improvement
- Children are our most valuable resource
- Fun Matters
- Trust builds healthy relationships
- Strength lies in people working together for a common goal
- Learning throughout life is vital

Barron Area School District Response to Harassment

Harassment of students or staff undermines Barron Area School District's commitment to respect. Harassment is prohibited by state and federal law, as well as by school board policy (see below). Barron Area School District will not tolerate harassment of students or staff.

What is harassment? See reference chart on page two.

Wisconsin state law defines pupil harassment as any behavior. Toward pupils, based whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation; or physical, mental, or learning disability, which interferes with a pupil's performance or creates an intimidating, hostile, or offensive school environment (PI9.02(9) WI Admin.Code).

Policy 443.71

**Harassment of students and staff is prohibited
within the Barron Area School District**

Barron Area School District Respect Policy acknowledges that harassment may occur at any time, or place, which affects student's, and staff's emotional, physical, or mental well being.

The chart below provides examples of harassment:

<p><i>Harassment could be any of the following behaviors</i></p> <ul style="list-style-type: none"> • Name Calling • Making threats • Spreading rumors • Telling jokes • Making fun of someone • Gestures • Intimidation – Physical/Psychological • Hitting • Touching • Pranks or hazing • Vandalism or destruction of property • Unwanted pursuit of a relationship • Exclusion • Social Networking -Electronically/ Personally 	<p><i>directed toward an individual because of</i></p> <ul style="list-style-type: none"> • Gender • Race • Religion • National origin • Ancestry • Creed • Pregnancy • Marital Status • Parental Status • Sexual Orientation • Physical traits • Individual characteristics • Physical disability • Mental disability • Emotional disability • Learning disability • Random selection • Incident related • Social Economic Status • Health Condition 	<p><i>that creates a hostile environment</i></p> <p>The behavior interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.</p>
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Special note: The Barron Area School District Respect Policy views hazing as a form of harassment. Barron Area School District prohibits soliciting, encouraging, aiding, or engaging in hazing. "Hazing" means any intentional, knowing, or reckless act directed at a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team. Special note: The Barron Area School District Respect Policy views bullying as a form of harassment. Barron Area School District prohibits bullying behaviors. Bullying is a series of negative and/or violent repetitive actions between individual students or groups of students who are unequally matched either physically, verbally, or emotionally. Bullying may involve verbal, physical, and/or emotional behaviors.

Policy 443.71-Rule

How does a student report harassment?

The Barron Area School District takes the issue of respect for all students, and staff members very seriously. If an individual is the victim of harassment or prejudice, we want to respond immediately. We hope that all students will feel comfortable reporting problems to any teacher, or administrator; but we know that, in some situations, reporting harassment incidents can be difficult. Reports will be kept confidential.

A list of Barron Area School District staff members who have had special training in harassment can be found in the office of each school. Individuals who feel they have been harassed may discuss their concerns confidentially with any of these staff members.

A staff member receiving a complaint of harassment should provide a written report of the incident to the principal, using the "Barron Area School District Harassment Report" form. The report should include a specific statement of the behavior, including (if possible) time, date, and location. A copy of the report will be provided to the student/parent, reporting staff member and principal.

443.71-Rule

What corrective action might be taken

The principal or, someone assigned by the principal, will investigate complaints of harassment. The person who has been accused of the harassment will be notified and allowed to respond to the complaint. The Restorative Practices process will be utilized for cases which need to be resolved and restored. Documentation on Infinite Campus will occur by the time involved staff members are investigating the issue. Consequences for confirmed harassment will be based on the severity of the offense and will increase with repeated offenses. Consequences may range from a verbal warning, to detention/suspension or, in severe cases, suspension with recommendation for possible expulsion. Complaints of harassment may also be referred to the police. Reports will remain confidential. Confirmed acts of harassment by a student will be recorded in that student's behavior file. The record will include a description of the complaint and follow-up disciplinary action.

Corrective Action Plan

Restorative Practices

- Teen Court
- VOC (victim/offender conference)
- Circling

Discipline

- Demerits
- Detention (working lunch)
- Suspension
 - in school
 - out of school
- Expulsion

Parents are an important part of the Barron Area School District Respect Policy and may be contacted if necessary.

State and Federal Laws, and Board Policy Prohibiting Harassment

Wisconsin's Pupil Nondiscrimination Law (118.13, Wis. Stats) prohibits discrimination against students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, physical disability, mental disability, emotional disability, or learning disability. Federal laws prohibit discrimination against students because of race, color, national origin, disability, or sex. Harassment is a form of discrimination.

Policy Number: 342.1

Title: PROGRAMS FOR CHILDREN WITH DISABILITIES
Adopted: July 15, 1996
January 18, 1999

The Barron Area School District shall provide free appropriate public education for children between the ages of three and 21 who have disabilities. The Board may enter into agreements with other school districts and/or Cooperative Educational Service Agency #11 to provide programs for such students. A special education handbook shall be developed for use in the district which outlines specific policies and procedures relating to disabled students. Such handbook shall meet state and federal law requirements and be adopted by the Board.

LEGAL REF.: Chapter 115, Subchapter V Wisconsin Statutes Section 118.13
PI 11, Wisconsin Administrative Code
Section 504 of the Rehabilitation Act of 1973
Individuals with Disabilities Education Act
CROSS REF.: 441, Equal Educational Opportunities
Special Education Handbook

Inter-library Loan & Resource Sharing is outlined in our Follett Destiny on-line Resources

Policy Number: 361
Title: **SELECTION AND EVALUATION OF EDUCATIONAL MATERIALS**
Adopted: January 21, 1994
Revised: October 17, 1994
February 15, 1999

The Barron Area School District Board is legally responsible for all educational materials in the district. The Board delegates the responsibility for the selection of educational materials to the professionally trained personnel employed by the school district

The district library media centers provide students and teachers access to information in a variety of formats for instructional and leisure purposes. The centers must provide a wide range of materials on all levels of difficulty, with diverse appeal, representing different points of view. Specifically, objectives are to provide materials:

that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served; that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards; on opposing sides of controversial issues so that young citizens, under guidance and independently, may develop the practice of critical analysis; representative of the many religious, ethnic and cultural groups and their contributions to our American heritage. Basic course adopted materials for classroom use are chosen after thorough investigation by committees of certified professional personnel. Textbooks and supplementary materials are chosen to:

- ensure accurate and up-to-date content that includes new concepts, insights and facts at an appropriate reading level;
- provide for sequential growth from level to level;

· provide a fair representation of the many religious, ethnic and cultural groups, minority groups, and women and their contributions to our American heritage.

Any school district resident may raise objection to educational materials used in the district. The Board delegates the responsibility for review of questioned materials to a reconsideration committee made up of citizens and educators. The committee makes their decisions based upon careful study of the material in question. The committee's decision is final. However, the complainant may appeal the committee's decision to the Board. Thus, the Board delegates this particular responsibility to a representative group of citizens and staff, yet retains its legal status as the final authority in determining policy and making decisions at the local district level.

In instances where a resident of the school district, or parent/guardian of a student questions educational materials, but does not request their removal from general student use, the matter will be resolved with the principal, teacher and/or media personnel at the building level.

The district recognizes that parents may decide to have a work excluded from a student's personal reading, viewing or listening, unless specific material is part of a legal mandate. The district strongly encourages parents to take into account the wishes of a student when a decision is made regarding exclusion or substitution of educational material.

The Barron Area School District shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 115.28(31) Wisconsin Statutes

118.019

118.03

118.12

118.13

120.13(5)

121.02(1)(h)

P1 9.03(1), Wisconsin Administrative Code 41

CROSS REF.: 361-Rule, Guidelines for Selection and Evaluation of Educational Materials

361-Exhibit(l), Citizen's Request for Reconsideration of Library and Instructional Materials

361-Exhibit(2), Curriculum Committee Report on Textbook Adoption

411-Rule, Student Discrimination Complaint Procedures

Policy Number: 361-Rule

Title: **GUIDELINES FOR SELECTION AND EVALUATION OF EDUCATIONAL MATERIALS**

Adopted: January 21, 1994
Revised: October 17, 1994
February 15, 1999
March 15, 1999
April 15, 2000
August 19, 2002

“Educational materials” as used herein, means all materials used within the classrooms and all materials circulated from the library media centers for student use, such as basic textbooks, supplemental materials, library books, pamphlets, magazines, study prints, pictures, projector materials, maps and electronically recorded materials.

A. Criteria for Selection of Educational Materials and Acceptance of Gift Materials
Criteria for the selection of educational materials and the acceptance of gift materials shall include three (3) or more of the following:

1. Educational significance and readability.
2. Contribution the subject matter makes to the curriculum.
3. Favorable reviews found in standard selection sources (i.e. Wilson Library catalogues, Booklist, and School Library Journal and other reputable review sources).
4. Favorable recommendations based on preview and examination of materials by district professional personnel.
5. Reputation and significance of the author, producer and publisher.
6. Validity and appropriateness of the material.
7. Contribution the material makes to the balance of representative viewpoints on controversial issues.
8. High degree of potential user appeal.
9. High artistic quality and/or literary style.
10. Quality and variety of format.
11. Value commensurate with cost and/or need.
12. Universality.
13. Relevant to today’s world.

B. Textbook and Supplementary Materials Selection

A rotation schedule for curriculum review and the adoption of textbooks and/or basic instructional materials shall be prepared by the school administration and the Director of Instruction and kept on file as an exhibit to this policy. Recommendations of text materials will be made by the selection committee (as defined below) from each of the following levels; elementary, middle school, and high school. The Director of Instruction serves as chairperson of all text selection committees, and participates in the final approval of the selected materials. The Director of Instruction and/or the teacher using the materials will make the necessary contacts with publishers to obtain sample copies of appropriate texts/instructional materials and make them available to the selection committee. Criteria *for* selection will be set up in the form of guidelines or a checklist which identifies the desired features of the book to be finally selected. It is recommended that the selection committee inquire about the materials from three school districts of similar size that are presently utilizing the text. Selection of materials will be made by the selection committee through reading, listening, viewing, careful examination, and use of reputable, unbiased, professionally prepared selection aids and/or the selection checklist/guidelines used by the school district. All materials, whether purchased,

rented, etc., shall be previewed prior to use. Any questionable or controversial material shall be cleared with building principals.

Requests for basic textbook adoptions will be prepared by the Director of Instruction, with the advice of the elementary Principals. Consideration of a basic text change will come only after a determination of need.

PROCEDURE OF TEXTBOOK RESOURCE SELECTION:

If need has been established, the textbook adoption procedure will then be followed:

1. At each of the three school levels, (elementary, middle and high), a Textbook/Resource Selection Committee shall be formed consisting of at least 3 teachers related to area of adoption, principal, director of instruction, parent representation (parent organizations), and a Board Curriculum Committee member.
2. The designated selection committee will take responsibility in examining available textbooks or textbook series.
3. The selection committee will submit the textbook or series for a readability evaluation to the Reading Specialist and ESL Specialist. They will complete a written textbook evaluation which encompasses factors that affect readability which include format, vocabulary aids, visual aids, pre-reading, reading and post-reading study aids.
4. The Reading and ESL Specialist will discuss the evaluation with the selection committee teacher(s) and Director of Instruction.
5. The selected textbook may be piloted for a designated period of time.
6. At the conclusion of any piloting of textbooks/resources, a textbook /resource evaluation form will be completed by the appropriate teachers piloting the materials.
7. The selection committee will determine the appropriateness of the text considering:
 - the defined scope and sequence or benchmarks;
 - goals and expectations of the course as it relates to subject area mission;
 - district policy on instructional materials;
 - the readability evaluation of the text;
 - textbook copyright and projected new editions;
 - if piloted, teachers' written evaluations on the usage and success of the pilot.
8. A copy of the specific selection criteria used by the committee will also be forwarded to the Director of Instruction, together with requests for any materials, equipment or Inservice needed to assure successful implementation of the adoption and plan providing for the same. Recommendations for textbook and supplementary material adoptions will be made by the selection committee and filed with the Director of Instruction. The Director of Instruction will summarize the follow-up evaluation of the selected texts and the data will be shared with appropriate administrators and members of the Board Curriculum Committee.
9. Upon Board financial approval, the selected textbook will be ordered.

10. Necessary in-service will be arranged with the selection committee input by the Director of Instruction for implementation.

11. Upon receipt of materials, they will then be added to the standard textbook/resource materials list and the old materials will be removed from that list.

C. Student Library Authorization Form

Each district student will be required to have a Student Library Authorization form on file with the appropriate media specialist. The form will define the parent's position regarding library material access for his/her child, and the media specialist shall computerize that information so that students whose parents request limited access will be identified as such during the material checkout process.

D. Review of Materials Collection

1. Materials that have become obsolete or no longer fit the current curriculum are removed from the collection by the media specialist through the process of weeding. Efforts should be made by the media specialists to include teachers, where appropriate, in the weeding process.
2. Criteria for the selection of educational materials also apply in the weeding process.

E. Reconsideration Procedures

In instances where a resident of the school district or parent/guardian of a student of the school district questions instructional materials, but does not request their removal from general student use, the matter will be resolved with the principal, teacher, and/or media personnel at the building level. In instances where a resident of the school district or parent/guardian of a student of the school district questions instructional materials and requests their removal from general use, the following procedures apply:

1. A copy of the Selection and Evaluation of Educational Materials policy and procedures and a copy of the Citizen's Request for Reconsideration of Library and Instructional Materials form, which must be filled out in order to initiate or to review a reconsideration, are given to the complainant by the school administrators.

2. Upon receiving the completed Citizen's Request for Reconsideration of Library and Instructional Materials form from the complainant, the Director of Instruction will acknowledge the request, notify the Building Principal and media specialist, and will schedule a meeting of the reconsideration committee. The use of the material under reconsideration shall be not restricted until a decision is made by the committee.

3. The reconsideration committee is a standing committee whose term will run from September 1 through August 31. The standing committee may be asked by the Director of Instruction to continue unfinished business until resolved. The committee shall be appointed during the month of August prior to their term and shall be made up of the following:

- a. one (1) teacher, selected by the Northwest United Educators Association;
- b. one (1) principal, selected by the administrative team;
- c. one (1) media specialist, selected by the media specialists;
- d. the Director of Instruction;
- e. five District residents and/or parents/guardians of district students, selected by district Site Councils.

The chairperson will be selected from the committee membership by the membership. A quorum shall consist of five members present.

4. No committee member who is involved in a request for reconsideration may serve on the committee during the specific reconsideration procedure. In such a case, an alternate committee member shall be designated by the person or group making the original appointment.

5. The committee must examine the books and/or materials in question as well as review any supporting material provided by complainant and/or professional personnel.

6. The committee will meet with the complainant if he/she requests. The committee may, at its discretion, accept testimony from citizens and professional personnel.

7. The committee will conduct public meetings as needed.

8. After the request has been received and considered, the committee, by public vote of the majority of the members present, will decide on one of the following courses of action:

- a. designate the material under consideration to a higher building level (i.e. elementary to middle school or high school; middle school to high school); and/or
- b. designate it as "Limited Access"; and/or
- c. designate as "Reviewed by the Reconsideration Committee on (Date)."

9. The complainant will be notified of the committee's decision and the principal reasons for its action. A copy of the committee's report will be forwarded to the district administrator, who will communicate the report to the Board. A copy will be retained at the office of the Director of Instruction and by the media specialist in whose building the material is housed. To get information to parents regarding which books have been brought to the Reconsideration Committee, the titles of those materials will be listed annually on the back side of the *Student Library Authorization Form*, which is required to be completed for each student every year. In addition, titles of materials which are brought to the Committee during the school year will be sent to each Site Council with the request that they be listed in the next edition of the Site Council minutes, to be included in all parent newsletters and also in the Site Council minutes which are printed in the *Barron News Shield*.

10. Every reconsideration request form shall be acted upon by the committee, however, requests to reconsider materials which have been previously before the committee, must receive approval of a majority of the committee members present before the materials will again be reconsidered.

11. The decision of the Reconsideration Committee is final and binding.

Policy Number: 361-Exhibit (3)

Title: STUDENT LIBRARY AUTHORIZATION FORM

Adopted: March 21, 2002

Each student in the District is to have the following form on file with the appropriate media specialist before any materials are checked out of the library:

STUDENT LIBRARY AUTHORIZATION

For the _____-____ School Year

Student Name

Check One:

_____Elementary Building Level

_____Middle School Building Level

_____ High School Building Level

Check One:

_____ My child has my permission to have access to any material available in the school Media Center.

_____ My child does **not** have my permission to access materials that have been labeled as "**Limited Access**" by the Reconsideration Committee.

Parent signature

Policy Number: 361 – Exhibit (4)

Title: INTER-LIBRARY LOAN PROCESS

Adopted:

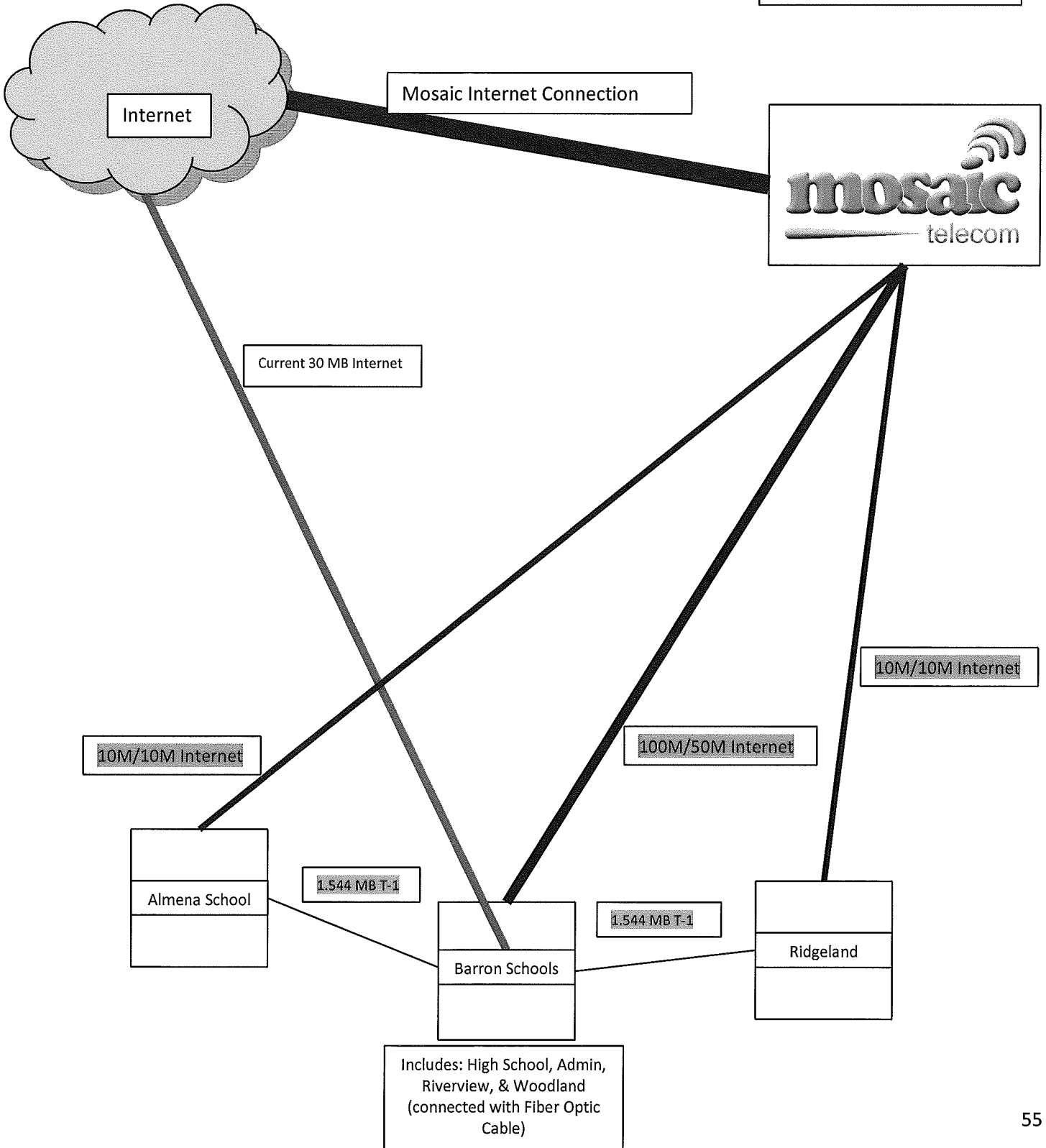
The Barron Area School District media centers all participate in resource sharing. Through the District's online database Follett Destiny, all libraries in the District are able to access all library holdings within the District and on-line. This greatly enhances the ability to share materials within the District.

All media centers in the District are also able to access the State database that lists the library holdings in the State of Wisconsin. Once a particular item is located on this database, it may be borrowed through the interlibrary loan process. The Barron Area School District holdings are also available through the WISCAT database and thus, the district library holdings may also be lent to other patrons.

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- **CIPA/Internet Safety and Acceptable Use Policy**
- **Copyright (including copyright of digital formats)**
- **Materials Selection & Materials Reconsideration**

Barron Schools WAN & Internet Connectivity updated:10.5.11

Proposed Internet Option



2012-2015 BASD TECHNOLOGY PLAN BUDGET

	Location	SCHOOL YEAR					
		2012-2013		2013-2014		2014-15	
		Amount	Projected Funding Source	Amount	Projected Funding Source	Amount	Projected Funding Source
Software							
Student Management Program	Goals	20000	Local	20000	Local	20000	Local
Instructional Software		75000	Local	75000	Local	75000	Local
Hardware, Facilities, & Networking							
Equipment Components, Backup Tapes, Adapters, Cables, Caching Appliances, Peripherals, UPS Backup Units, etc.	Action Plan Phases		See Goal Action Plan		See Goal Action Plan	3000	Local
Servers (School Funded)						3500	Local
Server						2000	Local
Network Switches, Routers						8000	Local
Network Switches, Routers (School Funded)						4000	Local
Computer Replacement			E-Rate		E-Rate	1000	E-Rate
						15000	Local
Total for all of the above	Goals	24903	Local	24835	Local		
Operation, Maintenance, Upgrade, Communications							
Computer Support Bulk hours	Goals	40000	Local	40000	Local	41000	Local
Maintenance and Support (Infinite Campus, Mosaic Telecom, etc.)		5070	Local	6000	Local	6180	Local
Internet Access		11448	E-Rate	11750	E-Rate	12102	E-Rate
Internet Access (School funded)		2862	Local	3100	Local	3193	Local
Telephone		4800	E-Rate	5100	E-Rate	5253	E-Rate
Telephone (school funded)		1200	Local	1350	Local	1390	Local
Professional Development							
Technician Training/Certification	Goals	1500	Local	1500	Local	1500	Local
Effective Use of Problem-Based Learning & Information Literacy	Vision for Learning	2000	Local	2000	Local	2000	Local
Effective use of Educational Technology		35000	Local	35000	Local	35000	Local
Human Resources in Support of Information & Technology							
Maintain Existing Information & Technology Positions	Goals	154525	Local	157616	Local	160768	Local
Other							
Library Media Resources	Goals	64015	Common School Fund	65295	Common School Fund	66601	Common School Fund
21 st Century Skills & Common Core Alignment	Curriculum Alignment						
Library Media Software & Online Resources	Goal 2	13450	Common School Fund	13719	Common School Fund	13993	Common School Fund
Assistive Technology Devices & Training							
Totals		\$633908		\$414751		\$431386	