



DIVISION OF SCHOOL IMPROVEMENT

**2008-2011 TECHNOLOGY PLANNING GUIDE
FOR MINNESOTA SCHOOL DISTRICTS,
CHARTER SCHOOLS, NONPUBLIC
SCHOOLS, AND PUBLIC LIBRARIES**

2008-2011 PLANNING CYCLE

January 2007

INTRODUCTION

To date, school reform efforts have not significantly addressed technology, although incorporation of technology significantly alters the learning environment. Current education literature points out that in the 21st century, reform movements cannot be fulfilled without technology.

The Minnesota Department of Education (MDE) believes that technology planning is both beneficial and necessary to ensure efficient use of state and local technology resources, effective technology integration, trained staff who successfully integrate technology with instruction and library practices, and appropriate tools to assist students in meeting academic requirements. A four-year technology plan is required for any school or public library that wishes to be eligible to receive federal E-rate telecommunications discounts or funding from the No Child Left Behind Title II Part D (Enhancing Education Through Technology), the Microsoft Cy Pres Program, Library Services and Technology Act (LSTA), and state-funded Regional Library Telecommunications Aid (RLTA) programs.

In order to assist school districts, nonpublic schools, and public libraries in meeting the requirements of the federal E-rate telecommunications discount program and other federal and state programs, and to help schools and public libraries formulate comprehensive technology plans, the Department of Education has established technology planning criteria and a corresponding approval process. While these criteria are established for the 2008-2011 planning cycle, any changes to legislation governing state and federal funding programs during this planning cycle may necessitate changes to the criteria.

Schools and public libraries with existing technology plans are not expected to recreate their entire planning process to reflect the criteria. We encourage using the *2008-2011 Technology Planning Guide* as a resource to ensure that school and public library technology plans are in alignment with federally regulated eligibility criteria for funding. Schools and public libraries should review their technology plans against the criteria outlined in this guide and make modifications as needed to ensure that a good faith effort has been made to address all nine criteria within the technology plan.

It is our sincere hope that schools and public libraries find technology planning to be a valuable activity that drives effective technology implementation at the local level. Producing a plan for submission to the Department of Education for approval should be a logical outcome of ongoing technology planning efforts that are taking place regardless of program requirements. Good technology plans are created based on defined goals and objectives for the school or public library organization with technology considered as part of the solution for effectively delivering education and library services.

While schools and public libraries are required to develop four-year technology plans and periodically evaluate progress on the plan in conjunction with achieving E-rate and other funding program eligibility, technology planning documents are considered to be “living” documents. The Department of Education strongly recommends that the local school district, charter school, nonpublic school, or public library periodically evaluate progress against the plan and make adjustments when needed so that the plan remains responsive to changes in the school or public library environment and new technology developments.

This technology planning process also provides schools and public libraries with the opportunity to provide information to the Department of Education relating to particular challenges they are experiencing in the implementation and use of technology. This information will help the Department of Education in terms of long-range, strategic planning at the statewide level to better address the needs of schools and public libraries.

FREQUENTLY ASKED QUESTIONS

What happens if my technology plan is not approved?

MDE staff will work with school districts, charter schools, nonpublic schools and public libraries to ensure each plan achieves approval status. You will be informed if there are components of your plan that are missing or do not meet what we consider to be a “good faith effort.” MDE staff will provide you with guidance on how to make appropriate changes to your plan so that it will be approved.

When does my technology plan have to be approved?

Technology plans need to be approved by the time E-rate telecommunications discount program applicants are filing their Form 486 upon receipt of an E-rate funding commitment, or July 1, 2007, whichever occurs first. You will receive a letter from MDE regarding approval of your technology plan when it has been reviewed.

Can I use a different format than the one specified in the technology planning guide?

Yes, as long as all criteria are clearly addressed and you provide a checklist outlining where in your plan you have addressed them. We do ask, however, that you follow the templates provided in the Technology Infrastructure, Management, Support and Budget sections because this will provide MDE with reasonably standard information for schools and libraries.

Does my plan have to answer all the guiding questions?

No. Your plan must demonstrate a good faith effort to address each of the nine planning criteria outlined in this guide. The guiding questions are provided to stimulate thought

and discussion for the technology planning committee and to aid interpretation of the criteria. They are not intended to serve as a “report” back to MDE, with the exception of the question template included in the Technology Infrastructure, Management, and Support section. Schools and public libraries may also have additional areas of concentration for their plan that are not addressed in this guide.

Does my plan need to be approved by my school board?

This is a local decision based on how business is usually done in your school district or school. MDE will require a school superintendent or school director signature on the technology plan to substantiate that it is an official submission by the school or district.

Does my plan need to be approved by my library board?

Yes. For public libraries, State Library Services does require approval because the system director is considered an employee of his/her library board.

Do cooperative education organizations need technology plans?

MDE recommends that any organization applying for E-rate develop a technology plan and submit it for approval. Cooperative organizations should consult with MDE staff regarding questions on how to address the criteria.

If our plan changes during the planning cycle, does it need to be reapproved?

Only if the changes are significant or include substantially different services. If you are not sure, contact the appropriate MDE staff and ask.

Is someone really going to read my technology plan?

Yes. All plans are reviewed for a “good faith effort” to address each criteria. The plan you submit also provides MDE with sound information relating to the status of technology for each school district, charter school, nonpublic school, and regional public library system.

QUESTIONS?

Questions relating to the Department of Education *2008-2011 Technology Planning Guide*, planning requirements, or other issues related to technology planning can be directed to:

For Schools: Mary Mehsikomer, Senior Technology Planner
Division of School Improvement
Minnesota Department of Education
Phone: (651) 582-8827 FAX: (651) 582-8517
E-mail: mary.mehsikomer@state.mn.us

Linda Woodstrom, Planner
Division of School Improvement
Minnesota Department of Education
Phone: (651) 582-8694 FAX: (651) 582-8517
E-mail: linda.woodstrom@state.mn.us

For Libraries: Nancy Walton, State Library Programs Specialist
State Library Services
Minnesota Department of Education
Phone: (651) 582-8881 FAX: (651) 582-8752
E-mail: nancy.walton@state.mn.us

2008-2011 TECHNOLOGY PLANNING GUIDE STRUCTURE

In developing the *2008-2011 Technology Planning Guide*, the Minnesota Department of Education has made every effort to address the critical requirements of the federal funding programs and their relationship to the planning criteria outlined in the guide. This is illustrated by providing a description of either the E-rate or No Child Left Behind (NCLB) requirement for technology planning within the planning criteria component with which it most closely relates. Each criteria is defined with a brief description, followed by some guiding questions to help schools and public libraries address key components inherent within the criteria, followed by a statement of the federal program requirements that relate to that criteria.

Schools and public libraries should not feel limited by the criteria or the guiding questions; these are merely intended to serve as guidance for basic planning activities that should be addressed.

The *2008-2011 Technology Planning Guide* is intended to serve school districts, charter schools, and nonpublic schools of various sizes and geographic regions as well as public libraries. The guiding questions in each section are directed to both schools and public libraries and are intended to assist planning appropriate to those organizations. The questions as worded are not intended as a requirement that schools and public libraries plan for technology implementation jointly. Each school district, school, or public library should consider the guiding questions in light of the mission and activities of its organization. In other words, schools are not expected to address guiding questions pertaining to public libraries or vice versa, unless there is a partnership in place for an activity that makes this an appropriate approach to addressing the criteria. In addition, schools and public libraries are not required to respond to each guiding question in their plan. These questions are formulated to aid in interpretation of the planning criteria and stimulate discussion for the technology planning committee.

Language used throughout the plan refers to school districts, schools, and public libraries. In the case of the use of the word "school," the connotation is intended to encompass individual nonpublic schools, charter schools, and school districts. In the

use of the words, “public library,” the connotation is meant to encompass individual public libraries or regional public library systems, whichever is appropriate to the organization completing the technology planning process.

A technology planning checklist and sign-off is also included. Schools and public libraries are asked to complete the checklist and submit it, along with the appropriate signature, with the four-year technology plan the school or public library is submitting for review and approval. The checklist serves as a “map” to the school or public library’s technology plan.

Lastly, there is a reference section included that provides some links to additional resources relating to needs assessments and other sections of the criteria to assist schools and public libraries in developing their technology plans. This section will be periodically updated in the online version of the *2008-2011 Technology Planning Guide* as new information sources are discovered.

Each technology plan will be reviewed for a good faith effort to address all nine criteria. If for any reason a technology plan is initially not approved based on the contents submitted, department staff will work with the school or public library to obtain additional information to ensure all the required components are addressed so that the plan can be approved.

TIMEFRAME FOR THE 2008-2011 TECHNOLOGY PLANNING CYCLE

The 2008-2011 technology planning cycle encompasses four state fiscal years and four E-rate program years. The intent is that in the third year of the planning cycle, school districts, charter schools, nonpublic schools, and public libraries will begin evaluating their plans and developing the plan for the next three to four years. A table illustrating the included time periods for the 2008-2011 planning cycle is as follows:

FISCAL YEAR (FY)	E-RATE FUNDING YEAR (FY)
FY2008 (July 1, 2007 – June 30, 2008)	FY2007 (July 1, 2007 – June 30, 2008)
FY2009 (July 1, 2008 – June 30, 2009)	FY2008 (July 1, 2008 – June 30, 2009)
FY2010 (July 1, 2009 – June 30, 2010)	FY2009 (July 1, 2009 – June 30, 2010)
FY2011 (July 1, 2010 – June 30, 2011)	FY2010 (July 1, 2010 – June 30, 2011)

Plans that are approved will be approved effective for July 1, 2007 – June 30, 2011.

TECHNOLOGY PLAN PROCESS AND SUBMISSION REQUIREMENTS

Please review all the following requirements carefully because the submission process varies slightly for school districts, charter schools, and nonpublic schools and public libraries, and some requirements apply to all.

SPECIFICALLY FOR SCHOOL DISTRICTS, CHARTER SCHOOLS, AND NONPUBLIC SCHOOLS:

- 1. Due date for school districts, charter schools, and nonpublic schools. Plans are due from school districts, charter schools, and nonpublic schools between March 1, 2007, and April 1, 2007.** Please bear in mind that the Department of Education usually receives about 500 school district and individual school technology plans to review; therefore, the later a plan is submitted the later it will be reviewed. Plans need to be reviewed and approved by the time a school or school district receives a funding commitment for E-rates or by July 1, 2007. **Since technology plans need to be in place and approved for telecommunications services under E-rates that commence on July 1, 2007, please make sure your technology plan is submitted no later than April 1, 2007.**
2. Please submit your technology plan on a CD in either Word or PDF format. Do not send paper copies. If this is a hardship for you, please contact Mary Mehsikomer at (651) 582-8827 to make an alternative arrangement. Please do not FAX or e-mail plans unless directed.
3. Technology plans for school districts, charter schools, or nonpublic schools should be submitted to:

Mary Mehsikomer, Senior Technology Planner
Division of School Improvement
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

SPECIFICALLY FOR PUBLIC LIBRARIES:

- 1. Due date for public libraries.** Plans are due from public libraries by April 13, 2007. Please submit the public library technology plan on CD in either a Word or PDF format, accompanied by one paper copy.
2. Technology plans for public libraries should be submitted to:

Nancy Walton, State Library Programs Specialist
State Library Services
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

FOR BOTH SCHOOLS AND PUBLIC LIBRARIES:

1. The technology plan submitted for review and approval **MUST** encompass the planning period **July 1, 2007 – June 30, 2011**.
2. Please include a copy of the technology planning checklist, with the appropriate signature(s), with each copy of the technology plan. Indicate on the checklist on which pages of the plan each criteria section is addressed.
3. Plans will be reviewed to assess whether a good faith effort has been made to address ALL of the planning criteria. Basic “must haves” include:
 - Evidence of a needs assessment of what technology infrastructure and training will be needed for delivering education and public library services.
 - Clear goals and objectives for using telecommunications and information technology to improve delivery of education or public library services.
 - Evidence of an evaluation strategy.
 - Evidence of a budget for technology, including telecommunications and Internet access services supported by the federal E-rate telecommunications discount program.
 - Evidence of ongoing plans for providing staff development relating to integration of technology with curriculum or delivery of library services.
 - Evidence of compliance with the Children’s’ Internet Protection Act (CIPA) for any school or public library that wishes to be eligible for E-rates, E2T2, LSTA, or RLTA funds.
4. The Schools & Libraries Division (the neutral administrative organization that operates the E-rate telecommunications discount program on behalf of the Federal Communications Commission) has emphasized that technology plans need to reflect telecommunications services requested on the Form 470 by school and public library applicants. Please make sure your technology plan clearly reflects those elements that you have requested in your application this year or are going to be requesting over the next four years of E-rate application.
5. School districts, charter schools, nonpublic schools, and public libraries should also describe within their technology plan the telecommunications or technology services they are receiving through a cooperative organization such as a service cooperative or telecommunications access network.

6. Please complete the technology plan submission page and checklist that follow on the next few pages and submit those documents with your technology plan.



**2008-2011 TECHNOLOGY PLANNING CHECKLIST FOR
SCHOOL DISTRICTS, CHARTER SCHOOLS, NONPUBLIC
SCHOOLS AND PUBLIC LIBRARIES**

Please complete the contact information on this page and the checklist on the following pages and include them with your technology plan.

Name of School District, School or Public Library System or Public Library:

School District Number (if applicable):

Contact Person Name:

Contact Person Mailing Address:

Contact Person Phone Number:

Contact Person E-mail:

URL for this Technology Plan (if applicable):

Please complete the following checklist by indicating on which page each of the criteria is addressed.

Criteria applying only to schools or school districts are indicated with "schools" in parentheses next to the criteria statement. Criteria applying only to public libraries are indicated with the word "libraries" in parentheses next to the criteria statement. Criteria applicable to both are indicated with "schools and libraries" in parentheses.

CHECKLIST

CRITERIA	PAGE(S) WHERE CRITERIA IS ADDRESSED
<p>I. Planning and Needs Assessment (schools and libraries)</p> <p>Organization Leadership and Technology Planning Committee</p> <p>Demographics of School District, School, Regional Public Library System, or Public Library</p> <p>Needs Assessment Method and Results</p>	
<p>II. Vision, Goals, Objectives, and Strategies for Technology</p> <p>Technology Integration with Curriculum and Instruction (schools)</p> <p>Delivery of Services (libraries)</p> <p>Increase/Improve Technology Access (schools and libraries)</p> <p>Administration (schools and libraries)</p> <p>Professional Development (schools and libraries)</p> <p>Assessment (schools)</p> <p>Online/Distance Learning (schools)</p> <p>Parental Involvement (schools)</p>	
<p>III. Policies and Procedures</p> <p>Equitable Access for Students with Exceptional Needs (schools)</p> <p>Equitable Access for Library Customers with Exceptional Needs (libraries)</p> <p>Data and Network Security (schools and libraries)</p> <p>Internet Safety and CIPA Compliance (schools and libraries)</p>	
<p>IV. Technology Infrastructure, Management, and Support (use template provided by MDE).</p> <p>Telecommunications Capacity (schools and libraries)</p>	

CRITERIA	PAGE(S) WHERE CRITERIA IS ADDRESSED
Equipment Access for Instruction (schools) Assistive Technology (schools and libraries) Equipment Access for Delivery of Public Library Services (libraries) Average Age of Equipment for Instruction or Public Library Services (schools and libraries) Handhelds, Tablet PCs, Interactive Whiteboards and other devices (schools and libraries) Replacement Schedule (schools and libraries) Technology Platform (schools and libraries) Technology Staff Support (schools and libraries)	
V. Role of School Media Center (schools)	
VI. Staff Development and Training (schools and libraries)	
VII. Budget for Technology (schools and libraries)	
VIII. Implementation Plan (schools and libraries)	
IX. Evaluation Plan (schools and libraries) Summary of Results of Evaluation of Previous Three-Year Plan Evaluation Strategy for 2008-2011 Technology Plan	

OFFICIAL SUBMISSION CERTIFICATION

This 2008-2011 Technology Plan is the official submission of the

(name of school, school district, regional public library system, or public library).

Signature of Superintendent, School Administrator, or Regional Public Library System Administrator and System Governing Board Chair, or Public Library Director

DATE

2008-2011 TECHNOLOGY PLANNING CRITERIA FOR SCHOOL DISTRICTS, SCHOOLS AND PUBLIC LIBRARIES

CRITERIA I: PLANNING AND NEEDS ASSESSMENT

- **Organization Leadership and Technology Planning Committee**

The purpose of this section is to identify the decision-making organization of the school or public library entity. This includes identification of the school or public library sponsor or technology advocate such as a school district superintendent, school principal, technology coordinator, or library administrator and how technology decisions are typically made. Another recommended component in technology planning is the engagement of stakeholders through a technology planning committee that is actively engaged in technology planning and implementation strategy. MDE recommends that schools include the following people on their Technology Planning Committee:

- Administrators
- Curriculum Directors
- Teachers
- Special Education Teachers
- Technology Coordinators
- Assessment Coordinators
- Assistive Technology Coordinators
- Technology Integrationists
- School Library Media Staff
- Parents
- Students

For public libraries, MDE recommends the following representation on the Technology Planning Committee:

- Administrators
- Public library staff
- Public library customers
- Trustees
- Library Friends
- Elected Officials

GUIDING QUESTIONS FOR SCHOOLS AND PUBLIC LIBRARIES:

- a. Who are the individuals that make technology decisions or serve as the technology “champions” for the school district, school, public library system, or public library?
 - b. Do you have a Technology Planning Committee? If so, do representatives include administrators, parents, teachers, including special education teachers, students, public library trustees, public library friends, elected officials, or public library staff? How often does the committee meet? If your organization does not have a Technology Planning Committee, what other structure is in place for technology planning and implementation?
- **Demographics of School District, School, Regional Public Library System, or Public Library**

Please provide some information relating to the size of the school district, school, or public library service area and identify demographic factors that may influence the direction of the technology plan. This will also help technology plan reviewers have a better sense of your organization and the scope of your plan.

GUIDING QUESTIONS FOR SCHOOLS

- a. What is the enrollment size of your school district or school?
- b. Where are you located?
- c. Are there specific challenges in terms of education services that you face because of your location or size?
- d. Have there been significant changes in the demographics of your school population within the last three years? If so, describe these changes.
- e. Are there specific challenges in terms of education services that you face because of the changes in the demographics of your school population?
- f. Have you planned for the need for accessible technologies for individuals with unique needs?

GUIDING QUESTIONS FOR PUBLIC LIBRARIES

- a. What is the service area size of your public library system or regional public library?
- b. Where are you located?
- c. Are there specific challenges in terms of library service delivery that you face because of your location or size?
- d. Have there been significant changes in the demographics of your regional public library customers within the last three years? If so, describe these changes.

- e. Have you planned for the need for accessible technologies for individuals with unique needs?
- f. Are there specific challenges in terms of library service delivery that you face because of any changes in the demographics of your regional public library system or public library customer populations?

- **Needs Assessment**

Conducting a needs assessment involves identifying the technology needs of the organization and its stakeholders. For a start, progress towards satisfying needs identified in the previous technology plan should be evaluated. There are many forms of needs assessments. School districts and public libraries should choose a method that meets local needs, whether it is a survey process involving students and staff or public library customers and staff, or a more formalized process. In this section, please discuss the method of needs assessment used and summarize some of the key results that are influencing your planning decisions.

GUIDING QUESTIONS FOR SCHOOLS AND PUBLIC LIBRARIES:

- a. What type of needs assessment did you conduct to develop this technology plan?
- b. What were some of the critical components of your needs assessment?
- c. What were some of the key results of your needs assessment?
- d. Who participated in the needs assessment?
- e. When was the needs assessment conducted?

FEDERAL REQUIREMENTS

E-Rate Requirement 3: The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

CRITERIA II: VISION, GOALS, OBJECTIVES AND STRATEGIES FOR TECHNOLOGY

The vision, goals, objectives, and strategies for technology to improve delivery of education programs or public library services are the cornerstone of the technology plan and should be based on the results of the needs assessment. It is recommended that schools and public libraries establish realistic goals that reflect expected resource levels and service objectives for the next four years. This may include new programs or services to be delivered through technology, improvements in existing programs, and new trends in using technology for delivery of education or public library services that are impacting your organization.

The Department of Education sees the following topic areas as the core foundations for use of technology in education and public libraries based on what we know of school and public library practices and federal requirements. Technology plans should address goals, objectives, and strategies in these areas. Schools and public libraries may have additional areas of focus that may be added.

1. Technology Integration with Curriculum and Instruction (schools)
2. Delivery of Services (public libraries)
3. Increase/Improve Technology Access (schools and libraries)
4. Administration (schools and libraries)
5. Professional Development (schools and libraries)
6. Assessment (schools)
7. Online/Distance Learning (schools)
8. Parental Involvement (schools)

Please note that since the previous technology planning cycle, MDE has been moving towards computer-based testing for some of its state assessments. Schools need to be aware of this priority for the state and consider what planning is needed at the local level to meet testing requirements. (For more information on specific equipment requirements for computer-based testing, please see the Resource section of this guide.)

GUIDING QUESTIONS FOR SCHOOLS

- a. School districts and individual schools often have vision and mission statements regarding the general educational mission of the organization. How does your vision for technology support your overarching vision and mission for students and teachers in the school?
- b. What is the vision for technology in your school district or school? Does this include technology that includes universal design features and assistive and accessible technology?
- c. What are your specific goals, objectives and strategies for technology within the categories outlined above based on the results of your needs assessment?
- d. Are you using technology applications to meet the Minnesota Academic Standards? What are your basic strategies for doing this?
- e. Has your school adopted or are you planning to adopt technology literacy standards for students at the local level? Are these locally designed standards or are they based on state or nationally-developed standards such as those produced by the

Minnesota Educational Media Organization (MEMO) or International Society for Technology in Education (ISTE)?

- f. Does your school or school district plan to provide students and staff with access to courses delivered online or through distance learning technology such as interactive television (ITV)? What groups of students and teachers will be served by these programs? Have you considered access for students with unique needs including students with disabilities?
- g. What educational gap, need, or problem is being addressed by using online or distance learning technology?
- h. Does your school or school district plan to provide curricular materials in online or digital formats? What groups of students and teachers are provided access to these resources? Have you considered access for students with unique needs, including students with disabilities?
- i. Are you planning to implement an innovative initiative with a group or groups of students, staff, or the public such as a one-to-one laptop, classroom interactive whiteboard or handheld initiative?
- j. Do your teachers and administrators use tools for data-driven decision-making? Which ones?
- k. Are you using any computerized or online assessments? Which ones?
- l. What impact will the state's plans to conduct certain types of tests via computer have on your technology plan?
- m. Do you currently use technology to communicate with or involve parents with the education of their children? How do you do this? Have you considered access for parents with unique needs, including parents with disabilities?
- n. What other strategies are you considering in these areas?
- o. What are your goals for ensuring that staff in the school have the training necessary to effectively use the technology infrastructure that will be put into place?

GUIDING QUESTIONS FOR PUBLIC LIBRARIES

- a. Public libraries often have vision and mission statements regarding the general mission of the organization. How does your vision for technology support your overarching vision and mission for staff and customers in your libraries?
- b. What is the vision for technology in your regional public library system or public library?
- c. What are your specific goals, objectives and strategies for technology within the appropriate categories outlined above based on the results of your needs assessment?
- d. Does your regional public library system or public library plan to provide staff or customers with access to courses delivered on-line or through a distance learning technology such as interactive television (ITV)? What groups of staff and customers will be served by these programs?
- e. What gap, need, or problem is addressed by using online or distance learning technology?

- f. Does your regional public library system or public library plan to provide materials in online or digital formats? What groups of staff and customers will be provided with access to these resources?
- g. Do your regional public library system or public library administrators use tools for data-driven decision-making? Which ones?
- h. Do you currently use technology to communicate with public library customers? How do you do this?
- i. What are your goals and strategies for ensuring that staff in the public library have access to the training they need to effectively use the technology that will be put in place?
- j. What other strategies are you considering in these areas?

FEDERAL REQUIREMENTS

E-Rates Requirement 1: The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

No Child Left Behind Requirement: Description of strategies for integrating technology with instruction and aligning with state standards to improve student achievement and increase technology literacy.

No Child Left Behind Requirement: Description of strategies schools are taking to ensure that all students and teachers have increased access to technology.

No Child Left Behind Requirement: All students will be technologically literate by the end of eighth grade.

No Child Left Behind Requirement: Description of strategies for encouraging the development and use of innovative strategies for delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

No Child Left Behind Requirement: Description of how the school or school district will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.

CRITERIA III: POLICIES AND PROCEDURES

The Minnesota Department of Education strongly recommends that at a minimum, schools and public libraries develop technology policies relating to equitable access for students or public library customers with exceptional needs and data and network security. An Internet Safety/Acceptable Use Policy is required for any organization that wishes to receive federal funding for Internet access through the E-rate program,

Enhancing Education Through Technology (E2T2) Program, and Library Services and Technology Act Program (LSTA). Please attach these policies to your plan, or summarize the policy contents in your plan, or else indicate in your plan a valid URL where these policies may be accessed.

1. Equitable Access for Students or Library Customers with Exceptional Needs (strongly recommended).
2. Data and Network Security (strongly recommended and required in some cases).
3. Internet Safety and Children’s Internet Protection Act Compliance (CIPA).

CIPA requires a school or public library to have an Internet Safety Policy that protects minors from pornography or content that could harm them. CIPA compliance is required for E-rates, Title II Part D of No Child Left Behind, and the Library Services and Technology Act (LSTA) programs. Under CIPA, the Internet Safety Policy must also contain a “technology protection measure” that prohibits access to graphic images considered pornographic or harmful to minors.

In addition, social networking sites such as MySpace and FaceBook present challenges to schools and libraries in that they can impact student or public library customer safety and privacy if not used with discretion. Schools and public libraries need to consider the advantages and disadvantages of allowing access to these types of tools using the school or public library network and equipment. See the Resources section of this guide for additional information on Internet safety and related policy issues.

In addressing policies and procedures for technology, please include copies of your policies if you wish. Copies of policies and procedures are very helpful to both MDE and to other schools and libraries because they can be used as samples/best practices to assist other schools and libraries in addressing these issues. It is also acceptable to note if the policies are posted on a website where they are readily accessible and include the URL. **At a minimum, please make sure to show evidence that the Internet Safety Policy and “technology protection measure” based on CIPA guidelines exist by either attaching a copy, providing a URL, or outlining the contents in narrative. Your plan cannot be approved without satisfactory demonstration of compliance with CIPA requirements.**

GUIDING QUESTIONS FOR SCHOOLS AND LIBRARIES

- a. Do you have policies or procedures in place for the recommended areas of concern? If so, what are some of their key components?
- b. If you do not have these policies in place, do you have plans to develop them? When will they be developed?
- c. How are school staff, parents, students, and public library customers kept updated on these policies?
- d. Have you conducted a security audit of your network? How do you secure your network and safeguard the privacy of data?

- e. Have you done business continuation or disaster recovery planning for your organization?
- f. What type of assistive technology or reasonable accommodations process do you have in place for providing access to students or public library customers with exceptional needs?
- g. If your agency has a website, has it been checked for Americans with Disabilities Act (ADA) compliance?
- h. Do you have an Internet Safety Policy that contains a “technology protection measure” to protect minors from accessing pornographic images or other activities harmful to minors?” Has this policy been discussed during at least one public hearing?

FEDERAL REQUIREMENTS

E-rate, No Child Left Behind, and LSTA Requirements: School districts, charter schools, and nonpublic schools who wish to be eligible for funding from the E-rate, NCLB Title II D, and LSTA programs to support Internet access and/or computers and other equipment used to access the Internet, must be in compliance with the Children’s Internet Protection Act. For E-rate, schools must be in full compliance by the second year of successful E-rate application.

E-Rate for Public Libraries. Public libraries who wish to be eligible for funding from the federal E-rate program to support Internet access and/or computers and other equipment used to access the Internet, must be in full compliance with the Children’s Internet Protection Act by the second year of successful E-rate application.

LSTA for Public Libraries. Public libraries who wish to be eligible for funding from the federal LSTA program to support Internet access and/or computers and other equipment used to access the Internet, must be in full compliance with the Children’s Internet Protection Act to receive LSTA funds.

CRITERIA IV: TECHNOLOGY INFRASTRUCTURE, MANAGEMENT, AND SUPPORT

This section is designed to stimulate planning for the physical technology infrastructure required for the school or public library to deliver education or public library services. This includes elements of hardware, software, telecommunications services, and staff needed to support the technology infrastructure. The key elements of technology infrastructure are outlined below. Your school or public library may have additional items that need to be included in your technology plan based on local initiatives. Please remember that the school or public library technology plan needs to be reflective of services that are requested on the Form 470 used in the E-rate application process.

Please use the following question template to incorporate planning information for technology infrastructure, management, and support in the plan. Use of this template

will assist MDE in identifying information in your plan that will guide decision-making in terms of technology resources schools currently have in place. Areas to be addressed in your plan include:

- Telecommunications Capacity.
- Equipment Access for Instruction, Including Assistive Technologies.
- Equipment Access for Delivery of Public Library Services, Including Assistive Technologies.
- Average Age of Equipment.
- Replacement Schedule.
- Network and Data Security.
- Technology Platform.
- Level of Technology Staff Support.

**TECHNOLOGY INFRASTRUCTURE, MANAGEMENT AND SUPPORT QUESTIONS
FOR SCHOOL DISTRICTS, CHARTER SCHOOLS AND NONPUBLIC SCHOOLS**

Please describe plans for technology implementation based on responses to the following questions. Think about these questions in terms of a planning context. For example, where are you now in terms of telecommunications/Internet connectivity and where do you need or want to be at the end of the planning cycle? The table can be expanded as needed to provide complete information.

QUESTION	RESPONSE
What is your telecommunications/Internet connectivity capacity in your school district or school for Internet access and video connectivity?	
Do you have plans to expand this capacity within the next three to four years?	
If you plan to expand telecommunications capacity, what will be your anticipated capacity by the end of this planning period (July 1, 2011)?	
What is your student to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?	
What is your teacher to Internet-connected computer ratio? What will this ratio be at the end of the planning cycle?	
Are the majority of the computers accessible for students located within labs or classrooms?	
What is the average age of computer equipment used for instruction?	
What is timeline for your computer equipment replacement cycle?	
What is your computer platform? PC-based, MacIntosh-based or both?	
How many technology support	

QUESTION	RESPONSE
staff do you have to manage your technology infrastructure and network?	
Is the technology support staff sufficient to effectively manage your technology infrastructure and network? If not, what staff capacity do you think you need?	
Is assistive technology for students with special needs provided and supported in your school district or school?	
Are technology support staff provided with the necessary training they need, including training associated with assistive technology?	
How and when are technology support staff provided with training?	
What particular challenges does your school district or school face in providing sufficient access and technology resources to your staff and students?	

TECHNOLOGY INFRASTRUCTURE, MANAGEMENT AND SUPPORT QUESTIONS FOR PUBLIC LIBRARIES

Please describe plans for technology implementation based on responses to the following questions. Think about these questions in terms of a planning context. For example, where are you now in terms of telecommunications/Internet connectivity and where do you need or want to be at the end of the planning cycle? The table can be expanded as needed to provide complete information.

QUESTION	RESPONSE
What is your telecommunications/Internet connectivity capacity in your regional public library system or public library for Internet access and video connectivity?	
Do you have plans to expand this capacity within the next three to four years?	
If you plan to expand telecommunications capacity, what will be your anticipated capacity by the end of this planning period (July 1, 2011)?	
What is your capacity to provide Internet-accessible computers to public library customers? What will this capacity be at the end of the planning cycle?	
What is your capacity to provide Internet-accessible computers for staff? What will this capacity be at the end of the planning cycle?	
What is the average age of computer equipment used for information resource access in your regional public library system or public library?	
What is schedule/timeline for your computer equipment replacement cycle?	
What is your computer platform? PC-based, Macintosh-based or both?	

QUESTION	RESPONSE
How many technology support staff do you have to manage your technology infrastructure and network?	
Is the technology support staff sufficient to the task of effectively managing your technology infrastructure and network? If not, what staff capacity do you think you need?	
Is assistive technology for customers with special needs provided and supported in your public library?	
Are technology support staff provided with the necessary training they need, including training associated with assistive technology?	
How and when are technology support staff provided with training?	
What particular challenges does your regional public library system or public library face in providing sufficient access and technology resources to your customers and staff?	

FEDERAL REQUIREMENTS

E-Rate Requirement 3: The plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or public library services.

No Child Left Behind Requirement: Description of technology type and costs of technology, including provisions for interoperability of components.

CRITERIA V: ROLE OF SCHOOL LIBRARY MEDIA CENTER AND SCHOOL LIBRARY MEDIA CENTER STAFF

School library media centers play a critical role in contributing to improvements in student achievement. Budget cuts enacted by school boards that impact school library

media centers are reducing the capacity of school media centers to serve effectively in this important role. Studies show that the impact of cuts in funding and staff in our state's school library media centers may well be evidenced in measurements of student achievement.

School library media center staff teach students the research process, technology skills, and how to be discerning users of information. This role grows increasingly important with the overwhelming wealth of information sources available through the commercial Internet and through subscription-based online resources and catalogs of materials.

In addition, current practices in many school districts indicate that the school library media center and its staff also play a key role in technology support and integration of technology with curriculum within the school. The No Child Left Behind Act (NCLB) emphasizes the use of scientifically based research practices for education. Media center staff can be excellent resources to help teachers in locating and implementing curriculum and instructional models that meet the definition of instructional practices based in scientific research.

The Department of Education strongly encourages schools to involve school library media center staff in the technology planning process. There are many appropriate, technology-related ways to support students and teachers with school library media services.

GUIDING QUESTIONS FOR SCHOOLS:

- a. Do the schools in your school district have school library media centers?
- b. Have the school media center/library staff been engaged in the development of the technology plan for the school or school district?
- c. What role do the school media centers/libraries play in supporting instruction?
- d. Do the school media centers/libraries assist teachers in using technology applications or integrating technology with instruction? How?
- e. Have your schools adopted any form of information literacy or technology standards for teachers and students? If so, describe the basics of these standards.
- f. Have you made budget cuts in your school media center/library within the past three to four years? What forms did these cuts take – personnel, materials and resources, unlicensed personnel filling the position of school media specialist, etc.?
- g. Does your school district partner with other school districts, regional public library systems, public libraries, or other types of libraries to deliver library and media support for teachers and students in your schools?
- h. Does your school district access the Electronic Library of Minnesota (ELM) or other online information resources?

FEDERAL REQUIREMENTS

No Child Left Behind Requirement: Promotion of curricula and teaching strategies that integrate technology based on review of relevant research and leading to improvements in student academic achievement.

No Child Left Behind Requirement: Description of how the school district or school utilizes technology to collaborate with adult literacy providers (where appropriate).

CRITERIA VI: STAFF DEVELOPMENT AND TRAINING

The technology plan must include strategies for providing ongoing professional development for teachers and administrators in the integration of technology with curriculum and school management, and for public library staff in the use of technology for delivery of public library services and access to information.

GUIDING QUESTIONS FOR SCHOOLS:

- a. What staff development activities are planned to provide training to teachers and administrators in the use of technology for delivery of instruction and/or school district/school administration? When and how are teachers and administrators trained on applications for instruction and administration, including assistive technology?
- b. Have you adopted technology skills standards at the local level for teachers, students, and administrators? Are these standards developed based on any nationally based standards such as the International Society for Technology in Education (ISTE), the Minnesota Educational Media Organization (MEMO) Standards for Information Literacy, or other models? How are staff prepared to incorporate these standards with instructional practice?
- c. Do you have information and technology literacy requirements for your teachers and administrative staff?
- d. Are school staff sufficiently trained to integrate technology with instruction? How are staff assessed on the effectiveness of training?
- e. Are school administrators sufficiently trained in the use of technology as an administrative tool? How are administrators assessed on their training?
- f. Are there particular challenges your school district or school is experiencing in providing sufficient professional development activities for your staff? If so, what are they?

GUIDING QUESTIONS FOR PUBLIC LIBRARIES:

- a. What staff development activities are planned to provide training to public library administrators and public library staff in the delivery of public library services?
- b. Are public library staff sufficiently trained to use the technology to deliver library services? How are staff assessed on the effectiveness of training?
- c. Are public library administrators sufficiently trained in the use of technology as an administrative tool? How are administrators assessed on their training?
- d. Are there particular challenges your public libraries are experiencing in providing sufficient professional development activities for staff? If so, what are they?

FEDERAL REQUIREMENTS

E-Rate Requirement 2: The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.

No Child Left Behind Requirement: Description of how the school or school district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

CRITERIA VII: BUDGET FOR TECHNOLOGY

This section is designed for the school or public library to show evidence that a budget is planned and will exist for the course of the technology plan. Evidence of sufficient budget to support technology at the school or library is required by the federal E-rate telecommunication discount program. To the extent possible, identify existing and potential technology funding sources, and create a budget summary of projected expenditures for technology over the next four years. Include estimates for expenditures on items such as hardware, instruments and equipment, software, consulting contracts, telecommunications services, staff, training for technical staff and staff development opportunities for teachers, administrators and public library staff, supplies, and facilities.

We realize it is difficult to budget long-term for technology when school districts and libraries are subject to variations in funding based on legislative action and other factors. Please estimate as best as you can with the information you have available. Remember to also address the following key components in the budget narrative:

- Evidence of adequate budget to support infrastructure and services that provide the school or library with the capacity to effectively use telecommunications and Internet access services supported through the federal E-rate telecommunications discount program.
- The types of services to be supported through the federal E-rate telecommunications discount program.
- Existing and potential funding sources.
- Particular funding challenges your school or public library faces in providing adequate technology resources.

Please use the following template in developing your proposed technology budget for 2008-2011. Uniform Financial Accounting and Reporting Standards (UFARS) Object Codes are provided for your convenience to assist in the process. You may expand table categories if needed. On a separate page, outline

any budget details such as funding sources, funding issues, or other factors that will impact your technology budget over the next few years.

BUDGET TEMPLATE FOR SCHOOL DISTRICTS, CHARTER SCHOOLS, AND NONPUBLIC SCHOOLS

UFARS OBJECT CODE	CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
100	Salaries and Wages for Technology Staff					
200	Fringe Benefits for Technology Staff					
300	Purchased Technology Services					
	Consultant Services					
	Communications (telephone, Internet access)					
	Computer and System Services					
	Technology Staff Development					
	Technology Workshops and Conferences					
	Technology Leases and Rentals					
	Purchased Technology Services (i.e., maintenance)					
400	Supplies and Materials (computer software, etc. both					

UFARS OBJECT CODE	CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
	instructional and non-instructional)					
500	Capital Expenditures (technology equipment)					
800	Other Expenditures (list)					
TOTALS						

BUDGET TEMPLATE FOR PUBLIC LIBRARIES

CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
Salaries and Wages for Technology Staff					
Fringe Benefits for Technology Staff					
Purchased Technology Services					
Consultant Services					
Communications (telephone, Internet access)					
Computer and System Services					
Technology Staff Development					
Technology Workshops and Conferences					
Technology Leases and Rentals					
Purchased Technology Services (i.e. maintenance)					
Supplies and Materials (computer software, etc. both instructional and non-instructional)					

CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
Capital Expenditures (technology equipment)					
Other Expenditures (list)					

FEDERAL REQUIREMENTS

E-Rate Requirement 4: The plan must provide for a sufficient budget to acquire and support the non-E-rate discounted elements of the plan; the hardware, software, professional development, and other services that will be needed to implement the strategy.

CRITERIA VIII: IMPLEMENTATION PLAN

The implementation plan should include basic schedules and timelines, budget commitments, equipment to be purchased, communications strategies associated with the technology plan, action steps for tasks to be completed, periodic evaluation of progress with implementation of the plan, milestones to be reached, staff assignments, and time estimates for tasks. For example, action steps might include selecting computer hardware, software, and telecommunications/Internet services, installing and maintaining equipment, hiring and training staff, providing end-user training, etc. The timeline that should be reflected in the implementation plan is July 1, 2007 – June 30, 2011.

GUIDING QUESTIONS FOR SCHOOLS AND LIBRARIES:

- a. What is the basic implementation plan for the strategies outlined in the technology plan? What action steps does the organization need to follow to achieve the goals of the plan?
- b. What is the timeline for implementation?
- c. Does the technology plan covers the period from July 1, 2007 - June 30, 2011?

FEDERAL REQUIREMENTS

No Child Left Behind Requirement: Description of how the school or school district will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for integration.

CRITERIA IX: EVALUATION PLAN

Technology plans submitted for eligibility for the federal E-rate telecommunication discount program must incorporate an evaluation strategy for the plan. Evaluation and outcome measurement are an integral part of technology planning and are essential to successful implementation of the technology plan. Progress should be measured at least annually. This section of the technology plan should include the following:

1. Results of Evaluation of Previous Plan (2004-2007). Please provide a minimum one-page summary of the process used for evaluating the previous plan and results of evaluation of previous plan.

2. Evaluation Plan for 2008-2011 Technology Plan.

One way of approaching an evaluation plan is to identify the key components for evaluation based on the following template developed by Gwen Willems, Evaluation Specialist, School Improvement Division, Minnesota Department of Education:

Evaluation Plan

Evaluation Questions	Information Needed	Information Source	Proposed Methods/Analysis	Staffing	Time Line

GUIDING QUESTIONS FOR SCHOOLS AND LIBRARIES:

- a. What measures of performance have you incorporated into your plan to determine whether your technology implementation and investments have been effective in achieving your identified technology plan objectives?
- b. How often will you evaluate progress on your technology plan?
- c. What types of data will you collect to measure progress?
- d. Who will do the evaluation?
- e. Who will be responsible for documenting the evaluation process?

f. What are the results of the evaluation of your 2004-2007 technology plan?

FEDERAL REQUIREMENTS

E-Rate Requirement 5: The plan must include an evaluation process that enables the school or public library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

No Child Left Behind Requirements: Description of the process and accountability measures that the school or school district will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula, increasing the ability of teachers to teach, and enabling students to achieve challenging state academic standards requirements.

TECHNOLOGY PLANNING RESOURCES

GENERAL

Minnesota Department of Education – 2008-2011 Technology Planning Guide for School Districts, Charter Schools, Nonpublic Schools, and Public Libraries
<http://education.state.mn.us>

Minnesota Department of Education Technology Planning Workshop Presentation 2006
<http://www.mnscsc.org/socrates/techplan/techplan.html>

Schools & Libraries Division (SLD) – E-Rates
<http://www.universalservice.org/sl>

Resources for Guiding Questions for Technology Planning – NCRTEC
<http://www.netc.org/cdrom/guide/html/ggres.htm>

Resources for Planning, Implementing, and Integrating Instructional Technology - SEIRTEC
<http://www.seirtec.org/P2P.html>

National School Boards Association (NSBA) Technology Planning Guidance
http://www.nsba.org/site/page_micro.asp?TRACKID=&CID=244&DID=5670

21st Century Skills Partnership
<http://www.21stcenturyskills.org/>

CRITERIA

I. Planning & Needs Assessment

Organization Leadership & Technology Planning Committee

The Teacher Education and Technology Planning Guide
<http://www.learningpt.org/pdfs/tech/guide.pdf>

Demographics of School District/Public Library System/Public Library

Minnesota State Department of Education
<http://education.state.mn.us>
Go to “Data” and “Data Downloads” for school data.
Go to State Library Services links for public library information.

State Demographic Center
<http://www.demography.state.mn.us/estimates.html>

National Center for Education Statistics (NCES)
<http://www.nces.ed.gov>

Needs Assessment

Consortium for School Networking (CoSN) – CoSN/Gartner TCO Tool [Total Cost of Ownership] and Case Studies
http://classroomtco.cosn.org/gartner_intro.html

North Central Regional Educational Laboratory (NCREL) – enGauge - Helps districts and schools plan and evaluate the system wide use of educational technology
<http://www.ncrel.org/engage/>

TIES – enGauge, Metiri, and other tools
http://www.informns.k12.mn.us/Technology_Planning.html

Taking a Good Look at Instructional Technology (TAGLIT)
<http://www.taglit.org/>

CEO Forum Star Chart
<http://www.ceoforum.org/>

II. Vision, Objectives and Strategies for Technology

21st Century Skills Partnership
<http://www.21stcenturyskills.org/>

The International Society for Technology in Education (ISTE) - Educational Technology Standards and Performance Indicators for All Teachers
http://cnets.iste.org/teachers/t_stands.html

ISTE/NETS Profiles for Students
<http://cnets.iste.org/students/>

ISTE/NETS Standards for Administrators
<http://cnets.iste.org/administrators/>

Minnesota Educational Media Organization (MEMO) Information and Technology Literacy Standards
<http://www.memoweb.org>

Minnesota Department of Education – Online Learning
http://education.state.mn.us/MDE/Academic_Excellence/School_Choice/Public_School_Choice/Online_Learning/index.html

North American Council for Online Learning (NACOL)
<http://www.nacol.org/>

Arrowhead Technology Literacy Association of Schools (ATLAS) (funded by MDE E2T2 Grant)
<http://atlas.arcc.org/>

TIES – Learning Loops (funded by MDE E2T2 Grant)
<http://www.informns.k12.mn.us/>

CMERDC Data Driven Decision Making Project (funded by MDE E2T2 Grant)
<http://www.erd.c.k12.mn.us/newseven/newse2t2/index.php>

Minnesota Department of Education Division of Research and Assessment
http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Online_Initiative/index.html

III. Policies and Procedures

Equitable Access for Students and Library Customers with Exceptional Needs

WebXACT: a free online service for testing single pages of web content for quality, accessibility, and privacy issues.

<http://webxact.watchfire.com/>

CAST: Resource on Universal Access for Technology Tools

<http://www.cast.org/>

Closing the Gap: Computer Technology in Special Education and Rehabilitation

<http://www.closingthegap.org/>

LDOonline: Resource for Students with Learning Disabilities

<http://www.ldonline.org>

National Center to Improve Practice in Special Education through Technology, Media & Materials – effective use of technology to enhance outcomes for students with sensory, cognitive, physical, and social/emotional disabilities.
<http://www2.edc.org/NCIP/>

Rehabilitation Engineering Society of North America (RESNA) – Technical Assistance Project
<http://www.resna.org/taproject/index.html>

U.S. Department of Justice, Civil Rights Division, Disability Rights Section – Accessibility of State and Local Government Websites to People with Disabilities
<http://www.ada.gov/websites2.htm>

COSN's Accessible Technologies for All Students Initiative
<http://www.accessibletech4all.org>

Data and Network Security

Computing & Networking Services – Disaster Recovery Planning
http://www.utoronto.ca/security/documentation/business_continuity/dis_rec_plan.htm

Minnesota Office of Enterprise Technology - Security Standards for Portable Computing Devices
<http://www.oet.state.mn.us>

Consortium for School Networking (CoSN) – Cyber Security for the Digital District
<http://www.securedistrict.org>

Murdoch University, Office of Technology Services - Disaster Recovery – Standards and Guidelines for School-Based Systems
<http://www.its2.murdoch.edu.au/security/sg-DSOU.html>

National Forum on Education Statistics, U.S. Department of Education – Forum Guide to the Privacy of Student Information: A Resource for Schools.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006805>

State and Federal Laws on Governing Access to Student Records – Minnesota Association of School Business Officials (MASBO)
<http://www.mnasbo.org/helpfulresources/>

Internet Safety and Children's Internet Protection Act (CIPA) Compliance

American Library Association Web Site on the Children's Internet Protection Act – Total Cost of Ownership [of Filtering] Worksheets

<http://www.ala.org/ala/washoff/WOissues/civilliberties/cipaweb/adviceresources/tools.htm>

Web Aware – Cyber Bullying

<http://www.bewebaware.ca/english/CyberBullying.aspx>

National Youth Violence Prevention Center

<http://www.safeyouth.org/scripts/topics/bullying.asp>

Netsmartz – Keeping Kids and Teens Safe on the Internet

<http://www.netsmartz.org/netteens.htm>

An Educator’s Guide to Cyberbullying and Cyberthreats

<http://cyberbully.org/docs/cbcteducator.pdf>

MySpace.com – School Administrators’ Guide – National School Boards Association

http://www.nsba.org/site/page_micro_nestedcats.asp?TRACKID=&CID=63&DID=195

Virginia Department of Education Guidelines and Resources for Internet Safety in Schools

<http://www.pen.k12.va.us/VDOE/Technology/OET/internet-safety-guidelines.shtml>

Children’s Internet Protection Act (CIPA) Fact Sheet – Minnesota Department of Education

http://education.state.mn.us/MDE/Learning_Support/Library_Services_and_School_Technology/Grants_and_Aid/Library_Services_and_Technology_Act/Childrens_Internet_Protection_Act/index.html

Universal Service Administrative Company, Schools & Libraries Division (SLD) – See “Reference Area” under “Children’s Internet Protection Act”

<http://www.universalservice.org/sl>

Minnesota School Boards Association Policy Service (fee-based)

<http://www.mnmsba.org/Public/displaycontent.cfm?ScreenID=596>

IV. Technology Infrastructure, Management, and Support

Consortium for School Networking (CoSN) – CoSN/Gartner Total Cost of Ownership (TCO) Tool and Case Studies

http://classroomtco.cosn.org/gartner_intro.html

Minnesota Department of Education Division of Research and Assessment –
Technology Requirements for Online/Computer-Based Testing
http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Online_Initiative/index.html

Minnesota Office of Enterprise Technology (OET) Information Technologies
Standards and Resource Management Program (IT Purchasing)
<http://www.state.mn.us/portal/mn/jsp/home.do?agency=ISRM>

V. Role of School Media Center/Library and Public Library System or Public Library

Check It Out: The Results of the School Library Media Program Census (2004)
<http://www.metronet.lib.mn.us/survey2004/index.cfm>

Minnesota Educational Media Organization – Standards for Effective School
Library Media Programs
<http://www.memoweb.org>

School Library Media Center Impact Studies – Library Research Service
<http://www.lrs.org/impact.asp>

Electronic Library of Minnesota (ELM)
<http://www.elm4you.org>

Minnesota Library Information Network - MNLINK
<http://www.mnlink.org>

VI. Staff Development and Training

National Staff Development Council -- Standards for Staff Development
<http://www.nsd.org/>

Ten Steps to Effective Technology Staff Development – *Edutopia* – George
Lucas Education Foundation
http://www.edutopia.org/php/article.php?id=Art_490&key=238

VII. Budget for Technology

American Library Association Web Site on the Children's Internet Protection Act
– Total Cost of Ownership (of Internet filtering) Worksheets
<http://www.ala.org/ala/washoff/WOissues/civilliberties/cipaweb/adviceresources/tools.htm>

Consortium for School Networking (CoSN) – CoSN/Gartner Total Cost of Ownership (TCO) Tool and Case Studies

http://classroomtco.cosn.org/gartner_intro.html

Minnesota Association of School Business Officials (MASBO) – Helpful Resources

<http://www.mnasbo.org/helpfulresources/>

Minnesota Department of Education UFARS Manual

http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Financial_Management/UFARS/index.html

Minnesota Computers for Schools

<http://www.mncfs.org/>

Minnesota Office of Enterprise Technology (OET) Information Technologies Standards and Resource Management Program (IT Purchasing)

<http://www.state.mn.us/portal/mn/jsp/home.do?agency=ISRM>

VIII. Implementation Plan

Anoka-Hennepin ISD 11 – Decision Framework for Technology – 2004-2007

http://www.anoka.k12.mn.us/education/components/docmgr/default.php?sectiondetailid=86299&sc_id=1167250833

IX. Evaluation Plan

National Survey of Student Engagement (survey models and other services)

<http://nsse.iub.edu/index.cfm>

Bloomington Public Schools – 2004-2007 Technology Plan

http://www.bloomington.k12.mn.us/departments/technology/tech_plan.html

“How Well is It Working?” – J. Branzburg, *Technology and Learning*, Volume 21 (7)

http://www.techlearning.com/db_area/archives/TL/200102/assess.php

STATUTORY REFERENCES

Regional Library Telecommunications Aid (RLTA) - *Minnesota Statutes*, Section 134:355.

Internet Access for Students – *Minnesota Statutes*, Section 125B.15.

Internet Access for Libraries – *Minnesota Statutes*, Section 134.50.

Minnesota Data Practices Act – *Minnesota Statutes*, Chapter 13.