



## **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:  
TrekNorth Junior & Senior High School

School District Number (if applicable): #4106

Contact Person Name: Jennifer Laitala

Contact Person Mailing Address: 2518 Hannah Ave NW Bemidji, MN 56601

Contact Person Phone Number: 218-444-1888

Contact Person E-mail: Jennifer@treknorth.org

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**

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CRITERIA	PAGE(S) WHERE CRITERIA IS ADDRESSED
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# TrekNorth Junior & Senior High School Technology Plan 2008-2011

2518 Hannah Ave. NW  
Bemidji, MN 56601  
218-444-1888

## Overview

TrekNorth Junior & Senior High School is a 7-12 (TrekNorth added grades 7 & 8 at the beginning of the 2006-2007 school year) learning community set in the natural environment of Northwestern Minnesota. Its location and proximity to various outdoor learning experiences and several Native American communities allows it to offer its students a unique educational experience that takes advantage of this setting.

The vision of TrekNorth High School is to prepare young people to make a positive difference in their local and global community. Our organizational and community values are to engage, to grow and to contribute with integrity.

The mission of TrekNorth is to deliver a curriculum that will create literate, well-rounded, compassionate and involved world citizens by combining challenging academics with experiential learning. Specifically, TrekNorth emphasizes strong academics, service learning and outdoor travel and education.

Our organizational and community values are to produce graduates who are engaged; growth oriented and prepared to make positive contributions to the larger community. To achieve these ends, TrekNorth pursues an institutional vision to deliver a curriculum that will create literate, well-rounded, compassionate and involved citizens by combining college preparatory academics with experiential and service learning.

To support the mission and vision of TrekNorth, we offer a wide range of Advanced Placement (AP) courses and have provided our staff with the training necessary to successfully work with students who have not previously seen themselves as collegiate candidates.

Community service and transparent technology are used to support the values studied in the classroom, and as a way to make the students into a community of learners who recognize their responsibility to become stewards of their local community and gain workforce skills to thrive in the 21<sup>st</sup> century.

## **Planning and Needs Assessment**

### Organization Leadership and Technology Planning Committee

TrekNorth's technology planning committee is currently made up of the school's Director, the Technology Coordinator and the Technology/Math teacher. The committee meets often meet weekly or on an as-needed basis and reports to the Board of Directors through the school's Director. Technology integration is often discussed in staff meetings and workshops.

**Demographics of School District, School, Regional Public Library System, or Public Library**

TrekNorth added grades 7 and 8 at the start of the 2006-2007 school year. TrekNorth Junior & Senior High School is a 7-12 learning community set in the natural environment of Northwestern Minnesota. Its location and proximity to various outdoor learning experiences and several Native American communities allows it to offer its students a unique educational experience that takes advantage of this setting. TrekNorth will provide students with a learning opportunity they could obtain nowhere else.

Grade level	Total in Grade m/f	American Indian m/f	Asian m/f	Hispanic m/f	African American m/f	Caucasian m/f
7	16	6	0	2	1	7
8	23	4	0	1	1	17
9	23	7	0	0	0	16
10	27	6	0	0	0	21
11	39	5	1	0	0	33
12	33	5	0	2	0	26
Total	161	33 (20%)	1 (1%)	5 (3%)	2 (1%)	120 (75%)

TrekNorth Native American student population=20%  
 Bemidji Area Native American population=11.52%  
 ISD #31 Native American student population=13%

**TrekNorth High School Free and Reduced Lunch Population**

Free Lunch: 61 Students (37%)  
 Reduced Lunch: 25 Students (17%)

Total 86 /54%

**Needs Assessment**

We surveyed all staff, and students find out their views on technology use, hardware, software and training/learning and perceived level of proficiency. The technology committee evaluated and compared the results from the previous survey of staff/student strengths and weaknesses using the National Education Technology Standards.

The previous staff survey indicated:

- Our staff was split on how well we use technology to track student data.
- Most staff agreed that more technology training is needed.
- Most staff state that many students either don't understand our technology use policies or have problems complying with those policies.
- Most staff recommend that our priorities for focus and goals for the next three years should include – using technology to maintain student records, to monitor student performance, using email communicating with parents and students, using online sources in curriculum, using presentation software and hardware in the classroom, and modeling the ethical use of technology.

The Technology committee surveyed the staff in February 2007 and found:

- Most of our staff agree that we use technology effectively to track student data.
- Most of our staff agree they are proficient and receive sufficient support and training.
- Most of our staff agree students understand and are compliant with our technology policies.
- Most of the staff believe that our biggest priorities for using technology are curriculum materials, instructional software and hardware, and tracking student data.
- Most of our staff agree that they do not have their curriculum available in a digital format.

Student Needs Assessment

(x=Previous survey; \*=Current and shows improvement; +=Current)

	Strength	Weakness
1. Basic operations and concepts		
* Students demonstrate a sound understanding of the nature and operation of technology systems.	x +	
* Students are proficient in the use of technology.	x +	
2. Social, ethical, and human issues		
* Students understand the ethical, cultural, and societal issues related to technology.	*	x
* Students practice responsible use of technology systems, information, and software.	*	x
* Students develop positive attitudes toward technology uses that support lifelong	x +	

learning, collaboration, personal pursuits, and productivity.		
<b>3. Technology productivity tools</b>		
* Students use technology tools to enhance learning, increase productivity, and promote creativity.	X +	
* Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	X +	
<b>4. Technology communications tools</b>		
* Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	X +	
* Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	X +	
<b>5. Technology research tools</b>		
* Students use technology to locate, evaluate, and collect information from a variety of sources.	X +	
* Students use technology tools to process data and report results.		X +
* Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	X +	
<b>6. Technology problem-solving and decision-making tools</b>		
* Students use technology resources for solving problems and making informed decisions.	X +	
* Students employ technology in the development of strategies for solving problems in the real world.	X +	

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)		X +
2. Make informed choices among technology systems, resources, and services. (1, 2)	X +	
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)		X +
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)	*	X
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, and purchases, correspondence). (3, 4)	X +	
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)		X +
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)	X +	
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)	X +	
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)		X +
10. Collaborate with peers, experts, and others to contribute to a content-related	X +	

knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)		
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Teacher Needs Assessment

1. TECHNOLOGY OPERATIONS AND CONCEPTS.	Strength	Weakness
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:		
1. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)	x +	
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	x +	
2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.		
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:		
1. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	x +	
2. Apply current research on teaching and learning with technology when planning learning environments and experiences.	*	x
3. Identify and locate technology resources and evaluate them for accuracy and suitability.	x +	
4. Plan for the management of technology resources within the context of learning activities.	*	x
5. Plan strategies to manage student learning in a technology-enhanced environment.	*	x
3. TEACHING, LEARNING, AND THE		

<b>CURRICULUM.</b>		
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:		
1. Facilitate technology-enhanced experiences that address content standards and student technology standards.	x +	
2. Use technology to support learner-centered strategies that address the diverse needs of students.	x +	
3. Apply technology to develop students' higher order skills and creativity.	x +	
4. Manage student learning activities in a technology-enhanced environment.	*	x
<b>4. ASSESSMENT AND EVALUATION.</b>		
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:		
1. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	x+	
2. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	*	x
3. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		x +
<b>5. PRODUCTIVITY AND PROFESSIONAL PRACTICE.</b>		
Teachers use technology to enhance their productivity and professional practice. Teachers:		
1. Use technology resources to engage in ongoing professional development and lifelong learning.	*	x
2. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	*	x
3. Apply technology to increase	*	x

productivity.		
4. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	x +	
6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.		
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:		
1. Model and teach legal and ethical practice related to technology use.	*	x
2. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	x +	
3. identify and use technology resources that affirm diversity	x+	
4. Promote safe and healthy use of technology resources.	*	x
5. Facilitate equitable access to technology resources for all students.	x +	

Starting with the 2006-2007 school year TrekNorth added a Technology teacher and computer programming and web design courses to the class schedule.

The technology committee plans to work with each department to help them integrate technology. Also it has set up one of its servers with Moodle, an online course management system to use in each class room.....

**Vision, Goals, Objectives and Strategies for Technology**

Vision: TrekNorth’s vision is for all staff and students to achieve full technology literacy to enable students to become: capable information technology users; analyzers and evaluators; problem solvers and decision makers; creative and effective users of productivity tools; communicators, collaborators, publishers, and producers; and informed, responsible, and contributing citizens.
Mission: TrekNorth’s mission is to achieve full integration of technology into the curricula and instructional program resulting in an increased ability of teach and learn with technology.
Goal: Continue with implementation of technology standards for teachers based on ISTE’s National Education Technology Standards (NETS) that will assure teachers’ abilities to fully integrate technology across the curriculum.

Objectives/Strategies	Who/When	Evaluation
<p>1. Continue integrating NETS for teachers from ISTE.</p> <ul style="list-style-type: none"> <li>• Review standards yearly and reassess as needed.</li> <li>• Work with staff to integrate technology their subject areas</li> </ul> <p><i>SEE Appendix A: Teacher Technology Standards</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee – May 2008, 2009, 2010, 2011</p>
<p>2. Reassess needs assessment (based on NETS) showing current and past areas of strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• Plan which topics are top priority.</li> </ul> <p><i>SEE Appendix B: Teacher Needs Assessment</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee May 2008</p>
<p>3. Develop training modules for 2007-2008 school year based on TN staff weaknesses.</p> <ul style="list-style-type: none"> <li>• Compile list of topics from needs assessment “weaknesses.”</li> <li>• Technology Committee will work with individual teachers/departments to help facilitate NETS integration into the classroom.</li> </ul> <p><i>See Appendix C: Topics List</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee– May 2008</p>
<p>3. Organize professional development for teachers for 2007 – 2008 school years and for three years following.</p> <ul style="list-style-type: none"> <li>• Technology Committee plans training for staff – a mixture of workshops and ongoing coaching by external consultant(s).</li> <li>• School director provides staff with ongoing assessment document and goal setting documents so that</li> </ul>	<p>Technology Committee – April 2007</p>	<p>Technology Committee-May 2008</p>

<p>staff can keep track of their own professional growth in standards areas.</p> <p><i>SEE Appendix D: Staff Development</i></p>		
<p>Goal: Continue with implementation of technology standards for students based on ISTE's National Education Technology Standards that will assure students' abilities to learn with technology and become proficient users of technology.</p>		
<p>1. Reassess NET-S Standards from ISTE.</p> <p><i>SEE Appendix E: Student Technology Standards</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee – May 2008</p>
<p>2. Utilize student assessment document that will allow for assessment of individual student technology capabilities.</p> <p><i>SEE Appendix F: Student Assessment</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee – May 2008</p>
<p>3. Develop scope and sequence of student skills that need to be taught within existing courses.</p> <p><i>SEE Appendix G: Student Technology Skills Taught Separately or in Courses</i></p>	<p>Technology Committee – April 2007</p>	<p>Technology Committee – May 2008</p>
<p>Goal: Develop and utilize online learning/distance learning technologies to integrate with current on-campus courses to better integrate technology and to give opportunities for students to learn in a digital environment.</p>		
<p>1. Utilize Moodle online learning platform.</p> <ul style="list-style-type: none"> <li>• Integrate Moodle in classrooms.</li> <li>• Set up basic training.</li> <li>• Set up user names/passwords and account access.</li> <li>• Set up appropriate teacher accounts on teacher PCs.</li> </ul>	<p>Technology Committee – January 2007</p>	<p>Technology Committee-May 2008</p>
<p>2. Purchase and set up New File Server</p>	<p>Technology</p>	<p>Technology</p>

<ul style="list-style-type: none"> <li>• Personal Student accounts and drop boxes</li> <li>• Personal Staff Accounts and drop boxes</li> </ul>	<p>Committee – April 2007</p>	<p>Committee – May 2008</p>
<p>3. Integrate Student webpages, weblogs and podcast in relation to appropriate courses.</p> <ul style="list-style-type: none"> <li>• Set up student pages on school website.</li> <li>• Monitoring of weblogs and forums discussions</li> </ul>	<p>Technology Committee April 2007</p>	<p>Technology Committee –May 2008</p>
<p>Goal: Utilize a computer lab that enables students to produce learning products using the latest in computer and video hardware and software while gaining skills that will increase their employability.</p>		
<p>1. Set up a permanent computer lab in addition to the computer carts already in use.</p> <ul style="list-style-type: none"> <li>• Purchase additional software as needed.</li> <li>• Install software.</li> <li>• Train all necessary staff on how to use software and how to integrate software into courses.</li> </ul>	<p>Technology Committee – April 2007</p>	<p>Technology Committee – May 2008</p>
<p>2. Acquire new hardware and video equipment as needed.</p> <ul style="list-style-type: none"> <li>• Purchase _____</li> <li>• Install</li> <li>• Train</li> </ul>	<p>Technology Committee – August/September 2007</p>	<p>Technology Committee-May 2008</p>
<p>3. Acquire needed furniture and set up location in school for lab.</p> <ul style="list-style-type: none"> <li>• Purchase</li> </ul>	<p>Technology Committee – April 2007</p>	<p>Technology Committee-may 2008</p>

• Set up		

Parental Involvement and Communication

One of our servers is dedicated to our student information system, PowerSchool. Teachers, staff, student and parents all have access to the PowerSchool server, at different levels of security clearance, via a username and password. Student and parents are able to check/track grades and other info on a daily basis.

Technology Integration into the Curriculum

In its research of standards, the TrekNorth High School technology committee discovered that the ISTE standards closely match the ways in which TN is already using technology for learning.

*SEE Appendix E: Student Technology Standards*

The school uses PowerSchool student information software which has built in network security. PowerSchool is 128-bit SSL encrypted, so it does not suffer the same security vulnerabilities as applications that have been retrofitted for the web. Only authorized users with the correct ID and password can access student records.

Staff received training in utilizing PowerSchool. The technology specialist attended intensive Apple University training in the workings and capabilities of PowerSchool. She then provided periodic training to staff during workshop/in-service days. This training was very helpful toward TrekNorth being fully able to maximize its use of PowerSchool. Still, this complicated software will require on-going training and updating.

The technology specialist received training with Apple PowerSchool and conducted in-service workshops so that all staff is adequately participating and trained. She has provided follow-up training and troubleshooting as necessary.

Staff have increased their competency in the use of PowerSchool but more training is required in order to maximum it's management, monitoring and communicative capacity.

### Delivery of School Media Center Services

TrekNorth has a 1:1 deployment of computer laptops to students within a wireless network. The emphasis is on providing anytime/anywhere access to electronic media throughout the school and within classes.

### Administrative Support

The administration at TrekNorth high School fully supports the use and integration of technology into the curriculum.

### Delivery of Ongoing Professional Development

TrekNorth is committed to providing ongoing coaching and training for all staff in the area of integrating technology across the curriculum and for training for the technology coordinator. TrekNorth has a separate staff development budget that covers these costs.

## Policies and Procedures

### Equitable Access for Students with Exceptional Needs

All of our laptops are equipped with a universal Access Feature which allows easier access and mobility for those who are hearing and visually impaired, and tactilely challenged. iBooks have adjustable screens for zooming in – for those with hard time seeing and also include sound and headphones.

Appleworks contains a text reader feature that students use occasionally. Adobe Acrobat has a text reader feature that can also allow students to hear PDF files. Kurzweil is program that will read hard copies that are scanned and be a text reader. Various programs like MS Word and Kurzweil can show the readability statistics to help them find reading material that is appropriate.

Audio Books from the Apple Store in AIIF format (Amazon.com also has a selection) are used to help low readers.

We are using Magellan, a career inventory software that tests student aptitude and interests and provides job possibilities in text and has a text reader function.

Graphic novels are being used to help students visually understand certain texts or novels prior to reading.

Digitized lessons/curriculum – scanning print materials or creating PowerPoint presentations, or videotape teachers teaching and turning them into QuickTime movies that are tutorials for students.

### Data and Network Security

The Technology Coordinator conducts daily checks into the Apple Remote Desktop to view and control student computers remotely to monitor to make sure those computers are being used appropriately and following the use policies. She also can log into the Sonic Wall management system to see what sites students were trying to access and what sites were blocked. She can also see what sites have the most “hits” and verify that that it is an educationally appropriate site. If the sites are inappropriate, she can block those sites.

If students are not following policy, she can remotely shut them down and send an instant message to the student informing them that they are not following policy and that the computer may be confiscated if they are going to inappropriate sites or trying to hack.

The technology coordinator regularly logs into the file server that contains all academic student and staff data (student/staff folders, homework, assignments, projects, curriculum materials, reference materials, etc...) as a student to make sure that:

- Students don't have access to any other account than their own
- Students only have access to their own drop box
- Students can't change the ownership or security permissions of the account
- Students don't have inappropriate material in their accounts

Each student and staff has his/her own personal username and password to access his/her server/directory account according to which permissions/security group he/she is a member of with the appropriate set of permissions.

The technology coordinator also changes passwords or has students change their passwords regularly to increase security.

### Internet Safety Policy for CIPA Compliance

It is our policy to have filtering system in place on all computers to block inappropriate and/or pornographic/sexually explicit material or language, references to hate, prejudicial, threatening or violent material. In accordance with this policy we have implemented a SonicWall Filter. If a student attempts to access a restricted website he/she sees a message that the site is blocked by SonicWall. If the student wishes to access the site he/she must have a written request (URL, description of URL, reason for request) signed by the instructor/advisor and given to the Technology Coordinator for review and consideration to un-block the desired site. Depending on the site content

and the reason for un-blocking, the site may be re-blocked after a specified amount of time. All students and their parents/guardians must read, sign and date the TN Computer Acceptable Use Technology to indicate they understand the policies set in place for acceptable use of TN technology.

*SEE APPENDIX H TN Computer Acceptable Use Technology*

## Technology Infrastructure, Management, and Support

### Telecommunications Capacity

TrekNorth's infrastructure is comprised of a wireless DSL network throughout the entire building hence giving internet and server access to teachers, students, and administrative staff. We also have cable TV access and multiple cable jacks throughout the building.

Currently, TN has a 5000 kbps/sec vDSL internet connection. 10 Airport Base Stations which allows us to be wireless throughout the building and # Ethernet jacks located throughout the school.

### Equipment for Instruction

There are three servers in the school connected within the network.

Server 1 is devoted to the Sonic Wall filtering system. All other servers and computers are filtered through this server for Internet access.

Server 2 gives all teachers, staff and students access to his/her personal account/directory to store, back-up and share information (assignments, curriculum, and homework) from any computer on campus.

Server3 is dedicated to our student information system, PowerSchool. PowerSchool holds all of our student grades and other academic information, test scores and assignments from teachers, lunch balances, lunch count, attendance, MARSS/state reporting information, and student demographic information. Teachers, staff, student and parents all have access to the PowerSchool server, at different levels of security clearance, via a username and password. Student and parents are able to check/track grades and other info on a daily basis.

Our student-to-computer ratio is 1:1. We have 17 eMacs, desktop computer work station that students use for class work, assignments, projects, and research. Some students will also use these for developing iMovies.

There are 2 desktop PCs that staff uses only. One is used at the front desk which is used for MARSS reporting. Staff also uses the PC to develop brochures and other communications documents using MS Publisher. The other PC is used in the Special Education department to manage IEPs and other special education documentation purposes.

We have 153 Apple laptop computers (iBooks) for student check out and use at school and at home.

There are also 11 PowerBook G4 laptops for staff use. We have one Apple G4 desktop computer mainly used for video/music editing.

We also have 6 InFocus projectors used for computer presentations. We have two TV monitors and three VCRs. We have three overhead projectors. We have three digital video cameras and three digital still cameras.

We have two scanners, two external optical drives, six printers, and one Xerox copier.

#### Average Age of Equipment for Instructions

The average age of equipment is 1-4 years old.

#### Handheld or Tablet PCs

We have no handheld or tablet PCs in use at the school.

#### Replacement Schedule

Our Plan is to gradually start replacing computers after four years. In 2008 the plan is to replace 5-10 computers per year, as needed.

#### Technology Platform

Our technology platform is currently 98% Macintosh, although we use a couple of Windows PCs for specialized applications.

#### Level of Technology Support

We currently have one  $\frac{3}{4}$  time Technology Coordinator and a full time technology/math teacher.

## **TrekNorth Junior & Senior High School**

The Technology Coordinator has Mac OS X Server training, PowerSchool training, digital video production, and web design. The technology Coordinator is currently Apple Certified as a Help Desk Specialist and is working towards The AppleCare Technical Coordinator Certification and with additional training in Mac OS X server, PowerSchool, SonicWall, and more.

### **Role of School Media Center/Library and Regional Public Library System or Public Library**

TrekNorth students utilize the Bemidji Public Library and Bemidji State University Library for books and resources not available in the school itself.

Staff Development and Training

Staff Development Activity	Who will be trained?	Delivery Method/Time Period	Trainer
Online projects using Moodle and other digital technologies	All instructional staff.	Summer workshops and Staff personal days.	Technology Committee members or outside resources.
Including technology integration goals in staff professional development plans	All instructional and technology staff	Professional development plans developed during pre school workshops in August; ongoing coaching throughout the year by consultant	Technology Committee members or outside resources.

**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	TECH COORDINATOR	21,200	21,700	22,200	22,700
200	Fringe Benefits for Technology Staff	TECH COORDINATOR	6000	6000	6000	6000
300	Purchased Technology Services					
	Consultant Services					
	Communications (telephone, Internet access)	Communications (telephone, Internet access)	5,000	5,000	5,000	5,000
	Computer and System Services					
	Technology Staff					

TrekNorth Junior & Senior High School

UFARS OBJECT CODE	CATEGORY	ITEM(S) DESCRIPTION	FY2008 BUDGET	FY2009 BUDGET	FY2010 BUDGET	FY2011 BUDGET
	Development					
	Technology Workshops and Conferences					
	Technology Leases and Rentals					
	Purchased Technology Services (i.e., maintenance)					
400	Supplies and Materials (computer software, etc. both instructional and non-instructional)	Misc. Repairs and supplies	8,000	10,000	10,000	10,000
500	Capital Expenditures (technology equipment)	Replacement of computers, server	10,000	5,000	5,000	5,000
800	Other Expenditures (list)					
<b>TOTAL</b>			<b>49,200</b>	<b>49,700</b>	<b>50,200</b>	<b>50,700</b>

Implementation Plan

2007-2008

Continue to implement NETS Standards for Students and Teachers  
 Include technology goals in professional development plans  
 Create and implement goals for technology integration curriculum in all departments  
 Introduction to course management system Moodle in classes.  
 Set-up computer lab  
 Design strategies to reduce paper use by increasing use of technology.  
 Start process to collaborate with Bemidji State University and Northwest Technical College.

2008-2009

Continue work on implementation of NETS  
 Include technology goals in professional development plans  
 Implement technology across curriculum

Implement digital learning

Continue with “going greener” by reducing paper usage with integration of technology  
Continue with collaboration with Bemidji State University and Northwest Technical College.

2010-2011

Full implementation of NETS

Include technology goals in professional development plans

Implement technology across curriculum

Implement digital learning

## Evaluation Plan

Results of Evaluation of previous plan (2004-2007)

Surveys were given to both staff and students in the Spring of 2007. The results of those surveys were then compared the student/staff survey done in 2005. Overall both students and staff responded positively with the amount of technology (for both hardware and software) and training available. The exception was the availability of curriculum in a digital format.

The previous plan included a goal to implement an online learning program using a MS Class Server platform. Because of both budget and staffing issues, the open source online management system Moodle was set up in replacement of MS Class Server.

The surveys also indicated that staff and students thought that responsible use and accountability were important in regard to technology use (hardware, software, internet). Student Needs Assessment on the previous plan indicated that under “Social, ethical and human Issues” the students scored on the weakness side.

The evaluation of the 2004-2007 Tech Plan revealed that improvements have been made in regard to the weakness areas in the ISTE Standards for Staff and Students. It also indicates that the focus needs to be to further integrate technology into the classroom and to encourage staff to use curriculum in a digital format.

In order to maintain the current fleet of computer and other technology, maintenance and proper care are important. The students indicated the importance of accountability and responsibility. Improvement has been evident because of a decline of hardware repairs due to accidental damage, stolen/lost equipment, and inappropriate use of technology and internet sites.

Evaluation Plan

One major component used to measure performance is by test scores. If the technology used in the classroom is being used effectively by staff and students then test scores should reflect it. Surveys of staff and students are another way to evaluate the effectiveness of technology.

The evaluators will be the members of the Technology committee, board members and other staff and parents.

Because of the budget needs, staffing, and role technology plays in every aspect of our school and education it is important to evaluate our goals and needs on a yearly basis.

Because a majority of our computers are laptops, they are more prone to damage. In order to maintain a sustainable technology budget and effectively in the classroom, training on the proper care and use of the laptop computer is needed for both staff and students. Evaluation will be yearly and compared to previous year's damage/incident report which is tabulated by the Technology Committee.