Cooperative Educational Services Agency (CESA) 7

Combined Information and Technology Plan

July 1, 2010-June 30, 2013

CESA 7
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Present Membership of Technology Planning Committee

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Brad Rodgers, Technology Director
Jo Mellen, NEWIST

EXECUTIVE SUMMARY

The CESA 7 Combined Media and Technology Plan for 2010-2013 provides a review of previous goals and the progress the agency made toward those goals. It describes how our needs have changed based on staff assessments, district input, and changing technologies. We are striving to keep up with new technology while learning and utilizing current technology.

CESA 7 is charged with providing school districts with current best practice and trends in technology, 21st Century Skills, and student achievement.

CESA 7 will align its technology efforts to district needs, and will utilize technology to serve districts in meeting those needs.

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D. INTRODUCTION

D.1. Evidence of Relevant Research and Best Practices Review

D.1 Research Base and Best Practices

Based on research that highly qualified teachers make a difference in bringing about high quality academic work and positive behaviors in students, The Cooperative Educational Services Agency #7 (CESA #7) will provide quality-enhancing services needed by educators and administrators. These services will help lead, guide and support their efforts in building quality schools, which allow children to learn, become good citizens, and acquire 21st Century Skills of digital fluency, inventive thinking, effective communication, and high productivity.

The Partnership for 21st Century Learning suggests a model for the 21st Century student that includes mastery of core subjects as well as becoming critical thinkers, problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, globally competent, and environmentally literate. 21st Century districts should support skills integration with appropriate curriculum and assessments, learning environments, professional development, leadership, policies, partners, and strategic planning. (Partnership for 21st Century Skills, 2009)

Digital media can accelerate and deepen learning for children who spend their days and evenings immersed in new technologies. A wide range of digital applications and tools, such as social networking Web sites, simulations, programming tools, podcasts, digital books, and electronic toys are used by elementary school children. The inquiry affirmed that digital media afford all sorts of potential for powerful learning opportunities. However, they also pointed out that the digital divide may only widen as digital media and technology become more ubiquitous. Bringing together today's most effective literacy strategies, interactive technologies, and appealing content can result
in a new learning equation for children in the primary grades (Gee, 2007). The competencies young children gain through games, online collaboration, and multimedia communication can create a strong foundation for later learning.

A growing body of research suggests that interactive media have the potential to support reading readiness, literacy skills, and content area learning in mathematics, science, and social studies. At the same time, researchers stress that exploiting this potential is a complex educational challenge. The impact of a given piece of interactive media may not be the same for all users under all circumstances.

Digital media experiences encourage strategies that help children to gauge their own progress and recognize which learning strategies work best for them (Huffaker & Calvert, 2003). They promote memory representation that helps them remember the names of unfamiliar objects. Researchers suggest that the visual element is especially important for young children, who often think in iconic, visual forms, as well as for poor readers who rely more on visual modes of thought to scaffold verbal memory skills (Huffaker & Calvert, 2003). Digital experiences allow children to take active control of their own learning, adjusting the pace and the level of difficulty of the material (Huffaker & Calvert, 2003). Studies
suggest that when elementary school children engage in educational games that allow them to control their own learning, they spend more time on the activities and therefore learn more than they do from traditional drill activities.

Adults need to support and encourage children as they dive into new experiences. This includes conveying high expectations, keeping children company, keeping them safe, asking children to explain what they are thinking and doing, challenging them to go further, giving them the confidence to take imaginative leaps, listening to their dilemmas, and suggesting sources of assistance when they get stuck. In the context of digital learning, it certainly means more than helping children resolve technical difficulties. (The Power of POW, WHAM: Children, Digital Media and Our Nation's Future. Rima Shore, May 2008)

Recent research by Robert Marzano using interactive whiteboards showed statistically significant gains in student learning. A reasonable inference is of overall effect is a 17 percentile point gain in student achievement. This percentile point increase represents a real change in student learning. The findings suggest relatively large percentile gains in student achievement under the following conditions:

1. • a teacher has 10 years or more of teaching experience
2. • a teacher has used the technology for two years or more
3. • a teacher uses the technology between 75 and 80 percent of the time in his or her classroom
4. • a teacher has high confidence in his or her ability to use the technology

(Preliminary Report v Marzano Research Laboratory 2008/2009 Promethean Evaluation Study March 2009)

From Project RED:
In summarizing several years of research on the impact of Maine's Learning Technology Intiative, findings include:

- There must be a clear strategic vision and plan
- Teachers must receive strong, meaningful and sustained professional development and support
- Technology use must be appropriate to the task and focused
- Technology must be used as a learning tool
- Asessments must match learning with technology
- Clear evaluations and research plans must be developed early in the initiative
- It is important to articulate and manage expectations

Technology provides a natural medium for students to drive their own learning and work at their own pace, as was demonstrated in Michigan's Freedom to Learn 1-1 project. When it was implemented, some were reluctant to allow special ed students in the program. Yet the schools that did found that the individualization of instruction and the engaging, motivational nature of the device helped students achieve beyond what was thought possible.
Evidence continues to mount about the benefits of student-centered learning. A six-year study in Helsinki (Lonka & Ahola, 1995) that compared direct instruction to student centered learning found that the student-centered group developed a better understanding of the content. In 1997 Hall and Saunders showed that learners in a student-centered group demonstrated increased participation, motivation, and higher grades. In another study (O'Neil & McMahon 2008) 94% of the students said they would recommend the student centered approach over direct instruction.

Technology research indicates that six essential conditions exist in schools and educational agencies that are successfully integrating of technology and realizing gains in student achievement for all students. Those essential conditions are:
- progress towards a shared, forward thinking vision
- effective teaching and learning practices
- educator proficiency in teaching and learning practices
- digital age equity
- robust access anywhere anytime
- systems and leadership
(NCREL's enGauge Framework, 2002)

A report by Metiri and Cisco, *Technology In Schools: What the Research Says*, highlights emergent research studies that indicate
which technology does—and which does not—result in spikes in student learning.
This paper analyzes research on educational technology and classifies results based on the following types of learning:
● **Automaticity** is the ability to effortlessly complete tasks without conscious thought to step-by-step processes.
● **Content expertise or knowledge** requires a deep foundation of factual knowledge that the student organizes within the context
of a conceptual framework for effective retrieval.
● **Information processing and visualization** is the ability to interpret, evaluate, and use multimedia-based information in ways
that advance thinking, decision making, and learning.
● **Higher-order thinking and sound reasoning** together represent the cognitive ability to analyze, compare, infer or interpret,
evaluate, and synthesize, as applied to a range of academic domains and problem-solving contexts.
● **Authentic learning** is the ability to engage in academic pursuits that are characterized by relevancy, deep and rigorous academic
inquiry, and knowledge production.

Types of technology found to effect spikes in student leaning:

Television and Video: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+ +	+ +	+ +	+ +	+

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

Calculators/Graphing Calculators: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	I I	+ +	+ +	+ +	

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

Engagement Devices: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+	+	+	+	

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

Portable ICT Devices: Trends and Research

Type of Learning	Automacity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+ I	+	+	+	

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

Virtual Learning: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+ *	+ *	+	+ *	

*Research finds impact to be generally equivalent to face-to-face learning.

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

In-School Computer Use: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+ +	+ +	+ *+	+ *+	+

*While research is promising; limited numbers of studies have been completed to date.

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

1 to 1 Computing: Trends and Research

Type of Learning	Automaticity of Basic Knowledge/ Skills	Content Expertise/ Knowledge	Information Processing/ Visualization	Higher Order Thinking and Sound Reasoning	Authentic Learning
Impact	+ *+	+ *+	+	+	+

*While research is promising; limited numbers of studies have been completed to date.

Legend:
+ Positive
I Inconclusive
- Negative
● Descriptive Studies
■ Rigorous Research

(Metiri and CISCO Systems Technology in Schools: What the Research Says; 1996-2006)

To date, conclusive research is ongoing directed towards measuring the full benefits of technology on the processes of teaching and learning. Existing measures attempt to address this issue, but there is a pressing need to develop new assessment tools capable of more fully describing the effect of technology on learning. Data technologies and strategies have been introduced by CESA 7and are being implemented and disseminated to CESA 7 schools as well as the state and nationally in some cases. Data Retreats help schools collect their student date, analyze it, and plan strategies for improving student achievement.

D.2. District Information and Technology Vision Statement

D.2 CESA 7 Vision: To create a more cost-effective, collaborative customer-driven organization to serve CESA 7 districts and the greater community as supported by the CESA 7 Board of Control

CESA 7's technology vision is to work in partnership with its customers to provide leadership, assistance, and to facilitate continuous improvement around technology so all children will achieve educational excellence.

D.3. CESA 7 Information and Technology Mission Statement

The CESA 7 learning community, through collaborative partnerships, pledges to…

- ***Provide dynamic leadership for teaching and learning;***
- ***Promote excellence in professional practice;***
- ***Deliver supportive services for students and those who serve them; and***
- ***Assist school districts in achieving their missions and goals.***

The CESA 7 Technology mission is to assist member districts and schools with access to and incorporation of technology into the educational environment in order to improve student achievement. CESA 7 believes that all constituents in the communities we serve are important stakeholders and we value their opinions and needs. Our administrator and program directors are in continual communication with our constituents and seek ongoing input. Our intent is to implement strategies to incorporate that input as we continue the on-going process of developing and perfecting our mission of service.

D.4. Indication of Relationship between Plan and Vision and Mission Statements

Indication that the plan is tied to CESA Vision and Mission

CESA 7 Vision: To create a more cost-effective, collaborative, customer-driven organization to serve CESA 7 districts and the greater community as supported by the CESA7 Board of Control

CESA 7 Mission: The CESA 7 learning community, through collaborative partners, pledges to…

- Provide dynamic leadership for teaching and learning
- Promote excellence in professional practice
- Deliver supportive services for students and those who serve them; and
- Assist school districts in achieving their mission and goals

This plan stresses technology leadership, best practices in technology use, support for tech coordinators, technicians, curriculum coordinators, classroom teachers, and library media specialists to support student learning with technology according to district missions and goals.

E. BACKGROUND

E.1 Community/school district demographics

Cooperative Educational Service Agency #7 (CESA 7) is one of Wisconsin's twelve regional districts created by the Wisconsin legislature to oversee development and delivery of educational programs, as well as cooperative support services for constituent school districts. Located in Green Bay, CESA 7 serves 38 school districts in northeastern Wisconsin. The schools teach a student population of close to 80,000 in six counties through a combined staff of 7,622 full time licensed educators. Additionally, CESA 7 provides technology training support services to over 150 public library staff. CESA 7's largest district is Green Bay School District with a student enrollment of approximately 20,000 and a full time licensed teaching staff of approximately 2400; the smallest district is Washington School District on Washington Island where approximately 90 students are taught by a faculty of under 15. As diverse as they might be in population and location, the schools and public libraries share a similar mission: they provide for the delivery of services that promote lifelong learning inside and outside of the classroom.

E.2 Names and titles of District Information and Technology Team and Planning Committee

Jeffrey Dickert, Administrator
Roxann Nys, Videoconference Coordinator
Chris Rogers, ETS Director
Pat Darnick, Business Services Director
Theresa Neuser, Shorenet and NEWOCS Coordinator
Brad Rodgers, Technology Director
Mariah Adnane, ELL Coordinator
Jo Mellen, NEWIST Director

E.3 Overview/description of planning process

The Educational Technology Services (ETS) director attended the DPI Technology Planning day in October 2009. The committee reviewed the current plan and provided input needed to update the plan. A staff needs assessment was conducted and input was sought from the 38 school districts served by CESA 7. The CESA 7 leadership committee, directors, and support staff were consulted, and goals and activities were developed to address those needs.
CESA 7 staff were surveyed re technology training needs, and district priorities were discussed through monthly technology coordinator meetings, PAC meetings, Tech Coordinator wiki, and district surveys which they shared with us. CESA staff reviewed the results, set priorities and wrote goals based on all needs. A wiki was used for collaboration in updating the plan.

E.4 Community resources and adult literacy providers explored or utilized in the plan

CESA 7 has a history of providing a variety of online and face-to-face adult continuing education opportunities offered individually and in cooperation with area post-secondary institutions including UWGB, NWTC, St. Norbert College, FVTC, UWO, LTC, Silver Lake College, Viterbo College, Marion College, and Lakeland College. CESA 7 also works directly with the Wisconsin Department of Public Instruction (DPI) to provide opportunities for licensed teachers to stay current and maintain their licenses. The School Improvement Services

department offers a License Renewal Support Center and supports an online PDP tool. The Teacher Development Center provides teacher licensure to degreed staff who need certification. CESA 7 as an agency, along with several departments have created wikis, Twitters, and FACEBOOK pages for announcements, discussions, and collaborations.

F. CURRENT STATUS AND NEEDS ASSESSMENT

F.1 Goal One: CESA 7 will use current research and best practices in technology to enhance the efficiency and effectiveness of CESA 7 as an organization so that customers benefit from dynamic and responsive services and products that are aligned to their needs.

Objective: Improvement in technology skills and access to CESA 7 data from any temporary or permanent workplace are important. Therefore, CESA 7 intends to implement and/or continue the following initiatives:

F.1.1 Provide remote access through the Internet to local servers for all staff members. Most staff now have access to Citrix to work offsite. An employee portal was added for employee access to their data for leaves, payroll, district contracts and services, My Learning Plan registration, Alio accounting, and more. A paperless advice of deposits for payroll has been offered with approx 50% participation. Staff also have access to email and the CESA drives for saving their work when teleworking. A teleworking policy has been developed and is board approved, for employees hired to work from their home. Several staff have been issued Sprint wireless cards for use when traveling.

F.1.2 Implement a remote meeting platform to reduce travel time between home, office, and district sites. Staff uses PolyCom and BadgerNet videconferencing frequently, and is beginning to use WisLine Web, Web Ex, and other web videoconferencing tools. CESA 7 staff will continue to explore and utilize web conferencing tools, which include Skype, iLink, Safari Montage, Elluminate, and others. Staff regularly participate in state and national meetings using e-meeting technologies. ETS, NEWIST, and SHS collaborated in a live, streamed webcast, and plan for several more.

F.1.3 Provide internal training workshops for new technologies implemented in the area of remote access, remote meeting, product upgrades and new technologies. The distance learning room has been fitted with an Apple podcasting computer, plasma wide screen TV, and interactive white board to replace the eight old Badgernet monitors. There are interactive whiteboards in all meeting rooms, clicker response systems in some meeting rooms, and software loaded onto all the presentation computers and the mobile lab. CESA 7 ETS has provided training to staff and will hold quarterly trainings in using the presentation equipment for all workshops and meetings.

F.1.4 Continue just-in-time (JIT) technology support for day-to-day operational support, maintenance and project management. Ongoing. Additionally, CESA 7 ETS has purchased a subscription to AtomicLearning.com tutorials and JIT tech support. All staff have access to this service. ETS plans quarterly staff trainings to cover whatever new technologies and software are introduced to the staff.

F.1.5 Maintain a web presence which contains information about all CESA 7 programs and services. Features include access to the CESA 7 ILS video server which archives staff development videos, a newsgroup forum area, an interactive chat site, and remote access to our Intranet. CESA does still maintain an updated web presence with access to the video server. Since our last tech plan, new e-field trip information pages have been added to the website. Additional tools used to share information and collaborate both internally and externally are a newsletter tool called "Constant Contact," wikis, blogs, Moodle, Google Groups/Docs/Spreadsheets/Forms, Twitter and Facebook. We have chosen not to keep a newsgroup forum or chat site on our intranet as we found it not being used. We are instead using Web2.0 tools as mentioned above, which are more popular and accessible. We will continue to explore and adopt new options, such as Google Wave, as they become available.

F.1.6 Investigate video streaming of live events from CESA 7 office. From our UWGB office we streamed a live video workshop on Restorative Justice, and archived it for future use. DVD is also available. Events in the distance learning room can also be streamed. Example - a tech coordinator was ill at home, yet was able to participate in the monthly meeting from his laptop via streaming. We have also used Skype to bring people in on live events. CESA 9 houses a SafariMontage server for all the CESA to use for webinars.

F.1.7 Continue staff training to maintain and update the website, specific to the information and services that they offer to their customers. This is done department by department. Some departments keep up with their site, others have difficulty keeping theirs updated (myself included). We are currently planning for an overhaul of look and feel of the entire website with the basic structure staying the same for now. We are finding the flexibility and ease of wikis and social networking sites much more conducive to getting our information out.

F.1.8 Maintain a two-way interactive classroom with connectivity to BadgerNet2 (BCN), the statewide video network. Ongoing, and expanded. Since the prior plan, the ETS department relocated to UW Green Bay campus, and has installed three additional videoconference sites at UWGB, with connectivity to BCN via Polycom. CESA 7 Technology department purchased a new Polycom video camera for the unit at CESA 7. ETS and Technology are looking at ways to improve access to CESA 7 drives via Internet.

F.1.9 Provide “as needed” training in current and new technologies according to the Professional Accountabilities established by the Board of Control. Ongoing by sending staff to training as needed, attendance at both state and national technology conferences is encouraged. Skills attained are shared with other staff using a "train the trainer model." ETS works with individuals and departments on training. In addition, AtomicLearning.com is being utilized. Each meeting room at CESA 7 is equipped with an interactive whiteboard for staff and districts to utilize. SMARTBoard, ENO, Promethean, and Interwrite are each represented, so districts may compare. Clickers are available in two meeting rooms.

F.2 Goal Two: CESA 7 will integrate technology use into professional development so that educators can better prepare students to succeed in a global economy.

Objective: well-trained district administrators and teachers are the key to successful classroom technology integration. District administrators who are aware of the changes in educational technology and are active users of technology will envision the benefits of technology integration for their staff and students. Teachers who are well trained will be able to use technology to provide enriched learning environments for students as well as to improve lesson preparation and administrative efficiency. CESA 7's vision to strengthen the professional practices of teachers and administrators permeates many of the technology services of CESA 7.

F.2.1 Communicate with educators regarding opportunities in technology literacy training, including those sponsored by CESA 7 as well as other providers. CESA 7 restructured its distance learning department in 2007 and added Educational Technology Services (ETS) to provide technology literacy and 21st Century skills training, which will be ongoing. SIS and ETS departments have collaborated in forming a STEM initiative and will provide leadership and training to districts. Administrator Jeff Dickert initiated a 21st Century Classroom (paperless classroom) project and created a wiki for district administrators to collaborate on this project, as well as learn to use web 2.0 tools. ETS developed an online technology literacy course in both Moodle and wiki platforms to use for the EETT grant training for teachers and LMS's. The Safe and Healthy Schools department developed and offered an Internet Safety podcast, social networking safety workshops, and AODA-specific use of web 2.0 tools. The ELL department has offered and continues to offer workshops focused on integration of technology to enhance ELL teaching and learning.

F.2.2 Continue to provide web-based and on-line instructional opportunities for all CESA 7 member districts. Ongoing. CESA 7 will offer the online Instructional Technology Academy each year. Thinkfinity for Educators will be offered online during the summers. We promote Information Fluency online courses, and will continue to develop teacher classes in technology. CESA 7 operates the NEWOCS online consortium of Grade 6-12 online courses for member districts.

F.2.3 Create a repository of information accessible to all the member districts including:

- A collection of model technology plans, processes, manuals, and resources to assist districts in updating technology plans.
- Links to grant application guidelines and forms for educational technology grant programs.
- Resources that demonstrate effective techniques for using interactive technologies.
- Resources that demonstrate how technology can enhance PK-12 professional development.

CESA 7 departments have developed wikis containing collections of research articles, meeting notes and discussions, compilation of statewide or cesa wide surveys and informal fact finding, conference reports, lesson plan samples, policies, grants, and information listed in the original plan. The CESA 7 Resource Center contains a variety of technology that

schools may check out: iPod Nanos, clickers, Palm Z22, XO laptors and Smart Boards, as well as DVDs of all NEWIST-produced documentaries . The Resource Center catalog is online at www.cesa7.k12.wi.us/content/resource/Online_Catalog/Technology_Resources.asp.

F.2.4 Continue use of all existing communications tools which include:

- Electronic and print newsletter sent periodically to all member districts Discontinued in favor of "Constant Contact," wikis, Facebook, Twitter
- News releases and articles submitted to area media
- Various email listservs (continued) and discussion forums (discontinued in favor of web tools)

F.2.5 Provide support for implementation of the Wisconsin Model Academic Standards for Technology Literacy. Added ISTE NETS for Students, Teachers, and Admins. Also AASL and P21 standards. CESA staff person trained as a P21 affiliate. Will participate in statewide efforts to align ITLS to NETS and AASL and others.

F.2.6 Continue to work toward the goal of learning new methods of evaluating and assessing the effectiveness of technology initiatives as related to curriculum. Continuing to explore and evaluate various assessments that are more appropriate to 21st Century skills and learning; and assisted districts in planning for 8th grade technology assessment. Will plan to implement national tech literacy assessment in 2012-13 if available.

F.2.7 Assist districts to meet the technology needs of students with disabilities:

- Continue to provide training to district staff and other professionals to support meeting individual needs of students with disabilities as identified by the staff and other professionals
- Ensure equal and easy access to appropriate technology for students with disabilities
- Support family awareness of and access to assistive technology

Ongoing through RSN department. Differentiated learning is being offered collaboratively by ETS/RSN/SIS within interactive white board trainings. ETS workshops incorporate information on how to use new technologies to support students with disabilities.

F.2.8 Support educator and student learning through the CESA 7 Resource Center
Added technology items (SMART Board, Airliner, Nanos, iPods, wireless slates, XO computer) for checkout. Added technology literacy books and videos on Internet Safety and Digital Youth for checkout. Will cull old unused items in 2010. SIS, SHS, ELL, and RSN departments pulled their resources out of the Resource Center, culled some, and will distribute at the department level in order to generate income for their departments.

F.2.9 Assist districts in implementing videoconferencing technology (Polycom carts, Skype, others as introduced) to help students gain essential 21st Century Skills including:

- Visual and Information Literacy-videoconferencing helps students learn how voice, video and data are converged into a common digital format
- Cultural Literacy and Global Awareness-by connecting to others, students gain an understanding and appreciation for other cultures.
- Curiosity, Creativity-videoconferencing helps students satisfy their curiosity about the world around them by experiencing it first-hand

- Higher Order Thinking and Sound Reasoning-many efield trip providers challenge students to look at the world around them in a new light and use their skills to solve real world problems and answer real world questions.
- Teaming and Collaboration-classroom2classroom videoconferencing provides unique opportunities for students to learn important collaboration skills necessary for today's world.
- Interactive Communication-by videoconferencing students learn about synchronous communication technologies

Provided electronic field trip and classroom-to-classroom capabilities for Shorenet member districts through monies earned by partnering with Sprint for excess EBS capacity. Provided training and ongoing tech support for the use of the videocarts. Introduced Skype to all districts.

F.3 Goal Three: Assist districts to comply with federal and state data reporting requirements by offering the necessary technology tools and support.

Objective:

Assist districts in using their federal ESEA funds to improve student learning by providing research-based professional development and technologies, and managing consortia which provide services they are unable to access on their own. Funding is coordinated through local LEAs, collaborative grant writing and use of ESEA Title funding through consortia. CESA 7 created a part time ESEA staff position to assist districts in applying for and utilizing their federal funding, including Title IID EETT formula and competitive funds. They created a part time position for ISES support, and also a part time position for district WKCE data support. F.3.1 Generate WKCE reports – Ongoing. Districts may request detailed aggregated reports of their student achievement results.

F.3.2 Provide ISES support including a Super-User group for technical support. Ongoing

F.3.3 Provide ESEA support including on-line consolidated planning support, end of year reporting support, and grant writing for ESEA-related funding such as Title IID competitive, Title III ELL, Teacher Quality grant, Paraprofessional grants, and academic area grants. Ongoing, adding STEM, RTTT statewide grants, i3. A Title I coordinator was hired in 2010

F.3.4 Provide ARRA technology support and services. Ongoing ARRA grants were written and applied for.

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OBJECTIVE	MEASURE	ACTIVITY	STAFF/Department	Achieved, Abandoned, Continued
F.1.1	All staff have access	Maintain remote access for staff	Technology Director	Achieved
F.1.2	All staff have	Implement remote	Technology Director	Achieved

	access	**meeting tools**		
F.1.3	**Survey results**	**Train staff in new technologies**	**Directors, Administrator**	**Continued**
F.1.4	**Day-to-day observation**	**Support JIT Tech**	**Technology Director, ETS Staff**	**Continued**
F.1.5	**Staff feedback and use reports**	**Maintain and utilize web communications**	**Directors**	**Continued**
F.1.6	**Exploration results**	**Investigate streaming video**	**Technology Director, ETS Staff**	**Achieved**
F.1.7	**Observe**	**Maintain website**	**Directors**	**Not achieved**
F.1.8	**Daily use reports**	**Maintain Badgernet2 connectivity**	**ETS/Shorenet Staff**	**Continued**
F.1.9	**Survey Staff**	**Train staff to meet professional accountabilities**	**Directors**	**Continued**
F.2.1	**Enrollments**	**Disseminate technology literacy opportunities**	**All departments**	**Continued**
F.2.2	**Enrollments**	**Offer web-based and online opportunities**	**All departments**	**Continued**
F.2.3	**Use records and feedback**	**Provide accessible resources**	**All departments**	**Continued**
F.2.4	**Use records and feedback**	**Communicate with variety of tools**	**All departments**	**Continued**
F.2.5	**Listed on website**	**Implement ITLS, NETS, AASL standards**	**ETS**	**Continued**
F.2.6	**Observation**	**Implement Assisitive Technology**	**RSN, ETS, SIS**	**Continued**
F.2.7	**NA**	**Research effective technology use**	**ETS and other departments**	**Continued**
F.2.8	**Use reports**	**Support Resource Center**	**Recource Center Coordinator**	**Continued**
F.3.1	**Available to districts**	**Prepare WKCE Reports**	**Technology Director**	**Continued**
F.3.2	**District feedback**	**Support ISES**	**ISES Coordinaotr**	**Continued**
F.3.3	**User feedback**	**Support ESEA**	**ESEA Coordinator**	**Hired Title I Coordinator**

F4 Assessments

Assessment of student and staff technology skill, knowledge and attitudes

CESA 7 program directors maintain formal contact with their member districts on a regular basis primarily through advisory committees that are comprised of teachers and administrators. There are also many informal contacts with individual staff members throughout the CESA 7 districts as directors and their staff work within the districts. Several program directors have also conducted staff surveys in order to determine levels of skill in regard to technology use.

An instrument was designed on SurveyMonkey and taken by staff in 2010. Staff training needs were determined and training will be provided during the 2010-2013 school years. Surveys will be repeated as needed and training scheduled as needed. Specific software training needs are advanced Office features, Publisher, anti-virus software, web design. Many staff requested Web2.0 (podcasts, prezi and other presentation tools, wikis, blogs, and Moodle); and interactive whiteboard training, as well as paperless classroom, opensource, Blackberry use, database creation, querying, programming, etc. - SQL, Access; handhelds in the classroom, Apple/ Mac OS server administrator, any new technologies, software and training that will allow me to create higher quality 'graphic projects'...brochures, post cards, web documents. The survey results are very exciting as it shows that the staff is not content to let the world of technology pass them by, They are eager to keep up with new technologies and new ways of doing their jobs .

CESA 7 has conducted extensive training for many staff members, administrators, and district staff. Districts have indicated a continuing staff need for technology skills training at a variety of levels and in various areas, including classroom integration, IDI SAGE (School Accounting for GOVT. Entities), PI 34, Teacher Development Center (TDC), ISES, etc.

In order to meet these identified needs, the CESA 7 technology team, along with appropriate staff, is charged with the ongoing development of training opportunities. There will be continued emphasis on technology integration with curriculum in all CESA 7 sponsored workshops. In response to the needs that were identified, the technology committee will continue to seek out and provide cutting edge technology training for its staff and member districts.

Assessment of current educational technology staffing

CESA 7 employs a technology director in charge of internal technology systems, and each department has trained staff in technology use and innovations to improve customer service. In 2007 the distance learning department (formerly ILS) was expanded to Educational Technology Services (ETS) and included technology fluency and 21st Century Skills as a focus. Oversight of Shorenet distance learning, NEWOCS online learning, and the Resource Center was brought into ETS. ETS staff includes a full time director, full time engineer and videoproduction coordinator, half time electronic field trip coordinator, 90% distance learning coordinator, and 75% office manager. With ETS being located at the University of Wisconsin Green Bay, we are able to utilize three part time work-study students.

ShoreNet (formerly Interactive Learning Services ILS), the Regional Computing Center (RCC), School Improvement Services (SIS), Alcohol Tobacco and Other Drug abuse prevention (ATOD), Regional Services Network (RSN), Special Ed, Northeast Wisconsin In-School Telecommunications (NEWIST), Educational Telecommunications Production of Northeast Wisconsin (ETPNEW) , Business Office, Head Start, Alternative High School, all have trained staff members who are very knowledgeable about educational technology. ETS staff are the agency experts on distance learning, videoconferencing, video productions, Web 2.0 tools, and technology integration into curriculum. The NEWIST and ETPNEW staff are extremely knowledgeable about the use and production of instructional television programming. School Improvement Services staff excels in data collection and analysis. ATOD, RSN, and ETS collaborate on Assistive Technology for special needs, while the RCC supplies support for administrative and student system software. The SIS department responded to district requests and initiated the STEM Force initiative in which the math specialist and ETS staff will collborate to provide STEM professional development and resources to district.

CESA 7 plans to periodically reassess staff in technology use and training needs. These assessments will help determine how well they have met existing needs, what new and emerging technologies they use, and what training they need. The results of this input will assist CESA 7 in designing future staff development activities.

Overview of CESA 7 Technology Hardware and Software

CESA 7's technology hardware consists of 21 servers, 144 desktop PCs and notebooks, 14 printers, and 11 LCD projectors. The network is comprised of 4 firewalls and 12 switches and uses Cisco, Hewlett-Packard, and Netgear equipment. The servers are primarily Hewlett-Packard brand and run Microsoft Windows Server 2000, Microsoft Windows Server 2003, and Linux. The desktops and notebooks run Microsoft Windows XP Professional, Microsoft Windows 2000 Professional, and Macintosh OS X. Included in the 144 PCs is an 18-station notebook computer lab and a 19-station computer lab. Each computer is equipped with Microsoft Office, Acrobat Reader, Citrix Web Client, and McAfee VirusScan as standard software. The computers might have additional software installed to meet the individualized needs of each department. CESA 7 makes every effort to maintain accurate software license counts to ensure the software installed is legal.

Inventories, networking and telecommunications capacities

Technologies currently being utilized by CESA 7 include Windows Server 2003, Exchange 2003, Citrix, Coursewhere, McAfee Anti-virus protection, PolyCom, BadgerNet Converged Network (BCN), WebEx, WiscLineWeb, Atomic Learning, streaming video-servers, podcasts, handhelds, laptops, digital cameras, wireless, ceiling mounted projectors, Avaya IP Office phone system, MediaSite Live, and up-to-date presentation and communication programs.

The Exchange Server is utilized along with Outlook2003 as an organizational service to manage internal and external e-mails, distribution lists, schedules, and tasks. It is also integrated with the IIS server for Internet access to these services. In addition to providing access to the Exchange services, the IIS server provides web page services for all CESA7 departments. The email and Internet systems work together to provide an internally manageable web presence for CESA7.

All services run on a combination 1 Gigabit and 100 megabit backbone, and provide basic networking feature such as file, print and copy services. The Internet connection is run over BCN that connects us to the WiscNet network.

The Alternative high school is currently connected to CESA7 with a T1 line and is exploring a DSL connection. Our Head Start program is currently connected to CESA from Manitowoc with a virtual private network (VPN) line over DSL to Green Bay. The outlying Head Start offices all connect with our email system via POP3 technology or use Citrix to gain remote access to the full complement of CESA information systems.

CESA 7 has access to the Educational Broadcast System (EBS) Microwave Network which carries staff, student and community programming from CESA 7 as well as from area technical and UW colleges. ShoreNet and the user group are currently contracted with Sprint who utilizes the extra bandwidth as well as provide services to the members of the user group.

Remote access to CESA 7 has been established through Citrix and Exchange for employees with specific data and communication needs.

Multi-media/multi-purpose conference rooms will be maintained for on-site training and distance training.

Training in technology fluency will be provided to both customers and employees.

Alternative delivery methods such as ITV and web-based learning will be used to ensure access to meetings, resources, and professional development

CESA departments will collaborate to enhance existing technology fluency through professional development and resource sharing.

CESA 7 will provide model technology fluency examples via a variety of technologies, and assist districts with 8th grade tech literacy assessment.

CESA 7 has developed curriculum mapping for ITLS standards for PK-12 at grade levels other than 4, 8, 12.

The business have converted to SAGE accounting and payroll (financial package) for improved efficiency

Districts are receiving datacasting from ECB (digital content via airwaves). They will be trained in the new digital video available through Badgerlink.

Computing

All technology acquisitions are budgeted by individual departments.

CESA 7's philosophy on computer usage: all staff members will use a computer, automation is a goal of all departments, and the implementation of Internet based products and services is essential for growing the offerings of all departments. An Acceptable Use Policy (AUP) for staff technology use is included in the appendix.

CESA 7 maintains a consistent retirement of older computing equipment as needed and available through funding.

Current status of curriculum and educational technology initiatives in relation to educational improvement

CESA 7 staff is trained in utilizing a variety of technologies which promote educational improvement. It is the goal of CESA 7 to provide staff with increased opportunities to acquire the skills and strategies necessary to utilize technology effectively to improve education, and for the staff to work with school districts to effectively utilize technology.

ETS - Educational Technology Services, created in 2007, to provide technology integration and 21st Century Skills to educators.
CESA 7 has created the Educational Technology Services (ETS) department to provide professional development for 21st Century Skills, technology use, and technology integration. Since the inception of the TEACH grants, ACOT, the ITLS standards, the state tech plan, tech plan requirements for districts, 21st Century Skills, and other initiatives in tech integration, the ILS department, and now ETS, has used grants, memberships, and registration fees to provide training and resources to districts. The staff development typically is the basis of our EETT grant, as well as a technology coordinators network which meets monthly. CESA 7 has also joined forces with the EWITC group of school districts which hold a tech academy every summer in August and a Best Practices Fair in February. The CESA 7 ETS Director participated in the Partnership for 21st Century Skills affiliate training and is disseminating those materials and strategies.

CESA 7 operates a unique consortium of districts wanting to offer online classes to their students - Northeast Wisconsin Online Consortium Schools (NEWOCS), which provided Grades 6-12 courses from WVS, Kiel Online School and districts. In 2009 this came under the services of ETS. ETS maintains API support for schools offering advanced placement courses to students.

Resource Center—combination of all CESA 7 resources in a new online catalog. Acquisition of and training in the use of a variety of curriculum support and staff development media resources, including but not limited to videos, kits, assistive technology (AT) equipment, CDs, and software. Narrative of the Resource Center materials and its relevancy to meet the needs of the borrowing educators. CESA 7's Resource Center is comprised of collections of AV materials from several different departments: NEWIST, ILS, and other miscellaneous. The materials were selected by both the directors/staff of these departments, and the districts who maintain membership in the center. The directors survey their districts annually to determine needs, and include AV and multimedia needs in the survey. The center also surveys its members annually to determine needs. Items in the center are based on district needs.
NEWIST materials are self-produced and relate to social issues such as teen pregnancy, suicide, gender bias, poverty, discrimination, drugs, prison, multiculturalism, and more. Districts are faced with these issues daily, and counselors make heavy use of the NEWIS materials. NEwist manages their own circulation.
ILS materials are both nationally and self-produced. Most deal with technology literacy or offer professional development through technology formats. For example, The Annenberg project produced many grad courses in content areas such as math, science, geography, etc. These courses are available on DVD through the center, or online, so educators can borrow or purchase the courses from ILS or take them on line. Credit is offered through Colorado State University. ILS has produced many programs featuring tech integration models for teachers, and these are housed in the center.
ELL Materials consist of print and multimedia. This collection was begun several years ago for districts who were experiencing their first non-English speaking students, and had no budget or knowledge of how to work with them. Sample textbooks in easy to understand text, lessons is Spanish, testing materials, publisher samples, ELL dictionaries, games, all things which help ELL students to learn English, are housed in this center. Ell manages their own circulation.
School Improvement Services (SIS) collects primarily professional development materials in the center. Nationally known presenters have been in our area in the past several years, and each of them is included in the center with CDs, DVDs, tapes and/or print materials to be used as

follow-up. Examples include, Harry Wong, Bill Dagget, Ian Jukes, all of whom give practical classroom applications to their instructional strategies to improve student achievement. Examples of other materials include The Journal series, mentoring materials by Strong, evaluation procedures, discipline techniques, etc. SIS manages their own circulation.
ATOD collection provides materials for counselors, teachers, and students on drug prevention, bullying, TRIBES peer problem solving, and many other drug abuse prevention materials. ATOD manages their own circulation.
Other miscellaneous materials housed in the center include drivers ed, science kits that can be checked out, and others too numerous to mention. An online catalog can be seen at http://www.cesa7.k12.wi.us/content/resource/Online_Catalog/index.asp

ShoreNet Distance Learning Services (renamed from ILS) – Distance learning programming and support, digital video production services and instruction, MAC lab, video cameras, GenYes, Summer Instructional Technology Academy, Best Practices Fair, streaming video server, email and blogging server, transferring VHS video collection to DVD

Regional Computing Center (RCC) – Provides training for districts, to ensure community and family access to district information via student information systems. Provides software and support for administrative functions such as financial packages, hot lunch, human resources.

Safe and Healthy Schools (formerly ATOD Alcohol, Tobacco, and Other Drug Prevention) – Providing workshops via distance learning technologies, participating in Web Conferencing. Produced a podcast for Internet Safety for parents.

ESEA and ELL – Providing workshops and meetings via distance learning technologies, online consolidated application training, Web pages, links to DPI and Dept. of Ed resources.

Fallen Timbers –Environmental ed and technology applications is now a part of CESA 6, though ETS still collaborates with them on distance learning programs.

CESA 7 maintains representation on the CESA Instructional Technology Service Council (CITSC,) an organization consisting of representatives from all CESAs who meet regularly to provide leadership and coordination to CESAs in areas of planning, promotion and support for appropriate use of instructional technologies.

CESA 7 maintains representation on the Wisconsin Association of Distance Education Networks (WADEN) is a non-profit organization formed to work collaboratively to advance and improve distance education opportunities for all learners in Wisconsin.

Collaboration with the CESA 7-area Eastern Wisconsin Instructional Technology Consortium (EWITC), made up of CESA 7 area school districts and Lakeshore Technical College, who collaborate to offer the Summer Instructional Technology Academy and a Best Practices Fair.
Other areas in which significant technology changes have occurred include:
Teacher Development Center (TDC) – electronic portfolios used by participants, wiki created in 2009 for collaboration and communication
IDI's SAGE - accounting software for government entities implemented in 2006
Power School, Infinite Campus, and other student information systems are supported. Eclipse was purchased in 2008, and statewide support is offered.
ISES – support and training provided for districts

PI34 – School Improvement Services and the License Renewal Support Center (LRSC) use electronic tools for professional development and licensing
Online courses, podcasting, handhelds in the classroom – new initiatives for customer mobile learning opportunities – are being explored. New trainings include Gadgets go to School (Handhelds use in Classrooms); Toys to Tools (Cell/Smart phones use in Classrooms), SMARTBoards, Prometheans, Interwrite, and other IWB training;
Tetradata is being used by two CESA districts.

Meanwhile, the EETT and ARRA EETT grants provide learning in partnership with LMS, classroom teachers, technology integrators and administrators, growing together as collaborative instructional teams. These teams focus on developing standards-based curriculum units on problem-based and project-based learning that integrate NETS, AASL, and the Wisconsin Information and Technology Literacy standards. Implementation of these curriculum units will build a climate fostering 21st century learning skills in their schools and districts – a powerful incentive enabling educators to model those skills for their students.
We hope to show growth in educators' effective use of instructional technology to support 21st Century Skills such as inquiry-based teaching, information problem-solving, and problem-based learning. Educational research confirms that students whose teachers are high-level users of technology in the classroom score significantly better than students whose teachers use only a low level of technology (Middleton and Murray, 1999). Providing the proposed technology opportunities will also increase students' academic achievement by improving their information and technology literacy. Recent research-based studies describe one of these skills as *Internet fluency* – the ability to find, evaluate and use digital information effectively, efficiently and ethically. A model CESA 7 will use, 21st Century Digital Fluency, has been developed and validated by the Illinois Math Science Academy. Our EETT project will advance students from Internet *literacy* to *fluency,* enabling them to understand how digital information is different from print information, know how to use specialized tools for finding digital information, and strengthen their navigation through today's digital information environment.
Finally, the members of LMS and administrator planning groups clearly sttated that they need a flexible and efficient time frame for professional development. Thus the face-to-face training will be adapted for online and distance learning to meet the demands of workload and scheduling. This training will encompass the same principles of problem-based and project-based learning, employing mobile learning strategies with 24/7 access to training. Collegial eLearning communities practicing 21st century skills will be formed among the teams, utilizing the existing CESA 7 *Moodle* server, wikis, and blogs. These tools will enable teachers to share their project activities and comments with counterpart teachers, while administrators, LMS and technology integrators share similarly in ongoing discussion groups among their own peers. The EETT project showcases the most promising emerging e-Learning technologies, including training with such tools as podcasting, digital editing, online learning, handheld devices and other digital strategies that multiply students' learning options while capturing their imagination through contemporary technologies. All the participants will receive coaching training to effectively disseminate their skills to peers in a "train-the-trainer" model. They will also have professional development in strategies for 21st century skills, available through Ian Jukes' DVD: "Curriculum and Instructional Design to Accommodate the Digital Learner."
Projects and results will be shared at the Best Practices Fair in February, the SITA in August, and on the CESA 7 Technology Literacy wikis, including a Tech Coordinator wiki, a gadgets and Web2.0 wiki, 21st Century Learning Center wiki, and a digital assessment wiki

CESA 7 has begun a Facebook page for events and updates, and also has a Twitter account for updates. All staff are able to post to these pages.

Staff Development
Each department is charged with determining staff development activities that will help move member districts toward meeting their goals. They accomplish this by gathering input from the advisory committees (PAC, Tech Coords, Technicians, CAI, RSN, SHS, Title I, ESEA,), which are comprised of representatives from the districts and the various CESA 7 programs.

CESA 7 has been a recipient of Title llD Competitive technology grants and will continue to apply for future funds. District memberships also provide revenue for services. Programs funded for districts include on-line grad courses, technology planning, curriculum mapping, electronic field trips, ITV courses, and district tech integration initiatives. Funds are directed toward training staff (CESA 7 and district) to become effective users of technology, and also to coach and mentor others in their districts. These trainers have assisted teams of teachers in developing units of instruction that infuse available and appropriate technology into the curriculum.
Other CESA 7 programs that are directly involved in developing effective technology use in education are:

- NEWIST (Northeast Wisconsin In School Television)--training for teachers in the use and integration of Wisconsin Public Television programming and locally produced programming for students, datacasting and ecasting from ECB, electronic newsletter.
- Regional Service Network (RSN) -- training in Assistive Technology: adaptive and communicative technologies for students with disabilities. Providing workshops via distance learning technologies. PBIS, RTI, Differentiated Instruction, Early Childhood, Audiology, Disproportionality, Aha family poverty program, cultural responsiveness, 20 indicators, and WKCE Alternative Assessments are examples of initiatives being addressed at least partially through the use of technology.
- School Improvement Services (SIS)--training in the design and use of new tools for assessment which are critical in evaluating the districts' achievement of their goal of education improvement. Data Retreats, common core standards, online planning tools, curriculum mapping tools, online/electronic portfolios, license renewal for PI34. Providing workshops via distance learning technologies.
- Special Education –web-based resources for educators and parents including an interactive chatroom, website updates, discussion board, links to DPI, local and federal resources
- ELL uses webinars, distance learning, and other technologies for professional development. They are also using PD 360 online professional development. They also use social bookmarking for ELL resources. SIOP training F2F with online follow-up.
- Safe and Healthy Schools focuses on peer relationships, alcohol and drug prevention, and Internet safety. SHS developed a podcast for parents and teachers on Internet safety. They are involved in PBIS, and annually utilize data from the Youth Risk Behavior Survey. They collaborated with ETS and NEWIST to produce a live and archived webinar on Social Justice.

Leadership: Administration has provided leadership to district administrators to move toward 21st Century transformed high school, paperless classroom initiatives, Web2.0, and 1-1 computing. CESA 7 supports inclusion in statewide CITSC group which provides technology leadership and collaboration, and WADEN which provides leadership in distance learning.
Priorities for technology leadership include:

- Continue the priority of having staff attend outside seminars, workshops and conferences with an emphasis on technology
- Continue to seek funding through grants which will support technology training for staff and districts. Update and administer technology use and training needs survey every three years or more often if needed.
- Encourage peer training and mentoring
- Continue exploration of technology planning/implementation in collaboration with other CESAs throughout the state (CITSC, and WACA)
- Initiate STEM Force and explore Science, Technology, Engineering and Math connections.
- Explore 21st Century school reform, paperless classroom, 1-1 computing, online books and resources

CESA 7 leadership expects department heads and all staff to utilize technology tools in their work in office and out in districts, and to train CESA and district staff to fully utilize technologies.

Possible Partners

CESA 7 has an excellent working relationship with the community and makes good use of its available resources. These include the following:

A strong school/business partnership facilitated by the Green Bay Area Chamber of Commerce-*Partners In Education* program and the New North economic initiative

Partnerships with University Wisconsin Green Bay *Institute for Learning* which assists in the development of a Masters in Education program that includes a focus on technology

Distance partners through four videolinks, located at the CESA 7 office and at UW Green Bay, connecting CESA 7 to BCN and PolyCom videoconferencing systems

Partnership with area Catholic schools through GRACE (Green Bay Area Catholic Education) for technology training.

A telecommunications partnership with area post-secondary colleges including NWTC, LTC, St. Norbert College and Silver Lake College.

A partnership with Sprint/Nextel, a wireless communications provider, for utilization of the microwave capacity channels licensed by CESA 7 in exchange for revenue, phone and internet services

Access to Time/Warner Cable and NETCable community programming channels

Access to area radio and television stations and newspapers

Representation on the CESA Instructional Technology Service Council (CITSC,) an organization consisting of representatives from all CESAs who meet regularly to provide leadership and coordination to CESAs in areas of planning, promotion and support for appropriate use of instructional technologies.

Representation on the Wisconsin Association of Distance Education Networks (WADEN) is a non-profit organization formed to work collaboratively to advance and improve distance education opportunities for all learners in Wisconsin.

Collaboration with the CESA 7-area Eastern Wisconsin Instructional Technology Consortium (EWITC), made up of CESA 7 area school districts and Lakeshore Technical College, who collaborate to offer the Summer Instructional Technology Academy and a Best Practices Fair.

Other areas in which significant technology changes have occurred include:
Teacher Development Center (TDC) – electronic portfolios used by participants, a wiki page for participant use
Alio SAGE - accounting software for government entities implemented in 2007
Power School, Infinite Campus, Eclipse, and other student information systems are supported
ISES – support and training provided for districts
PI34 – School Improvement Services and the License Renewal Support Center (LRSC) use electronic tools for professional development and licensing
Online courses, podcasting, handhelds in the classroom – new initiatives for customer mobile learning opportunities – are being explored
Tetradata is being used by two CESA districts.

G. GOALS AND OBJECTIVES

Goals need to reflect the needs established from the Focus Area. Objectives need to be measurable, attainable, realistic, and related to each goal

G. Plan Goals and Objectives to focus on increasing student achievement, staff information and technology literacy, and library media and technology programs/services:

G.1 Goal One: CESA 7 will use current research and best practices in technology to enhance the efficiency and effectiveness of CESA 7 as an organization so that customers benefit from dynamic and responsive services and products that are aligned to their needs.

G.2 Goal Two: CESA 7 will integrate technology use into professional development so that educators can better prepare students to succeed in a global economy.

G.3 Goal Three: CESA 7 will assist districts to comply with federal and state data reporting requirements by offering the necessary technology tools and support.

G.4 Goal Four: CESA 7 will practice Green IT when considering acquisition or implementation of new technology. Technologies and practices that reduce energy consumption and conserve resources should be deployed whenever possible.

Objectives:

G.1 Goal One: CESA 7 will use current best practices in technology to enhance the efficiency and effectiveness of CESA 7 as an organization so that customers benefit from dynamic and responsive services and products that are aligned to their needs.

Improvement in technology skills and access to CESA 7 data from any temporary or permanent workplace are important. Therefore, CESA 7 intends to implement and/or continue the following initiatives:

G.1.1 Implement a teleworker "work-at-home" policy for those who do not need/have an office-based environment.

G.1.2 Utilize remote meeting platforms to reduce travel time between home, office, and district sites. Staff uses PolyCom and BadgerNet, WisLine Web, Web Ex, iLinc, Elluminate, Skype, and other web videoconferencing tools.

G.1.3 Provide internal training workshops for new technologies implemented in the area of remote access, remote meeting, product upgrades and new technologies.

G.1.4 Continue just-in-time (JIT) technology support for day-to-day operational support, maintenance and project management.

G.1.5 Maintain a web presence which contains information about all CESA 7 programs and services. Features include access to the CESA 7 ILS video server which archives staff development videos, Web2.0 tools such as Moodle, wikis, Facebook, Twitter and blogs for communication and collaboration, and remote access to our Intranet. The website will be redesigned to be more user friendly.

G.1.6 Utilize video streaming of live events from CESA 7 offices, including those at UW Green Bay.

G.1.7 Assist staff to maintain and update the website, specific to the information and services that they offer to their customers.

G.1.8 Maintain four two-way interactive connections to BadgerNet2, the statewide video network, from both the main office and UW Green Bay offices.

G.1.9 Provide “as needed” training in current and new technologies according to the Professional Accountabilities established by the Board of Control.

G.1.10 Maintain the automated contract/services selection tool for districts, to facilitate decision making re CESA 7 services, and the contract look-up tool so staff and districts can quickly look up what services they have subscribed to.

G.1.11 Maintain FaceBook and Twitter presence to further market our services and products.

G. 1.12 Utilize GoogleDocs to collaborate with peers. Example: Business Dept collaborates with other CESA business departments to share business information.

G.2 Goal Two: CESA 7 will integrate technology use into professional development so that educators can better prepare students to succeed in a global economy.

CESA 7 believes that well-trained district administrators and teachers are the key to successful classroom technology integration. District Administrators that are aware of the changes in educational technology and are active users of technology will envision the benefits of technology integration for their staff and students. Teachers who are well trained will be able to use technology to provide enriched learning environments for students as well as to improve lesson preparation and administrative efficiency. CESA 7's vision to strengthen the professional practices of teachers and administrators permeates many of the technology services of CESA 7.

G.2.1 Communicate with educators regarding opportunities in technology literacy training, including those sponsored by CESA 7 as well as other providers. E-trip newsletter using Constant Contact is sent regularly.

G.2.2 Continue to provide web-based and on-line instructional opportunities for all CESA 7 member districts.

G.2.3 Create a repository of information accessible to all the member districts including:

- Wikis for the Technology Coordinator Network, 21st Century Learning Center, Handheld Gadgets in the classroom, EBooks and Resources Consortium,
- A collection of model technology plans, processes, manuals, and resources to assist districts in updating technology plansLinks to grant application guidelines and forms for educational technology grant programs,
- Resources that demonstrate effective techniques for using interactive technologies.
- Resources that demonstrate how technology can enhance PK-12 professional development.

G.2.4 Continue use of all existing communications tools which include:

- Staff electronic newsletter sent periodically
- Various email listservs and discussion forums (supts, principals, tech coords, curriculum directors, LMS, counselors, ELL contacts, ESEA contacts, HS, MS, and elementary principals, etc.)
- Constant Contact updates

G.2.5 Provide support for implementation of the updated Wisconsin Model Academic Standards for Technology Literacy, NETS, and AASL standards for technology use and the Frameworks for 21st Century Skills.

G.2.6 Continue to work toward the goal of learning new methods of evaluating and assessing the effectiveness of technology initiatives as related to student learning.

G.2.7 Assist districts to meet the technology needs of students with disabilities:

- Continue to provide training to district staff and other professionals to support meeting individual needs of students with disabilities as identified by the staff and other professionals
- Ensure equal and easy access to appropriate technology for students with disabilities
- Support family awareness of and access to assistive technology

G.2.8 Support educator and student learning through the CESA 7 Resource Center. Add current technologies for districts to try out before a major purchase. Example: all four meeting rooms are equipped with interactive whiteboards (Smart, Promethean, Interwrite, and Eno).

G.3 Goal Three: Assist districts to comply with federal and state data reporting requirements by offering the necessary technology tools and support.

CESA 7 will assist districts in using their federal ESEA funds to improve student learning by providing research-based professional development and technologies, and managing consortia which provide services they are unable to access on their own. Funding is coordinated through local LEAs, collaborative grant writing and use of ESEA Title funding through consortia. CESA 7 created a part time ESEA staff position to assist districts in applying for and utilizing their federal funding, including Title IID EETT formula and competitive funds. They created a part time position for ISES support, and also a part time position for district WKCE data support. A Title I consultant was added to staff in 2009. We switched from Coursewhere to My Learning Plan online registration in 2009 to better follow teacher data.

G.3.1 Generate WKCE reports

G.3.2 Provide ISES support including a Super-User group for technical support.

G.3.3 Provide ESEA and ARRA support including quarterly reportiing, on-line consolidated planning support, end of year reporting support, and grant writing for ESEA-related funding such as Title I, Title IID competitive, Title III ELL, Title IV ATODA, Teacher Quality grant, i3, RTTT, and academic area grants.
G.3.4 Provide support for curriculum management systems such as Eclipse, Power School, Infinite Campus. Staff development plans such as My Learning Plan, and support for various student information systems, including Infinite Campus.

G.4 Goal Four: CESA 7 will practice Green IT when considering acquisition or implementation of new technology.
Technologies and practices that reduce energy consumption and conserve resources should be deployed whenever possible.
G.4.1 Reduce printing and paper consumption
G.4.2 Turn off computers and other energy-using devices when not in use (ex: meeting rooms not heated when not in use, programmed weekly
G.4.3 Electronic forms and workflow
G.4.4 Reuse and recycle technology whenever possible

CESA 7 has a history of providing a variety of adult and professional development continuing education opportunities offered in cooperation with all of the area post-secondary institutions including UWGB, NWTC, St. Norbert College, FVTC, UWO, LTC, Silver Lake College, Viterbo College and Lakeland College. CESA 7 also works directly with the Wisconsin Department of Public Instruction (DPI) to provide DPI approved opportunities for licensed teachers to stay current and maintain their licenses.

H. IMPLEMENTATION ACTION PLAN

G.1 Goal One: CESA 7 will use current research and best practices in technology to enhance the efficiency and effectiveness of CESA 7 as an organization so that customers benefit from dynamic and responsive services and products that are aligned to their needs.				
Sub-Goal	**Person(s) Responsible**	**Activity**	**Timeline**	**Evidence of Progress**
G.1.1Implement teleworker "work-at-home" support for those who do not need/have an office-based environment.	Technology Director	Maintain Remote Access	Ongoing	Teleworkers have 24/7 access
G.1.2 Utilize remote meeting platforms to reduce travel time between home, office, and district sites. Staff uses PolyCom and BadgerNet, WisLine Web, Web Ex, iLinc, Elluminate, Skype, and other web videoconferencing tools.	Technology Director	Implement and support remote access tools	Ongoing	All staff have access
G.1.3 Provide internal training workshops for new technologies implemented in the area of remote access, remote meeting, product upgrades and new technologies.	Directors, Administrator	Train staff in new technologies	Ongoing	Assessment results, use of technologies reports
G.1.4 Continue just-in-time (JIT) technology support for day-to-day operational support, maintenance and project management.	Directors, Adminstrator, ETS	Renew Atomic Learning, quarterly staff trainings	Ongoing	Staff feedback, use reports
G.1.5 Maintain a web presence which contains information about all CESA 7 programs and services. Features include access to the CESA 7 ILS video server which archives staff development videos, Web2.0 tools such as Moodle, wikis, Facebook, Twitter and blogs for communication and collaboration, and remote access to our Intranet. The website will be redesigned to be more user friendly	Directors, Administrator	Update webpages, quarterly training,	Ongoing	Staff feedback, use reports
G.1.6 Utilize video streaming of live events from CESA 7 offices, including those at UW Green Bay.	ETS, ETPNEW, Administrator, Directors	Train staff, provide technical support	Ongoing	Number of arched events grows

G.1.7 Assist staff to maintain and update the website, specific to the information and services that they offer to their customers.	Technology Director	Train staff, provide technical support	Ongoing	Webpages current and user friendly
G.1.8 Maintain four two-way interactive connections to BadgerNet2, the statewide video network, from both the main office and UW Green Bay offices.	ETS, Technology Director	Provide technical support	Ongoing	Connections working
G.1.9 Provide "as needed" training in current and new technologies according to the Professional Accountabilities established by the Board of Control.	Directors, Administrator	Quartely training, Atomic Learning, as needed training	Ongoing	Staff feedback, use reports
G.1.10 Maintain the automated contract/services selection tool for districts, to facilitate decsion making re CESA 7 services, and the contract look-up tool so staff and districts can quickly look up what services they have subcribed to.	Business Office	Technical support	Ongoing	Staff and district feedback, use reports
G.1.11 Maintain FaceBook and Twitter presence to further market our services and products.	ETS, Directors, Administrator	Atomic Learning, training as needed	Ongoing	Webpages updated
G.2 Goal Two: CESA 7 will integrate technology use into professional development so that educators can better prepare students to succeed in a global economy.				
G . 1.12 Utilize GoogleDocs to collaborate with peers. Example: Business Dept collaborates with other state CESA business departments to share business information.	ETS, Directors, Administrator	Atomic Learning, training as needed	Ongoing	Webpages updated
G.2.1 Communicate with educators regarding opportunities in technology literacy training, including those sponsored by CESA 7 as well as other providers. E-trip newsletter using Constant Contact is sent regularly.	ETS, Directors	Constant Contact newsletter, email blasts, flyers	Ongoing	Registrations and attendance at workshops
G.2.2 Continue to provide web-based and on-line instructional opportunities for all CESA 7 member	ETS, Directors	Constant Contact newsletter, email	Ongoing	Registrations and attendance at

districts.		blasts, flyers		workshops
G.2.3 Create a repository of information accessible to all the member districts including Wikis for the Technology Coordinator Network, 21st Century Learning Center, Handheld Gadgets in the classroom, EBooks and Resources Consortium, Technology Assessments wiki	ETS, Directors, Administrators	Constant Contact newsletter, email blasts, flyers	Ongoing	Hits counted, user feedback
G.2.4 Continue use of all existing communications tools	ETS, Directors, Administrators	Constant Contact newsletter, email blasts, flyers	Ongoing	Registrations, user feedback
G.2.5 Provide support for implementation of the updated Wisconsin Model Academic Standards for Technology Literacy, NETS, and AASL standards for technology use and the Frameworks for 21st Century Skills.	ETS, Directors, Administrators	Develop workshops and wikis, Constant Contact newsletter, email blasts, flyers	Ongoing	Registrations, user feedback
G.2.6 Continue to work toward the goal of learning new methods of evaluating and assessing the effectiveness of technology initiatives as related to student learning.	ETS, Directors, Administrators	Develop workshops and wikis, Constant Contact newsletter, email blasts, flyers	Ongoing	Registrations, user feedback
G.2.7 Assist districts to meet the technology needs of students with disabilities:	RSN, AT, ETS Directors	Maintain lending library, develop trainings, work 1-1 with teachers	Ongoing	Registrations, user feedback
G.2.8 Support educator and student learning through the CESA 7 Resource Center. Add current technologies for districts to try out before a major purchase. Example: all four meeting rooms are equipped with interactive whiteboards (Smart, Promethean, Interwrite, and Eno). New technologies are added to the Resource Center as they develop.	Resource Center	Maintain library, add technologies and media, promote circulation	Ongoing	Inventory, Use reports

G.3 Goal Three: Assist districts to comply with federal and state data reporting requirements by offering the necessary technology tools and support.				
G.3.1 Generate WKCE reports	SIS, Technology Director	Reports to districts requesting them	Ongoing	Number of requests
G.3.2 Provide ISES support including a Super-User group for technical support.	RCC Director	Develop training provide technical support	Ongoing	Registrations, user feedback
G.3.3 Provide ESEA and ARRA support including quarterly reportiing, on-line consolidated planning support, end of year reporting support, and grant writing for ESEA-related funding such as Title I, Title IID competitive, Title III ELL, Title IV ATODA, Teacher Quality grant, i3, RTTT, and academic area grants.	SIS and Title I directors, ESEA Coordinator	Develop training provide technical support	Ongoing	Registrations, user feedback
G.3.4 Provide support for curriculum management systems such as Eclipse, Power School, Infinite Campus. Staff development plans such as My Learning Plan, and support for various student information systems, including Infinite Campus.	RCC Director	Develop training provide technical support	Ongoing	Registrations, user feedback
G.4 Goal Four: CESA 7 will practice Green IT when considering acquisition or implementation of new technology. Technologies and practices that reduce energy consumption and conserve resources should be deployed whenever possible.				
G.4.1 Reduce printing and paper consumption	All Staff	Utilize digital copies	Ongoing	Less paper;/ink cartidges used
G.4.2 Turn off computers and other energy-using devices when not in use	All Staff	Reminders	Ongoing	Less energy consumption
G.4.3 Electronic forms and workflow	All Staff	Reminders	Ongoing	More digital forms utilized
G.4.4 Reuse and recycle technology	All Staff, Technology staff	Recycling Event	Annually	Less stored electronics

I. BUDGET FOR ACTION PLAN

2010-2011 BUDGET PROJECTION

CATEGORY	PURPOSE	Goal	COST	SOURCE
Computer	5 Laptops, 6 PC's, 1 Mac	1, 2	12,300	Budget
Peripherals	1 Color Printer, 1 Webcam, 1 LCD Projector	1, 2, 3	1,700	Budget
Network Equipment	VM Updates, Internet Router, Etc.	1,2	16,600	Budget
Other Tech Equip	1 Moodle Server	1,2,3	4,500	Budget
New Technologies		1,2	27,000	Budget, Grants
Comp Supplies		1,2,3	11,000	Budget
Software		1,2	15,000	Budget
Internet	Various Providers	1,2,3	9,600	Budget
Technical Support	Cisco SmartNet, Software Support, Hardware Support	1,2,3	17,300	Budget
Hosting Service	WebEx, CourseWhere, Survey Monkey, Eclipse	1,2	10,400	Budget
Memberships	MS TechNet Plus, Novell Professional Resource Suite	1,2	2,500	Budget
Technology Department Costs	Technology Director, Space Costs, Operational Costs, Travel, Etc.	1,2,3	100,500	Budget
TOTAL:			*$228,400*	

2011-2012 BUDGET PROJECTION

CATEGORY	PURPOSE	Goal	COST	SOURCE
Computer	22 Laptops, 24 PC's, 1 Mac Pro	1, 2	48,600	Budget
Peripherals	1 Document Scanner, 1 Scanner, 1 Color Printer	1, 2, 3	3,900	Budget
Network Equipment	Financial Server Upgrades, Firewall, Etc.	1,2	17,200	Budget
Other Tech Equip	Document Management System	1,2,3	30,000	Budget
New Technologies		1,2	27,500	Budget, Grants
Comp Supplies		1,2,3	11,500	Budget
Software	MS Office 2010, Various Software	1,2	27,600	Budget
Internet	Various Providers	1,2,3	9,600	Budget
Technical Support	Cisco SmartNet, Software Support, Hardware Support	1,2,3	18,000	Budget
Hosting Service	WebEx, CourseWhere, Survey Monkey, Eclipse	1,2	10,800	Budget
Memberships	MS TechNet Plus,	1,2	2,500	Budget

	Novell Professional Resource Suite			
Technology Department Costs	Technology Director, Space Costs, Operation Costs, Travel, Etc.	1,2,3	104,500	Budget
TOTAL:			*$311,700*	

2012-2013 BUDGET PROJECTION

CATEGORY	PURPOSE	Goal	COST	SOURCE
Computer	2 Laptops, 7 Computers	1, 2	8,000	Budget
Peripherals	External Hard Drives, HSHD Camera Cards & Reader, Conf. Rm Projector	1, 2, 3	5,600	Budget
Network Equipment	Remote sites servers, Etc.	1,2	18,000	Budget
Office Equipment	Phone System	1,2,3	5,000	Budget
Other Tech Equip	HD Camera	1,2,3	4,000	Budget
New Technologies		1,2	27,000	Budget, Grants
Comp Supplies		1,2,3	11,900	Budget
Software		1,2	16,200	Budget
Internet	Various Providers	1,2,3	9,600	Budget

Technical Support	Cisco SmartNet, Software Support, Hardware Support	1,2,3	18,700	Budget
Hosting Service	WebEx, CourseWhere, Survey Monkey, Eclipse	1,2	11,200	Budget
Memberships	MS TechNet Plus, Novell Professional Resource Suite	1,2	2,500	Budget
Technology Department Costs	Technology Director, Space Costs, Operational Costs, Travel	1,2,3	108,700	Budget
TOTAL:			*$230,000*	

J. DISSEMINTATION TO STAKEHOLDERS

Detail how the school/community will be informed of the plan. Also identify adult literacy opportunities.

Adult Literacy

CESA 7 has a history of providing a variety of adult continuing education opportunities offered in cooperation with all of the area post-secondary institutions including UWGB, NWTC, St. Norbert College, FVTC, UWO, LTC, Silver Lake College, Viterbo College and Lakeland College. CESA 7 also works directly with the Wisconsin Department of Public Instruction (DPI) to provide DPI approved opportunities for licensed teachers to stay current and maintain their licenses. We operate a teacher licensing center for individuals holding a bachelor's degree who would like to onbtain teaching certification. Areas include ELL and Special Ed.

Dissemination to Stakeholders

The CESA 7 Technology and Media Plan will be posted on the CESA 7 website, and district staff will be notified of its availability. Copies are made available to CESA Board members and to district administrators, as well as technology coordinators.

K. MONITORING, EVALUATING, AND REVISING OF THE PLAN

In order to insure that the goals, objectives, and implementation strategies for upgrading and using technology, the technology committee will conduct as-needed assessments on training needs, access, and integration of technology into the daily routine of all staff.

With the assistance of the technology committee, the CESA 7 administrator will direct program staff to develop implementation strategies that will assist in evaluating the following:

- Support the competencies which students will need to successfully access, analyze, apply and communicate information according to the 21st Century Skills.
- Support staff competencies necessary for assisting districts in integrating and applying information technologies to their work
- Establish baseline standards for recommendation to ensure that all staff has adequate and appropriate hardware, software, and communications access
- Maintain partnerships with state agencies, other CESAs, technology organizations and area school districts to continually update our knowledge of emerging technologies and their applications for education
- Provide periodic reports on this technology plan to the CESA 7 Board of Control and to the CESA 7 Professional Advisory Committee regarding the CESA's effectiveness in meeting educational standards on information and technology literacy and any improvements that need to be implemented to maintain quality education in CESA 7
- Maintain community connections that will encourage and support community involvement in all aspects of student learning. The plan will be posted to the CESA 7

website, and links sent out via Twitter and Facebook accounts. Various wikis will link to the tech plan.

Present Membership of Technology Planning Committee

- Jeffrey Dickert, Administrator
- Roxann Nys, Videoconference Coordinator
- Chris Rogers, ETS Director
- Pat Darnick, Business Services Director
- Theresa Neuser, ShoreNet Coordinator and NEWOCS Operations Manager
- Brad Rodgers, Technology Director
- Jo Mellen, NEWIST

L. APPENDIX A

Appendices are optional and may include compilations of needs assessments and supporting graphs, a calendar of planning deadlines, a list of the Information (Library Media) and Technology program policies or URL's if published on the district's web page, and a bibliography.

Policies Required for DPI Technology Plan

Board of Control Approved – October 14, 2004

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

POLICY STATEMENT

A. CESA 7 shall assist districts to train staff to provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.

B. The term "related services" means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. "Assistive technology devices and services" would clearly be a functional part of the services defined. An "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:

   1. Evaluation of needs of a student with a disability, including a functional evaluation of the child's customary environment;
   2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
   3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
   4. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
   5. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.

C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

POLICY PROCEDURE

A. A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.

B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.

C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
2. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
4. During a specified time frame, the trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the longer-term use or permanent acquisition of one or more assistive technology tools.
6. If specific assistive technology is identified as being needed, it is written in the student's IEP.

D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
2. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
4. During a specified time frame, the trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the longer-term use or permanent acquisition of one or assistive technology tools.
6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

LEGAL REF: Chapter 115, subchapter V Wisconsin Statutes

CESA 7 CIPA CERTIFICATION

CESA 7 will observe the requirements of the Children's Internet Protection Act (CIPA).

The requirements of the Children's Internet Protection Act (CIPA) are incorporated into CESA 7 policy. CESA 7 has certified, under certain circumstances, that they have adopted and are enforcing Internet safety policies. CESA 7 will submit a CIPA certification form to the DPI when the ESEA consortium applications are filed.

CESA 7 must certify to the DPI that *one* of the following conditions exists –

- Every applicable school has complied with the CIPA requirements.

- Not all "applicable schools" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

- The CIPA requirements in the ESEA do not apply because no funds made available under the program (e-rate, Ed Tech) are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

STUDENT INTERNET SAFETY

Access by Students:

Internet safety must be exercised at all times by all users, including students. The following guidelines apply to the use of Agency technology by students:

A. Access by minors to inappropriate material on the Internet and World Wide Web is prohibited.

B. The Agency promotes safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications (i.e. Instant message services). Thus, students will have access to Agency technology only when supervised.

C. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online is prohibited.

D. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors are prohibited.

E. The Agency will implement measures designed to restrict minors' access to materials harmful to minors.

F. Student users will not post personal contact information about themselves or others on the Internet or World Wide Web including: first and last name, address, e-mail address, telephone number, social security number, personal photograph.

CESA 7 will make every reasonable effort to block or filter and monitor access to "visual depictions" that are obscene, child pornography, harmful to minors, or that CESA 7 determines is inappropriate for minors. Internet filtering will be used to limit access by minors and adults to inappropriate or harmful material on the Internet and World Wide Web.

All users (students and adults) are required to report any sites that contain inappropriate materials or materials harmful to minors. This information is to be reported by a student to the supervisor in charge or if a staff member, to the Network Administrator. This would include any text, audio segment, picture, image, graphic image file, or other visual depiction that:

A. Takes as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

B. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated or perverted sexual acts, or a lewd exhibition of the genitals; and

C. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

It is the responsibility of all instructors/employees to properly inform students/staff under their charge of this policy and to see that the policy is strictly enforced. Students using the Internet and World Wide Web will be under the direct supervision of the instructor.

TECHNOLOGY ACCEPTABLE USE

Using technology provides valuable, diverse and unique resources that assist agency employees in their work. CESA 7's goal is to promote educational excellence in our service area by facilitating resource sharing, innovation, and communication. Internet and network access is now available to employees of CESA 7. If employees have personal Internet accounts at their homes, they will be able to access the CESA 7 network at any time. Employees may opt to work on unfinished projects in their home environment. It is important to note that **prior approval** must be obtained from the Department Head when compensation for such work is required.

The Internet is an "electronic highway" connecting millions of computers all over the world and millions of individual users. Access to the Internet will enable employees to explore thousands of libraries, databases, and bulletins while exchanging messages with users throughout the globe. In addition, the system will be used to increase agency communication, enhance productivity, and assist agency employees in upgrading their skills through greater exchange of information. This technology will also assist the agency in sharing information with school districts, community members, social services, government agencies, and businesses.

With access to computers and people worldwide also comes the availability of material that may not be considered of value in the context of the educational setting. Users should be warned that some material obtained via the World Wide Web may contain inappropriate items that are illegal, defamatory, inaccurate, or potentially offensive. CESA 7 does not condone access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information, either by accident or deliberately, or be sent inappropriate un-requested material. CESA 7 firmly believes that the benefits to employees from on-line access far outweighs the possibility that users may procure or receive material that is not consistent with the educational goals of the agency. Inappropriate materials should be deleted immediately or shared with the proper supervisor/authority.

The purpose of this agreement is to ensure that use of technology is consistent with the agency's stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of employees who must adhere to these guidelines. If a CESA 7 user violates any of these provisions, his/her account will be terminated and future access could be denied in accord with the rules and regulations discussed herein and with each user.

The signature on the employee handbook card indicates that the CESA 7 employee has read carefully the terms and conditions of this policy and understands their significance.

A. Technology is provided to enhance the workplace, including research capabilities and communicating with others. Access to technology is given to employees who agree to act in a considerate and responsible manner. Access is a privilege - not a right. That access entails responsibility. Inappropriate use could result in suspension or cancellation of technology privileges. The CESA 7 Agency Administrator will deem what is inappropriate use and his/her decision is final.

B. Users are expected to abide by generally accepted rules of etiquette and conduct themselves in a responsible and polite manner while using technology.

C. Users are not permitted to use agency technology resources for commercial purposes, product advertising, political lobbying, and political campaigning. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. Physical or electronic tampering with technology resources is not permitted. Damaging computers, computer systems, computer networks, technological hardware or software intentionally will result in cancellation of privileges.

D. Users must respect all copyright laws and security restrictions:
    1. Users must respect all copyright laws that protect software owners, artists and writers. Plagiarism will not be tolerated.
    2. Security is a high priority when multiple users are involved. Users who identify a security problem must notify the agency administrator or the office manager. Do not demonstrate the problem to others. Using someone else's password or trespassing in folders, work, or files without written permission is prohibited. Attempts to log-on to the Internet or the agency network as anyone but yourself may result in cancellation of user privileges.

E. CESA 7 makes no warranties of any kind, whether expressed or implied for the service it is providing. The agency assumes no responsibility or liability for any phone charges, line costs or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by it own negligence or user errors or omissions. Use of any information obtained via the Internet is at your own risk. The agency specifically denies any responsibility for the accuracy or quality of information obtained through its services.

F. All communication and information accessible via the many technology resources shall be regarded as private property. However, CESA 7 and/or designees who operate the system may review files and messages to maintain system integrity and ensure that users are using the system responsibly.

G. CESA 7 has the right to monitor any employee's Internet, data and email accounts and any other electronic devices.

Any violations may result in loss of access to technology as well as other disciplinary or legal action. Users are considered subject to all local, state and federal laws.

COPYRIGHT

The Board of Control directs its staff to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school districts and governmental agencies and the staff must, therefore, avoid acts of copyright infringement under penalty of law.

The Board expects its employees to be knowledgeable of and abide by all laws, Federal and State, which pertain to the copyright status of all items and specifically to PL 94-553, which is the current copyright law. The following policies apply to the copyright law:

A. All copying not specifically allowed by the current copyright law, fair-use guidelines, license agreements, or proprietor's permission is prohibited.

B. The CESA 7 Administrator, Department Heads, or any other supervisors will not direct any staff member to willfully violate the copyright law.

C. The copying or broadcast of copyrighted materials including, but not limited to, computer software, videocassettes, printed, and material in other analog or digital formats borrowed from the CESA 7 Regional Media Center, or any CESA 7 department is prohibited without the prior written permission of both the publisher and CESA 7.

D. The liability for infringement of the copyright law is placed on the CESA 7 employee or user of the CESA 7 materials who requests or makes the copy. CESA 7 assumes no responsibility and will provide no legal assistance.

E. The use of CESA 7 equipment for the purpose of violating the copyright law is prohibited.

F. All license, permission agreements and other copyright records will be housed in the CESA 7 administrative office, and the Media Center staff will provide assistance to CESA 7 personnel in obtaining the rights to duplicate copyrighted materials.

G. The CESA 7 Administrator will appoint a copyright officer who will be responsible for providing CESA 7 employees with inservice training, information relating to copyright law, and attached reminders of copyright laws on each copy machine.

MEDIA CENTER

A. Purpose of the CESA 7 MEDIA CENTER:

The purpose of the CESA 7 MEDIA CENTER is to equalize educational media opportunities for customers served by CESA 7 and to support the learning process of schools by providing supplemental materials to support the curriculum.

It is not the intent of the MEDIA CENTER collection to replace existing instructional media collections within individual districts. Media purchased for the MEDIA CENTER is often out of the practical budget reach of single districts or is material that has limited use within that one (1) district. These materials are then accessible to all districts that choose to participate in the MEDIA CENTER. This provides school district personnel with a wide selection of material in various subject areas covering preschool through high school, with additional items for parents and professionals.

B. Responsibility for Selection:

Media purchased by the MEDIA CENTER is recommended by member district's media specialists and teaching staff and the CESA 7 directors. Recommendations for the purchase of materials under grants are requested from the grant coordinator and the districts participating in the grant. Materials are selected together on the analysis of the existing collection and client needs, using recognized review sources.

C. Criteria for Selection of Materials:

All acquisitions, whether purchased or donated, are judged in terms of objective standards. In selecting materials for purchase, the MEDIA CENTER coordinator will evaluate the existing collection and the needs of the school districts and will consult reputable, professionally prepared selection aids and other appropriate sources.

General Criteria:

1. Items too expensive for individual schools or districts to purchase.
2. Items worthwhile, but of limited use.
3. Suitability of format for school use and transportation.
4. Suitability of subject and style for intended audience.
5. Appropriateness and effectiveness of medium to content.

Principles of Selection

All materials selected shall be consistent with the following:

Materials that are to be selected shall:

1. Provide for the support and enrichment of the K through 12 curriculum of schools, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable pupils to make intelligent judgments in their daily lives.

4. Provide materials representing the many sides of issues so that pupils may develop the practice of critical thinking and decision-making.
5. Provide material that present the sexual, racial, religious, and ethnic groups in our communities and our society in such a way as to build positive images, with mutual understanding and respect.

D. Specific Selection Criteria

- Authority
- Scope of the Material--overall depth and purpose of coverage
  - Reliability
  - Accuracy
  - Recency
- Treatment of the Material (style that is appropriate for subject)
- Appropriateness of Content to Users
- Arrangement and Organization
- Literary Merit
- Availability of Materials on the Subject
- Physical Durability of the Material
- Value to the Collection
  - Does it meet the needs?
  - How often would the item be used?
  - Who is likely to use the item?
- Production Qualities

E. Collection Maintenance

An effective collection maintenance program serves two (2) purposes. First, materials and small assistive technology equipment are available in usable condition. Second, policies and procedures for preventative maintenance lead to economical and efficient management of the collection. Maintenance activities include keeping a record of what's in the collection (a shelf list or inventory); inspecting materials; and replacing or removing items.

Procedure of Weeding and Discarding

In order to provide a current, usable collection of materials, the collection shall be weeded based on obsolescence, circulation, and physical condition. Materials will be disposed of in a suitable and appropriate manner.

Disposition of Gifts

Gifts to the MEDIA CENTER will be evaluated using the selection criteria identified in this policy. CESA 7 retains the right to accept or refuse the gift.

120.13 (5) Wis. Stats.

Selection of Instructional Materials

CESA 7 considers the selection of instructional materials for adult and student use to be an important part of its commitment to quality service.

A. In selecting instructional materials, professional personnel shall evaluate the instructional needs and available resources and shall consult reputable, professionally prepared selection aides and other appropriate sources. The actual item shall be examined when deemed appropriate.
B. Professional personnel use criteria in their selection process, including the following:

   Support and enrichment for the EC-Adult learning, considering varied interests, abilities and maturity levels

   Growth in knowledge, skills, literary appreciation, aesthetic values, critical thinking, and ethical standards

   Materials that do not discriminate against sexual, racial, religious, and ethnic groups in our communities and society and help build positive images for mutual understanding and respect.

   Authority

   Scope of material for overall depth and purpose (reliability, accuracy, recency)

   Treatment of the material (style appropriate for subject)

   Appropriateness of content to users

   Arrangement and organization

   Literary merit

   Physical durability of material

C. All A/V software must be previewed by the professional staff before purchase.
D. All rental materials must be previewed by the professional staff prior to their use.
E. Administrators, teachers, students, other district personnel, community persons and CESA 7 employees may make recommendations for purchase.
F. Gift resources shall be judged according to the criteria outlined in letter B. above.
G. Selection is an ongoing process which includes the removal of materials which are no longer appropriate and replacement of materials which are lost or damaged.

RE-EVALUATION OF INSTRUCTIONAL MATERIALS

The following steps are provided as a guide for the Re-evaluation of Instructional Materials:

1. Any complainant will seek to reach satisfactory status of materials with the specific CESA 7 employee involved.
2. If no acceptable resolution is reached, the complainant and CESA 7 employee present the issue to the agency administrator.
3. The agency administrator seeks to reach a satisfactory resolution with the complainant and the CESA 7 employee.
4. If no satisfactory resolution is reached, the agency administrator convenes a Committee composed of two directors of instruction from CESA 7 school districts, two principals from CESA 7 schools at the level related to the materials, two library/media center specialists from CESA 7, two CESA 7 teachers from the content area being addressed, i.e., language arts, social studies, art, and one of the directors of an alternate program at CESA 7. Upon formation of the committee, the agency administrator shall convene all members and explain the general issue and time frame related to re-evaluation of instructional materials. The purpose of the initial meeting shall be:
    a) to clarify the agency administrator as chair of the committee and to select a recording secretary;
    b) to determine preliminary ground rules for the complaint process;
    c) to set acceptable alternative meeting times and locations within no more than a three week time period; and
    d) to review the complaint, to provide written copies of the citizen's complaint, to establish the expectation of private review by each member, and to offer resources related to the issue.
5. The agency administrator shall also notify the complainant that the meeting will take place for the purposes cited above.
6. The agency administrator/chairperson shall call a hearing for the purpose of the committee analyzing the complaint. The hearing will involve the complainant and the CESA 7 employee, or other school personnel, directly involved in the complaint. The chairperson shall notify the complainant and school personnel involved of the date and time of the hearing and provide all parties with procedural ground rules for the hearing.
7. At the conclusion of the hearing, the committee may caucus privately for the purpose of reviewing the data presented. Additional meetings may be called to discuss various resource material and to develop the written report for the Board of Control.
8. Resources for the Committee include Cooperative Children's Book Center (CCBC), Wisconsin Education Media Association (WEMA), Wisconsin Council of Teachers of English Language Arts (WCTELA), and Intellectual Freedom of Library Association.
9. When the committee, using the recording secretary, has written its report, members are to submit it to the Board of Control Chair and the agency administrator. The Board Chair and agency administrator will determine a mutually satisfactory meeting date for the Board and committee to meet for discussion and Board action.
10. The complainant has no appeal beyond the CESA 7 Board of Control.

NOTE: Complaint form is attached.

CESA 7
595 Baeten Road
Green Bay, WI 54304

Citizen's Complaint Concerning Instructional Materials

Date _____

Library Books
Picture
Recording
Filmstrips
Videotape
Textbooks
Film
Other:

_____
Title _____
Author _____ Publisher _____
Where was this material used? Adult Inservice/Course __ Student Course/Training___
Complaint initiated by _____
Address _____ Phone _____
City/State/ZIP _____
Citizen represents: Self or Organization (Circle one) OR . . .
Other: _____
1. To what in this material do you object? (Please be specific. Cite page numbers, for example.)
_____
_____
_____
2. What do you see is the result of reading or viewing this material?
_____
_____
_____
3. Would you object to this material if it were used at another level?
_____
4. Did you read, view or listen to the entire material? Yes No (Circle one) If not, what part(s)?
_____
_____
_____
5. Are you aware of any judgment of this material by professional critics? Yes No (Circle one)

6. What do you believe is the subject or theme of this material?
_____
_____
7. What would you like to have done with this material?
Do not assign or lend it to my child.
Withdraw it from the CESA 7 materials.
Return it for re-evaluation.
Other (specify): _____

8. In its place, what material would you recommend that would convey a similar picture and meaning of the subject treated?

_____
_____
_____

9. Are you aware of the Wisconsin Statute which states in part the following? "... all students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural and diversity and pluralistic nature of American society." Yes No (Circle one)

10. Additional comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
Signature of Citizen

CESA 7 Interlibrary Loan Policy

As a lending library in the State of Wisconsin, CESA 7 Instructional Media Center will follow the DPI recommended guidelines for Interlibrary Loan procedures:

Lending library responsibilities

- Lend materials of all types as CESA 7 may seek to borrow from others
- Decide if it is possible to loan the materials requested
- Process requests received within three days of receipt
- Choose a delivery method that will get the materials to the library within two days if possible
- Allow borrowing library user to have materials for at least one week
- Send replies promptly to the borrowing library
- Clearly mark the due date on each request
- Mark all materials with an ownership stamp to assure return
- Send a copy of the request with the materials being loaned

Borrowing library responsibilities

- Obtain complete information from library users
- Fill out request forms completely
- Keep interlibrary loan request information confidential
- Conform to copyright law requirements
- Inform library users of local, system, and state library policies
- Reject requests that do not conform to policies
- Provide alternatives for library users when materials cannot be obtained, such as telling where a library can be found for in-library use
- Give library users realistic information about the length of time needed and the probability of obtaining materials
- Comply with the conditions of the loan, such as in-library use only
- Note the condition of borrowed material and notify the lender of damage
- Pay for return postage, replacement of lost or damaged materials, and fines and communicate with the lending library
- Keep track of due dates for borrowed materials
- Recall materials promptly when requested by the lending library
- Promptly send bills received from out of state lenders to the Reference and Loan Library for payment
- Consider purchasing materials that are requested frequently

DPI 12-point checklist:

__x___1. How we will use federal funds to improve student academic achievement
__x___2. Our specific goals for using advanced technology to improve student achievement

__x___3. Steps taken to ensure that all students and teachers served by CESA 7 have increased access to technology, especially for students in high poverty and high needs schools, and for teachers integrating technology into curriculum
__x___4. How CESA 7 will identify and promote curricula and teaching strategies that effectively integrate technology into curriculum and instruction, and how we provide ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology
__x___5. Type and costs of technology
__x___6. How we coordinate technology funding from federal, state, and local resources
__x___7. How we will integrate technology into curriculum and instruction
__x___8. How we will encourage innovative delivery of courses to ensure access
_____9. How we will ensure parental involvement
__x___10. How we will provide adult literacy where applicable
__x___11. How we will evaluate which activities are effectively increasing teacher and student achievement
__x___12. Supporting resource

Approved 2/10/10

5021

TELEWORK

CESA #7 recognizes the changing nature of its workforce and the 21st century work environment due to advances in technology as well as the attitudes and practicalities of the modern workplace. Telework is an employer-sanctioned work arrangement for employees to perform all or some of their work at an alternate site away from their primary office location. Telework can offer benefits for the Agency and those it serves as well as for those employees approved for such a work arrangement.

The goals of this policy include: provide effective, efficient and accountable services; achieve cost-effectiveness for the Agency; improve the quality of work and life for employees; and improve the recruitment and retention of employees.

Participation in telework is subject to the prior written approval of the employee's supervisor and the Agency Administrator. Supervisors are not required to allow an employee to telework. Approved telework arrangements may be full-time (completing all or most duties at an alternate work site), part-time (teleworking on a regularly scheduled basis), or situational basis (teleworking on an irregular basis or working from home during an illness/injury or for a specific assignment).

Telework arrangements are not intended to assist in meeting child or other dependent care needs. While teleworking, the teleworker is not to provide any supervision to children, to sick or incapacitated persons, or to any other persons who may require attention or assistance. The purpose of telework is to accomplish the work assignment. Telework arrangements contribute to the Agency's goals while maintaining or improving program efficiency, productivity, service and benefits.

The following considerations will be utilized to assess whether a particular job or specific assignment is suitable for telework:

- Specific work activities are portable and can be performed effectively outside the primary office location.
- Specific work activities involve responsibilities that routinely occur in the field.
- Work can be sent to/from the employee's alternate worksite with ease, speed, security and confidentiality.
- The need for face-to-face contact with supervisors, colleagues, or others in the workplace is minimal.
- Access to equipment, materials, files, etc. available only at the workplace is not required.
- Access to Internet and remote access capability is adequate.
- The job functions of the teleworker can be performed independently, with minimal dependence on support staff and supervision.
- Results/outcomes of telework assignments are clearly defined and monitored by the supervisor.

If a job or assignment is approved for telework, the employee and supervisor will establish an appropriate schedule. Any change in schedule must be approved by the supervisor. Teleworkers are required to report to their primary office location when requested.

Telework arrangements may be revoked or adjusted at any time due to work rule violation, job performance, or to meet operational needs. While working away from their office, employees must be accessible for communication with co-workers, supervisors, and those we serve regarding job-related matters.

Teleworkers must abide by all Agency rules and standards of conduct while working at alternate worksites. Other Teleworker specific rules are:

1. Agency-issued resources can only be used for authorized purposes.
2. The alternate worksite must provide a secure and confidential work and storage area as may be appropriate for the assignment.
3. Malfunction of Agency-issued equipment must be reported immediately.
4. Appropriate leave time to accommodate personal business, illness, etc. must be requested and approved.
5. Phone contact information for the alternate worksite will be provided to requesting individuals for performance of official work duties/responsibilities.
6. Agency will not provide technical support for employee-owned or employee-provided equipment, phones, and Internet access.
7. Technical support for Agency-provided equipment and Internet access will be provided via telephone and remote-control technologies. Agency may require employee to bring Agency-owned equipment to the CESA 7 main office if problem cannot be solved remotely. Onsite technical support will be provided in extreme cases when the problem may be related to the Agency-provided Internet access that cannot be solved by any other means and the Agency Technology Department has sufficient resources and personnel.
8. Agency may require employee to bring Agency-owned equipment to the CESA 7 main office on a periodic basis for perform routine system maintenance and software updates.

The Agency will not be responsible for any operating costs associated with the teleworker using his/her home as an alternate worksite (e.g., home maintenance, insurance, utilities, etc.), nor will

the Agency provide counsel on personal tax issues. The teleworker otherwise does not relinquish any entitlement to reimbursement for authorized expenses while conducting business for the Agency.

M. APPENDIX B Inventory

Inventory is available upon request, as it is in ACCESS on our M Drive, available to Technology Director and Accounting Department. It is not in print form as it is several inches thick.