

School District of
West Allis-West Milwaukee, et. Al
Information (Library Media)
& Technology Literacy Plan
July 1, 2011- June 30, 2014

Kurt Wachholz

District Administrator

A handwritten signature in black ink that reads "Kurt A. Wachholz". The signature is written in a cursive style with a long, sweeping tail on the letter "z".

Board Approval Date: June 27, 2011

Contact Person: Michele Gruenberg, Teacher Librarian

GrueM@wawm.k12.wi.us

Phone: (414) 604-4800 x 102



Tony Evers, PhD, State Superintendent

June 30, 2011

Kurt Wachholz
District Administrator
West Allis School District
9333 West Lincoln Avenue
West Allis, WI 53227-2303

Dear Mr. Wachholz:

This is to notify you that the information library media and technology plan for the **West Allis School District** has been certified as meeting the full, comprehensive set of planning criteria stipulated by the State of Wisconsin, FCC Universal Service Fund E-rate program, and No Child Left Behind Act of 2001 (NCLB) Title II, Part D, Subpart 1: Enhancing Education Through Technology.

This certification is effective **July 1, 2011 to June 30, 2014**. It allows you to participate for the duration of the certification in the FCC Universal Service Fund E-rate and Enhancing Education Through Technology (EETT) programs, as well as any other federal or state technology program requiring a state-certified technology plan.

Prior to the expiration date, you will need to submit a revised plan for review by the Department of Public Instruction. We will keep you informed of any changes in the planning criteria or planning certification process.

If you have questions regarding these results, please contact Donna Steffan, Instructional Technology consultant, at (608) 267-1282 or donna.steffan@dpi.wi.gov.

Sincerely,

A handwritten signature in cursive script that reads "Stephen T. Sanders".

Stephen Sanders, Director
Instructional Media & Technology

SS:af

Contents

CONTENTS	2
EXECUTIVE SUMMARY	5
INTRODUCTION	8
District Vision Statement	8
District Mission Statement	8
Information Technology Vision & Mission	8
Research That Supports This Plan	9
REFERENCES	10
BACKGROUND	11
Student Demographics	11
History of Technology & Library Media	12
Planning Process	16
Community Resources and Adult Literacy Providers	16
NEEDS ASSESSMENT/CURRENT STATUS	17
Analysis and Assessment of Progress Toward Previous Plans' Goals	17
Identification of Underserved Populations Concerning Information and Technology Literacy, Access and or Equity	19
Adult Literacy Opportunities	19
Analysis of Student Proficiency	20
Analysis of Current Status of Effective Teaching and Learning Practices	20
Analysis of Current Status of Educator Proficiency	22
Analysis of Current Status of Access to Information and Technology Resources	23

Analysis of Current Status of Support Systems & Leadership	25
1.0 EFFECTIVE TEACHING & LEARNING ACTION PLAN	26
2.0 EDUCATOR PROFICIENCY ACTION PLAN	31
3.0 ACCESS TO INFORMATION & TECHNOLOGY RESOURCES	34
4.0 SUPPORT SYSTEMS & LEADERSHIP	38
BUDGET SUMMARY	40
DISSEMINATION TO STAKEHOLDERS	43
MONITORING, EVALUATION AND REVISION	43
APPENDIX A- LIBRARY COLLECTION ANALYSIS	44
APPENDIX B- SELECTION OF LIBRARY MEDIA MATERIALS	61
APPENDIX C- LIBRARY MEDIA MATERIALS SELECTION GUIDELINES	64
APPENDIX D- INTERLIBRARY LOAN POLICY	67
APPENDIX E- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS	69
APPENDIX F- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE RULES FOR STUDENTS	75
APPENDIX G- TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS	83
APPENDIX H- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES	84
APPENDIX I- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS	90

APPENDIX J- USE OF COPYRIGHTED MATERIAL	101
APPENDIX K- PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA MATERIALS	102
APPENDIX L- REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS	103
APPENDIX M- WEST ALLIS WEST MILWAUKEE CURRENT HARDWARE INVENTORY	105
APPENDIX N- TECHNOLOGY STANDARDS MATRIX	106
APPENDIX O- SOFTWARE INVENTORY	110
APPENDIX P- TECHNOLOGY INTEGRATOR JOB DESCRIPTION	112
APPENDIX Q- LIBRARY MEDIA ROLES	114

Executive Summary

Over the past three years a number of technology initiatives have been completed to maintain and improve technology resources for teaching and learning. For example, the District has increased its Internet speed, purchased Interactive Whiteboards, piloted mini-Dell Computers and added new modules to Infinite Campus, the District student information system.

The West Allis West Milwaukee school District believes that all students need the knowledge and skills to participate in a changing global society. The following is a summary of the major teaching and learning initiatives the planning committee recommends the District work on over the next three years:

- Improve proficiency on 21st century skills. Specific areas targeted for improvement include: Critical Thinking, Problem Solving and Decision Making, Research and Information Fluency, and Digital Citizenship.
- Provide teachers with the support that they need to embed 21st century information literacy and technology skills into the curriculum. Provide professional development on how to integrate new national standards into curricular development in all content areas. The District will model 21st century skills in the delivery of professional development.
- Establish a system for tracking student academic progress by course.
- Provide online learning options for high school biology students and for targeted sixth and eighth grade classes.

The role of the Teacher Librarian continues to evolve in order to aid teachers in integrating 21st century skills into the curriculum. Teacher Librarians at the elementary level will work side-by-side with teachers in integrating lessons that embed the new standards. Teacher Librarians at the middle school level will work on the Big Six research model, supporting the gifted and talented program and helping teachers develop and provide instruction around essential questions. The Teacher Librarians at the high school will collaborate and provide support for teachers as they embed 21st century skills into their curricular areas.

In order to accomplish these goals, the District will need to maintain and provide access to technology resources.

This plan includes documentation required by the Department of Public Instruction to approve the plan and allow the District to apply for E-Rate funds, action plans that outline the steps that will be needed to accomplish the initiatives listed above and a budget summary outlining the anticipated costs and funding sources identified for the plan.

Participants

The School District of West Allis-West Milwaukee, et al. would like to acknowledge and thank the following individuals for their input into and the review of various drafts of this document.

Name:	Position in District:
Debra Beyer	<i>6-12 Coordinator</i>
Stephan Blum	<i>Manager of Technology Services</i>
Dr. Katherine A. Collins	<i>Associate Dean, Milwaukee Area Technical College</i>
Annette Frymark	<i>School Board Member</i>
Maureen Georgenson	<i>Balanced Literacy/Social Studies Teacher</i>
Nicole Gosser, MS-CCC/SLP	<i>Speech Language Pathologist Assistive Technology Coordinator</i>
Michele Gruenberg	<i>Teacher Librarian</i>
Pat Kerhin	<i>School Board Member</i>
Ryan Phillip Koch	<i>Math Teacher</i>
Darlene Duklas	<i>Teacher Librarian</i>
Paul Mielke	<i>Principal</i>
Jenny Naber	<i>Teacher Librarian</i>
Johnna Noll	<i>K-12 School Improvement Coordinator</i>
Jeff Thomson	<i>Principal</i>
Kyle Tretow	<i>Student</i>
Chris Vento-Bente	<i>Director of Instruction</i>

Introduction

District Vision Statement

The School District of West Allis-West Milwaukee, et al. provides a learning environment where all students will achieve academic excellence in schools in which teachers are involved in continuous professional development so that they can provide exciting, relevant instruction in a school setting that fosters respect, integrity and character.

District Mission Statement

The Mission of the School District of West Allis-West Milwaukee, et al. in partnership with family and community is to provide challenging curriculum and engaging instruction so that every student will attain academic success.

Beliefs

1. Student achievement is the primary responsibility of the District
2. Instruction must be delivered to reflect that learning occurs in different ways and at different rates
3. Learning is the shared responsibility of students, staff, family and community
4. A positive, supportive environment contributes to an individual's success
5. Respect for diversity is essential
6. Every student is entitled to a safe and secure learning environment
7. Each student is entitled to an equitable education that maximizes his/her potential
8. Ongoing professional development and staff collaboration are vital to student success

In support of the District mission and vision the Information and Technology Planning Committee developed the following vision and mission statement:

Information Technology Vision & Mission

The Information Library Media Technology Literacy (ITL) Plan will support strong teaching and learning grounded in best thinking and research so that students can be active participants in their learning with digital learning technologies to enhance their knowledge and skills connected to a global society.

In order to reach the vision, the District will:

- Implement the Information Library Media Technology Plan so that it will be accepted and effectively used by all members of the learning community.
- Provide access to the resources needed to effectively support the teaching and learning process.

- Provide ongoing professional development and access to technology so that all teachers, administrators and staff are proficient in using information library media and technology to support the District’s curriculum as well as the Wisconsin Model Academic Standards and National Standards.
- Facilitate curriculum development in order to improve student achievement and enhance 21st century skills.
- Use technology to facilitate communication and support the partnership between school(s), students, parents and the community.
- Utilize data and current research to drive decision-making for Information and Technology Literacy.

Research That Supports This Plan

The focal point of this plan is to ensure all students graduate from the West Allis-West Milwaukee et. al School District with the 21st century skills that they will need to be successful in a global economy. “Twenty-first century learning is at the confluence of three major influences: globalization, which increases global interdependence and competition; technology innovations that enable more engaged teaching and learning, and advances in understanding how people learn” (Apple Computers, 2008). These converging influences have impacted standards as well. In 2007 the International Society of Technology Education (ISTE) released a new set of standards. The major areas in these standards include Creativity & Innovation, Communication & Collaboration, Digital Citizenship, Critical Thinking, Problem Solving & Decision Making and Technology Operations and Concepts. A year later the American Association of School Librarians (AASL) released the 21st century learner standards. Wisconsin also joined the Partnership for 21st century skills. In order for students to become proficient in these skills they need to be embedded into current standards, curricula and assessments for core subjects. The West Allis-West Milwaukee et. al School District has taken a proactive stance in adopting these standards in this plan.

In order for a teacher to effectively integrate these standards into their curriculum they need to possess technical knowledge, pedagogical knowledge, and content knowledge (Cox & Graham, 2009). Teacher proficiency in these areas was measured. The planning committee created an Educator Proficiency action plan using this data.

An important component in moving the District ahead with these standards is ongoing support. In the West Allis-West Milwaukee et. al School District, Teacher Librarians play an important role in helping teachers and students implement these standards. The plan contains a strategy for increased collaboration between classroom teachers and library media specialists. This is consistent with the recommendation of the American Library Association on the role of the library media specialist as a teacher, instructional partner, information specialist, and program administrator (ALA, 2011).

In 2010, the US Department of Education released the National Education Technology Plan. Many of the actions in this plan align with the recommendations given by the US Department of Education. “To help build out an infrastructure for learning, Districts and schools should begin a transition to the next

generation of computing system architectures. Districts should consider options for reducing the number of servers they run through consolidation using virtualization. Virtualization allows a single server to run multiple applications safely and reliably, so that Districts can reduce the number of servers on their networks dramatically, cutting costs and making the networks less complex and easier to manage. Districts also can consider moving to cloud computing, which involves shifting from the procurement and maintenance of servers in local datacenters to purchasing software as a service (SaaS) and Web applications from datacenters running in the cloud”(U.S. Department of Education, 2010, p. 57). The Access Action Plan outlines how the District will begin to utilize virtualization and cloud computing to provide remote access to applications.

References

- AASL_LearningStandards.pdf. 2008. Retrieved from http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- ALA | AASL Position Statement on the Role of the School Library Media Specialist in Site-Based Management. (2011). Retrieved March 17, 2011, from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatementsarchive/roleschool.cfm>
- Apple Computers. (2008). Apple Classrooms of Tomorrow- Today: Learning in the 21st Century. Retrieved September 17, 2009, from http://ali.apple.com/acot2/global/files/ACOT2_Background.pdf
- Cox, S., & Graham, C. (2009). Diagramming TPACK in Practice: Using an Elaborated Model of the TPACK Framework to Analyze and Depict Teacher Knowledge. *Tech Trends: Linking Research & Practice to Improve Learning*, 53(5), 60-69.
- ISTE. (2007). ISTE | NETS for Students. Retrieved January 21, 2010, from http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm
- Partnership for 21st Century Skills. (2009). [21st_century_skills_education_and_competitiveness_guide.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf) (application/pdf Object). Retrieved March 12, 2010, from http://www.21stcenturyskills.org/documents/21st_century_skills_education_and_competitiveness_guide.pdf
- U.S. Department of Education. (2010). National Education Technology Plan 2010. Retrieved December 19, 2010, from <http://www.ed.gov/technology/netp-2010>

Background

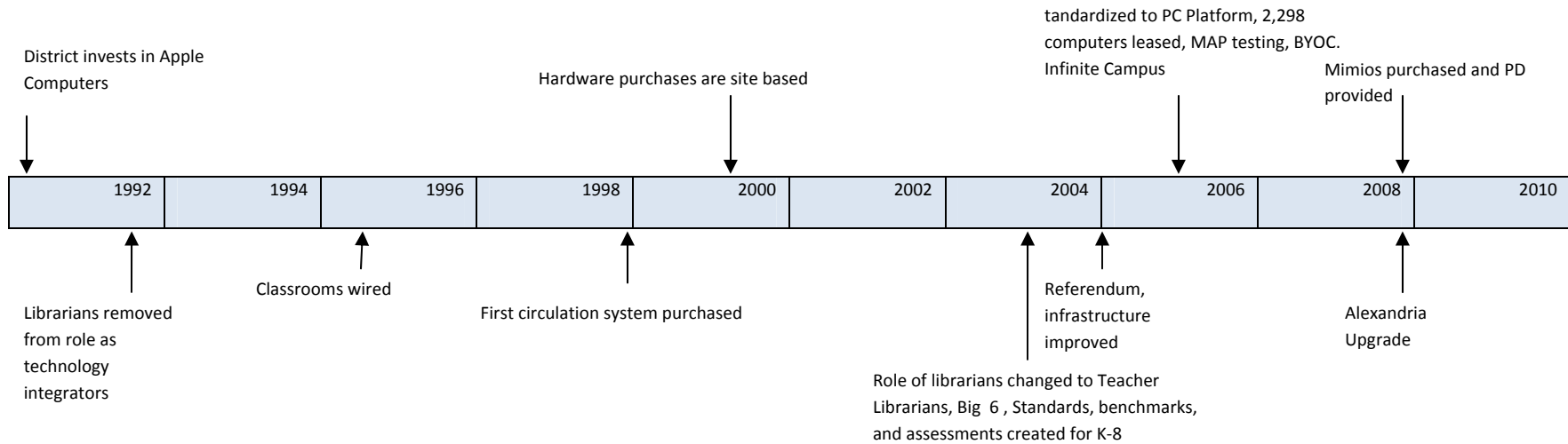
Student Demographics

Number of Students	% of students White	% of students African American	% of students Hispanic	% of students Asian	% of students Native American	% Two or More	% of student receiving free and reduced lunch
8,976	65.7%	9.3%	18.2%	3.1%	1.4%	2.2%	48.4%

**2010-2011 WINNS Data*

History of Technology & Library Media

Over the past twenty years the District has made a concerted effort to incorporate technology into the learning process. The timeline below shows some of the milestones in the evolution of technology and library media programs in the West Allis West Milwaukee School District.



Early 1990s

Initially the District invested in Apple Computers for students and PC computers for administration.

In the late '80s and early '90s, Teacher Librarians worked as technology integrators within their Districts. With the change of leadership, the Teacher Librarians were taken out of the integration role and an attempt was made at centralizing technology.

1995

In 1995 the District wired every classroom with a telephone line, voice mail, a 10-based-T level 5 category cable and twin coaxial cables for telecommunications, networking, video conferencing and the delivery of cable programming. Each of the four secondary schools had a Local Area Network (LAN) installed that was connected to the central office and the Internet.

1998

In 1998 the first library circulation system purchased.

2000

Purchases for hardware were often site-based, which led to inequalities in access.

2004

During the 2004-2005 School Year, the community passed a referendum. As part of the referendum, the phone system was upgraded using the District's fiber optic cabling and the infrastructure was improved to create a strong base to support future hardware upgrades. The problems with interior cabling were addressed by changing to a Star configuration. This improved performance at slow points within the network. The District upgraded their previous network equipment to a Nortel Layer 3/Layer 2 switch configuration. Fiber optics was installed between buildings both for phone and data services.

The District also consolidated servers (*this was not part of the referendum funding*). The quantity of servers was reduced from 85 to 33. This was made possible by the speed of the fiber optics and the redesign of the network. The fiber optic connectivity also allowed for the elimination of all T1 telephone lines that had previously been connecting the buildings for the transfer of voice, video, and data traffic.

The District changed the role of the Library Media Specialist to one of Teacher Librarians. The new title reflects the leadership role Teacher Librarians have been taking throughout the District in helping teachers integrate information and technology standards into their curriculums. Elementary classroom teachers collaborate with Teacher Librarians on one integrated technology project each year.

The District also adopted the Big 6 Research Model, an information-problem solving process that helps structure the research process for students.

The District has identified grade level benchmarks for the Information Technology Literacy Standards. A matrix has been developed which shows what benchmarks are taught in each curricular area. Performance assessments for each grade level were developed for grades K-8.

2005

The District has standardized on the PC platform and technology purchases were centralized in the District office. This allowed the District to ensure competitive pricing on equipment and improved equitable access to technology. 735 computers were leased for the elementary schools. The District also provided professional development component. The District leadership met with Instructional Coordinator to standardize educational software across the all elementary schools.

The District also leased 1,563 computers at the secondary level. The access to up-to-date hardware has increased access and reliability of the hardware District-wide. The District leadership met with building leasers to standardize software offering by department across intermediate and high schools. The District also implemented NWEA MAP testing for Kindergarten through tenth grade and Build Your Own Curriculum (BYOC). The District has implemented a new student information system that is securely accessible over the Internet from anywhere in the world.

2008

A new version of Alexandria, the library circulation system, was installed. The new version of Alexandria included many new features. One new feature is the ability to view a student's Lexile score and match to the Lexile score of the book. This upgrade has also reduced the number of Alexandria servers from seventeen to one.

The District began purchasing Mimios across the District as well as providing professional development in which teachers created a classroom Mimio-based project.

2010

The District recently increased its Internet speed to 100Mg. The District conducted a mini-pilot of the Dell mini-computers. The District has plans to make Central Middle School completely wireless. Due to the consolidation of programs, two additional schools now have wireless access. The District moved to Web-sense Internet filtering which met the goals of the current plan. The District also plans to implement a new telephone system. The District purchased the Maintenance and Enhancement modes of Infinite Campus. The District is planning to implement a School of One as part of its summer school programming. The District is also in the process of implementing 24-7 remote access to file.

Planning Process

In the fall of 2010, stakeholders in the District participated in the Next Generation 360° Needs Assessment. The following number of stakeholders participated:

- 482 Eighth Grade Students
- 426 Teachers
- 86 Administrators
- 6 Library Media Specialists
- 266 Parents

A planning committee was formed with representatives from each stakeholder group. They met six times (December 14th, January 14th, February 1st, March 1st, April 5th, and April 19th, 2011) to analyze the data and work on the action plans. Needs assessment data is cited throughout the plan.

Community Resources and Adult Literacy Providers

The School District of West Allis-West Milwaukee, et al. has taken advantage of multiple community resources as part of the ongoing initiative to improve information (library media) and technology opportunities for all students. The bulleted organizations, companies, and community resources listed below offer a snapshot of the collaborative activities that exist between the District and the community.

- **CESA #1** provides opportunities and support for Tech Coordinators and list-serves.
- **City of West Allis** provides the District with \$50,000 annually for television programming through a grant made available from Time/Warner Cable.
- **Wisconsin Education Innovations** (formally Sally Ride Academy) offers professional development based on both content standards and the new national teacher standards.
- **School District of West Allis-West Milwaukee, et al. Recreation Department** offers classes on Technology for the community.
- **Time Warner Cable** -The West Milwaukee village has access with Time Warner cable to the education station.
- **Video Clubs** -Presently 12 video clubs are operating in the District. All are required to produce programming on the District Cable Channel. The various clubs prepare programs featuring activities occurring in the schools and the community.
- **West Allis Chamber of Commerce** offers Crystal Apple Awards recognizing outstanding programs, projects and strategies for improving learning, many of which include the effective use of technology.

- **West Allis Community Media Services (WCMS)** offers workshops, community programs, videotape competitions, and many other educational, informational, and entertaining programs. WCMS maintains open communication with the Board of Education, administrators, teachers and students on a variety of projects.
- **West Allis-West Milwaukee Education Association** has for many years collaborated with the District in the development, procurement and utilization of technology. The Association purchased computers for the Public Library for student use and has been a partner in developing staff development programs for the improvement of instruction in the schools.
- **West Allis-West Milwaukee School District (WAWMSD) Education Foundation** was established in 2007 to enhance the educational opportunities that are available within the District. In partnership with the community, the organization aspires to provide additional funds to expand existing programs and enrichment opportunities for WAWM students.
- **West Allis Public Library** has worked cooperatively with the School District of West Allis-West Milwaukee, et al. to educate children for many years. Summer reading programs provided by the library have been in conjunction with the District library media programs. School District personnel have assisted the public library in terms of software and hardware purchases. Numerous joint meetings have been held to share ideas and provide in-service training sessions. The District has invited library personnel to participate in instructional staff development programs. Through the West Allis Library, the District is connected to the Milwaukee County Federated System and has access to the library and resource materials of the entire system. The District has worked as a partner with the Public Library to deliver computer and Internet training to senior citizens of West Allis.
- **WiscNet** is the District's Internet Service Provider (ISP) and works collaboratively to facilitate the reimbursement of E-rate discounts.
- **Cardinal Stritch University** has partnered with the District for many years resulting in many on-campus college level courses for teachers. Teachers, administrators, secretaries, educational assistants, custodians, citizens and staff members from other Districts have taken advantage of these courses offered through the District and Cardinal Stritch.

Needs Assessment/Current Status

Analysis and Assessment of Progress Toward Previous Plans' Goals

1A. Effective Teaching & Learning

Goal: Students, staff and community will use, access, and apply information and technology to facilitate and work with higher level thinking skills in the learning process

Progress to date: Teacher librarians have taken on a larger role in the past three years in ensuring that students have information technology skills. Teacher librarians see all students in grades K-5 for one hour a week to teach information technology skills. They also collaborate and support classroom

teachers in integrating information technology skills into the curriculum. Grade level benchmarks have been developed and are included in Appendix N. The District has developed authentic project based K-8 assessments around these benchmarks at each grade level. Assessments are administered by the classroom teacher. The District collects and tracks these assessments annually.

2A. Educator Proficiency

Goal: Individual teachers will adopt and embed 21st Century Information technology skills as measured on locally developed grade level performance assessments.

Progress to date: Over the past three years the District has provided professional development on how to effectively integrate interactive whiteboards into instruction. As part of the professional development program, teachers focused on developing lessons that they will use with their students. The District also hosts an annual Sally Ride Academy to help teachers develop their information technology literacy skills. In addition, the District has offered workshops on Web 2.0 tools. Staff is also provided collaborative K-12 professional development time for grade level and department teams to develop model lessons and assessments that integrate information and technology into the curriculum.

3A. Access to Information Resources & Learning Tools Action Plan

Goal: Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards.

The District has made Skype and other distance learning tools available to establish global partnerships. In 2008, the student to computer ratio was 6:1. Currently the student computer ratio remains the same. The District has continued to fund the computer leasing program. The District distributed technology according to usage statistics. The District also implemented the Project Lead the Way a program that teaches students pre-engineering skills.

3B. Emerging Technologies

Goal: Individual teachers will adopt and embed 21st Century Information Literacy and Technology skills into the curriculum as identified in State curriculum standards.

The District has increased the number of Mimios available in each building. The District has purchased three Mimios at the secondary buildings and two at the elementary buildings each year. The District piloted netbooks at Irving, Franklin, and Frank Lloyd Wright.

3C. Infrastructure Action Plan

Goal: The District will maintain and improve the District's infrastructure to reduce maintenance costs while supporting student learning opportunities

Current Status: The District increased the speed of the Internet from 50 Mg to 100 Mg. This resulted in a cost savings of \$4,750 a month. The District updated its Internet filtering software to Websense. The District also upgraded its virtual backup system. The District also increased the disk space for storing student files during the 2010-2011 school year.

4A. Support Systems & Leadership

The District will increase the number of collaborative technology learning opportunities between the District, parents, and community resources/partnerships

Current Status: The District established parent access to the computers at the Recreation Department. The District also provided courses on the Microsoft Office through the Recreation Department.

4B. Administrator Proficiency

Goal: Proactive leadership at the District and building levels will model, promote, and value the role of technology in increasing student achievement through staff use technology

Current status: Administrators were made aware of the International Society of Technology Education (ISTE) Administrator National Educational Technology Standards (NETS).

Identification of Underserved Populations Concerning Information and Technology Literacy, Access and or Equity

Assistive technology options are considered as part of the IEP process. The District has an Assistive Technology Committee. The purpose of the Assistive Technology Committee is to build awareness of emerging technologies that can help meet student needs.

The District provides GED Option 2 and Project Pace. Alternate courses are also offered at Dottke Alternative School. In addition, the district also outsources alternative programs to meet the needs of special education and at-risk students. The District has implemented the NWEA MAP program in kindergarten through tenth grade. Premier Assistive Technology is available on all computers district-wide. Oasys is being used by special education teachers for writing Individualized education Plans and is available to special education teachers for home access.

Adult Literacy Opportunities

The School District of West Allis-West Milwaukee, et al. Recreation Department and some Title I Elementary Schools provide technology training opportunities for adults.

In addition, community members have been allowed to attend technology classes at West Milwaukee Intermediate School.

The District also hosts courses for adults through Wisconsin Education Innovations.

Analysis of Student Proficiency

The following chart shows student proficiency levels on the ISTE 2007 NETS- Standards as measured by the Eighth Grade Proficiency Assessment:

Institution View List:

West Allis - West Milwaukee / Frank Lloyd Wright Intermediate / West Milwaukee Intermediate / Lincoln Intermediate

NETS Standard	n	Minimal	Basic	Proficient	Advanced
Creativity & Innovation	480	30.21%	19.58%	29.17%	21.04%
Communication & Collaboration	476	28.36%	23.53%	26.89%	21.22%
Research & Information Fluency	474	29.75%	12.87%	35.87%	21.52%
Critical Thinking, Problem Solving & Decision Making	465	36.13%	24.52%	23.66%	15.70%
Digital Citizenship	458	49.35%	27.07%	20.74%	2.84%
Technology Operations & Concepts	458	46.07%	18.34%	34.50%	1.09%
Overall	480	34.17%	27.71%	36.04%	2.08%
Index score (combined percentage of last 2 columns): 38.13%					

(Fall 2010)

Analysis of Current Status of Effective Teaching and Learning Practices

Strengths:

All stakeholder groups indicated that the teaching of 21st century skills was extremely important and that the District was already placing some emphasis on these skills as part of the instructional process. Educators currently do collaborative projects through the use of wikis, blogs, Mimios and the Smart tech website.

Areas of Need:

A need exists for students to see the connections between academic and personal uses of technology through differentiated curriculum. Currently 38.13% of eighth graders are proficient or advanced on the NGA Student proficiency assessment.

Students need to identify and analyze a problem and develop a plan for research and investigation. The following skills are identified as Critical Thinking, Problem Solving and Decision Making on the NGA Student Proficiency Assessment:

Identify critical questions that need to be answered in order to solve a problem

Plan and manage activities to develop a solution or complete a project that goes beyond the collection of superficial facts

Read, view, and listen for information presented in any format (i.e. text, visual, media, digital) or order to make inferences and gather meaning

Collect and analyze data to identify solutions to make informed decisions

Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess

Thirty-nine percent of eighth grade students are proficient and advanced in Critical Thinking, Problem Solving and Decision Making on the NGA Student proficiency Assessment.

Students need to effectively evaluate electronic resources for credibility. The following skills are identified as Research and Information Fluency on the NGA Student Proficiency Assessment:

- Effectively plan a research strategy and choose appropriate tools to guide inquiry
- Efficiently locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias

Fifty seven percent of students were proficient and advanced in Research and Information Fluency.

Students also need education on digital citizenship.

Analysis of Current Status of Educator Proficiency

The following shows an aggregate view of teacher proficiency levels as measured by the NGA Teacher Assessment.

Knowledge Area	n	Beginning Stages	Exploratory	Evolving Practices	Transformational Use
Technical Knowledge	419	2.63%	20.29%	58.71%	18.38%
Content Knowledge	419	0.00%	0.72%	3.82%	95.47%
Pedagogical Knowledge	411	0.00%	28.47%	58.64%	12.90%
Digital Citizenship	410	20.73%	0.49%	0.00%	78.78%
Leadership	410	1.95%	71.46%	24.88%	1.71%
Overall	419	1.91%	22.91%	65.16%	10.02%
Index score (combined percentage of last 4 columns): 10.02%					

(Fall 2010)

Areas of Strength

Fifty-eight percent of teachers are at the evolving stage of technology integration meaning that they are gradually changing their instructional practices to more student centered approaches. 29% of teachers are at the transformational level.

Ninety-five percent of teachers are at the Transformational level for content knowledge. At this level teachers have a strong grasp of the subject area(s) they teach and the technological resources available to them.

Areas of Need

Thirteen percent of teachers are at the transformational level of pedagogical knowledge.

Twenty-one percent of teachers are at the minimum level of digital citizenship. Students need to effectively evaluate electronic resources for credibility. The following skills are identified as Research and Information Fluency on the NGA Student Proficiency Assessment: *Understand safe, legal and responsible uses of information and technology.*

Analysis of Current Status of Access to Information and Technology Resources

Hardware

Currently the District has 3,300 computers which support over 10,000 users. Below is some general data collected about current status of information and technology:

Parent Responses

- 70% of parents felt that their children had adequate access to technology at school
- 63% of parents report that technology is integrated into instruction
- 76% of parents felt that their children were learning appropriate computer skills
- 81% of parents reported that their child had received Internet Safety instruction
- 79% of parents felt that their child had adequate access to library media resources

Student Responses

- 91% of eighth graders report that they have access to a computer with Internet access at home
- 69% of eighth graders reported that they are generally able to use a computer for schoolwork at school when needed
- 81% of students reported that the computers at school allow them to access online resources and information needed to complete assignments
- 84% of eighth graders reported that their teachers use some sort of technology such as LCD Projectors, Document camera, Interactive Whiteboard (e.g. SMART Board, Promethean Board) to present information such as PowerPoint presentations or web sites in their classes

Teacher Responses

Teacher survey results and teacher results show a strong desire for more access to technology in the classroom.

Currently the ratio of students per Internet device is 6.41:1. The NGA state average is 3.59:1. The ratio of classrooms to interactive whiteboards is 5:26:1. The NGA state average is 20.76:1.

In the past the District has leased computers through an elementary and secondary leasing cycle. However, during the 2010-2011 school year the secondary lease was not renewed and the funding was used to construct fiber optics to the new alternative learning and new administration building and District phones.

The high schools have six fixed labs and two mobile carts. Lincoln became an intermediate school and had its labs recently upgraded.

Software

Currently the District is running Microsoft Office 2003.

The District uses Infinite Campus as its student information system. The District purchased the Maintenance and Enhancement modes of Infinite Campus.

Infrastructure

Internal bandwidth is 1000 Mbps. The District recently increased its Internet speed to 100Mg. The speed of the bandwidth to the Internet is 100 Mbps.

During the 2010-2011 school year the District purchased a new alternative learning and new administration building. Fiber optic cabling was added to both of these buildings.

The District has virtualized some of their servers. This allowed them to consolidate from 38 servers to 8.

The District switches are seven years old and need to be replaced. The cost of replacing all of the District switches is \$618,000. The District does not have funding to do this. The District has applied for E-Rate funding to replace switches. Horace Man received E-Rate funding and their switches will be replaced this summer.

The District scored 80 points out of a possible 100 on the NGA Security Index. The NGA state average is 78.89.

The District had an outside firm help determine the cost of adding more wireless access points throughout the District. They estimated the cost of adding access points in some of the District's older buildings as well as some of their newer buildings. The average estimated cost per is \$1,500 per access point. The overall cost of adding wireless access District wide is \$744,000. The District does not have funding to pay for this its own and will apply for E-Rate funding to expand wireless access throughout the District. Horace Mann received E-Rate funding for wireless access which will be installed in the summer of 2011.

The District moved to Websense-Internet filtering which met the goals of the current plan.

Phone System

The existing phone system is Nortel and is fourteen years old. The District does not have the funding to replace the phone system. The District has applied for E-Rate funds to help pay for this. The District qualified for E-Rate funding for Horace Mann and their phone system will be upgraded this summer.

Staffing

The ratio of IT Staff to students is 1,122:1. The NGA state average is 730.44:1. Teacher librarians in the District also serve as technology integration specialists in the District.

Library Collections

Each library media specialist in the District ran a summary of statistics on their collection and wrote an analysis on the status of the collection. The library statistics and analysis are located in Appendix A.

Analysis of Current Status of Support Systems & Leadership

The District has reviewed the ISTE NETS Administrator Standards with administrators to build awareness.

Administrators took the NGA Administrator Assessment which is aligned to the ISTE NETS for administrators. The following shows an aggregate view of administrator proficiency levels as measured by the NGA Teacher Assessment.

Area	n	Beginning Stages	Exploratory	Evolving Practices	Transformational
Visionary Leadership	81	33.33%	39.51%	24.69%	2.47%
Digital Age Learning Center	76	80.26%	0.00%	10.53%	9.21%
Excellence in Professional Practice	74	39.19%	0.00%	37.84%	22.97%
Systemic Improvement	72	6.94%	15.28%	38.89%	38.89%
Digital Citizenship	71	47.89%	32.39%	14.09%	5.63%
Overall	81	32.10%	44.44%	19.75%	3.70%
Index score (combined percentage of last 1 columns):					3.70%

(Fall 2010)

Administrators were strong in excellence in professional practice and systemic improvement. At this level administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. They allocate time, resources and access to technology to ensure staff has the ongoing professional development opportunities they need to integrate technology to improve learning. They actively participate and create environments where learning communities can form and be sustained over time. They promote and model effective communication and collaboration among stakeholders using digital-age tools. Transformational administrators have established avenues to continually stay up on the latest educational research regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning. They also provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Administrators at the highest level of systemic improvement have strategies for supporting people through the change process. They are collaborative in their leadership styles and involve staff in analyzing data and setting benchmarks to monitor student achievement. They also recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.

In the area of visionary leadership for technology, administrators scored lowest. The majority of administrators were at the exploratory level. Administrators at this level may have been involved in creating the vision for technology. They may communicate the vision by presenting the plan to their staff or sharing a link in a newsletter with parents. They believe technology can help students learn and advocate for more technology in their institution. However, they may not have a clear vision on how technology can be used improve student achievement.

1.0 Effective Teaching & Learning Action Plan

Need: Students need to identify and analyze a problem and develop a plan for research and investigation. 39.36% of eighth grade students are proficient and advanced in Critical Thinking, Problem Solving and Decision Making on the NGA Student proficiency Assessment.

A need exists for students to see the connections between academic and personal uses of technology through differentiated curriculum. Currently 38.13% of eighth graders are proficient or advanced on the NGA Student proficiency assessment.

Students need to effectively evaluate electronic resources for credibility. 56.51% of students were proficient and advanced in Research and Information Fluency. Students need education on digital citizenship.

Goal: Students, staff and community will use, access, and apply information and technology to facilitate and work with higher level thinking skills in the learning process

Objectives:

- By June 2014, from the current 35.15% proficiency to meet or exceed 65% of eighth grade students will be proficient and advanced in Critical Thinking, Problem Solving and Decision Making on the NGA Student proficiency assessment
- By June 2014, from the current 38.13% to meet or exceed 65% of eighth graders will be proficient or advanced on the NGA Student proficiency assessment
- By June 2014, from the current 56.51% to meet or exceed 70% of students will be proficient and advanced in Research and Information Fluency. Students need education on digital citizenship

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
1.1 Integrate new national standards into curricular development in all content areas	Instructional Services, School Principals, Teachers, Teacher Librarians	Ongoing	Meeting Time	Evidence through teacher lessons, projects, student work samples
1.2 Create technology integrator position or rethink current roles for technology support	School Board	Spring 2010	Expectations need to be developed	Improved technology integration into curriculum

1.3 Conduct 21st century learning walk-through observations and evaluations and coaching and mentoring	Administrators, Team of Teacher Leaders to provide feedback for teachers	Administrators will conduct walk-throughs in the Fall and Spring Annually, Teacher Leaders will conduct walk-throughs quarterly	Walk through protocol Training for Teacher Leaders and Administrators	Teachers are using technology to improve their instructional practices
1.4 Provide dedicated time to share best practices with information and technology	Instructional Services, School Principals, Teachers, Teacher Librarians	Ongoing	Staff development days, site level through staff meetings, collaboration time, modeling 21 st century skills during meeting time	Dedicated time to share best practices is provided
1.5 Model how technology can be utilized to leverage strategies to help students develop critical thinking strategies in professional development sessions	Instructional Services, School Principals, Teacher Librarians	Ongoing	Staff development days, site level through staff meetings, collaboration time, modeling 21 st century skills during meeting time	Student critical thinking and problem solving skills improve
1.6 Provide professional development on how technology can be used to create individual learning options	Instructional Services, School Principals, Teacher Librarians	Ongoing	Staff development days, site level through staff meetings, collaboration time, modeling 21 st century skills during meeting time	Students have increased individualized learning options
1.7 Provide online learning options for high school biology students	Instructional Services, High School Teachers, Manager of Technology Services	Fall 2011	One laptop per student, wireless access in each room, Professional Development for teachers and Instructional	Online learning options available for students

			Service Leaders, Curriculum Development Time	
1.8 Provide online learning options for sixth and eighth graders	Instructional Services, High School Teachers, Manager of Technology Services	Fall 2011	One laptop per student, wireless access in each room, Professional Development for teachers and Instructional Service Leaders, Curriculum Development Time	Online learning options available for students
1.9 Support teachers in integrating 21 st century skills into the curriculum. Teacher Librarians at the elementary level will work side-by-side with teachers in integrating lessons that embed the new standards. Teacher Librarians at the middle school level will work on the Big Six research model, supporting the gifted and talented program and helping teachers develop and provide instruction around essential questions. The Teacher Librarians at the high school	Teacher Librarians	Ongoing	Time	Increased student proficiency on 21 st century skills.

will collaborate and provide support for teachers as they embed 21 st century skills into their curricular areas.				
--	--	--	--	--

2.0 Educator Proficiency Action Plan

Need: 12.9% of teachers are at the transformational level of pedagogical knowledge. 20.73% of teachers are at the minimum level of digital citizenship. 35.5% of eighth grade students are proficient and advanced in Critical Thinking, Problem Solving and Decision Making on the NGA Student proficiency Assessment.

Goal: Individual teachers will adopt and embed 21st century information literacy and technology skills into the curriculum

Objectives:

- By June 2014, from the current 12.9% of teachers at the transformational level of pedagogical knowledge, the District will meet or exceed the goal of 30% of teachers will be at the transformational level for pedagogical knowledge
- By June 2014, all teachers will be at Evolving or Transformational level of Pedagogical knowledge
- By June 2014, from the current 35.15% proficiency level, the District will meet or exceed the goal of having 65% of eighth grade students will be proficient and advanced in Critical Thinking, Problem Solving and Decision Making on the NGA Student proficiency Assessment

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
2.1 Conduct a form of tiered assessment for teachers' proficiency levels in the use of technology to be administered on an annual basis	District Technology Committee	Fall 2011- Ongoing	Meeting time	Ongoing improvement in teachers' proficiency levels as measured by District assessment
2.2 Plan and deliver local staff development at the school level	School Technology Committee, Teacher Librarians, Director of Curriculum	Fall 2011- Ongoing	Assessments to measure staff levels of technology proficiency Time for professional development to occur	Improved technology proficiency of staff as measured by District chosen assessment tool
2.3 Provide a variety of staff development opportunities to educate staff on how to use current and new technologies (hardware and software)	Director of Curriculum	Fall 2011-Ongoing	Staff development days, flexible offerings and schedule, video tutorials, and step by step manuals	Staff has a variety of ways in which they can engage in professional development opportunities
2.4 Model 21st century skills in the delivery of professional development	Teacher Librarians, Director of Curriculum	Ongoing	Professional development for Teacher Librarians, Dedicated time to deliver professional development	Increase of integration of 21 st century skills into instruction

2.5 Provide professional development on copyright/fair use	Teacher Librarians	Ongoing	Dedicated time to deliver professional development	Improved teacher competency on digital citizenship
2.6 Provide teachers professional development on how to lead students through the process of inquiry	Teacher Librarians, Director of Curriculum	Ongoing	Dedicated time to deliver professional development	Improved student competency on Critical Thinking, Problem Solving & Decision Making

3.0 Access to Information & Technology Resources

Need: Comments on the NGA needs assessment indicates that all stakeholders desire more access within classrooms. The current ratio of students per computers is 6.41:1. The District needs to upgrade their phone system. The District needs to add more wireless access points within schools.

Goal: The District will provide the resources needed to embed 21st century information and technology skills into the curriculum

Objectives:

- The District will continue to maintain the elementary and secondary leasing program to provide access to computers at each school
- By June 2014, the District will increase wireless access at each of the schools

Action:	People Responsible:	Timeline :	Resources Needed:	Indicators of Success:
3.1 Upgrade office staff to Microsoft 2010	Manager of Technology	Summer 2012	District technology budget	Office staff is upgraded to 2010
3.2 Provide “satellite” stations/elementary buildings-SAGE Lighted School House concept where buildings are open for all K-12 families	School Principals	Ongoing	Staffing from existing programs to supervise the labs	Increased access to technology for families
3.2 Continue to grow Compass Learning component	Curriculum & Instruction	Ongoing	Curriculum budget and site budgets	Increased e-Learning opportunities for students
3.3 Replace the phone system District wide	IT Department	Summer 2011	E-Rate funding and Microsoft Cypress funds	Updated phone system in place

3.4 Continue to apply for E-Rate funding to replace switches	Manager of IT Department	Horace Mann Summer 2011 Pershing, West Milwaukee – Summer 2011 Ongoing	E-Rate funding	Faster Internet connections
3.5 Create wireless access at the secondary schools	IT Department	Pershing, West Milwaukee – Summer 2011	Funding from E-Rate, Cypress funding, District technology budget	Wireless access is available at the high schools
3.6 Explore end user devices for the secondary schools	IT Department, Teachers and Students willing to pilot devices	2011-2012	Time, Devices, Wireless access, District technology budget	Device chosen for secondary lease
3.7 Renew the secondary lease	IT Department, School Board	2012-2016	Funding from District technology budget	New lease is implemented
3.8 Allow secondary schools to purchase computers coming off lease*	IT Department	2012-2013	Site budgets	Increased access to computers at secondary schools
3.9 Provide increased wireless access for the elementary schools	IT Department	Horace Mann 2011 2012-2013	E-Rate, Cypress funding, District technology budget	Increased wireless access at the elementary schools
3.10 Explore end user devices (i.e. N-computing) at the elementary Schools	IT Department, Classroom teachers willing to pilot devices	2012-2013	Time, Equipment	District has piloted end user devices for the elementary schools
3.11 Renew elementary lease	IT Department	2013-2014	District technology budget	Elementary lease renewed
3.12 Allow elementary schools to purchase	IT Department, Elementary	Ongoing	School budgets	Increased student access to

computers coming off lease or repurposed computers	Principals			computers
3.13 Provide remote access to District resources	Heartland, IT Department	Phase One Summer 2011 Phase Two Summer 2012	Consulting services from Hartland, Servers	Students and staff can access District software and files remotely
3.14 Provide access for teachers and students to Microsoft Live@edu for the Microsoft Office Suite (email, Office Suite, and File storage of 25 Gig per person) Purchase Office 365 Sharepoint and Office collaboration tools	IT Staffing	Pilot Spring and Summer 2010 at high school Begin to expand to other schools over time	District technology funding	The District will save money on Microsoft Office and have more collaborative tools available to them
3.15 Lease 175 laptops to high school biology classrooms, and a room for 6 th and 8 th graders to create hybrid online learning environments(biology plus 6 th and 8 th grade)	IT Department	Summer 2011	Moodle, Wireless access points, 175 laptops	Students in biology and targeted 6 th and 8 th grade classes have access to computers for hybrid learning environments
3.16 Allow students to bring in computers and Internet enable devices from home	IT Department, School Board	Ongoing beginning 2011	Updated policies VDI	Students are able to bring their own devices to use for educational purposes in school
3.17 Explore changing the Internet filter to fit new configurations	IT Department	2011-2012 School Year	Time	Filter in place that fits new infrastructure changes
3.18 Apply for increased Internet transport	IT Department	2011-2012	E-Rate funding	Faster Internet connections
3.19 Lease computers for the Library	IT Department, Teacher Librarians	2011-2012	25% common school funds	Increased access to computers in the library
3.20 Lease Special	IT Department,	Ongoing	Special Ed flow	Computers

Education computers	Special Education Department		through funds	provided for special education students
---------------------	------------------------------	--	---------------	---

**Computers will be purchased by the school and will not be maintained by the District*

4.0 Support Systems & Leadership

Need: Currently 3.7% of administrators are at the transformational level on the ISTE NETS Standards for administrators as measured by the NGA online assessment.

Goal: Proactive leadership at the District and school levels will model, promote, and value the role of technology in increasing student achievement through staff use of technology.

Objectives:

By June 2014, at least 25% of administrators will be at the transformational level on the ISTE NETS standards for administrators.

By June 2014, the District will have established a system for tracking student academic progress by course.

Action:	People Responsible:	Timeline:	Resources Needed:	Indicators of Success:
4.1 Form school technology committees	Principals	Fall 2011	Time	Each school has a technology committee
4.2 Provide professional development for secretaries and administrators on new categories in Infinite Campus	Curriculum Staff	Ongoing	Meeting Time	Secretaries and Administrators are proficient at navigating the new categories in Infinite Campus
4.3 Develop a new course work system (CWS) that will track every course for academic progress made by students	Curriculum and Instruction Staff	Ongoing	Time to create new system	Improved student achievement
4.4 Provide professional development for administrators on emerging technologies and how to identify research support best practices for implementing	Curriculum and Instruction Staff	Ongoing	Time during administrative meetings	Administrators are acting as instructional leaders in encouraging staff to move forward with integrating 21 st century skills into the curriculum

technology into the classroom				
----------------------------------	--	--	--	--

Budget Summary

2011-2012 School Year

Alignment to Action Plan		Technology Budget	Telephone Budget	Microsoft Cy Pres	E-Rate	Common School Fund	Title IIA	NET
3.19	Information Resources	\$300,000				(\$300,000)		\$0
2.3,2.5,2.6	Professional Development	\$25,000					(\$25,000)	\$0
	Purchased Services	\$253,572	\$257,500					\$511,072
	Maintenance Services	\$186,883						\$186,883
	Travel, Dues, Fees	\$34,100						\$34,100
	Postage, Printing, Cells	\$1,950						\$1,950
	Supplies	\$7,500						\$7,500
	Computer Supplies	\$27,000						\$27,000
	Software - Preprogrammed	\$27,292						\$27,292
	Computer Software	\$94,575						\$94,575
	Compass Learning	\$114,100					(\$114,100)	\$0
	Non-Capital Equipment	\$1,000						\$1,000
	Equipment	\$11,595						\$11,595
	Elementary Computer Leases	\$71,828						\$71,828
3.6,3.7	Secondary Computer Leases	\$143,746						\$143,746
3.3	Telephone Lease	\$329,993	\$47,725		(\$227,733)			\$149,985
	New Projects:							
3.13	VDI 24-7 Access for 100 Users	\$65,000						\$65,000
	Student and Teacher Cloud	\$3,000						\$3,000
	Moodle-Biology - 175 Computers Leased	\$59,000						\$59,000
	Live EDU (Office 365)	\$84,000						\$84,000
3.5	Install Wireless in Secondary Schools -	\$621,012			(\$38,314)			\$582,698
3.4	Install wireless at Pershing Elementary	\$15,638			(\$14,074)			\$1,564
	Install Wired Switches in High School/ Admin/WM, Persh, HM	\$302,308		(\$203,883)	(\$98,425)			\$0
		\$2,780,092	\$305,225	(\$203,883)	(\$378,546)	(\$300,000)	(\$139,100)	\$2,063,788

2012-2013 School Year

Alignment to Action Plan	Category	Technology Budget	Telephone Budget	Microsoft Cy Pres	E-Rate	Common School Fund	Title IIA	NET
3.19	Information Resources	\$300,000				(\$300,000)		\$0
2.3,2.5,2.6	Professional Development	\$25,000					(\$25,000)	\$0
	Purchased Services	\$333,000	\$257,500					\$590,500
	Maintenance Services	\$186,883						\$186,883
	Travel, Dues, Fees	\$34,100						\$34,100
	Postage, Printing, Cells	\$1,950						\$1,950
	Supplies	\$7,500						\$7,500
	Computer Supplies	\$27,000						\$27,000
	Software - Preprogrammed	\$27,292						\$27,292
	Compass Learning	\$114,100					(\$114,100)	\$0
	Computer Software	\$94,575						\$94,575
	Non-Capital Equipment	\$1,000						\$1,000
	Equipment	\$47,791						\$47,791
	Administrative Computer Lease	\$71,828						\$71,828
3.5	Elementary Computer Leases	\$143,746						\$143,746
3.11	Secondary Computer Leases	\$329,993						\$329,993
	Telephone Lease	\$50,905	\$47,725					\$98,630
	New Projects:							
	Server Upgrades	\$66,000						\$66,000
	District Wide 24/7 VDI Access for 200 Additional	\$175,000						\$175,000
3.1	Office 2010 Desktop - Additional Cost	\$17,000						\$17,000
	Moodle-Biology - 175 Computers Leased	\$59,000						\$59,000
	Live EDU (Office 356)	\$84,000						\$84,000
	Install Wireless in Elementary Schools	\$408,561		(\$137,613)	(\$270,948)			\$0
		\$2,606,224	\$305,225	(\$137,613)	(270,948)	(\$300,000)	(\$139,100)	\$2,063,788

2013-2014 School Year

Alignment to Action Plan	Category	Technology Budget	Telephone Budget	Microsoft Cy Pres	E-Rate	Common School Fund	Title IIA	NET
3.19	Information Resources	\$300,000				(\$300,000)		\$0
2.3,2.5,2.6	Professional Development	\$25,000					(\$25,000)	\$0
	Purchased Services	\$272,512	\$257,500					\$530,012
	Maintenance Services	\$186,883						\$186,883
	Travel, Dues, Fees	\$34,100						\$34,100
	Postage, Printing, Cells	\$1,950						\$1,950
	Supplies	\$7,500						\$7,500
	Computer Supplies	\$27,000						\$27,000
	Software- Preprogrammed	\$27,292						\$27,292
	Computer- Software	\$94,575						\$94,575
	Compass Learning	\$114,100					(\$114,100)	\$0
	Non-Capitol Equipment	\$1,000						\$1,000
	Equipment	\$33,539						\$33,539
	Administrative Computer Equipment	\$71,828						\$71,828
3.5	Elementary Computer Leases	\$143,746						\$143,746
3.11	Secondary Computer Leases	\$329,993						\$329,993
	Telephone Lease	\$50,905	\$47,725					\$98,630
	New Projects:							
3.1	Office 2010 Desktop- Additional cost from 12-13	\$17,000						\$17,000
	Moodle-Biology- 175 Computers Leased	\$59,000						\$59,000
	Live Edu (Office 365)	\$84,000						\$84,000
	Install Wire Switches in Remaining Schools	\$315,740						\$315,740
		\$2,197,663	\$305,225	NA	\$0	(\$300,000)	(\$139,100)	\$2,063,788

Dissemination to Stakeholders

The plan will be published on the District web site and will be shared at Management team meetings. A hardcopy of the approved plan will be placed in the public library, instructional service building, and school media centers. Principals will share the plan with staff members at faculty meetings.

The School District of West Allis West Milwaukee Recreation Department will continue to offer adult classes in technology. The District will also continue to offer classes through Wisconsin Education Innovation (formally known as Sally Ride).

Monitoring, Evaluation and Revision

Each school will have a technology committee. Committees can monitor progress on the plan and give feedback on changes and updates to the plan that may be needed as the District moves forward with the plan.

Usage of computers in the District will be monitored to help the District determine hardware needs. The plan will be revised if necessary.

The District will continue to gather data on locally created assessments on student proficiency on the ITL Standards.

In year three of the plan, the District will conduct a District wide assessment of all stakeholders to help guide

Appendix A- Library Collection Analysis

West Allis Central High SchoolThe Central High School library collection has been built to serve the curriculum and provide self selected reading materials for students. I have been at the library for five years now. The fiction collection includes items for students at a wide range of reading abilities that are still geared for high school interest levels. This has been weeded and new items have been added. These have included newly published items, attractive looking replacements for classics that had seen heavy use, and audio books paired with books for students who need the extra support. Students are able to suggest items for purchase; many students take advantage of this. I have worked with the English department to make sure their reading lists are covered by library materials.

The entire library has been weeded at least once in the last five years, with new materials selected to replace out of date items that have been discarded. New purchases have provided coverage that allowed for the weeding of additional items. Extra attention has been paid to areas of high interest for self selected reading and for classroom reading. I have continued to identify areas that are heavily used by students for class assignments and supplemented those areas as new titles have become available. This has been an ongoing process, especially as new teachers are hired or move to Central.

Analysis Overview

Collection Information

Date of Analysis: 09-Mar-2011 12:54:14
File Uploaded: 09-Mar-2011 12:53:39
Uploaded File Name: Export Items.txt
Circulation System: Alexandria
Data Integrity: Good: 99.81% holdings recognized
of Records: 35571
of Holdings: 30458
Recognized Call Numbers: 30399
Average Age: 1996
Enrollment: 1375
Items per Student: 22.11

School Information

WEST ALLIS CENTRAL HIGH SCHOOL
8516 W LINCOLN AVE
WEST ALLIS , WI 53227

Contact Information

Name: Amy Theisen
Phone: 4146043130
Phone (alt):
Fax:
Email: theisena@wawm.k12.wi.us

The Central High School library collection has been built to serve the curriculum and provide self selected reading materials for students. I have been at the library for five years now. The fiction collection includes items for students at a wide range of reading abilities that are still geared for high

school interest levels. This has been weeded and new items have been added. These have included newly published items, attractive looking replacements for classics that had seen heavy use, and audio books paired with books for students who need the extra support. Students are able to suggest items for purchase; many students take advantage of this. I have worked with the English department to make sure their reading lists are covered by library materials.

The entire library has been weeded at least once in the last five years, with new materials selected to replace out of date items that have been discarded. New purchases have provided coverage that allowed for the weeding of additional items. Extra attention has been paid to areas of high interest for self selected reading and for classroom reading. I have continued to identify areas that are heavily used by students for class assignments and supplemented those areas as new titles have become available. This has been an ongoing process, especially as new teachers are hired or move to Central.

Nathan Hale High School

Collection Information

Date of Analysis: 24-Feb-2011 08:29:49

File Uploaded: 24-Feb-2011 08:29:24

Uploaded File Name: Export Items - MARC - Title Selection.txt

Circulation System: Alexandria

Data Integrity: Good: 91.41% holdings recognized

of Records: 24857

of Holdings: 19254

Recognized Call Numbers: 17600

Average Age: 1998

Enrollment: 1680

Items per Student: 10.48

School Information

NATHAN HALE HIGH SCHOOL

11601 W LINCOLN AVE

WEST ALLIS , WI 53227

Contact Information

Name: Diane Smith

Phone: 414-604-3230

Phone (alt):

Fax:

Email: smitd@wawm.k12.wi.us

The Nathan Hale Library Media Center is a bustling facility which serves a population of 1680 students and 123 staff members. Our building is diverse academically, ethnically, and economically. Our early bird session from 7:05 – 7:43 am draws an average crowd of 60 students before school to use the LMC. The LMC strives to provide a wide variety of fiction and non-fiction materials to serve the vast array of reading, interest, curricular, and ability ranges from lower levels through Advanced Placement. Popular expanded sections reflecting student interest and curricular support include many online subscription research sites, fiction and non-fiction graphic novels, and playaways (small listening devices of recorded books). In addition to our print and online resources, the building curriculum is enriched with some

2,800 DVDs, Kits and Audio CDs. Our area includes a 30 station computer lab equipped with a scanner, Smartboard, document camera, and LCD projector. The LMC proper houses three online catalog stations and 34 computers. A wireless connection allows flexibility to bring in mobile laptop carts for additional computer stations for classes. The LMC provides LCD projectors, Document Cameras, Flip Camera, Digital Cameras, and Classroom Performance Systems for use in classroom instruction.

Frank Lloyd Wright Intermediate School

Collection Information

Date of Analysis: 25-Feb-2011 10:22:18
File Uploaded: 25-Feb-2011 10:21:55
Uploaded File Name: Export Items.txt
Circulation System: Alexandria
Data Integrity: Good: 97.66% holdings recognized
of Records: 20956
of Holdings: 22081
Recognized Call Numbers: 21565
Average Age: 2000
Enrollment: 940
Items per Student: 22.94

School Information

**FRANK LLOYD WRIGHT
INTERMEDIATE SCHOOL**
9501 W CLEVELAND AVE
WEST ALLIS , WI 53227

Contact Information

Name: Jenny Naber
Phone: 414-604-3430
Email: nabej@wawm.k12.wi.us

Frank Lloyd Wright Intermediate Library currently serves a population of 966 students ranging from grade six through grade eight. Students visit the library every other week during their balanced literacy class. They receive a ten minute segment of technology instruction at the beginning of the visit and spend the remainder of their time looking for books and reading silently. There is a current focus on acquiring low level, high interest fiction and non-fiction reading material. The librarian is currently working closely with teachers to find curriculum related materials. A secondary focus is the development of the listening library. Outdated materials (audiotapes) will be replaced with Playaways. Suggestions are frequently sought from both teachers and students through e-mails, face-to-face conversation, and a suggestion basket.

Lincoln Intermediate School

Collection Information

Date of Analysis: 06-Mar-2011 17:22:30
File Uploaded: 22-Feb-2011 10:03:59
Uploaded File Name: Export Items LNC.txt
Circulation System: Alexandria
Data Integrity: Good: 96.20% holdings recognized
of Records: 14746
of Holdings: 12852
Recognized Call Numbers: 12364
Average Age: 1999
Enrollment: 350
Items per Student: 35.33

School Information

LINCOLN INTER SCHOOL
7815 W LAPHAM ST
WEST ALLIS , WI 53214

Contact Information

Name: Julie Smith
Phone: (414)604-4230
Phone (alt):
Fax:
Email:
smitj@mail.wawm.k12.wi.us
Email (alt):

Lincoln Intermediate library is the home to many students who are looking for a quiet place to read, do their homework, and search for information or pleasure books. We currently serve over 400 students in grades six through eight. Each grade level visits the media center on a biweekly basis to check out pleasure reading but we remain flexible in allowing students access to the library as often as possible. The media center is connected to our computer lab which allows students to continue their research or ask for help when retrieving information. The library media center contains a variety of up to date materials, such as high interest fiction books, graphic novels, playaways, and new nonfiction materials. Many of these new materials compliment the curriculum and provide teachers with additional resources for the classroom. We also have several professional literature reads available for teachers to remain current in educational trends. Many new nonfiction series have recently been purchased, along with the continuation of subscriptions to electronic databases in order for students to have current information that focuses on the middle school curriculum. At Lincoln, we have put an emphasis on the reading of nonfiction works and also nonfiction writing. Lincoln will soon be utilizing the new eshelf from Follett in order to meet the needs of digital readers and the demands of using interactive white boards in the classroom. Book fairs are also held twice a year at the Lincoln library to promote reading for pleasure.

West Milwaukee Intermediate School

Collection Information

Date of Analysis: 03-Jun-2011 07:53:17

Circulation System: Alexandria

Data Integrity: Good: 98.06% holdings recognized

of Records: 16205

of Holdings: 15383

Recognized Call Numbers: 15084

Average Age: 1997

Enrollment: 470

Items per Student: 32.09

School Information

**WEST MILWAUKEE INTERM
SCHOOL**

5104 WEST GREENFIELD AVE.
WEST MILWAUKEE, WI 53214

Contact Information

Name: Julie Stringer

Phone: 414-604-3330

Email:

striju@mail.wawm.k12.wi.us

The library collection at West Milwaukee Middle School serves the research and general interest needs of a student population of approximately 470 students and a staff of about 45 teachers and support personnel. The collection contains 15,383 items, has 32 books per student, and has an average age of 1997. It consists of nonfiction books that not only provide general interest reading to readers of all ability levels, but have been selected to support the curriculum for the 6th, 7th and 8th grades. It includes an extensive fiction collection that far exceeds recommendations for a middle school collection and ranges in books for students with reading levels at a pre-Kindergarten level to college level. The collection contains reference materials selected to coincide with classroom research projects; magazines and periodicals for both research and general reading; a large and ever-growing collection of videos and DVD's; graphic novels; and audio books in a variety of formats including Playaway, CD and some cassette tapes. The library maintains a library webpage on the school webpage linking students and staff to interactive web tools, and subscriptions to online databases including Baderlink, NetTrekker, Discovery Education Streaming, five Facts on File Databases, CultureGrams and BrainPop. An extensive collection of current professional books and periodicals are available to staff as well. All selections for the collection are made based on recommendations and reviews provided through professional magazines and yearly staff surveys, recommendations and requests. Collaboration with staff in the area of materials selection and access to online databases is an ongoing process. Materials are selected for all programs ranging from Special Ed, to the Gifted and Talented, to the differentiated needs in the core and applied areas. The collection is weeded on a continuing basis and new acquisitions in all areas are made each year. The areas most used by students are the fiction titles and in nonfiction sports, art and WWII titles are perennial favorites. Weeding and updating across all sections of nonfiction as well as

attention to high-interest books supporting the English Language Learner have been a focus the past two years. Teachers are working hard to encourage their students to read in the classroom and in their spare time. The 2010-2011 student circulation statistics reflect an effort to get library materials into the hands of children. Circulation has almost doubled at West Milwaukee Intermediate School since 2008-2009 school year. This year, eighth graders made a 15% Advanced/Proficient gain in reading on the WKCE, compared to their scores in the sixth grade. Seventh graders made a 14% Advanced/Proficient gain in reading on the WKCE, since they started last year in the sixth grade.

Franklin Elementary

Collection Information

Date of Analysis: 21-Feb-2011 09:47:36

File Uploaded: 21-Feb-2011 09:47:19

Uploaded File Name: Export Items - MARC - Title Selection2.11.txt

Circulation System: Alexandria

Data Integrity: Good: 99.95% holdings recognized

of Records: 14657

of Holdings: 13577

Recognized Call Numbers: 13570

Average Age: 1999

Enrollment: 325

Items per Student: 41.75

School Information

FRANKLIN SCHOOL

2060 S 86TH ST

WEST ALLIS , WI 53227

Contact Information

Name: Barb Cerwin

Phone: 262-604-3730

Phone (alt):

Fax:

Email:

cerwb@mail.wawm.k12.wi.us

Email (alt):

Franklin has a population of 344 students in grades PreK-5. The poverty level is over 50%. Identified special education students labeled CD, LD, and EBD account for about 25% of the student population. An inclusion model is used during library and technology classes. The IMC director conducts classes 3 and one half days per week. The remaining day and a half the computer lab is open with teacher support. The library collection of 13,577 items supports classroom curriculum, recreational reading by students, and the professional needs of teachers. It averages to about 41 books per student. Color coded books enable students in grades K-2 select books on their reading level. The last two years reading levels have been written inside all of the new books which helps students in the upper grades determine appropriate books. The video tape and DVD section was weeded this year based on usage and condition. DVDs will be purchased in the upcoming year to save space and meet new curriculum needs. The reference collection includes several kinds of print encyclopedias, as well as atlases, almanacs and dictionaries. They are at least three years old. Replacing them in the next budget year is a consideration. Online subscriptions include Badgerlink, Tumble Books, Brain Pop, and Nettekker. Twenty five Playaways (audio books) were added to the collected last year and are popular with students.

Hoover Elementary

Collection Information

Date of Analysis: 21-Mar-2011 18:09:00

Circulation System: Alexandria

Data Integrity: Good: 98.41% holdings recognized

of Records: 16660

of Holdings: 17753

Recognized Call Numbers: 17471

Average Age: 2000

Enrollment: 375

Items per Student: 46.59

School Information

**HOOVER ELEMENTARY
SCHOOL**

12705 W.. EUCLID

NEW BERLIN, WI 53151

Contact Information

Name: Holly Cartier

Phone: 414-604-3830

Email: carth@wawm.k12.wi.us

Email (alt): Hcartier@excite.com

Hoover Elementary Library currently serves a population of 435 students ranging from kindergarten through grade five. This population includes many English language. The collection has been heavily weeded to remove unusable computer software, outdated VHS tapes and old, tattered books. This has made room for educational DVDs, plus many new fiction and non-fiction books. The non-fiction items were selected to directly support the curriculum as well as meeting the personal reading needs of the students. These items specifically include biographies, social studies, science and math. In an effort to encourage personal student reading, hundreds of attractive old and new fiction titles have also been added to the collection. Additionally, students can now find a modern collection of nearly 100 graphic novels and low-level, high-interest books that appeal to many reluctant readers. All students continue to experience a great deal of success at self-selection. Suggestions are frequently sought from both teachers and students through personal interviews. At this point the majority of the collection development focuses on meeting the curricular needs of teachers and the personal interests of students.

Irving Elementary

Collection Information

Date of Analysis: 04-May-2011 13:55:52

File Uploaded: 04-May-2011 13:55:13

Uploaded File Name: Export Items - MicroLIF - Title Selection.txt

Circulation System: Alexandria

Data Integrity: Good: 98.71% holdings recognized
of Records: 14591
of Holdings: 14706
Recognized Call Numbers: 14516
Average Age: 2000
Enrollment: 375
Items per Student: 38.71
Recommended Items per Student: 15

Irving Elementary IMC currently serves a population of 375 students ranging in age from kindergarten through grade five. The Irving library has been relocated to a larger space and includes the computer lab, which make the IMC a true information center. The larger space has made room for more fiction and non-fiction books, educational DVDs, puppets, audio books and graphic novels. There are also learning spaces for comfortable reading and small-group work. The non-fiction items were selected to directly support the curriculum as well as meeting the personal reading needs of the students. These items specifically include biographies, social studies, science and math. In an effort to encourage personal student reading, hundreds of attractive old and new fiction titles have also been added to the collection. Additionally, students can now find a modern collection of nearly 200 graphic novels and 50 low-level, high-interest books that appeal to many reluctant readers. Irving also offers a growing selection of audio-book Playaways, which require no special equipment for students to use. All students continue to experience a great deal of success at self-selection as books are color coded to match reading levels through grade three. Suggestions are frequently sought from both teachers and students through e-mails and surveys. At this point the majority of the collection development focuses on meeting the curricular needs of teachers and the personal interests of students.

Jefferson Elementary

Collection Information

Date of Analysis: 25-Feb-2011 13:47:56
Circulation System: Alexandria
Data Integrity: Good: 99.69% holdings recognized
of Records: 20344
of Holdings: 19916
Recognized Call Numbers: 19855
Average Age: 1998
Enrollment: 540
Items per Student: 36.77

School Information

JEFFERSON SCHOOL
7229 W BECHER ST
WEST ALLIS, WI 53219

Contact Information

Name: Mark Cohen
Phone: 414-604-4130
Phone (alt):
Fax:

Email: cohenm@wawm.k12.wi.us
Email (alt):

Our student population includes kindergarten (four/ five year olds) through fifth grade. The student body has a significant number of students where Spanish is the primary language. We continue to promote early interest in foreign languages to reflect research that suggests learning these subjects in the primary grades is valuable to long-term success.

We have augmented the collection in the areas of math, science, English grammar, fine arts (music/art/physical education) and history. We have added current titles in the areas of sports, crafts and pet ownership as these are three of the most common personal interest choices among our students. Our atlases and almanacs have been updated to include more recent editions and we continue to add subject specific encyclopedias (weather, animals and the solar system as a few examples). Our nonfiction has also been improved by including titles that match the objectives of Stephanie Harvey, PBIS/Tribes and cross-curricular language arts connections with science or social studies concepts.

Our fiction collection continues to grow as we include both new series titles and stand alone chapter books. We have added interactive and choose your own path stories as well as graphic novels at a variety of reading levels. Historical fiction and mysteries continue to grow in popularity and this is reflected in our purchases for 2010-2011.

Audio-visual media has been upgraded to include CDs and DVDs in a variety of fiction and nonfiction categories. We have purchased a series of audio books that focus on comprehension and reflection of previous knowledge in a subject. We continue to use web resources (both subscription oriented and free public domain sites) as tools to guide student learning and personal interest across the curriculum.

Longfellow Elementary

Collection Information

Date of Analysis: 24-Feb-2011 07:38:27
File Uploaded: 24-Feb-2011 07:38:10
Uploaded File Name: Export Items - MARC.2.11.txt
Circulation System: Alexandria
Data Integrity: Good: 99.96% holdings recognized
of Records: 13740
of Holdings: 14105
Recognized Call Numbers: 14100
Average Age: 1998
Enrollment: 310
Items per Student: 45.48

School Information

LONGFELLOW SCHOOL
2211 S 60TH ST
WEST ALLIS , WI 53219

Contact Information

Name: Karen Hart
Phone: (414) 604-4330
Phone (alt):
Fax: 414-546-5540
Email: hartk@wawm.k12.wi.us
Email (alt):

Longfellow Elementary School's library currently serves a population of students from kindergarten through fifth grade. This population includes the following students: 177 Caucasian, 89 Hispanic, 25 Black, and 9 American Indian/Alaska Native students.

The library collection consists of books (easy fiction, fiction, easy non-fiction, non-fiction, professional), magazines (for students and teachers), CDs, videos, and DVDS. Fiction selections are chosen for recreational reading for students and for classroom support. Non-fiction selections are chosen to directly support the curriculum and the personal interests of the students. The library collection has recently added some graphic novels and some low-level, high interest books that appeal to reluctant readers. The reference section contains encyclopedias as well as atlases, almanacs, and dictionaries. Online subscriptions include Nettekker, Tumblebooks, BrainPop, and Discovery Education. Also, we have access to state online resources through Badgerlink. All students continue to experience a great deal of success at self-selection of materials for personal and educational needs. Suggestions for new materials are frequently sought from teachers and students. At this point the majority of the collection development focuses on meeting the curricular needs of teachers and the personal interests of students.

Collection Information

Date of Analysis: 02-Mar-2011 08:19:28
File Uploaded: 02-Mar-2011 08:19:11
Uploaded File Name: Export Items - MARC .3.11.txt
Circulation System: Alexandria
Data Integrity: Good: 99.75% holdings recognized
of Records: 13488
of Holdings: 13404
Recognized Call Numbers: 13371
Average Age: 1996
Enrollment: 200
Items per Student: 66.86
Recommended Items per Student: 5

School Information

MADISON SCHOOL
1117 S 104TH ST
WEST ALLIS , WI 53214

Contact Information

Name: Barb Cerwin
Phone: 414-604-4430
Phone (alt):
Fax:
Email:
CerwiB@wawm.k12.wi.us
Email (alt):

The January 2011 enrollment is 166 students in grades 4K-5. Special education programs include LD and EBD students. An inclusion model is used in library and technology classes. This year the K-2nd grades readers were color coded to allow students to self select books on their reading level. In addition, reading levels have been written in all of the new books to assist upper grade students in book selection. The 4K program is new to Madison school and lower level nonfiction books were purchased to meet their needs. New books on astronomy were a focus and more nonfiction titles will be selected next year to update the aging science collection. Online subscriptions include Cobblestone, BrainPop, Cultures Grams, Tumble Books and Nettekker. Teacher and student suggestions are encouraged to meet recreational reading interests and curriculum needs.

Horace Mann Elementary

Collection Information

Date of Analysis: 23-Mar-2011 13:02:10
File Uploaded: 23-Mar-2011 13:01:49
Uploaded File Name: Export Items.txt
Circulation System: Alexandria
Data Integrity: Good: 99.94% holdings recognized
of Records: 16028
of Holdings: 15219
Recognized Call Numbers: 15210
Average Age: 1999
Enrollment: 440
Items per Student: 34.57

School Information

HORACE MANN ELEM SCHOOL
6213 W LAPHAM ST
WEST ALLIS , WI 53214

Contact Information

Name: Chad Lehman
Phone: 414-604-3930
Phone (alt):
Fax:
Email: lehmcch@wawm.k12.wi.us
Email (alt):

The Horace Mann Elementary Library serves a population of students ranging from four year old kindergarten through fifth grade. This population includes a diverse population, including many English language learners. Approximately 93% of the students receive free or reduced lunch. The collection is continuously weeded and updated to meet the needs of the students, teachers and the curriculum. New videos, including DVD's and streaming content are available to teachers. Subscriptions to several online resources have been added for student use over the years. Fiction books are added to the collection on a regular basis and non-fiction items are selected to directly support the curriculum as well as meeting the personal reading needs of the students. New biographies and nonfiction titles have been added to reflect the student interest in popular culture. It is always a goal to encourage personal student reading. To help meet that goal, many graphic novels and low-level, high-interest books have been added to the collection. The Horace Mann library also offers a selection of audio-book Playaways, which require no special equipment for students. These can currently be checked out by fourth and fifth graders, but are also used in classrooms for other students. Input is gathered from staff and students regarding future collection development frequently.

Pershing Elementary

Collection Information

Date of Analysis:

File Uploaded:

Uploaded File Name:

Circulation System: A

Data Integrity:

of Records:

of Holdings:

Recognized Call Numbers:

Average Age:

Enrollment:

Items per Student:

Recommended Items per Student:

School Information

PERSHING SCHOOL

1330 S 47TH ST

WEST MILWAUKEE , WI 53214

Contact Information

Name: Darlene Duklas

Phone: (414)604-4630

Phone (alt):

Fax:

Email: duklasd@wawm.k12.wi.us

Email (alt):

Pershing Elementary School's library currently serves a population of students from kindergarten through fifth grade. This population includes the following students: 125 Hispanic, 120 Caucasian, 16 Asian, 26 Black, and 5 American Indian/Alaska Native.

The library collection consists of books (easy fiction, fiction, easy non-fiction, non-fiction, and professional), magazines (for students and teachers), CDs, videos, and DVDS. Fiction selections are chosen for recreational reading for students and for classroom support. Non-fiction selections are chosen to directly support the curriculum and the personal interests of the students. The library collection has recently added some graphic novels and some low-level, high interest books that appeal to reluctant readers.

The reference section contains several sets of encyclopedias as well as atlases, almanacs, and dictionaries. Online subscriptions include Nettekter, Tumblebooks, BrainPop, and Discovery Education. Also, we have access to state online resources through Badgerlink.

All students continue to experience a great deal of success at self-selection of materials for personal and educational needs. Suggestions for new materials are frequently sought from teachers and students. At this point the majority of collection development focuses on meeting the curricular needs of teachers and the personal interests of students.

Collection Information

Date of Analysis: 09-Mar-2011 14:47:03
Circulation System: Alexandria
Data Integrity: Good: 99.75% holdings recognized
of Records: 23420
of Holdings: 14210
Recognized Call Numbers: 14175
Average Age: 1998
Enrollment: 279 (333 with 4K)
Items per Student: 50.81

School Information

WALKER ELEM SCHOOL
900 s. 119TH ST
WEST ALLIS , WI 53214

Contact Information

Name: Mark Scheiber
Phone: 414-604-4730

Email: schema@wawm.k12.wi.us

Walker Elementary

Walker Elementary Library currently serves a population of students ranging from kindergarten through grade five. The majority of the students are Caucasian, with 39 Hispanic/Latino, 25 Black/African American, 4 American Indian/Alaskan Natives, and 4 Asian students. Our special education programs include students with the following disabilities: Cognitively Disabled, Learning Disabilities, Other Health Impairment, Orthopedically Impaired, Educational Autism, Emotional Behavioral Disabilities, Speech and Language and 504. The inclusion model is used during library/technology classes.

The collection has been weeded to remove unusable computer software, outdated VHS tapes and outdated and/or worn books. This has made room for educational DVDs, plus many new non-fiction and fiction books. The non-fiction items were selected to directly support the curriculum (especially Stephanie Harvey) as well as meeting the personal reading needs of the students. These items specifically include biographies, social studies, science and math. Many non-fiction items that support the curriculum have also been purchased at multiple reading levels to meet the diverse learning needs of the students. To encourage student reading many attractive older titles and new fiction titles have also been added to the collection. The Walker IMC also offers a growing selection of audio-book Playaways and DVDs. More magazine subscriptions around non-fiction topics have been purchased to support Stephanie Harvey. Purchasing suggestions are frequently sought from both staff and students.

The Walker IMC provides several subscription databases either purchased through IMC, school, District or state funds. These include:

- Discovery Education
- BrainPOP and BrainPOP, Jr.
- Badgerlink
- Compass Odyssey
- Tumble Books
- Nettekker
- Raz Kids

The professional collection has also been built up in the last couple years to include many books and DVDs that support curriculum and school/District initiatives, including books and DVDs to support Stephanie Harvey and social/emotional topic books to support PBIS.

The last couple years there has also been an emphasis to make the IMC more user friendly in terms of attractiveness and usability. Some of the efforts that have been made to make this happen include the following:

- shelf labels with pictures to make non-fiction titles easier to find
- more books on display
- more stuffed animals related to children's literature in the "Everybody" section
- unnecessary shelving removed to create more room
- magazines displayed more prominently to promote non-fiction reading and Stephanie Harvey.

Another IMC initiative has been to develop and promote (to students, staff, and parents) a website resource to support student learning at home and school and provide teachers with web 2.0 tools and other resources to improve instruction of 21st Century Skills. The Walker Library Media Center Website is located at <http://walkerimc.blogspot.com/> .

Collection Information

Date of Analysis: April, 2010
Circulation System: Alexandria
Data Integrity: Good: 99.75% holdings recognized
of Records: 8,848
of Holdings: 8,400
Average Age: 1996
Enrollment: 460
Items per Student: 16.76

School Information

WILSON ELEM SCHOOL
8710 WEST ORCHARD ST.
WEST ALLIS , WI 53214

Contact Information

Name: Michele Gruenberg
Phone: 414-604-4800 ext. 4830

Email:

GruenM@wawm.k12.wi.us

Wilson Elementary

Wilson School Library currently serves a population of students ranging from 4 year old kindergarten through fifth grade. The school library is usually referred to as the Instructional Media Center (IMC). The IMC is an integral part of the instructional program. Library classes are part of the curriculum for all students in all grade levels. Each classroom has 30 minutes of IMC instruction per week as well as 30 minutes of technology instruction to develop necessary skills appropriate to the age level being taught. Parents are allowed to check out IMC materials. There is a PTA Parent Resource Library, which is also available to correlate with our current curriculum. Wilson School has a long tradition of providing its students with wonderful learning opportunities and a solid academic and social foundation. The entire Wilson community works together to make our school a caring and enriching place for children.

Appendix B- SELECTION OF LIBRARY MEDIA MATERIALS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

361.2

Board Policy Manual

SELECTION OF LIBRARY MEDIA MATERIALS

It is the intent of the Board of Education that all students in the District shall be provided access to a current, balanced collection of library media materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society, and which support the District's educational philosophy and objectives. The currency, variety and scope of materials shall be determined by the school curriculum and the needs, abilities, and interests of media center users.

Every building-level library media program shall provide a varied collection of print and nonprint items such as books, reference materials, periodical, newspapers, audio- and videotapes, broadcast television programs, computer software, Internet resources, online databases, maps and globes, multimedia kits, and other learning resources.

The purpose of library media materials is to complement, enrich and support the educational program of the school. Based on ideas from the American Library Association's *Information Power Standards* and the *Department of Public Instruction's Standards* the Board supports the following objectives:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- To provide materials that will stimulate thinking, growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, **and contribute to students' intellectual, emotional, and social growth.**
- To provide a background of information that will enable students to make intelligent judgments and decisions relating to their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.
- To provide materials which portray a variety of life situations and experiences.

- To include a variety of communication formats to accommodate individual learning styles and to provide students with the opportunity to develop skills in analysis and critical evaluation.
- To provide materials as free as possible from bias and stereotypes, and to contribute to a student's forming of a positive self image and a positive, respectful image of others.
- To encourage students to read, view, and listen for personal pleasure and recreation, fostering a life-long appreciation of such activities.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality, comprehensive in nature, and appropriate for students using the materials.

SELECTION OF LIBRARY MEDIA MATERIALS

The Board is legally responsible for all matters relating to the operation of the West Allis-West Milwaukee public schools. The responsibility for selecting library media materials is delegated to the professionally trained library media specialists in collaboration with the teaching staff, the building administrators, District media and subject area coordinators, the Director of Instructional Services and the Superintendent of Schools.

The materials collection in any school library media center will continually be affected by new technological developments which change the format of and selection process for the information resources. Library media specialists will examine, consider purchase of, and acquire materials in a variety of new formats in order to meet the future information needs of student and teachers.

Library media materials of sound factual authority shall not be prescribed nor removed from the library media center shelves because of partisan doctrinal approval or disapproval nor because of the race, sex, nationality, occupation, political or religious views of the writer.

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

LEGAL REF.: Sections 118.13 Wisconsin Statutes
120.13(5)

120.44(2)

121.02(1)(h)

PI 8.01(2)(h), Wisconsin Administrative Code

PI 9

CROSS REF.: 361.2-Rule, Library Media Materials Selection Guidelines
110, School District Mission

111, School District Goals

330, Curriculum Development/Implementation

361.1, Selection of Instructional Materials

362, Library Media Centers

411-Rule, Student Discrimination Complaint Procedures

771.1, Use of Copyrighted Material

871, Public Complaints About Instructional/Library Media Materials

APPROVED: July 6, 1976

REVISED: January 4, 1982
September 12, 1988
April 14, 1992
January 14, 1997
June 27, 2005

Appendix C- LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE
Board Policy Manual

361.2-Rule

LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

A. General Selection Criteria

1. Materials are selected on the basis of an identified need for the materials and their relationship to the curriculum.
2. Materials are evaluated for their general suitability to the experiences, interests, and abilities of those who will use them.
3. Materials are evaluated for their aesthetic, literary, and social value, and reflect sensitivity to the achievements, experiences, and rights of different cultures and other groups.
4. Materials are selected for their strengths and/or significance. Materials are judged on the whole, rather than on specific parts.

B. Specific Criteria

1. Relation to the Curriculum Materials should be selected for their contribution to the implementation of the curriculum and the objectives of individual schools and specific courses.
2. Relation to Existing Collection Materials should make a contribution to the balance of the Library Media Center collection in the individual school for which they are selected.
3. Interest and Appeal The content and style of the materials should appeal to the interests of those who will use them. When appropriate, the materials should stimulate further learning and provide the opportunity to develop higher order thinking skills.
4. Accuracy and Authenticity The content of materials should be valid, reliable, and complete. Imaginative materials should encourage positive attitudes, understandings, insights, and creativity. Care should be taken to select materials that are accurate and authentic when reflecting the values, lifestyles, and perspectives of different groups in society.
5. Authority Consideration should be given to the qualifications and reputation of those responsible for creating the material.
6. Comprehension The materials should be clearly presented in a well-organized fashion. The nature of concepts being developed should be appropriate both to the intended users and the depth of coverage. In print materials, the readability should correspond to the reading ability of the intended users; in nonprint materials, content should correspond to the comprehension level of the intended users.
7. Permanence, Timeliness, and Recency Material should have lasting value or be of widespread current interest or concern. Materials should be evaluated for the currency of the information presented. Copyright date is used as one indicator of the currency of material.
8. Cultural Pluralism Materials should reflect sensitivity to the achievements, experiences, and rights of cultural and other groups, and attempt to recognize, balance, and understand bias and stereotype as they occur. Materials should foster respect and appreciation for the experiences of the various groups that make up our pluralistic society.

LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

9. Scope and Wholeness Each item should be evaluated from a broad perspective, looking at the work as a whole according to its overall purpose and coverage. Controversial elements should be judged in context, rather than as isolated parts.
10. Technical Quality Writing should provide adequate scope, range, depth, and continuity while maintaining user interest. Nonprint materials should be of high technical quality. Materials should be of sufficient durability to meet reasonable user demands.
11. Recommendations from unbiased professionally bibliographies and periodicals, i.e., *Booklist*, *School Library Journal*
12. Recommendations from professional organizations, such as the American Library Association, Association of Educational Communications and Technology, Wisconsin Educational Media Association, Wisconsin School Library Media Association, Cooperative Children's Book Center.
13. Department of Public Instruction i.e., "*Planning Resources for School Library Media Programs*" <http://www.dpi.state.wi.us/dpi/dltcl/imt/slmrgms.html>
14. Cost The selection of any piece of material should be seen in relation to the degree of need for the material, the amount of intended use, and existing budgetary limitations.
15. Format Materials format should reflect the diverse learning styles of the student population.
16. Treatment of Biased Materials Materials that treat a particular race, gender, ethnic group, age group, religion sexual orientation, etc., unfairly, inaccurately, or in a prejudicial manner shall not be selected unless there exists a legitimate educational purpose – such as analysis, observation, historical development, or interpretation – for the use of such materials.
17. Gifts and Loaned Materials Gifts or loaned materials must meet the same criteria as those selected for purchase. Gifts should be accepted with the understanding that, if not suitable, they may be returned or disposed of at the discretion of the school staff who have received the materials.
18. Online Resources
 - a. Online databases to be used as sources of information should be evaluated on the basis of sponsor credibility, accuracy, currency, cost in relation to the availability and accessibility of the information in other formats, the value of access to immediate information, and ease of use.
 - b) Internet – Elementary-level students should use Internet sites that have been selected by staff members using Board-approved selection criteria. Secondary level students should not be limited to using pre-selected sites. They should be taught the skills necessary for judging the relevancy, authority, credibility, and appropriateness of Web sites. Student use of the Internet is governed by the WAWM acceptable use policy.

LIBRARY MEDIA MATERIALS SELECTION GUIDELINES

C. Procedures for Selection of Library Media Materials

1. The building media collection and library media services shall be evaluated regularly as part of the overall program. Formal and informal, online assessment tools, self-study involving the building staff, measurement against checklists, keeping of ongoing collection usage and user satisfaction statistics, and other techniques can be used in analyses of the collection.
2. In selecting library media center materials, professional media personnel shall evaluate available resources and curriculum needs. Professional reviewing periodicals, standard catalogs, and other selection aids recognized for their objectivity shall be used by the teacher-librarians to guide them in their selection.
3. Materials shall be previewed or examined by professional staff to the extent necessary or practicable. Reviews shall be shared among library media center teacher-librarians
4. Requests, suggestions, and ideas for the purchase of library media center materials shall be gathered from school staff to the greatest extent possible and from students when appropriate. Recommendations for purchase may also involve administrators, District personnel, and community persons.
5. Teacher-librarians in each building, after thorough consideration of reviewing tools, recommendations and/or first-hand evaluation, will recommend for purchase materials that best meet the District's criteria for library media centers. The responsibility for selection of library media center materials is delegated to the teacher/librarians in each building.
6. All materials shall be acquired in ways that do not violate copyright laws.
7. The value of a collection diminishes when it includes many items that are unusable because of physical deterioration, inaccurate or outdated content, depiction of stereotypes, or inappropriateness for the age group being served. Such items waste valuable shelf space; in addition, staff time spent in maintenance and inventory and user time spent selecting inappropriate resources are wasted. A collection with many such items discourages use and can give a false impression of adequacy. Therefore, it is important that school collections be systematically weeded to keep them current. Teacher-librarians, in conjunction with teachers, shall develop criteria for weeding.

CROSS REF.: 871, Public Complaints About Instructional/Library Media Materials

APPROVED: July 6, 1976

REVISED: January 4, 1982
April 14, 1992
January 14, 1997
June 27, 2005

Appendix D- INTERLIBRARY LOAN POLICY

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

362.1

Board Policy Manual

INTERLIBRARY LOAN POLICY

The legal responsibility for the use and distribution of library media materials and equipment in the West Allis-West Milwaukee School District rests ultimately with the School Board. Resource sharing is defined as lending for a specified period of time school library materials or a copy of the material to another library or patron of another library. Each school may also request a special library card from the West Allis Public Library, so that non-resident teachers and staff may borrow materials for their respective school. The purpose of resource sharing is to obtain library media material not available in one's local school library. However, interlibrary loan activities will not be used as a replacement for ongoing collection development.

Any type of material may be requested on loan from any other school library media center. The decision to loan materials is at the discretion of the lending, library media specialist.

The school library will ordinarily not loan the following:

- Books in current and recurring demand that have extensive holds and waiting lists.
- Reference materials.
- Materials on reserve for group or class use.

Borrowers:

- Borrowing school library media centers and patrons of those centers should make every effort to exhaust their own resources before requesting from another library.
- Borrowing school library media centers and patrons will make every effort to return materials promptly.

Lending libraries:

- The decision to loan material is at the discretion of the library media specialist. The library will be as generous as possible with due consideration to the interests of its primary clientele.
- The library is not expected to process subject requests.
- The library will process requests promptly.

The West Allis-West Milwaukee School District shall follow guidelines as stated in the Wisconsin State Statutes 43.72 — Interlibrary Loans.

43.72(1) School library books and other instructional material belonging to one school District may be loaned to another school District for use in any school library of that school District.

43.72(2) Any public library board and school board may make such exchanges and loans of books and other instructional material as are agreed upon for the purpose of increasing the efficiency of both libraries and ensuring the best service to the schools and all citizens.

43.72(3) Any school District that borrows materials through a public library system shall reciprocate by sharing with other participating libraries materials that are not immediate or constant demand by the school library's primary clientele, as determined by the school District.

LEGAL REF: Wis. State Statutes 43.72

APPROVED: June 27, 2005

Appendix E- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2

Board Policy Manual

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR STUDENTS

The School District of West Allis-West Milwaukee provides employees and students access to the District's internal network and to the Internet for the purpose of furthering the educational goals and objectives of the District, the professional development of its employees, and the educational enrichment of its students. Access to these facilities is available in all District schools.

The District supports the students' use of the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals, and to locate material to meet their educational and informational needs. Information available to students via the Internet is constantly changing; therefore, it is impossible to predict with certainty what information students might locate. Just as the purchase, availability, and use of media materials does not indicate endorsement of their content by school officials, neither does making electronic information available to students imply endorsement of that content.

District computers and network resources may be provided for instructional, development, and management purposes for use by students, subject to the District's rule regarding computer and Internet use by students. (363.2-Rule). At no time does the School District relinquish its exclusive control of computer systems provided for the convenience of students. District computers and networks may not be used to disrupt educational or management functions, and hardware and/or software shall not be destroyed, modified, copied, transferred, decompiled, disassembled, disabled, or otherwise abused in any manner. Users shall not seek information about other users on the District's network, including but not limited to their passwords, files, data, electronic mail, or other data that may be stored and accessible through said computers and networks.

The District will promote internet use in a manner that promotes safe online activity for children, including communication on social networking websites and chat rooms and supports cyber bullying awareness and response and protects children from cybercrimes, including crimes by online predators. This education will be carried out by each building IMC Director. Sign in sheets from training will be maintained for erate auditors purposes.

It shall be the responsibility of all staff members to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection act, the Neighborhood children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the Manager of Technology Services or designated representative.

Librarians shall be responsible for ensuring that school computer networks of the libraries are being used in accordance with policies and rules. Teachers and instructional assistants shall assure proper use of

computer networks by students under their supervision. Teachers shall inform their students of the legal requirements regarding the use, reproduction, and distribution of copyrighted materials.

Board Policy Manual**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR STUDENTS**

The school District will provide instruction in standards of Internet safety as part of the District's required information technology courses, as well as just-in-time instruction as needed for the use of specific tools in the regular classroom. The instruction will include appropriate use of social networking sites and communication tools, safeguarding personal information online, how to recognize Internet predators, how students should respond to cyber bullying, and the District's policy on cyber bullying and online harassment. In addition, as specific Web 2.0 tools are used in individual classrooms, instruction for proper behavior and etiquette when using those tools will be provided.

School administrators will apply the same criterion of educational suitability used for other education resources when providing access to software and Internet information resources. All use of these resources shall be directly related to the education of the student or the management of these resources by staff and administrators of the District.

Because the Internet is a fluid environment that may include materials of questionable educational value, and because it provides access to many constantly changing resources throughout the world, it is impossible for school administrators to review and pre-select materials that are appropriate for the use of our students. Therefore, the District has adopted the following practices regarding access to and use of District electronic resources and networks, especially the Internet:

1. The District reserves the right to monitor all computer use and to inspect any and all data stored in the public or private areas of the network, without notice or warning, and at any time or for any purpose.
2. The District's computer system may not be used to create, view, send, receive, store, display, or print text or graphics which may be reasonably construed to be obscene, disruptive, or harmful to the educational environment. The District reserves the right to determine, in its sole discretion, whether materials fit into these categories. Materials fitting into these categories include, but are not limited to, the following:

Pornographic or erotic images; racial slurs; derogatory gender-specific comments; comments that offensively address a person's age, race, sexual orientation, religious beliefs, political beliefs, national origin, or disability. Use of District technology resources to harm, threaten, intimidate, or harass others, commonly known as cyber-bullying, is prohibited.

Disciplinary action will be taken against anyone who violates this policy, including withdrawing Internet privileges, suspension/expulsion/ dismissal and, if appropriate, referral to the proper authorities or any other consequence deemed appropriate by the Administration or Board of Education.

3. Like student lockers, computers are provided to students for their convenience – their use is considered a privilege rather than a right – and are subject to inspection and search without notice and without consent.

4. District computing facilities may not be used to download or distribute software or data that is pirated or violates applicable copyright law.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR STUDENTS**

5. District computing facilities may not be used to propagate any virus, to delete or modify data that is part of the educational curriculum, to disable or overload the computer system, or to access privately stored materials or data.
6. All students must safeguard their user identification and password and may not allow others to utilize their user identification or password or utilize a user identification or password other than their own.
7. Electronic mail may not be used to propagate chain letters, advertising, jokes, personal files, images, or other materials not directly related to educational goals. Students should not send unwanted or inappropriate e-mail. Such use may be considered as harassment and will be dealt with accordingly.
8. Cyber bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, social websites and chat rooms. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.
9. Students should not access chat rooms, bulletin boards, forums, social networks, etc. without prior consent of the teacher or persons monitoring the school Internet.
10. Students should not engage in activities on the Internet that are sexually explicit or drug-related. Engaging in such activities will result in the automatic termination of Internet privileges. Suspension and/or expulsion from school may also result from such inappropriate usage.
11. Students should not use vulgar, suggestive, or otherwise inappropriate language on the Internet.
12. Students are not to use the Internet to purchase products or services.
13. Students should not become involved in any activity on the Internet which would violate the normal policies of the District.
14. Students must have a permission slip signed by a parent/guardian on file with the school's systems operator to use the Internet.
15. All school web pages must be reviewed and approved by the building Principal prior to their publication.

Exploring the Internet is for the purpose of expanding educational opportunities only. Any student in violation of this policy will be subject to disciplinary action which may include, but is not limited to, restitution for any and all damage and/or legal action, loss of computer use privileges, suspension, or expulsion.

Board Policy Manual**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR STUDENTS**

The District firmly believes that the valuable information, interaction, collaboration, and peer contact available on the Internet all outweigh the possibility that students may access materials that are not consistent with the educational and professional development goals of the District. Ultimately, we rely on the parents and guardians of minors to be responsible for conveying and enforcing standards that their children should follow when using electronic resources like the Internet or any other media, and we rely on our employees to use good judgment in selecting the resources for the students' use and their own use. We have extensive systems and security mechanisms in place to ensure the security, integrity, and appropriateness of the data on our networks. However, recognizing that the state of computing is constantly evolving, and further acknowledging that no mechanism can be fully and constantly capable of screening the ever-changing body of inappropriate Internet content from students, we rely on and respect each family's right to decide whether to allow their student(s) access to the Internet.

The District will ensure that every student's parent or guardian is notified of these computer network and Internet use policies and procedures in the beginning of each school year. The District reserves the right to distribute a summary of this policy at the beginning of the year, rather than the full policy and rule. Parents will be informed of the procedure to receive a complete copy of the policy and the rule regarding student use of computer systems. Parents must review these policies and rules with their children, explaining the provisions in a manner in which the student understands. Parents must grant permission for the student to access the school's internal networks and the Internet before the District will assign a user identification and password to the student. In addition to this parental review, appropriate District employees will review this Acceptable Use Policy with students at appropriate times during each school year and will ensure that they have permission slips for all students who access the District's networks and the Internet.

The complete computer use rule (363.2-Rule, Computer, Internal Network, Electronic Mail and Internet Rules for Students) can be found on the District's website: www.wawm.k12.wi.us. This policy and the accompanying rule (363.2-Rule) are to be read in conjunction with one another and one shall not limit or restrict enforcement of the other. If there is confusion regarding a provision in the policy, the rule should be consulted for clarification.

LEGAL REF: Section 120.13 Wisconsin Statutes
943.70

CROSS REF: 363.2-Rule, Computer, Internal Network, Electronic Mail and Internet Rules for Students

447, Student Discipline

447.3, Student Suspension/Expulsion

771.1, Use of Copyrighted Material

APPROVED: May 5, 1995

REVISED: June 11, 1996
February 24, 2003
June 14, 2010

Appendix F- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE RULES FOR STUDENTS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2-Rule

Board Policy Manual

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET

ACCEPTABLE USE RULES FOR STUDENTS

A. Management, Administration, Monitoring, and Privacy

1. The District has software and systems in place that monitor and record all Internet usage to ensure the systems are being used for educational purposes, consistent with the District's goals. The District wants users to be aware that our security systems are capable of recording, for each and every user, each World Wide Web site visit, attempts to reach World Wide Web sites, the amount of time spent actively using the World Wide Web, each chat, newsgroup access, e-mail message, social networks and every file transfer into and out of our internal networks to the Internet, and we reserve the right to do so at any time, without advance notice or warning to the user. No District user should have any expectation of privacy as to his or her Internet usage, or the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any District computing facility. The District will review computing activity and analyze usage patterns, and may choose to publicize this data to assure that the District's computing resources are devoted to maintaining the highest standards of educational benefit and productivity.
2. The District, through appropriate management personnel, reserves the right to inspect any and all data stored in public or private areas of networked and individual storage systems of any kind, without notice or warning, and at any time or for any purpose.
3. Use of District technology resources to harm, threaten, intimidate, or harass others, commonly known as cyber-bullying, is prohibited.
4. The District uses independently-supplied facilities to identify and block Internet content that is inconsistent with the educational and professional development goals of the District. We will block access from within our networks to all such sites that we know of or that our facilities identify. To be clear, these facilities endeavor to block use of the network to create, view, send, receive, store, display, or print text or graphics which may reasonably be construed to be obscene, disruptive, or harmful to the educational or working environment, but we acknowledge that no blocking or filtering mechanism is capable of blocking all inappropriate content all of the time. Offensive, disruptive, or harmful data include, but are not limited to any messages or files, or data which contain the following:
 - Pornographic or erotic images;
 - Sexual implications;

- Racial slurs;
- Derogatory gender-specific comments;
- Information or instructions designed to cause physical harm to another person, comments that offensively address a person's age, sexual orientation, religious beliefs, political beliefs, national origin, or disability;
- Any comment which in any way defames, slanders, or libels another person;
- Any comment intended to frighten, intimidate, threaten, abuse, annoy, or harass another person;
- Those data or activities which invade the privacy of another person.
- Use of District technology resources to harm, threaten, intimidate, or harass others, commonly known as cyber-bullying, is prohibited.

If a user finds that he/she is connected to a site that contains any of the above material, he/she must disconnect from that site immediately, regardless of whether that site has been previously deemed acceptable by any screening or rating program, and inform the teacher or supervisor of the incident. Similarly, a user is encouraged to inform his/her teacher or supervisor if he/she becomes aware of another user accessing or has accessed material prohibited above. The District's goal in creating the above standards and reporting requirement is not to create an environment of fear and apprehensiveness for users accessing the Internet and internal networks, but to affirmatively set forth content standards for users to be mindful of when accessing these resources on their own.

5. The District will fully cooperate with requests from law enforcement and regulatory agencies for logs, diaries, data, and archives on individuals' computing activities.

B. Systems Management, Data Integrity, and Security

1. Students may download only those materials specifically identified by a teacher for a specified school project.
2. The District computing facilities may not be used to download or distribute software or data that is pirated, or in a manner inconsistent with its license agreement or applicable copyright law and District copyright policy. Any software or files transferred in any manner into or via the District's computing facilities become the property of the District, subject to the restrictions of any existing licensing agreement or applicable copyright law or policy. In any event, such downloaded files, regardless of license or license ownership, may only be used in a manner consistent with their licenses or copyrights, applicable District policy, or other controlling authority.
3. Unless software or data transferred into the District's computing facilities is part of an approved educational curriculum, users must understand that the unauthorized use or independent installation of non-standard data may cause computers and networks to function erratically, improperly, or cause data loss, and should take that into consideration when installing software not directly related to or approved through an existing curriculum. Users should seek the assistance of qualified systems management personnel in using non-standard software and data, and must never install downloaded software to networked storage devices without the assistance and approval of appropriate personnel.

4. No one may use the District's computing facilities to propagate any virus, worm, Trojan horse, trap-door program code, or any form of destructive or malicious computer instruction. Further, users may not propagate any virus "warnings" via electronic mail except to alert appropriate District systems management personnel.

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE RULES FOR STUDENTS**

Users may not intentionally delete or modify data that is used as part of an approved educational curriculum, except where the deletion or modification of said data is part of that curriculum.

5. Users must respect the fact that, much like a library, software and data are made available for all to use and benefit from.
6. The District's computing facilities may not be used to disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user or the user's data.
7. All data that is transferred into the District's computing facilities must be checked for viruses before it is run or otherwise accessed. On computers where virus scanning takes place automatically, the virus scanning software must not be disabled, modified, uninstalled, or otherwise inactivated. If you are uncertain as to whether the workstation you are using is capable of detecting viruses automatically, or you are unsure whether the data has been adequately checked for viruses, you should contact appropriate District systems management personnel.
8. The District's computing facilities also may not be used to access or attempt access stored materials or data that are outside the scope of educational or employment goals of the District.

C. User IDs and Passwords

1. Every user will be assigned a User ID and password that functions as your method of access to our computing facilities. You should guard this information just as you would guard any other identifying material like your home phone number, address, or bank account numbers. Therefore, great care should be taken not to share or otherwise disclose this information to another person.
2. User IDs and passwords should never be written in a conspicuous place, written down together, or shared with any third party. If you lose or forget your password (or User ID and password together), you must immediately inform appropriate District systems management personnel so your account can be temporarily deactivated and a new password assigned.
3. The District has security facilities in place to detect an intruder who may be attempting to use or guess another's User ID and password to gain access to resources they are not authorized to use.

If you find that your account has become disabled because of an intruder's attempt to access our computing facilities, you should contact appropriate systems management personnel for assistance.

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2-Rule

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE RULES FOR STUDENTS**

D. Electronic Mail

1. Electronic mail primarily should be used for internal District business, instructional purposes, collaboration with students and peers, and other activities directly related to a user's educational or employment goals and duties. While we recognize that a certain amount of personal use occurs with any communications medium, we strongly discourage users from using District computing resources for personal communication, and expressly prohibit their use commercially or for personal enrichment or profit.
2. Though electronic mail is a fast and relatively easy mode of communication, nothing should be included in an electronic mail message that the user would not want read by a third party.
3. Electronic mail should be retained only as long as needed, and not archived or otherwise stored beyond the time that it may reasonably need to be referred to.
4. District electronic mail facilities may not be used to propagate chain letters, advertising, jokes, personal files, images, or any other materials not directly related to employment or educational goals.
5. Users should keep in mind that electronic mail is a written form of communication, just like a paper letter. Though electronic mail is relatively spontaneous compared with regular mail, you should take care to use the same level of discretion and forethought before you send your message, and additionally check it for completeness, accuracy and grammar just as you would any written correspondence.

E. World Wide Web Publishing and Use

1. District employees, staff, and teachers will lead students in activities and exercises that strengthen their research skills and enrich the educational process. This may include using search engines in a way that is appropriate for the curricular goal and cognitive level of students, using pre-determined Web resources as a group, or allowing students to independently research subjects consistent with established curriculum and content guidelines set forth herein.
2. Users should read information on the World Wide Web with an evaluative and critical attitude, verifying the sources, authenticity, and accuracy of information to the best of their ability. To that end, employees will endeavor to preview Web materials that will be used in classroom learning activities, and use only those that are of the highest quality.

3. Users may bookmark educationally sound Web sites so they may be referred to quickly and easily, without the sometimes tedious process of discovering the resource on one's own. These bookmarks may be saved on an individual workstation or a networked storage device, and should be reviewed regularly by the user for relevance, currentness, and appropriateness to the educational and employment environment. Teachers must provide students with permission to store bookmarks.
4. Materials published to the World Wide Web using District computing facilities are considered official District materials, and will be created by appropriate employees. Teachers may provide students permission to create Web pages relating to class projects or other school-related activities. The purpose of Web pages published by the District shall be to communicate information about the District to students, parents, and the public, and to provide an instructional

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2-Rule

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE RULES FOR STUDENTS**

tool with links to other sites that correlate with current curriculum, are age-appropriate, and are reviewed in advance by appropriate District employees.

5. Creation and publishing of Web pages is subject to the following guidelines:
 - Pages and data contained thereon belong to the District, and should reflect quality work and accurate information.
 - Contents must adhere to this Acceptable Use Policy, applicable privacy policies and laws, applicable copyright policies and laws, and other established District policies.
 - Information published on District Web pages should be education-related, non-confidential, and non-commercial. However, advertising for non-profit, school-sponsored organizations is acceptable.
 - All pages should be created to facilitate easy loading and viewing of graphics and audiovisual materials by the user of the page, whether internal or outside the District, and subject to the restrictions contained in this Acceptable Use Policy.
 - Links to commercial or personal Web pages shall not be made from any District Web page, except where such linking would serve a legitimate educational purpose, and the content on the entire linked site would not violate any provision of this Acceptable Use Policy.
6. District Web pages shall not contain the following items without the explicit written permission of a parent, guardian or, in the case of information about an employee, the employee:

- Students' full names, electronic mail address, telephone numbers, street addresses, or any other identifying information.
- Photographs, video or likenesses of students and staff.
- Employees' personal electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature. Web pages may contain an employee's name, title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communication with parents and other outside correspondents.

7. All school Web pages must be reviewed and approved by the building Principal prior to their publication.

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2-Rule

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE RULES FOR STUDENTS**

8. District Web pages should be updated regularly on a schedule determined by appropriate District systems management personnel. Links to outside pages must be reviewed and checked regularly for accuracy.
9. The work of students may be published on the District's Web pages provided that a written release is granted by the parent or guardian of the student.
- 10 Each Web and Internet user of the District shall identify himself or herself honestly, accurately, and completely when participating in chats, discussions, or newsgroups. No user may purport to represent the District or its views, policies, or opinions without the advance approval of the Superintendent, and must refrain from political advocacy, endorsement of products, services, or educational methods, or communication with any media outlet or public forum without such advance approval.

F. Resource Considerations

1. Users with Internet access should endeavor not to use District computing facilities to transfer images, video, or sound materials unless there is an explicit educational purpose for such transfer. The regular and widespread transfer of such large amounts of data creates a significant burden on any computing facility. Rather than transferring large files via the public Internet, users should ideally download a large amount of data once, and then distribute it to others using the District's faster internal network.
2. Whenever possible, users should schedule communications-intensive operations such as large file transfers, video downloads, mass e-mailings, or the use of streaming audiovisual technology for times when other users are not likely to be performing the same activity.

3. Users will be granted a limited amount of space on the District's networks to store electronic mail, files, and other data. Users may not exceed this quota without the advance approval and assistance of appropriate systems management personnel, and users at their storage limit may find that their access to some resources will be automatically restricted or disabled to ensure that the resource will be equally available for everyone to use at all times.
4. The District may, at any time and without warning, move or delete data stored on networked systems to efficiently allocate computing resources to all users. While every reasonable attempt will be made to inform users of such modifications or deletions, users should preserve important or sensitive data on disk or other removable storage medium, and particularly recognize that there may be circumstances when such a notification will not be possible, such as at the end of an academic year or during a vacation period.

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.2-Rule

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE RULES FOR STUDENTS**

G. Enforcement

1. Any user identified as a security risk or having a history of problems with computing systems may be denied access to the District's computing facilities, with or without advance notice, warning, or opportunity to cure a defect that may result in such a revocation of privileges.
2. The District will report all violations or suspected violations of District, local, State or Federal laws and policies to the appropriate administrator, agency, or law enforcement authority, and will cooperate fully in the investigation of any activity which may violate established law or doctrine.
3. Violations of this Rule will be investigated by appropriate District personnel. Where appropriate, disciplinary action will be taken for any violation of this Policy, as provided for by Board policy. For employees, discipline may mean discharge.

LEGAL REF.: Section 120.13 Wisconsin Statutes
943.70

947.0125
968.27-968.37

Electronic Communications Privacy Act of 1986

CROSS REF.: 363.2, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy
For Students

771.1, Use of Copyrighted Material

APPROVED:

June 11, 1996

REVISED:

February 24, 2003

June 14, 2010

Appendix G- TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

363.3

Board Policy Manual

TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS

The School District of West Allis-West Milwaukee, et al. believes that every student can and will learn when placed in a challenging and supportive learning environment. This includes all students with special learning needs. The District shall 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 the Individuals with Disabilities Education Act P.L. 108-44. This act requires public schools to provide assistive technology devices and services to an eligible student under IDEA if the student's Individualized Education Program (IEP) team determines that the student needs an assistive technology device and/or service to receive a free appropriate public education (FAPE).

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, including coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for such child, or where appropriate; the family of such child; and training or technical assistance for professionals, including individuals providing education and rehabilitation services. Assistive technology devices and services must also be considered for students under Section 504 of the Rehabilitation Act.

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.

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

The District is responsible for evaluation in areas in which assistive technology may be a factor.

As stated in the District Nondiscrimination Policy, the School District of West Allis-West Milwaukee, et al. does not discriminate on the basis of age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in any of its educational programs or activities, including technology services.

LEGAL REF: Individuals with Disabilities Education Act P.L. 108-44

APPROVED: June 27, 2005

Appendix H- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

522.6

Board Policy Manual

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES

The School District of West Allis-West Milwaukee provides employees and students access to the District's internal network and to the Internet for the purpose of furthering the educational goals and objectives of the District, the professional development of its employees, and the educational enrichment of its students. Access to these facilities is available in all District schools.

The District permits the use of the Internet as a tool for work, research and education. The Internet, like any other school property, must be used for the purpose for which it was intended. Employees are expected to follow basic rules of courtesy and common sense when using this tool so that the Internet can be a valuable source of information to all employees.

District computers and network resources may be provided for instructional, development, and management purposes for use by staff, subject to the policies set forth herein and in the District's rule regarding computer and Internet use by employees (522.6-Rule). At no time does the School District relinquish its exclusive control of computer systems provided for the convenience of employees. District computers and networks may not be used to disrupt educational or management functions, and hardware and/or software shall not be destroyed, modified, copied, transferred, decompiled, disassembled, disabled, or otherwise abused in any manner. Users shall not seek information about other users on the District's network, including but not limited to their passwords, files, data, electronic mail, or other data that may be stored and accessible through said computers and networks.

The District will promote internet use in a manner that promotes safe online activity for children, including communication on social networking websites and chat rooms and supports cyber bullying awareness and response and protects children from cybercrimes, including crimes by online predators. This education will be carried out by each building IMC Director. Sign in sheets from training will be maintained for erate auditors purposes.

It shall be the responsibility of all staff members to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection act, the Neighborhood children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Librarians shall be responsible for ensuring that school computer networks of the libraries are being used in accordance with policies and rules. Teachers and instructional assistants shall assure proper use of computer networks by students under their supervision. Teachers shall inform their students of the legal requirements regarding the use, reproduction, and distribution of copyrighted materials.

The school District will provide instruction in standards of Internet safety as part of the District's required information technology courses, as well as just-in-time instruction as needed for the use of specific tools in the regular classroom. The instruction will include appropriate use of social networking sites and communication tools, safeguarding personal information online, how to recognize Internet predators, how students should respond to cyber bullying, and the District's policy on cyber bullying and online

harassment. In addition, as specific Web 2.0 tools are used in individual classrooms, instruction for proper behavior and etiquette when using those tools will be provided.

Board Policy Manual**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES**

School administrators will apply the same criterion of educational suitability used for other education resources when providing access to software and Internet information resources. All use of these resources shall be directly related to the education of the student, the professional development of the employee, or the management of these resources by staff and administrators of the District.

Because the Internet is a fluid environment that may include materials of questionable educational value, and because it provides access to many constantly changing resources throughout the world, it is impossible for school administrators to review and pre-select materials that are appropriate for the use of our students and employees. Therefore, the District has adopted the following practices regarding access to and use of District electronic resources and networks, especially the Internet:

1. The District reserves the right to monitor all computer use and to inspect any and all data stored in the public or private areas of the network, without notice or warning, and at any time or for any purpose.
2. The District's computer system may not be used to create, view, send, receive, store, display, or print text or graphics which may be reasonably construed to be obscene, disruptive, or harmful to the educational environment. The District reserves the right to determine, in its sole discretion, whether materials fit into these categories. Materials fitting into these categories include, but are not limited to, the following:

Pornographic or erotic images; racial slurs; derogatory gender-specific comments; comments that offensively address a person's age, race, sexual orientation, religious beliefs, political beliefs, national origin, or disability. Use of District technology resources to harm, threaten, intimidate, coerce or harass others, commonly known as cyber-bullying, is prohibited.

Disciplinary action will be taken against anyone who violates this policy, including withdrawing Internet privileges, suspension/expulsion/ dismissal and, if appropriate, referral to the proper authorities or any other consequence deemed appropriate by the Administration or Board of Education.

2. District computers are subject to monitoring, inspection and searches to ensure that they are used for their intended purpose.
3. District computing facilities may not be used to download or distribute software or data that is pirated or violates applicable copyright law.
4. District computing facilities may not be used to propagate any virus, to delete or modify data that is part of the educational curriculum, to disable or overload the computer system, or to access privately stored materials or data.

5. All employees must safeguard their user identification and password and may not allow others to utilize their user identification or password or utilize a user identification or password other than their own.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES**

7. Electronic mail may not be used to propagate chain letters, advertising, jokes, personal files, images, or other materials not directly related to educational goals. Employees should not send unwanted or inappropriate e-mail. Such use may be considered as harassment and will be dealt with accordingly.
8. Cyber bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, social websites and chat rooms. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.
9. Employees should not access chat rooms, bulletin boards, forums, etc. without prior consent of the administration or persons monitoring the school Internet.
10. Employees should not engage in activities on the Internet that are sexually explicit or drug-related. Engaging in such activities will result in the automatic termination of Internet privileges.
11. Employees should not use vulgar, suggestive, or otherwise inappropriate language on the Internet.
12. Employees are not to use the Internet to purchase products or services.
13. Employees should not become involved in any activity on the Internet which would violate the normal policies of the District. Students must have a permission slip signed by a parent/guardian on file with the school's systems operator to use the Internet.
14. All school web pages must be reviewed and approved by the building Principal prior to their publication.

The District firmly believes that the valuable information, interaction, collaboration, and peer contact available on the Internet all outweigh the possibility that employees may access materials that are not consistent with the educational and professional development goals of the District. Ultimately, we rely on our employees to be responsible enforcing standards that they must follow when using electronic resources like the Internet or any other media to use good judgment in selecting the resources they will use that meet the District's goals in providing computers, the Internet and e-mail to all employees. We have extensive systems and security mechanisms in place to ensure the security, integrity, and appropriateness of the data on our networks. However, recognizing that the state of computing is constantly evolving, and further acknowledging that no mechanism can be fully and constantly capable of screening the ever-changing body of inappropriate Internet content from students, we rely on and expect our employees to use the Internet only for appropriate work-related purposes.

Board Policy Manual

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES**

The complete computer use rule (522.6-Rule, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Employees Provisions) can be found on the District's website: www.wawm.k12.wi.us. This policy and the accompanying rule (522.6-Rule) are to be read in conjunction with one another and one shall not limit or restrict enforcement of the other. If there is confusion regarding a provision in the policy, the rule should be consulted for clarification.

LEGAL REF.: Sections 120.13 Wisconsin Statutes
943.70

947.0125

968.27 – 968.27

Electronic Communications Privacy Act of 1986

CROSS REF.: 522.6-Rule, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use
Policy for Employees Provisions

APPROVED: April 2, 2001

REVISED: February 24, 2003
June 14, 2010

Appendix I- COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

522.6-Rule

Board Policy Manual

COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET ACCEPTABLE USE POLICY FOR
EMPLOYEES PROVISIONS

A. Management, Administration, Monitoring, and Privacy

1. The District has software and systems in place that monitor and record all Internet usage to ensure the systems are being used for educational purposes, consistent with the District's goals. The District wants users to be aware that our security systems are capable of recording, for each and every user, each World Wide Web site visit, attempts to reach World Wide Web sites, the amount of time spent actively using the World Wide Web, each chat, newsgroup access, e-mail message, blog, forum, social networks, and every file transfer into and out of our internal networks to the Internet, and we reserve the right to do so at any time, without advance notice or warning to the user. No District user should have any expectation of privacy as to his or her Internet usage, or the privacy of any electronic mail message, file, download, note, or other data stored on or transmitted or received through any District computing facility. The District will review computing activity and analyze usage patterns, and may choose to publicize this data to assure that the District's computing resources are devoted to maintaining the highest standards of educational benefit and productivity.
2. The District, through appropriate management personnel, reserves the right to inspect any and all data stored in public or private areas of networked and individual storage systems of any kind, without notice or warning, and at any time or for any purpose.
3. Use of District technology resources to harm, threaten, intimidate, coerce or harass others, commonly known as cyber-bullying, is prohibited.
4. The District uses independently-supplied facilities to identify and block Internet content that is inconsistent with the educational and professional development goals of the District. We will block access from within our networks to all such sites that we know of or that our facilities identify. To be clear, these facilities endeavor to block use of the network to create, view, send, receive, store, display, or print text or graphics which may reasonably be construed to be obscene, disruptive, or harmful to the educational or working environment, but we acknowledge that no blocking or filtering mechanism is capable of blocking all inappropriate content all of the time. Offensive, disruptive, or harmful data include, but are not limited to any messages or files, or data, which contain the following:
 - Pornographic or erotic images,
 - Sexual implications,
 - Racial slurs,
 - Derogatory gender-specific comments,
 - Information or instructions designed to cause physical harm to another person,

- Comments that offensively address a person's age, sexual orientation, religious beliefs, political beliefs, national origin, or disability,
- Any comment which in any way defames, slanders, or libels another person,
- Any comment intended to frighten, intimidate, threaten, abuse, annoy, or harass another person,

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

- Those data or activities which invade the privacy of another person
- Use of District technology resources to harm, threaten, intimidate, coerce or harass others, commonly known as cyber-bullying, is prohibited.

If a user finds that he/she is connected to a site that contains any of the above material, he/she must disconnect from that site immediately, regardless of whether that site has been previously deemed acceptable by any screening or rating program, and inform the teacher or supervisor of the incident. Similarly, a user is encouraged to inform his or her supervisor if he/she becomes aware that another user is accessing or has accessed material prohibited above. The District's goal in creating the above standards and reporting requirement is not to create an environment of fear and apprehensiveness for users accessing the Internet and internal networks, but to affirmatively set forth content standards for users to be mindful of when accessing these resources on their own.

4. The District will fully cooperate with requests from law enforcement and regulatory agencies for logs, diaries, data, and archives on individuals' computing activities.

B. Systems Management, Data Integrity, and Security

1. Employees shall download only those materials which are applicable to their position in the District, and the size of the file(s) downloaded during any one session should not exceed 3MB without permission of District systems management personnel. The use of the District's Internet facilities to transfer data outside of these limits can create congestion that may adversely affect everyone's ability to access Internet resources of all kinds.
2. The District computing facilities may not be used to download or distribute software or data that is pirated, or in a manner inconsistent with its license agreement or applicable copyright law and District copyright policy. Any software or files transferred in any manner into or via the District's computing facilities become the property of the District, subject to the restrictions of any existing licensing agreement or applicable copyright law or policy. In any event, such downloaded files, regardless of license or license ownership, may only be used in a manner consistent with their licenses or copyrights, applicable District policy, or other controlling authority.
3. Unless software or data transferred into the District's computing facilities is part of an approved educational curriculum, users must understand that the unauthorized use or independent installation of non-standard data may cause computers and networks to function erratically, improperly, or cause data loss, and should take that into consideration when installing software not directly related to or approved through an existing curriculum. Users should seek the assistance of qualified systems management personnel in using non-standard software and data, and must never install downloaded software to networked storage devices without the assistance and approval of appropriate personnel.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

4. No one may use the District's computing facilities to propagate any virus, worm, Trojan horse, trap-door program code, or any form of destructive or malicious computer instruction. Further, users may not propagate any virus "warnings" via electronic mail except to alert appropriate District systems management personnel.
5. Users may not intentionally delete or modify data that is used as part of an approved educational curriculum, except where the deletion or modification of said data is part of that curriculum. Users must respect the fact that, much like a library, software and data are made available for all to use and benefit from.
6. The District's computing facilities may not be used to disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user or the user's data.
7. All data that is transferred into the District's computing facilities must be checked for viruses before it is run or otherwise accessed. On computers where virus scanning takes place automatically, the virus scanning software must not be disabled, modified, uninstalled, or otherwise inactivated. If you are uncertain as to whether the workstation you are using is capable of detecting viruses automatically, or you are unsure whether the data has been adequately checked for viruses, you should contact appropriate District systems management personnel.
8. The District's computing facilities also may not be used to access or attempt to access stored materials or data that are outside the scope of educational or employment goals of the District.

C. User IDs and Passwords

1. Every user will be assigned a User ID and password that functions as your method of access to our computing facilities. You should guard this information just as you would guard any other identifying material like your home phone number, address, or bank account numbers. Therefore, great care should be taken not to share or otherwise disclose this information to another person.
2. User IDs and passwords should never be written in a conspicuous place, written down together, or shared with any third party. If you lose or forget your password (or User ID and password together), you must immediately inform appropriate District systems management personnel so your account can be temporarily deactivated and a new password assigned.
3. The District has security facilities in place to detect an intruder who may be attempting to use or guess another's User ID and password to gain access to resources they are not authorized to use. If you find that your account has become disabled because of an intruder's attempt to access our computing facilities, you should contact appropriate systems management personnel for assistance.

D. Electronic Mail

1. Electronic mail primarily should be used for internal District business, instructional purposes, collaboration with students and peers, and other activities directly related to a user's educational or employment goals and duties. While we recognize that a certain amount of personal use occurs with any communications medium, we strongly discourage users from using District computing resources for personal communication, and expressly prohibit their use commercially or for personal enrichment or profit.

2. Though electronic mail is a fast and relatively easy mode of communication, nothing should be included in an electronic mail message that the user would not want read by a third party.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

Although it is rare, the interconnected nature of the Internet and its component disparate computing networks makes it possible for a third-party interceptor to store, view, read, print, and disseminate the contents of any electronic mail message to anyone else. The District has security facilities in place to prevent unauthorized access to our internal networks and electronic mail stored there, but be aware that messages transmitted outside our networks may be equally protected, less protected, or not protected at all. The likelihood of such an interception is extremely low, but still possible, so you should, therefore, take great care when transmitting sensitive or confidential information. District employees should not transmit sensitive or identifying information about students via electronic mail.

3. Electronic mail should be retained only as long as needed, and not archived or otherwise stored beyond the time that it may reasonably need to be referred to.
4. District electronic mail facilities may not be used to propagate chain letters, advertising, jokes, personal files, images, or any other materials not directly related to employment or educational goals.
5. Users should keep in mind that electronic mail is a written form of communication, just like a paper letter. Though electronic mail is relatively spontaneous compared with regular mail, you should take care to use the same level of discretion and forethought before you send your message, and additionally check it for completeness, accuracy, and grammar just as you would any written correspondence.

E. World Wide Web Publishing and Use

1. District employees, staff, and teachers will lead students in activities and exercises that strengthen their research skills and enrich the educational process. This may include using search engines in a way that is appropriate for the curricular goal and cognitive level of students, using pre-determined Web resources as a group, or allowing students to independently research subjects consistent with established curriculum and content guidelines set forth herein.
2. Users should read information on the World Wide Web with an evaluative and critical attitude, verifying the sources, authenticity, and accuracy of information to the best of their ability. To that end, employees will endeavor to preview Web materials that will be used in classroom learning activities, and use only those that are of the highest quality.
3. Users may bookmark educationally sound Web sites so they may be referred to quickly and easily, without the sometimes tedious process of discovering the resource on one's own. These bookmarks may be saved on an individual workstation or a networked storage device, and should be reviewed regularly by the user for relevance, currentness, and appropriateness to the educational and employment environment. Teachers must provide students with permission to store bookmarks.
4. Materials published to the World Wide Web using District computing facilities are considered official District materials and will be created by appropriate employees. Teachers may provide students permission to create Web pages relating to class projects or other school-related activities. The purpose of Web pages published by the District shall be to communicate information about the District to students, parents, and the public, and to provide an

instructional tool with links to other sites that correlate with current curriculum, are age-appropriate, and are reviewed in advance by appropriate District employees.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

5. Creation and publishing of Web pages is subject to the following guidelines:

- Pages and the data contained thereon belong to the District, and should reflect quality work and accurate information.
- Contents must adhere to this Acceptable Use Policy, applicable privacy policies and laws, applicable copyright policies and laws, and other established District policies.
 - Information published on District web pages should be education-related, non-confidential, and non-commercial. However, advertising for non-profit, school-sponsored organizations is acceptable.
 - All pages should be created to facilitate easy loading and viewing of graphics and audiovisual materials by the user of the page, whether internal or outside the District, and subject to the restrictions contained in this Acceptable Use Policy.
 - Links to commercial or personal Web pages shall not be made from any District web page, except where such linking would serve a legitimate educational purpose, and the content on the entire linked site would not violate any provision of this Acceptable Use Policy.

6. District web pages shall not contain the following items without the explicit written permission of a parent, guardian or, in the case of information about an employee, the employee:

- Students' full names, electronic mail addresses, telephone numbers, street addresses, or any other identifying information.
- Photographs, video, or likenesses of students and staff.
- Employees' personal electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature. Web pages may contain an employee's name, title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communication with parents and other outside correspondents.

7. All school Web pages must be reviewed and approved by the building Principal prior to their publication.

8. District web pages should be updated regularly on a schedule determined by appropriate District systems management personnel. Links to outside pages must be reviewed and checked regularly for accuracy.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

9. The work of students may be published on the District's Web pages provided that a written release is granted by the parent or guardian of the student.
10. Each Web and Internet user of the District shall identify himself or herself honestly, accurately, and completely when participating in chats, discussions, or newsgroups. No user may purport to represent the District or its views, policies, or opinions without the advance approval of the Superintendent, and must refrain from political advocacy, endorsement of products, services, or educational methods, or communication with any media outlet or public forum without such advance approval.

F. Resource Considerations

1. Users with Internet access should endeavor not to use District computing facilities to transfer images, video, or sound materials unless there is an explicit educational purpose for such a transfer. The regular and widespread transfer of such large amounts of data creates a significant burden on any computing facility. Rather than transferring large files via the public Internet, users should ideally download a large amount of data once, then distribute it to others using the District's faster internal networks.
2. Whenever possible, users should schedule communications-intensive operations such as large file transfers, video downloads, mass e-mailings, or the use of streaming audiovisual technology for times when other users are not likely to be performing the same activity.
3. Users will be granted a limited amount of space on the District's networks to store electronic mail, files, and other data. Users may not exceed this quota without the advance approval and assistance of appropriate systems management personnel, and users at their storage limit may find that their access to some resources will be automatically restricted or disabled to ensure that the resource will be equally available for everyone to use at all times.
4. The District may, at any time and without warning, move or delete data stored on networked systems to efficiently allocate computing resources to all users. While every reasonable attempt will be made to inform users of such modifications or deletions, users should preserve important or sensitive data on a disk or other removable storage medium, and particularly recognize that there may be circumstances when such a notification will not be possible, such as at the end of an academic year or during a vacation period.

G. Enforcement

1. Any user identified as a security risk or having a history of problems with computing systems may be denied access to the District's computing facilities, with or without advance notice, warning, or opportunity to cure a defect that may result in such a revocation of privileges.
2. The District will report all violations or suspected violations of District, local, State, or Federal laws and policies to the appropriate administrator, agency, or law enforcement authority, and will cooperate fully in the investigation of any activity which may violate established law or doctrine.
3. Violations of the Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy for Employees Provisions (522.6-Rule) will be investigated by appropriate District

personnel. Where appropriate, disciplinary action will be taken for any violation of this Policy, as provided for by Board policy. For employees, discipline may mean discharge.

**COMPUTER, INTERNAL NETWORK, ELECTRONIC MAIL, AND INTERNET
ACCEPTABLE USE POLICY FOR EMPLOYEES PROVISIONS**

LEGAL REF.: Sections 120.13 Wisconsin Statutes
943.70

947.0125
968.27-968.37
Electronic Communications Privacy Act of 1986

CROSS REF.: 522.6, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use Policy
for Employees

363.2, Computer, Internal Network, Electronic Mail, And Internet Acceptable Use
Policy For Students
363.2-Rule, Computer, Internal Network, Electronic Mail, And Internet Acceptable
Use For Students Rules
771.1, Use of Copyrighted Material

APPROVED: April 2, 2001

ADM. REVISION: May, 2001

REVISED: February 24, 2003
June 14, 2010

Appendix J- USE OF COPYRIGHTED MATERIAL

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

771.1

Board Policy Manual USE OF COPYRIGHTED MATERIAL

Today's new technologies have made information gathering more readily accessible than ever before and have made it easier to reproduce or copy such information. The Board of Education believes a balance must be achieved between providing students and staff with access to and use of available materials and protecting the rights of the materials' creators. Therefore, it is the intention of the Board that all copyright laws be observed in the District.

Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the materials as defined by law. No school equipment or materials shall be used by school employees, students or others for illegal copying or usage. Those violating the copyright laws shall be liable for their own actions. Notices of copyright restrictions shall be placed on and/or near those devices that could be used for copying materials or information (e.g., computers, photocopiers, video recorders).

LEGAL REF.: PL 94-553, Federal Copyright Law

Section 943.70 Wisconsin Statutes

CROSS REF.: 361.1, Selection of Instructional Materials
 361.2, Selection of Library Media Materials
 363.2, Computer, Internal Network, Electronic Mail, and Internet Acceptable Use
 Policy for Students
 537.1, Professional Research and Publishing

APPROVED: March 11, 1997

Appendix K- PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

871

Board Policy Manual

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

The Board of Education recognizes that differences of opinion exist in a democracy and, therefore, realizes that the suitability of particular instructional or library media materials used in the schools may be questioned from time to time.

When citizens have concerns about particular instructional or library media materials, these concerns should be presented to the building principal in accordance with established procedures. If a citizen is not satisfied with the administrative decision regarding the instructional or library media materials in question, he/she may submit the concern to the Board for consideration.

The procedures for requesting reconsideration of instructional or library media materials shall be available to any person. However, no parent, individual or group of persons has the legal right to abridge the rights of other parents, individuals, teachers or of children to have access to the information which is part of the educational program.

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

LEGAL REF.: Sections 118.13 Wisconsin Statutes

121.02(1)(h)

PI 8.01(2)(h), Wisconsin Administrative Code

PI 9

CROSS REF.: 871-Rule, Procedures for Reconsideration of Instructional or Library Media Materials

871-Exhibit, Request for Reconsideration of Instructional or Library Media Materials

332, Parent Rights and the Curriculum

361.1, Selection of Instructional Materials

361.2, Selection of Library Media Materials

411-Rule, Student Discrimination Complaint Procedures

APPROVED: July 6, 1976

REVISED: January 4, 1982
September 12, 1988
April 14, 1992
January 14, 1997

Appendix L- REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

SCHOOL DISTRICT OF WEST ALLIS-WEST MILWAUKEE

871-Exhibit

Board Policy Manual
REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL/LIBRARY MEDIA MATERIALS

The following form shall be used when a faculty member, parent/guardian, adult student, or resident wishes to file a request for reconsideration of the District's use of specific instructional materials. Return the completed form to the Building Principal.

Check type of material:

- Book
- Magazine
- Pamphlet
- Audio Cassette
- Videotape
- Other (Specify) _____

Author:

Title:

Publisher (if known):

Request Initiated by:

Telephone:

Address:

Complaint represents:

- Self
- Name of Organization
- Other Group (Identify)

1. To what in the material do you object? Please specify; cite pages/examples:
2. What do you feel might be the result of reading/using this material?
3. For what age group would you recommend this material?
4. Did you read/review all the material?
If not, what parts or sections?
5. What do you believe is the theme or purpose of the material?
6. Are you aware of the judgment of this material by literary critics?
7. Is there anything good about this material?
8. What would you like your school to do about this material?
 - Do not lend it to my child.
 - Send it to a special District committee for review.
9. In its place, what material of equal literary quality would you recommend?

Signature of Petitioner:

Date:

Principal/Designee

Action Taken

- Substitute materials provided for the child as requested and the Reconsideration Form filed with the Director of Instructional Services.
- Appoint and chair a Review Committee for Reconsideration according to Rule 871.
- For District-wide concerns, send Reconsideration Request to the Superintendent for reconsideration by a special District committee.

By:

Date:

Building-Level Review Committee

Action Taken

By:

Date:

If the matter cannot be resolved at the building level, then the written request, along with the Review Committee's evaluation and recommendation will be forwarded to the Director of Instructional Services.

Director of Instructional Services/Designee

Action Taken

- Appoint and chair a Special Review Committee according to Rule 871.
- Make recommendation to Superintendent. Superintendent will forward findings to the parties of the petition.

Note: This document is based on the form in "The Student's Right to Read" published by the National Council of Teachers of English.

APPROVED: July 6, 1976

REVISED: April 14, 1992
 January 14, 1997
 June 27, 2005

Appendix M- West Allis West Milwaukee Current Hardware Inventory

West Allis West Milwaukee Current Hardware Inventory is archived on CD

Appendix N- TECHNOLOGY STANDARDS MATRIX

	K	1	2	3	4	5	6	7	8	9
Math KidPix Sorting/Classifying	X		Create Math Graphing					X	X	X
Reading	X	KidPix or Kidspiration/ Webbing Retelling story elements								
ELA				Prewriting graphic organizer			Develop a published piece using 6-Trait format,		X	

				using kidspiration (organization , main ideas, details)			incorporatin g sources & citations from Internet				
Science					Create PP presentation using graphic organizers			X		X	
Social Studies						Create PP w/sound, graphics, simple calculations/gr aphic presentations using strand of regional history compare/contr ast					
Technology		A 4.8; Use tools to observe measure, make things, and transfer information. B 4.6; Follow a set of instructions to	A 4.8; Use tools to observe measure, make things, and transfer information. A 4.9; Predict possible evolution	A 4.3; Conclude that technology cannot always satisfy every human want and need A 4.8; Use tools to observe measure, make	A.4.4; Explain the purpose of a designed object is to solve a problem or enhance the quality of life. A.4.5; Determine that humans have always developed tools to	A. 8.5 Analyze how cultures and groups value technology differently and how these values influence the development and acceptance of	A. 8.7 Discover that human will or desire can lead to the design of new technology in order to seize an opportunity or	E 8.1 Work with data in the context of real-world situations by Formulating questions that lead to data			

		<p>produce a product using appropriate tools and materials.</p> <p>C 4.5; Approach problem and opportunity situations given a set of constraints and illustrate possible solutions using basic design principles.</p> <p>C. 4.7 Develop abilities in technological design and engineering around simple constraints</p>	<p>scenarios for a modern piece of technology</p> <p>B 4.6; Follow a set of instructions to produce a product using appropriate tools and materials</p> <p>C 4.5; Approach problem and opportunity situations given a set of constraints and illustrate possible solutions using basic design principles.</p> <p>C 4.6; Demonstrate simple problem-solving strategies</p> <p>C. 4.7 Develop abilities in technological design and engineering around simple constraints</p> <p>D 4.2; Expalin</p>	<p>things, and transfer information.</p> <p>A 4.9; Predict possible evolution scenarios for a modern piece of technology</p> <p>B 4.2; Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do.</p> <p>B 4.5; Identify and compare enterprises as technical systems</p> <p>C 4.6; Demonstrate simple problem-solving strategies</p>	<p>communicate, build, move things, and reshape their environment to meet their wants and needs.</p> <p>A.4.9; Predict possible evolution scenarios for a modern piece of technology</p> <p>C.4.2; Show how modern inventions and innovations have evolved as a result of new knowledge and technology</p> <p>D. 4.2; Explain how given technologies make life and work easier, but also how they make them more complicated</p>	<p>technology</p> <p>B 8.5 Evaluate large and complex systems to determine the ways in which they are creations of human ingenuity</p> <p>D.8.1; Explain the difficulty in predicting the effects a new technology will have on society and the environment due to lack of experience with the technology.</p> <p>D.8.2; Explain the importance of making projections, studying scenarios, and making thoughtful decisions because of the direct and indirect effects technology will have on the future.</p> <p>E.8.2; Identify</p>	<p>solve a problem B 8.2</p> <p>Analyze various systems and identify the ways in which they are controlled to produce a desired outcome.</p> <p>C 8.5 Explain the value of technical knowledge and teamwork in the development of a device or process</p> <p>D.8.4 Explain why people must think about how a new technology might affect other people, societies, and the ecosystem in which we live</p> <p>E.8.1 Use computers to acquire, organize,</p>	<p>collection and analysis</p> <p>Designing and conducting a statistical investigation</p> <p>Using technology to generate displays, summary statistics and presentation</p> <p>Using Excel to create a spreadsheet and appropriate graph for intended purpose</p> <p>E.8.2 Organize and display data from statistical investigation using</p> <p>Appropriate tables, graphs, and/or charts</p>			
--	--	---	--	---	---	--	---	--	--	--	--

			<p>how given technologies make life and work easier, but also how they can make them more complicated</p>			<p>relevant sources of information including print, non-print, electronic, and human and community resources,</p> <p>E.8.5; organize and compare information using graphic organizers, storyboarding and other relational techniques.</p>	<p>analyze and communicate information,</p> <p>F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings</p>				
--	--	--	---	--	--	--	---	--	--	--	--

Appendix O- Software Inventory

Software	Level
AS400	Elementary
EMC Clarion	Elementary
Kid Pix	Elementary
Microsoft Access 2003	Elementary, Secondary
Microsoft Excel 2003	Elementary, Secondary
Microsoft Outlook	Elementary, Secondary
Microsoft PowerPoint 2003	Elementary, Secondary
Microsoft Publisher 2003	Elementary, Secondary
Microsoft Word 2003	Elementary, Secondary
Microtype Pro	Elementary
Typing Tim	Elementary
Vision Remote Genealgic	Elementary
Adobe Design Bundle	Secondary
Adobe Production Studio	Secondary
Adobe Reader	Secondary
AutoDesk	Secondary
Cabri Geometry 2 Plus	Secondary
Corel Draw Version 12	Secondary
Geometry Sketchpad	Secondary
Graphical Analysis 3	Secondary
Inspiration	Secondary
Logger Pro Three	Secondary

Master CamX	
Microsoft Front Page	
Microtype Pro Keyboarding	
NWEA MAPS	
Peach Tree Accounting	
PhotoGrav	
Quicktime	
Real Player	
Typer Shark Deluxe	
Virtual Business Management & Assessment CD	
Virtual Business Retailing & Assessment CD	
Voice Software Grant-Kathi Shepardson	

Appendix P- Technology Integrator Job Description

Title:

Digital Learning Integrator for WAWMSD

Description:

The digital learning integrator's role is to deliver on-line courses and hybrid courses for a K-12 environment. This individual is responsible for providing staff development and curriculum for a digital learning environment for administrators, teachers and students. The key role is to train, educate and implement both hybrid learning experiences for content courses and on-line synchronous and asynchronous environments. The Digital Learning Integrator will design, train teachers and administrators to design, construct and implement e-learning environments. In addition, the role will include training for all stakeholders on how to write and take courses in a digital classroom.

Responsibilities:

- Train staff on what it means to be a digital learner using Moodle platform
- Facilitate professional development that entails the design, curricular methodologies needed for on-line learners, construct with staff sound hybrid and synchronous/asynchronous learning environments for elementary and secondary curricula.
- Work in coordination with Instructional Services
- Collaborate with Instructional Services' Team and teachers to assess what curricula subject matter and training is needed
- Create and communicate training schedules in consultation with departmental decision makers
- Develop and coordinate training in curricula development for end users at all levels and develop methodology needed to teach in a digital environment
- Develop digital learning environments that will align to organizational mission and vision
- Coordinate with educational suppliers to evaluate course materials, software applications and teaching tools in a digital learning environment
- Oversee the conceptualization, development, and layout of the appropriate technical infrastructure required to deliver digital e-learning content to the appropriate audience
- Collaborate with Information Technology and Instructional Departments
- Assist teachers in implementation of curricula in an e-learning environment
- Confer as needed with third-party providers of educational materials and resources to ensure that they meet organization training goals and objectives
- Present instructor led training sessions
- Develop and deploy training feedback mechanisms
- Create, administer, analyze, and report on end-user progress (student progress, teacher progress and administrator progress); recommend changes and improvements based on data findings
- Assess, recommend and propose purchase of courseware packages and support development of appropriate courseware tools.

- Conduct research into compute-based training products and services in support of development and purchasing efforts.
- Review training materials and documentation and keep them up to date.
- Oversee technology integrators at site level(IMC directors) and have them directly report to district technology integrator

Position Requirements

- College diploma or university degree in the field of computer science and computer education technology
- Certifications in ...
- Direct recent experience with e-learning development, curriculum design, teaching experience, staff development presentations that fit the adult learner,
- Demonstrated understanding of e-learning technical standards
- Demonstrated teaching ability for k-12 and adult learners
- In depth, hands-on knowledge of digital platform designs, intranet design tools, multimedia applications
- Experience with demonstrated knowledge of issues and implications of in-class and distance learning along with mitigation strategies for dealing with them
- Excellent written and oral communication skills, including instructional facilitation and presentation skills
- Excellent interpersonal skills, with a focus on coaching teachers and administrators
- Ability to conduct research into course development and delivery concepts as well as technical software issues
- Highly self motivated and directed
- Ability to learn new ideas and concepts quickly
- Good analytical and problem solving abilities
- Ability to effectively prioritize and execute tasks in a high pressure environment
- Experience in a team-oriented and collaborative environment

Appendix Q- Library Media Roles

Elementary 21st Century School Libraries in the West Allis-West Milwaukee Schools

It is widely known that the elementary school library is evolving. While many believe the library was simply a place to get books, the school library media center is changing into place where students and teachers access the services of the library and the library media specialist in ways that simply were not possible several years ago. Technologies developed within the past several years have increased the ways we access and use information. The library is still a place to get books, but now the services are expanding - along with the role of the library media specialist. It is crucial that we adapt our program so we can continue to meet the needs of 21st century learners and strive to meet the standards of today's learners. The future of our school libraries is very exciting.

The former model based on a fixed schedule:

For Students

- Each class came to the library once a week, usually for an hour. During that time, students typically:
 - Checked out books and other materials
 - Learned library, research and technology skills
 - Used the computer lab to work on activities that may or may not be directly related to what is being taught in the classroom

For Classroom Teachers

- Teachers received prep time while their students were in the library. They dropped them off and picked them up an hour later, often not knowing what the students were working on.
- Teachers and the library media specialist collaborated when possible to link classroom curriculum to computer lab activities. Limited common collaboration time hindered this process.
- Teachers occasionally suggested books or materials to add to the library collection.
- When the lab was available, teachers signed up for computer lab time and took their students into the lab. In most cases, this only occurred once a week.

For the Computer Lab

- The lab was used at least 50% of the time for "library classes".
- Access for classes was limited to select times. Availability of the library media specialist to team teach or help out in the lab was very limited.

For Library Media Specialist

- Limited time to collaborate with classroom teachers due to scheduling conflicts.
- A fixed schedule reduced the opportunities to meet with students and teachers on an "as needed basis".

- Reduction/elimination of qualified educational assistants and lack of qualified volunteers has led to more library clerical work being done by the library media specialist.

The NEW 21st Century Skills model based on a Flexible Schedule

For Students

- Students are not scheduled for weekly classes. Instead, time with the library media specialist is scheduled with the classroom teacher on an as needed basis to maximize the expertise of both teachers.
- Students will benefit from a two-teacher classroom having a lower teacher –to –student ratio to better meet the needs of all students
- The library is always open. Students access the library and the library collection as they need it.
- Students will have access to the library collection is available both in and out of the physical library during school hours and beyond.
- A shift in mentality from “library class.” Everyone needs to realize that the library is a resource, not a subject.
- Students may come in to the library in small groups, as opposed to large classes, gaining more individualized attention from the library media specialist and allowing them to create more personalized projects.
- Students will experience first-hand collaboration between classroom teachers and the library media specialist, modeling a skill necessary in the work force.
- Students will have more access to the computer lab, allowing more opportunities for developing 21st Century skills and Web 2.0 Tools.

For Teachers

- Teachers will have access to the collection as needed and increased access to library media specialist for professional development in educational technology.
- Teachers will have increased opportunities to collaborate with library media specialist to maximize resources and instruction.
- Teachers will have opportunities to coteach with the library media specialist.
- Teachers will have seamless integration of technology into classroom lessons.
- Teachers will have more support in the use of classroom technologies and troubleshooting when needed.
- There will be increased collaboration between a classroom teacher and the library media specialist allows for Project-Based Learning opportunities.

For the Computer Lab

- There will be increased access for the students and teachers on an as needed basis.

- Classes have the ability to use the lab more than once or twice a week if needed.
- There will be flexible accessibility for student use.

For Library Media Specialists

- The LMS will have more opportunities to meet with classroom teachers to coteach.
- The LMS will have more opportunities to work with students in a variety of learning situations.
- The LMS will have more opportunities to share knowledge of technology integration with students and staff.
- The LMS will have more flexibility to go into the classroom when needed, not just having students come to the library.
- The LMS will have a deeper understanding of the technology and resources needed to support the curriculum.

What does a typical week/month/quarter look like under this new model?

Teachers and the library media specialist will collaborate to find the best ways to use the physical library, online resources, and library media specialist to integrate technology into the curriculum. Without library media specialists covering for prep time, there are more opportunities to meet with teachers to find the best ways to work together. This collaboration time may occur weekly, bi-weekly, or even monthly depending on the grade level and content area being discussed.

It is expected that the library media specialist and classroom teachers are working together, coteaching when possible. This should happen on a regular basis between classroom teachers and the library media specialist feel educational technology can enhance student learning. In some cases, the co-teaching will occur during an individual lesson, in other times, it may continue throughout the course of a week or more. Lots of discussion will need to occur and the sharing of successful experiences will be important.

Classroom teachers and the library media specialist will schedule times for students and classes to check out books. These times may or may not vary throughout the school year. In addition to these scheduled times, students will have the opportunity to check out materials and return materials any day of the week.

Time will be set aside weekly for library collection development, clerical work, and library maintenance. The scheduling of this time may vary weekly.

The library media specialist will also provide formal and informal training to teachers and other staff members based on best practice in integrating technology for teaching and learning. This can occur during faculty meetings, professional development days or at other times scheduled

with staff.

Every other week, there will be scheduled time for ALL library media specialists to meet and participate in professional development. It is essential that this time is set aside for the instructional technology leaders of the buildings to stay on top of new trends and prepare themselves to help lead professional development sessions within their buildings.

Resources:

[AASL Empowering Learners. Guidelines for School Library Programs](#)

[The 21st Century Elementary Library Media Program](#), by Carl Harvey II

[Standards for the 21st Century Learner](#), American Association of School Libraries

Appendix R- Elementary and Secondary IMC Roles

Current Role	21 st Century Role
<p>Provide technology instruction K-5</p> <p>Utilize with grade level teachers technology grade level units and assessments</p> <p>Provide professional collection for staff on district initiatives, Stephanie Harvey</p> <p>Collaborate with teachers on grade level/classroom teacher project</p> <p>Provide instructional interventions</p>	<p>Provide technology instruction with collaboration of classroom teacher so that students are learning content with technology</p> <p>New role is technology integrator/expert for the building with structured and dedicated time to work with staff in digital learning</p> <p>Integrates, oversees, and guides grade level curriculum as a partner with classroom teacher to build and end product utilizing digital learning to problem solve and think critically.</p> <p>Meets weekly with grade level teams to collaborate and plan co-teaching to integrate digital technology with grade level teachers.</p> <p>Provides all technology staff development and support for schools serviced</p>

Provide literature background for teachers and students	Provide digital citizenship for all students and staff
Provide some staff development for staff	Provide leadership in project based/service learning to problem solve and think critically using appropriate social network tools such as Wiki, blogs, skyping, discussion board beyond school community.
Set up MAP testing schedule and lab set-up for testing	Provides focused formal and informal job embedded staff development that will promote improved student learning
Set up AP testing environments and administrator of tests	Become the Moodle platform lead experts to train and facilitate electronic unit interventions, enrichments and course options that the classroom teacher develops for all students.
Provide Gifted and Talented Inquiry Based Learning	Facilitator on on-line digital learning environments for teachers and students “go to” technical supporter
Staff Development provided upon request	Teachers information literacy and problem solving skills that support student research and personal investigation (Good match with GCT)
Supervision of students	Collaborates with classroom teachers to develop and teach assignments or units to address the state standards and frameworks as well as to maximize student learning
	Develop lesson plans that incorporate resource-based learning and a standard research process, such as the Big6, Pathways to Knowledge, etc.

In order to facilitate new roles a change in the current service delivery model must occur:

- Book check out processes should be done with volunteers

- Collaboration must be structured so that IMC Directors meet weekly with grade level teacher teams and content areas with a focus on learning digitally; co planning and teaching must occur
- Professional development for IMC must be structured so they become the “go to” experts/instructor integrators
- Professional development and curriculum writing opportunities must be integrated with regular classroom teacher so that IMC Director is familiar with content
- Shifting responsibility and expanding flexibility in who can do jobs such as shelving books, processing books, setting up testing environments for MAP, WKCE, AP and lab set-up.
- Shift from role of supervisor to librarian co-teaching with classroom instructor
- Shift from library as a room of knowledge to expanding curriculum K-12 to an extended learning community
- Shift from professional developer on call to the expert technology integrator who trains administrators, teachers and students in digital technology
- Assist teachers in implementation of curricula in an e-learning environment
- Analyze report results on digital learning environments and provide changes and improvements on data findings
- Review coursework packages and order in collaboration with district and school administrators
- Provide parents educational training sessions on digital learning environments to keep up to speed on child’s learning and social network monitoring