

Menasha Joint School District



Information Technology Plan 2011 – 2014

Menasha Joint School District Information Technology Plan July 2011 through June 2014

“Enhancing Student Achievement through Educational Technology”

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(Signature)

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Executive Summary:

Welcome to the Menasha Joint School District Information Technology Plan for 2011 through 2014. In this document you will find the results of over two years of comprehensive planning efforts focused around the singular goal of increasing student achievement. At the heart of this plan are the Technology Services Vision, Mission, and Goals for the next three years. These goals, continually evaluated and monitored, will be pursued using the resources from the district's technology budget outlined in this plan.

You will also find background information about the Menasha Joint School District and the stakeholders who have had significant roles in creating this technology plan. Technology staffing and Library staffing are outlined along with the planning process used to generate this document. There is also a comprehensive history of technology planning from 1991 to the present.

This plan includes information on the current status of district technology and libraries as well as detailed needs assessments using the LOTI survey and other district sources of information on hardware and software inventory, processes, and procedures. There is also information on dissemination, monitoring, and evaluation of this plan and a comprehensive series of supporting documents and policies in the Appendices.

Goals Overview

The goals for this technology plan involve both operational as well as instructional technology. As is explained in the plan, operational as well as instructional initiatives are necessary to achieve the district mission of enhancing student achievement. All the goals listed below are designed to be measurable, attainable, and derived from the needs assessment previously mentioned.

Instructional Technology Goals

- IT1 Create a linkage between the benchmark data housed in B.Y.O.C. and the district student information system (Infinite Campus)
- IT2 Provide staff development to assist teachers in successfully using and integrating district technology into their curriculum and daily operations
- IT3 Installation of modern classroom technologies that support 21st Century Skills
- IT4 Increase student access to information and technology resources to allow for further practice of 21st Century Skills
- IT5 Increase online course opportunities for students
- IT6 Increase community awareness and access to network resources

Operational Technology Goals

- OT1 Support the district emergency response plan with appropriate security technologies
- OT2 Increase wireless access capability in partnership with the Menasha community
- OT3 Transfer Novell File/Print/Email to Windows based systems to assist with integration into other services
- OT4 Evaluate district infrastructure for long term improvement needs

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Introduction

Acknowledgements

This Technology Plan is the result of dedicated effort by many community and school district representatives. This document is meant to be an evolving mechanism for the Menasha Joint School District to evaluate, modify, and update the educational technology opportunities offered to our students. *Due to the ever changing nature of educational technology, it is important that this plan be strategic in nature and in a format to promote frequent updates and adjustments.*

The Technology Committee would especially like to recognize the efforts and contributions of:

- The Menasha Joint School District Board of Education
- Dr. Robert Kobylski, District Administrator
- 21st Century Vision Committee
- District Technology Operations Committee (DTOC)

The committee would also like to give special recognition to the citizens of the Menasha Joint School District who, through their vision, support, and unwavering dedication to the youth of this community, have provided a state of the art educational experience for generations to come.

Relevant Research Base

The following research supports this plan.

Changing Standards

Globalization, the rapid advances of technology, and new research on how people learn have caused the educational system to have to change (Apple Computers, 2008). One of the changes that has occurred is the change in standards.

State Superintendent Tony Evers adopted the Common Core Standards (Common Core State Standards Initiative, 2010) as the new Wisconsin Standards for English language arts and mathematics on June 2, , and assessment with these new standards.

The Common Core standards provide a consistent, clear understanding of what students are expected to learn. Information and technology skills are embedded into these standards.

Wisconsin has also joined the Partnership for 21st Century Skills.

We must ensure that all students graduate with the skills and knowledge needed for the 21st century. To become a partnership state is an exciting extension of our New Wisconsin Promise: our commitment to raise achievement for all students and close the achievement gap between economically disadvantaged students, students of color, and their peers (Burmester, 2010).

Ongoing Professional Development

The new National Technology plan calls describes the type of professional development opportunities that teachers will need to teach the new standards listed above. “Episodic and ineffective professional development is replaced by professional learning that is collaborative, coherent, and continuous and that blends more effective in-person courses and workshops with the expanded opportunities, immediacy, and convenience enabled by online environments full of resources and opportunities for collaboration”(U.S. Department of Education, p. xii).

Facilitating the individual learners digital and informational needs that support the goals of 21st Century Skills

Virtual networks have the potential to change student and teacher roles and support new ways for the co-construction of knowledge to occur. The Internet allows users to bypass the kind of hierarchical structure of traditional classrooms and engage in collective forms of knowledge building. The decentralized nature of the web supports distributed models of learning in which all can share expertise and knowledge. Tools such as wikis allow users to collaborate and create content together through shared knowledge structures. Information can be shared in nonlinear ways (Stephens, 2011).

Technology can allow for a larger network of individuals and can make it easy for groups with similar interests to self-organize and have meaningful interaction around a shared practice. Zhao (2007) stated that the “Internet now demands that everyone become an author, just as Gutenberg Press demanded that everyone

become a reader". Web 2.0 applications, such as blogs, wikis, podcasts, are tools that can make student work much more public and authentic. These tools can give students a public voice and power and can legitimize them as experts (Stephens, 2011).

Online Learning Opportunities

The number of K-12 students using online courses has increased dramatically in the last few years. Researchers estimate that more than a million public school students now take classes online (Picciano & Seaman, 2009).

“The big trend is more blended or hybrid learning environments in the classroom,” says Susan D. Patrick (2009), the president and chief executive officer of the International Association for K-12 Online Learning, formerly known as the North American Council for Online Learning. “There are cases where schools have a highly qualified math or science teacher, but relying on a single textbook to teach all the concepts of the course may not be the best way to customize instruction in this digital age”.

Roles of the Library Media Specialist

An important component of this plan will be the roles library media specialists will play. The American Association of Libraries describes the role of Library Media Specialists in this way:

As a member of the team, the library media specialist:

- shares decision-making with administrators and other teachers as a partner in instruction, budgeting, program planning, and collection development.
- collaborates with classroom teachers throughout the process of designing, implementing, and evaluating instruction.
- accesses a broad network of information resources within and outside the school to provide information and relevant research to help guide the school staff in making informed decisions.

The contributions that the library media specialist can make to site-based managed schools are particularly valuable because he or she:

- works cooperatively with and understands the needs of many groups, e.g., teachers, students, administrators, parents, and community members.
- views the schools curriculum with a broad perspective.
- works with students at all ability and grade levels across all curricular areas.
- understands technology and its uses in teaching and learning.
- designs the library media facility in relationship to the space needs of the total school programs (AASL, 2011).

Community Connections

enGauge describes the transformational level of Community Connections in this way: “The community is considered a critical client in the design of the school’s network and communication systems. Electronic interactions with the community use both push and pull technologies. A safe- well designed electronic system has been established that serves to connect educators and students to community resources and expertise. Many of the collaborative products and services are celebrated and published on the Web with students both benefiting and using the talents of students. Electronic interactions with parents and with the

community advance the school's vision. There is a history of meaningful exchanges and partnerships that enable community members, students, and parents, and educators to both contribute to and benefit from the investment of technology" (Learning Point and Associates, 2004, p. 1.34).

Operational Considerations

The Consortium of School Networking (CoSN) recommends that school districts have an IT Crisis Management plan in place. "IT Crisis Management plan uses the same asset-based model as the security plan; it includes details of all systems, from ISP to desktop. The plan includes an inventory of required equipment redundancy and facilities for hot site redundancy. The plan includes training and communication requirements" (CoSN, 2004).

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Menasha Joint School District Mission Statement

The Menasha Joint School District provides a prekindergarten through grade 12 educational program that offers opportunities to students to maximize individual potential. Students will gain knowledge and skills to equip them with the ability to function as lifelong learners and responsible citizens in their communities.

Technology Services Vision

The Menasha Joint School District will utilize state of the art technologies in support of a professional learning community. The Menasha professional learning community will be provided with real-time, easy to use, and accessible M.A.P. (Menasha Assessment Profile) information facilitating decisions that enhance student achievement. This will be accomplished through a series of instructional as well as operational goals designed to support students with a high quality, information and technology embedded, “living” curriculum.

Technology Services Mission

The technology services mission of the Menasha Joint School District is to provide an information and technology-embedded PK-12 educational experience that increases student achievement. This will be accomplished through appropriate technology integration into a curriculum that is well aligned to Wisconsin’s Model Academic as well as Common Core State Standards standards. In addition, the district will utilize technology to provide for instructional as well as operational needs to assist educators by providing a 360 degree view of instructional improvement focusing on curriculum, standards, assessment, data analysis, and instructional design.

Background

Menasha is located in east central Wisconsin, on the northern shore of Lake Winnebago. Joined by the cities of Kaukauna, Little Chute, Combined Locks, Kimberly, Appleton, and Neenah, the seven cities form a group called the Fox Cities.

The Fox Cities have a manufacturing-based economy, with local industries that currently command national and world markets such as paper, graphic arts, flexible packaging, textiles, processed foods, iron and brass castings. Since the mid-1800's the paper industry has dominated the area's economy, and with paper mills located along the Fox River, the community at one time held the highest concentration of paper mills in the world.

The Menasha Joint School District consists of the City of Menasha, the Town of Menasha, and a portion of the City of Appleton east of Little Lake Butte des Morts. The 12 square mile school district serves a population of approximately 20,000 people. The Menasha Joint School District serves approximately 3,700 students PK-12 with a wide variety of programs. The district is made up of a total of 9 facilities which are listed below along with their respective enrollments.

Site	Type	Enrollment
Banta Early Learning Center	4-K	239
Nicolet Elementary School	K-5	146
Jefferson Elementary School	K-5	156
Clovis Grove Elementary School	K-5	530
Butte Des Morts Elementary School	K-5	393
Gegan Elementary School	K-5	450
Maplewood Middle School	6-8	746
Menasha High School	9-12	1044
District Maintenance Facility	N/A	N/A
Total Enrollment (2010-2011)		3704

Planning Process

The Menasha Joint School District utilizes a wide variety of individuals from all segments of the school and community in its technology planning process. The main stakeholder group that is involved in this process is the District Technology Committee (DTC).

The process begins with administrators, teaching staff, paraprofessionals, and secretaries who identify needs and concerns to be communicated with their DTC representative(s). It is the responsibility of the DTC members to bring forth those concerns and suggestions to the rest of the committee.

The district will continue to stay in close communication with the community it serves through periodic "technology town meetings". These meetings are held at various community organizations to better inform and seek input from all segments of the public as to the successes, needs, and capabilities of the district educational technology initiatives. With this process in place the district is in an excellent position to respond to the needs and concerns of the community it serves. Whether the issues arise from the community at large or from within the school system they are addressed through the DTC.

21ST Century Vision Committee

The 21st Century Vision Committee has reviewed the status of the district's changing demographics, our PreK-12 academic program, and the impact of an ever-changing global society on how we must educate our students for their future. The committee will also review and discuss national, state, and local research and

data that speaks to the need for school district's to actively redesign our educational programs, especially at the high school level, if our students are to be effectively prepared to succeed in the competitive global society of the 21st century. As this committee looks to create long-term recommendations regarding the PreK-12 academic and facility needs, they should be cognizant of the necessity to address our elementary space needs. The committee is made up of representatives from the following groups:

School District Personnel	Board of Education	Business and Industry
Post Secondary Education	Labor	Senior Citizens
Municipal	Students	Parents

Committee Charge:

1. Identify skills that graduates of the MJSD should be required to learn and be able to apply in order to succeed in the world of the 21st Century.
2. Analyze the ability of our present educational structures to prepare our students for their future and, if necessary, identify and recommend new structures that would more effectively prepare our students to succeed in their world.
3. Assess the ability of our present facilities to implement these structures and, if necessary, recommend appropriate changes to the facilities.

District Technology Committee (DTC):

Nancy Biese (MHS)	Cyndi Morris (Banta)
Carrie Paine (Maplewood)	Jill Firgens (Banta)
Peter Pfundtner (Director)	Mary Francis (Banta)
John Staehler (Jefferson)	Paul Reed (Banta)
Scott Dyerson (Banta)	

Committee Charge:

1. Assist in development of a district technology plan that provides Menasha graduates essential technology literacy skills to compete in the work force.
2. Develop a long-range district plan for acquisition and maintenance of essential technology to fulfill the district mission.
3. Provide leadership in the development of a comprehensive PK - 12 technology literacy curriculum.
4. Assist in the selection of key software and other instructional technology for the district.

5. Provide leadership to their respective buildings in the implementation of technology and staff development.

History of Technology (1991 – 2011)

11/91	District Technology Think Tank Committee conducted a Staff Needs Assessment to determine what future technology is needed. Results of the assessment found the need for computers continuing to rise as district students and teachers utilize existing equipment. To address this need the Board of Education included \$730,000 for new technology in a successful referendum in 1992.
11/93	District School of the Future Committee undertook a study to determine Menasha's next generation of technology implementation. This study culminated in a recommendation to the Board of Education to hold a referendum to provide funds to establish a "vision for learning for the future." A team of technology consultants assisted in developing the district's "technology vision."
4/95	Presented the consultant's recommendations to the Board of Education. The Board of Education authorized a referendum for Summer 1995. (The referendum was defeated)
11/95	District School of the Future Committee is renamed the District Technology Operations Committee (DTC) which obtains members from a representative group of educators, administrators, and other staff. The committee is charged to make recommendations in technology utilizing current funds available. Recommendation that 1% of annual budget be set aside for technology approved by the Board of Education. Technology Enhanced Classroom (TEC) Centers funded through 1% money. In addition the DTC recommends the addition of a District Technology Coordinator to oversee technology initiatives within the school system.
7/96	District Technology Coordinator hired in July to oversee District Technology Operations. The District Technology Operations Committee (DTC) is formed. Members of this committee include business and industry leaders, community members, citizens, board members, and administration. This committee's responsibilities include: <ol style="list-style-type: none"> 1. To formulate general, measurable, goals and outcomes and to participate in establishing priorities. 2. To be responsive to the District Technology Operations Committee (DTC) in the acquisition of resources necessary for the implementation of new technology. 3. To act as a sounding board and critique DTC activities and documents. 4. To be a liaison with the district populace and school board.
8/96 – 4/97	21st Century Vision Committee and DTC met regularly to discuss technology planning initiatives and funding. Both committees are an integral part of the technology planning efforts of this district.
2/97	Members from the DTC and DTC presented the revised MJS K-12 technology plan to the Board of Education for approval. (Board approves K-12 technology plan)
4/97	School Board approved the hiring of a consulting firm to design a Wide Area

	Network and high speed Infrastructure for the Menasha Joint School District.
6/97	Consultant delivered their WAN design to the Board of Education.
10/97	Board of Education authorized the preparation of a referendum around facility needs and technology scheduled for April 1998.
4/7/98	Referendum based upon the 1997-2000 Technology Plan (Approved)
7/98	Board of Education hired full time Director of Technology
7/98 - 11/98	Director of Technology began vendor selection process for all aspects of 1998 referendum
7/98 - 7/99	Director of Technology worked with vendors to install the MJSD fiber optic network and purchase ATM switches and high capacity servers.
1/99	MJSD contracted with a System Engineer, hires a Computer Network Technician, and a half time clerical support person.
4/99	MJSD staff development plan for technology was created by a district wide committee
5/99 - 8/99	800 Workstations were delivered, imaged, and installed throughout the school district. The district WAN was configured and tested.
8/99	All MJSD staff participated in a two day "Technology Boot Camp" to learn the basic skills needed to utilize the recently installed technology.
10/99	Installed and trained users on use of SASIxp (Student Mgt. Database) and OASYS (Special Services) software.
4/00	System Engineer was hired as a full time position within the district
5/00 - 8/00	75 additional Workstations were imaged and installed throughout the district. The district WAN was upgraded to a gigabit Ethernet infrastructure with a new IP scheme. All workstations were reimaged.
9/00 - 12/00	Worked with DTC and DTOC to investigate and recommended methods of refreshing technology equipment and handling budgetary shortfalls. Also look into prospect of implementing an IP telephony solution for the district utilizing the MJSD gigE backbone. Begin the process of evaluating and recommending a new financial and accounting package for the district.
12/00 - 6/01	Continued working with staff to explore innovative ways to deliver staff development. Submitted a technology support staffing plan consistent with district needs. Analyzed methods to integrate curriculum and assessment management through informational technology.
12/00 – 4/01	Worked with community agencies to provide information on April 2001 Referendum including revenue limit override for technology.
4/01	Referendum passed to exceed revenue limits indefinitely for technology related purchases in the amount of \$600,000.
5/01	Created Write-Track software to assist teachers in the 6 trait writing process. Began investigating options for Curriculum Management Software.
7/01 - 8/01	Implemented technology refresh plan and installed IP telephony system (3Com NBX) into the MJSD WAN. Investigated ways to promote integration training for all teaching staff as well as application training to all administrative and clerical staff.
9/01 - 12/01	Finished development of MJSD Intranet and website to help expand awareness within the community. Setup district Web Teams to promote online content.
12/01 - 1/02	Began working on integration of all district wide database programs with operational procedures. This would include OASYS, SASIxp,

	Finance/Accounting, and new Curriculum/Assessment package. Used this integration to begin investigation on how to create 360 degree systemic improvement process.
2/02	Begin working with Skyline Technologies to design and implement web based Curriculum Management System (BYOC – Build Your Own Curriculum)
4/02	Began first lease to replace all district workstations for 3 year term. This established common hardware/software throughout the district.
6/02 – 8/02	Install new server infrastructure based upon SAN system to increase performance and storage capacity for all district users.
10/02 – 1/03	Conduct strategic planning to update district databases to meet requirements of NCLB legislation
2/03	Install centralized security system at Banta and Clovis Grove Elementary. Conduct network security audit and purchase Aristotle technology to monitor network usage.
4/03	Install Campus Student Information System to assist with district vision of 360 degree systemic improvement. Work with Atomic Learning to create screen-movie online tutorials for all district software systems.
5/03	Begin using WebEvent software to post district calendar resources online for community.
9/03	Create Technology Focus areas to provide teachers with detailed information on what software to focus on to cover Information and Technology Literacy Standards.
6/04 - 8/04	Install gigabit Ethernet switch infrastructure to deliver gigE to the desktop.
9/04 – 4/05	Begin RFI and RFP process for district technology refresh of all computers.
6/05 – 8/05	Installed 1000+ Windows XP desktop and laptops
6/06 – 8/06	Installed 30+ computer / projector carts throughout the district
3/07 – 7/07	Installed Virtual Servers – replacing 9 physical servers with 5 virtual servers running Windows Server 2003, SUSE Linux and Novell Netware 6.5.
2/08	Installed Safari Montage multimedia server for delivering video and audio content directly to the classroom via the network.
9/07 – 4/08	Begin RFI and RFP process for district technology refresh of all 1,000 systems.
4/08	Migrated Groupwise email system to Microsoft Exchange email system.
4/08	Installed Smartphones with push email technology for administrative team
6/08	Installed 1000+ Windows XP desktop and laptops
7/08-6/09	Create RFP, analyze, and install district classroom technologies
12/09-4/10	Installed blade server technologies
5/10-5/11	Testing and installation of managed Cisco wireless technologies in all schools
1/10-5/11	Testing and installation of security cameras in all schools
5/11	Installation of VoIP Telephone System

History of The Instructional Media Program

The Library Media Centers (LMCs) in the Menasha School District have provided a full range of information, technology and reader services for many years. The LMCs have evolved as education has changed over the decades with new facilities, services and the addition of many technologies. The LMCs are an integral part of the instructional program as national and state standards advocate.

In the 1970's, LMCs combined library and audio visual services at the building level and coordination at the District level was established. Paraprofessional staff, cable television services, an information skills curriculum, and additional equipment and media materials were added. In the early 1980's, the position of District LMC Coordinator was added. The District role was established under Standard (J) of the State Statutes to provide direction and coordination for the District's library media program. A long range plan and a selection policy were developed. LMC directors met to plan, communicate services, coordinate District purchases, sponsor authors, and discuss library media activities in the local area and state. All schools have certified professional staffing and non-certified staffing.

In the late 1980's, MJSD received a grant to automate library collections.

All LMCs have facilities for print and electronic materials, computers, online catalogs, and access for students to subscription online databases. The IMCs advocate a higher degree of collaboration and instruction in information literacy and technology so that students are able to analyze and use information in print and electronic media and enjoy the skill of reading for lifelong learning. Library media specialists (LMS) provide leadership on district and building technology committees and have been an integral part of developing District technology plans. The LMC program has received continual support for its growth from the Board of Education and administration and strives to be an exemplary library media program in the State of Wisconsin.

2003-2006 Library Media and Technology Program

The following are highlights of the library media and technology programs that have been implemented since the last Information and Technology Literacy plan was developed:

- The number of computers in the Library Media Centers (LMCs), labs, and classrooms has increased
 - Equipment available throughout the District has become more standardized to optimize training and technical time
 - Subscriptions to additional online databases were purchased to increase resources and provide equity for students and staff
-
- The level of technical service to students and staff increased with the purchase of new hardware and software, technical staffing and professional development
 - New student information system and financial database were purchased, providing a web-based grade book, remote access to student information (including grades, attendance, lunch account balances, and staff

email addresses), and access to current financial data

- The District's website included an Intranet for posting course information for staff and students.
- Information and Technology Literacy standards are aligned to grade levels by courses
- District designed the web-based system ("Build Your Own Curriculum") for managing and aligning curriculum and standards, available to other districts for purchase
- An electronic "Technology help desk" system was implemented to efficiently address technology issues
- Policy revisions related to technology were approved/revised as necessary.

2007-2011 Changes in Library Media and Technology Program

- Smart Boards, along with teacher training, were installed in more than 50% of all District classrooms and in six of the seven LMCs.
- Large reductions in certified and non-certified LMC staff were made over a period of several years which were attributed to declining budgets. Some LMCs have reduced hours, resulting in periods of closure during the school day. These closures have increased with staff reductions. Teachers in the elementary schools provide book/materials circulation when the LMS is not there. Reduced staff has resulted in a decrease in collaboration and instruction.
- Staff development opportunities for information and technology integration are encouraged and supported.

District LMC breakdown & Approximate Students

1 High School	1100-1200
1 Middle School	800-850
Nicolet Elementary	90-130
Jefferson Elementary	175-275
MJ Gegan Elementary	420-550
Clovis Grove Elementary	325-500+ (Expanded 2003)
Butte des Morts	380-500 (BDM Elem LMC serves Banta PreK)
Banta PreK	150-250

LMC Staffing Timeline: FTE per District

Year(s) (Approx)	(Certified)	(Non-Certified)
<1978 +	4	7.5
1990's	5	7
2000-02	5	5
2002-03	4	5
2003-08	5	3
2008-09	5	0.5
2010-11	4	1.5
2011-12	1	4.0

Library Automation System Timeline

1980's	Began converting card catalog to MARC using MitiNet
1990's	Columbia Library System (DOS)
2000's	Sagebrush Athena
2007-present	TLC (The Library Corporation)

Collaborative Initiatives & Adult Literacy Opportunities

The Menasha Joint School District participates in several collaborative, technology-related initiatives with various entities in the greater Fox Valley community. These partnerships enhance the instructional offerings for our students as well as provide value to the citizens of our district.

FoxNet Consortium

The Menasha Joint School District is also a leader in connecting schools to municipalities, utilities, and libraries across Winnebago County. The district was the first school system in the Fox Valley to implement their own fiber optic network in partnership with the City of Menasha, Winnebago County, and the Cities of Neenah and Oshkosh in 1998. FOXNET is a county wide backbone based upon a fiber optic network between the cities of Oshkosh, Neenah, and Menasha.

This fiber optic network allows the district to connect to all municipalities and libraries throughout the county. This connection also allows participants to share the cost of high speed internet access through WiscNet. This system also defrays the cost of maintenance as all the entities share equally in the associated costs of the network.

Bluejay Computers at Menasha Public Library

The Menasha Joint School District is recognized as a leader when it comes to technology resources available to students, staff, and the community. One of the concerns expressed by our two technology committees involves those students and families that do not have technology access at home. Those students would have greater difficulty completing the increasing number of technology related assignments required by their teachers. This lack of access would only serve to increase the achievement gap between those with access and those without.

To help alleviate this disparity as well as give something back to the Menasha community, the district has placed a series of district provided workstations in the Menasha Public Library. These systems are tied directly back to our district network via our fiber optic network. Users of these systems have access to their files as well as all district provided software and resources. Students can utilize these systems during off school hours to work on their homework and research assignments. When students are not using them, other library patrons can feel free to use the workstations as needed.

MJSD Community Outreach Classes for Adults

The Menasha Joint School District Mission is to foster lifelong learning. To that end a series of adult community outreach classes are offered for citizens in the Menasha Joint School District. These classes are taught by staff members in the evenings and are offered free of charge. The goal of these classes is to teach adults how to use the technologies that their children are using on a daily basis. The district also feels it is important to give back to the community and invite them to use the facilities that are funded by their generous support.

City of Menasha Police School Liaison Program

The Menasha Joint School District also collaborates with the City of Menasha Police Department to provide Police School Liaison Officers in our schools. These officers require access to district as well as City of Menasha resources. The district collaborates with the city to provide real-time links to city network resources through our joint fiber optic network.

Menasha Utilities Partnership

The district enjoys a mutually beneficial partnership with our municipal utility (Menasha Utilities). This partnership extends back to 1998 when a high speed fiber network was first conceptualized by the Menasha Joint School District Technology Committees. Members from Menasha Utilities were on the 21st Century Vision Committee and were instrumental in facilitating a partnership among all members of the organization that would eventually become FoxNet.

In addition to partnerships revolving around FoxNet, the utility has worked closely with the district to provide a wind turbine and solar power station at Maplewood Middle School. This system generates power that students, staff, and the community can monitor using the district website. This system is also used as a valuable resource for a variety of classes throughout the district.

Current Status/Needs Assessment

Status of Previous Goals

Instructional Technology Goals

IT1 - Curriculum is aligned vertically and horizontally to the State Common Core Standards.

Teachers will use BYOC align Curriculum to State Common Core Standards. The Menasha Joint School District provides detailed electronic benchmarks aligned to state standards and assessment frameworks. We have also worked with our student information systems vendor (Infinite Campus™) to integrate this information with their gradebook and report card systems. Therefore this goal will be continued in the 2011-2014 plan.

IT2 – Promote creation of activities that use state of the art tools and instructional design

This goal will also be linked to district professional learning community initiatives and staff development.

Status:

The Menasha Joint School District has made great strides in assisting teachers in the creation and posting of exemplary instructional activities. These activities have dovetailed nicely with district staff development effort and actively supports to build Professional Learning Communities.

IT3 – Staff Development

Develop and implement an ongoing comprehensive training program for current and future staff. The focus of this training is to promote technology integration and access to information assisting teachers in their instructional improvement efforts.

Status:

The Menasha Joint School District strongly supports this goal with a full time Director of Technology. This position works to coordinate a comprehensive training program for staff members. Due to the unique nature of technology, this goal will be ongoing in the 2011-2013 technology plan.

IT4 – Integration of ITL standards into curriculum of all disciplines PK-12

Continue to work with district staff to integrate all strands of the State of Wisconsin Information and Technology Literacy Standards.

Status:

The Menasha Joint School District has supported this goal through the library media specialists and computer coordinators within the district. Both of these staff groups have worked with all teachers to integrate ITL standards into all curricular areas facilitated by the use of our curriculum management system (B.Y.O.C.). The district is required to have a system in place to determine if students in 8th grade have mastery of the ITL standards. To accomplish this task the Middle School Computer Coordinator has established an online assessment using Infinite Campus that all eighth grade students will take to show how they meet the ITL standards.

IT5 – Increase community technology awareness and access to network resources

Continue to work on providing and communicating district web-based offerings along with other technology resources to the community.

Status:

The Menasha Joint School District provides a great deal of information and training to the community in the area of technology awareness. In addition the district has purchased, installed, and maintained computer systems in the Menasha Public Library that are directly linked to the district network through shared fiber. Students, parents, and other community members are free to use these computers to access information and any resources that are available inside the walls of the district. While this goal has been met, it is important to continue and expand these efforts given the limited access to technology afforded much of the Menasha community.

IT6 – Create specifications for a feasible and sustainable classroom of the future

Utilize the latest research and technology to design, prototype, and evaluate a classroom of the future.

Status:

The Menasha Joint School District has worked over the last three years to analyze and evaluate classroom technologies and prototype classrooms of the future. While we have had success in doing so the majority of our classrooms have not yet been equipped. Therefore this goal will be continued in the 2008-2011 technology plan.

Operational Technology Goals

OT1 – Evaluate, purchase, and install a robust wireless network

Leverage district technology infrastructure to provide a robust, flexible wireless network that will grow along with a one-to-one intuitive.

Status:

This goal was completed during the 2006-2007 school year and is functioning very well. The online account management services have been well received by parents and the district will look to expand these services in the future.

OT2 – Install, test, and rollout centralized security system

Work with district selected vendor to research, analyze, install, and evaluate a centralized security system in all district facilities.

Status:

The Menasha Joint School District installed a centralized security system for all district facilities consisting of access security and monitoring. This goal was completed during the 2006-2007 school year.

OT3 – Update district cabling from category 5e to category 6/fiber

Work with district selected vendor to analyze costs and develop an implementation plan to begin upgrading cabling infrastructure from Category 5e cable to latest Category 6 / fiber optic cabling to each drop location.

Status:

Clovis Grove Elementary School was constructed with Category 6 and fiber optic cabling. Due to recent improvements in switch technology and the ability to transmit gigabit Ethernet over Category 5e, it was determined not to upgrade cabling in other buildings at this time.

OT4 – Evaluate, purchase, and install a new financial, accounting, human resources, and payroll system

Work with Director of Business Services to examine, evaluate, design RFP, purchase, and install new accounting, payroll, and human resources system.

Status:

The Menasha Joint School District installed a new accounting, payroll, and human resource system during the 2007-2008 school year. The district is currently integrating this system into district operations and conducting staff development.

Analysis of Student Proficiency

Two hundred eighteen eighth graders from Menasha took the NGA Student Assessment.

Teaching and Learning	Criteria	District	State
Student Proficiency	Creativity & Innovation	57.80% Proficient and Advanced	43.17% (n = 221)
	Communication & Collaboration	68.20% Proficient and Advanced	52.38% (n = 221)
	Research & Information Fluency	74.65% Proficient and Advanced	62.64% (n = 221)
	Critical Thinking, Problem Solving & Decision Making	47.44% Proficient and Advanced	48.15% (n = 221)
	Digital Citizenship	24.65% Proficient and Advanced	22.82% (n = 221)
	Technology Operations & Concepts	48.83% Proficient and Advanced	44.46% (n = 221)
	Overall	55.51% Proficient and Advanced	45.45% (n = 221)

The mean score of students was above the state average in every area except in Critical Thinking, Problem Solving and Decision Making. In order to be proficient in this area students need to be able to:

- 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

Identification of Underserved Populations

Mobile Laptop carts have been added to Menasha High School and Maplewood Middle School within MJSD. Schools that receive additional funds because they serve a lower socio-economic population, in many cases, have purchased additional systems for computer labs. The Butte des Mort school has purchased iPad students to check out.

The MJSD purchase and install 4 computer workstations for use in the Menasha Public Library. These computers can be used by students from every school within the district. Due to the success of this project, the district is considering providing the program with additional computers. We feel this will help the students at Gegan elementary which has a significant underserved population.

We are also piloting the “Above and Beyond” initiative which will provide digital devices to all 7th grade students during the 2011/2012 school year.

Analysis of Educator Proficiency

One hundred-forty-one teachers participated in the NGA Teacher Assessment.

Teaching and Learning	Criteria	District	State
NGA Tech Teacher	Technical Knowledge	26.28% Transformational Use	26.27% (n = 219)
	Content Knowledge	94.16% Transformational Use	80.37% (n = 219)
	Pedagogical Knowledge	9.02% Transformational Use	23.12% (n = 219)
	Digital Citizenship	64.89% Transformational Use	73.12% (n = 219)
	Leadership	3.82% Transformational Use	6.74% (n = 219)
	Overall	11.68% Transformational Use	22.17% (n = 219)

Teachers were above the state average in technical knowledge and content knowledge. Areas of need for professional development include pedagogical knowledge, digital citizenship, and leadership.

The majority of teachers (57.90%) were at the Evolving Level of Pedagogical Knowledge needed to effectively integrate technology into the curriculum. At this stage teaching environments become less teacher centered and more project based. Technology is used for student presentations and as means of personal expression and to facilitate collaboration.

34.35% of teachers were at the Basic level for Digital Citizenship. Teachers at this level are unsure of copyright and fair use guidelines. Typically teachers at this level do not have effective ways of finding information.

The majority of teachers (59.54%) were at the Exploratory Level of Teacher Leadership. At this level teachers may attend conferences and collaborate in committees or professional development activities offered by the school or district.

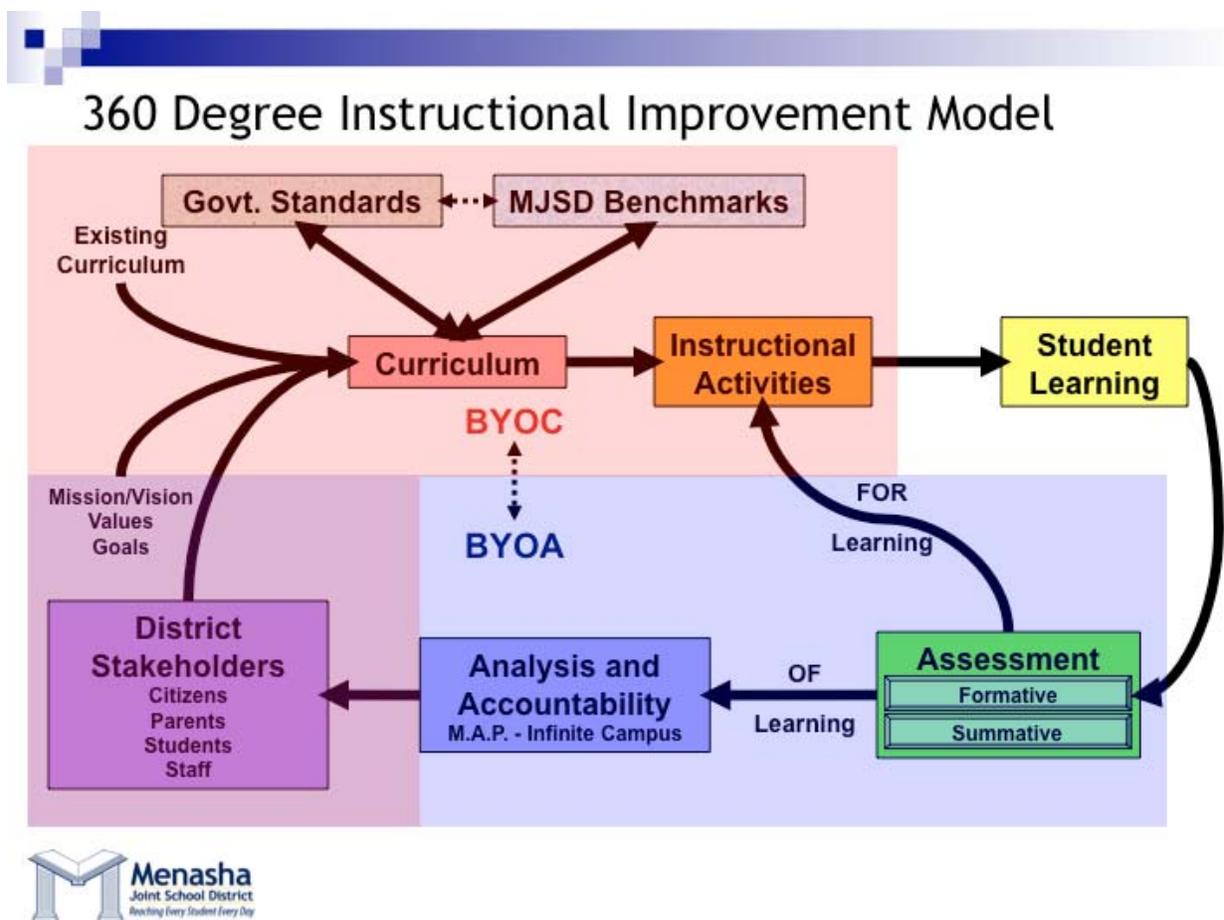
When teachers were asked what areas they would like more professional development on the NGA Assessment the following items were mentioned:

- Smartboard (6)- for all levels
- Google Docs (1)
- Embedding videos and recordings on websites (2)
- Skype (3)
- Online Report Card, Infinite Campus (3)
- Correlating to district initiatives (1)
- Networking conference with other teachers using technology (1)
- Web page design (3)
- Moodle (1)
- Blogs (5)
- Wikis (2)
- Glogs (3)
- Podcasting, Audacity (2)
- Video production (3)
- GPS Software (1)
- Technology Assessment strategies (1)
- Examples of projects that integrate technology (1)
- 21st Century Skills (3)
- Internet privacy, safety, security (2)
- Project based learning (1)
- Google docs (1)
- Google sites (1)
- Voki (1)
- Response to Intervention (1)
- Technology and the Arts (1)
- Twitter, Social Networking (1)

Analysis of Effective Teaching and Learning practices

The Menasha Joint School District believes in using a strategic planning approach to create systems and processes that enhance teaching and learning. The end goal of all district processes is increased student achievement.

Student achievement can never be effectively addressed in isolation, but must be considered with all aspects of district operations that influence it. Technology plays a major role in this endeavor as it brings together instructional and operational aspects of district systems in a way that helps achieve the district mission and vision.



The Menasha Joint School District (MJSD) uses the term 360 degree Instructional Improvement when referring to the technology integration model used to enhance student achievement. This model is rooted in technology that stresses interoperability and a seamless flow of information between systems. In this model (see figure above) the district, comprised of students, teachers, parents, administrators, and community members determines curriculum and instructional priorities. These curricular standards are managed using

the districts curriculum management system; B.Y.O.C. or Build Your Own Curriculum. This web based system was designed to allow the district to achieve the following eight goals:

1. Published curriculum will be in alignment with what is actually taught in the classroom.
2. The curriculum will be easily updated to match current teaching in the district.
3. All teachers will be able to easily contribute to the curriculum process anywhere, anytime.
4. The public will be provided with easy access to the curriculum as well as simple instructions on how to make sense of the entire curriculum process.
5. Dynamic links between the curriculum and local, state, and national standards will be provided.
6. Administrators will be provided with easy data mining capabilities so that they can determine what standards are covered by which curricular areas and at what grade levels.
7. Teachers will be provided with the ability to create and post exemplary curricular activities along with supporting resources.
8. New and ongoing teachers will be provided with dynamic information about their curriculum including potential activities and an up to date scope and sequence.

Using this curriculum management system allows the district to demonstrate curricular validity and standards alignment in all areas, not just the Information and Technology Literacy Standards. The system also assists with instructional validity as teachers and administrators discuss classroom instruction in the context of district curriculum.

The Curriculum Management System (B.Y.O.C.) and the instruction it monitors impact the student. The student is then evaluated through a wide range of assessments which create the M.A.P. or Menasha Assessment Profile. This profile information is then stored in our Infinite Campus Student Information System. The Infinite Campus system allows all district staff to view longitudinal student assessment data. The system also includes a data analysis package called DataBeacon that provides a link between demographic data and student assessment data. Using this web based tool, all users can have real-time access to information to accurately measure student performance and progress on state and local standards.

The Curriculum Management System (B.Y.O.C.) and Menasha's vision of 360 degree instructional improvement have been so successful that over a dozen districts have purchased B.Y.O.C. and are using it to improve academic achievement of their own students. The annual subscription fees of this system also provide a possible revenue source for the school system. It is therefore important to continue to work with a variety of student information system vendors to increase linkages between our product and theirs.

Analysis of Access to Technology Access and Technology Resources

Hardware Inventory

Menasha Joint School District Technology Inventory

Computer Inventory Ratios by Building						
Location	Students	Workstations	Laptops	Total	Student Computer Ratio	Difference
Banta	212	36	36	72	2.94	0.62
BDM	403	92	3	95	4.24	(0.68)
Clovis	506	96	22	118	4.29	(0.72)
Gegan	381	78	5	83	4.59	(1.02)
Jefferson	186	63	1	64	2.91	0.66
Nicolet	111	53	1	54	2.06	1.51
Maplewood	723	207	15	223		
MHS	1,097	266	42	308	3.56	0.00
Pub Library	-	4	0	4	-	
Total	3,619	895	120	1,015	3.57	
Elementary	1,799	418	68	486	3.50	0.06
Secondary	1,820	473	52	525	3.45	0.12

Additional Educational Technology by Building					
Location	Smartboard	LCD	Digital Camera	Printers	Scanners
Banta	10	1	8	14	2
BDM	28	2	5	9	2
Clovis	32	3	8	5	2
Gegan	26	2	7	4	2
Jefferson	16	1	6	3	2
Nicolet	10	1	4	4	2
Maplewood	37	3	12	22	4
MHS	41	5	12	22	4
Total	200	18	62	84	20

MJSD Comparison Data 1997 - 2010

Information	Elementary				Secondary				District			
	1997	2000	2004	2008	1997	2000	2004	2008	1997	2000	2004	2008
Enrollment	1,670	1,723	1,674	1,799	1,935	1,959	1,957	1,820	3,605	3,682	3,631	3,619
Stand Alone	166	0	0	0	298	0	0	0	464	0	0	0
Networked	122	476	460	486	104	554	498	525	226	1,030	958	1,011
Total Computers	288	476	460	486	402	554	498	525	690	1,030	958	1,011
S/C Ratio	5.8	3.6	3.6	3.7	4.8	3.5	3.9	3.5	5.2	3.6	3.8	3.6

Technology Access – Software Inventory and New Software Adoption Process

The Menasha Joint School District uses a wide variety of software that is integrated into all curricular areas. An emphasis has been placed upon software that is cross curricular as well as cross platform. The goal of all software is to directly or indirectly support the Board approved curriculum. The software listed below has been purchased for the district and installed on each workstation or server:

District Wide Instructional Software (PK-12)

- Macintosh OS 10.6.2 or Windows XP SP3

- Infinite Campus Student Information System including online gradebook
- OASYS special education software
- Atomic Learning (website subscription for online learning)
- Macromedia Contribute Software (web content posting)
- Microsoft Exchange / Webaccess - (Moving to Google Apps)
- QuickTime Pro
- Microsoft Office Professional (Word/Excel/PowerPoint/Access/Publisher)
- Inspiration
- Read and Write Gold (assistive technology)
- Microsoft Internet Explorer
- Adobe Acrobat Reader 8.1
- Web based TLC software (library database)
- WebEvent online calendaring software
- Woodcock Johnson III compuscore and profile software

Elementary Level Instructional Software (PK – 5)

- Kid Pix Studio Deluxe
- All the Right Type
- Kidspiration
- Lego RCX Robotics Software
- Lego NXT Robotics Software
- Boardmaker (assistive technology)
- Five fingered typist (assistive technology)
- DeepFreeze and Aristotle for security and workstation integrity

Secondary Level Instructional Software (6-12)

- DeepFreeze and Aristotle for security and workstation integrity
- Adobe PageMaker
- Accelerated Reader
- Geometer's Sketchpad
- CAD Academy Architecture

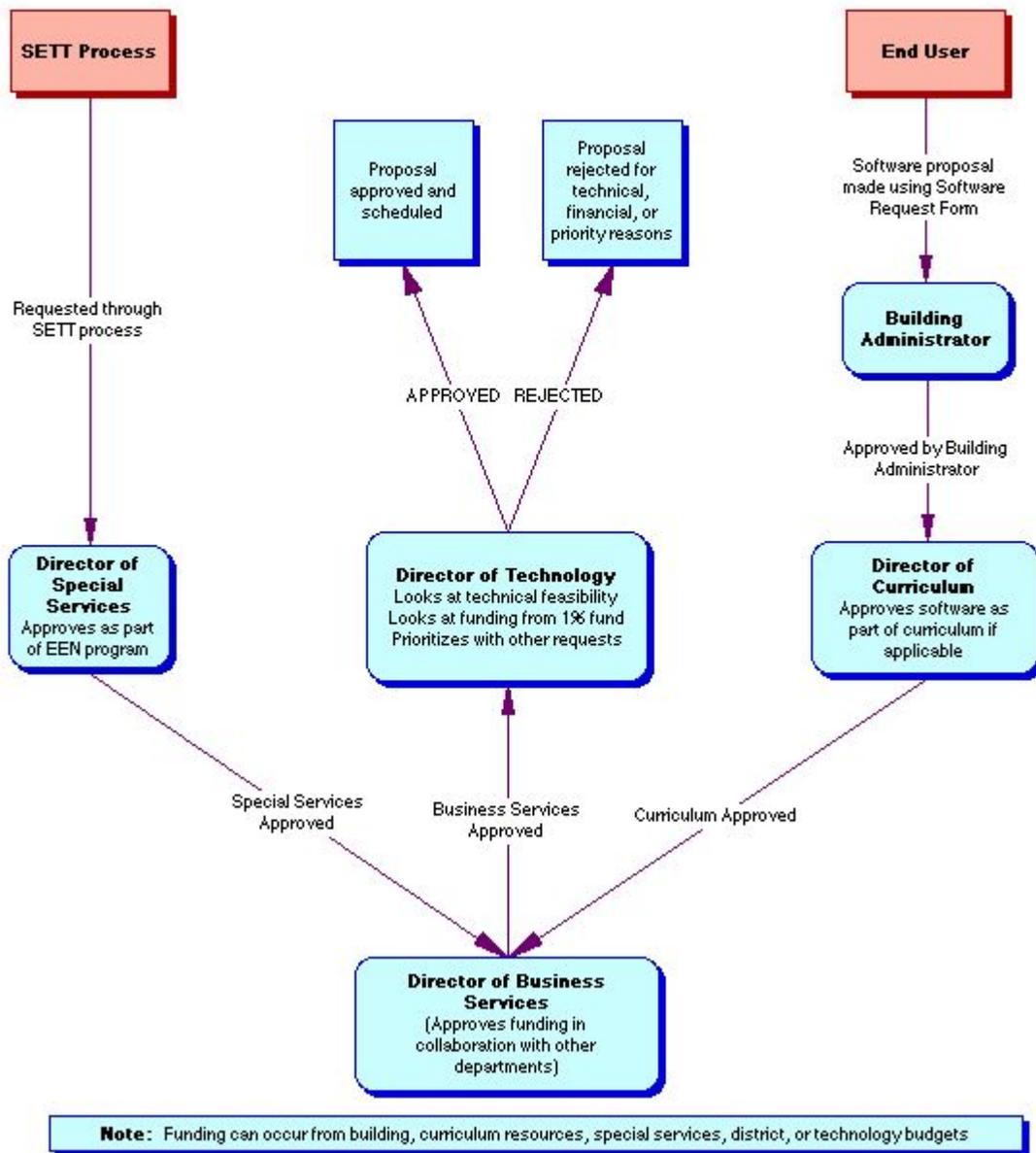
Operational Technology Software

- Sophos antivirus software
- DeepFreeze and Aristotle for security and workstation integrity
- Citrix Software
- Crystal Reports
- Macromedia Dreamweaver/Fireworks/Freehand/Flash MX
- Alio (financial and accounting software)
- ArcView
- Cymphonix Web Filtering
- Unitrends backup software
- Windows server 2008 and 2003
- VMWare

MJSD Software Adoption Process



Menasha Joint School District Software Addition Process



Technology Support Process and Priorities

It is critical to provide support for any educational endeavor and instructional technology is no exception. The instructor is the critical component of any technology program and must be supported as such. It is also a well documented fact that teachers who do not perceive their technology resources to be reliable and effective will not use them for the benefit of students. Therefore a comprehensive, timely, and on-going technology support plan needs to be implemented to protect the community's investment.

Technology support resources are at a premium in school districts as the ratio of computers to support personnel is quite high. To help maximize support resources the district has created an online help desk system that allows users to submit help tickets which are then categorized, prioritized, and addressed as quickly as possible. Appendix J contains 5 step process that is used to access support for any technology within the district.

Parent Portal Access

The district student information system (Infinite Campus) not only provides teachers with much needed information but it also provides students and parents with information about student performance using a real-time web-based information portal. Items of information provided to parents via the system include up to the minute gradebook information, student daily and historical attendance, transcript and report card information.

MJSD Technology Services Staffing

The Menasha Joint School District currently employs a full time, Systems Engineer, Computer Network Technician, Internet Database Developer, Database Manager, and half time clerical/ help desk. The building Library Media Specialists are also integral parts of the technology support infrastructure as they provide assistance with staff integrating technology into the curriculum. A copy of their job descriptions is included in Appendix

MJSD Library Media Staffing

The Menasha Joint School District currently employs four full time Library Media Specialists and two 0.5 paraprofessionals to over our Elementary, Middle, and High Schools. The staffing is allocated as follows:

1 LM Specialist	Butte Des Morts, Clovis, and Banta Elementary Schools
1 LM Specialist	Gegan, Clovis and Jefferson Elementary Schools
1 LM Specialist	Maplewood Middle and Nicolet Elementary Schools
1 LM Specialist	Menasha High School
.05 paraprofessional	BDM, Clovis, Gegan, Nicolet, Jefferson Elementary Schools
.05 paraprofessional	Menasha High School (14 hours), Maplewood Middle (3.5 hours)

The schedules for the individuals listed above are flexible and designed to meet the individual needs of the buildings being served.

Library Media Center Collection Development Plan

Butte des Morts Elementary/Banta Early Learning Center

Description: The Butte des Morts Elementary School Library collection is located in Butte des Morts Elementary School and services both Butte des Morts School and Banta Early Learning Center.

Exceptions and Scope: The Butte des Morts Library collection is intended to promote life-long learning, reading for enjoyment, and support curriculum as determined by the school's mission, standards, and goals. Materials will include such resources as fiction, non-fiction, magazines, reference materials, audio and video materials, and databases in various formats including print and electronic. Acquisition is determined by curriculum needs, costs of materials, usability, and other factors.

Audience: The audience for this collection ranges from early childhood to 5th grade students and teachers.

Size and Duplication: The collection contains approximately 15,500 various materials. Multiple copies of items are only purchased when a great need for them appears.

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.

- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they do not circulate for over two years or if information in items is no longer relevant. If components of items are lost, they are evaluated according to circulation and a decision is made regarding replacement. When physically deteriorated materials come across the Library Media Specialist's desk a decision is made regarding replacement.

Clovis Grove Elementary

Description: The Clovis Grove Elementary School Library collection is located in Clovis Grove Elementary School.

Exceptions and Scope: The Clovis Grove Library collection is intended to promote life-long learning, reading for enjoyment, and support curriculum as determined by the school's mission, standards, and goals. Materials will include such resources as dictionaries, encyclopedias, fiction, non-fiction, magazines, reference materials, audio and video materials, and databases in various formats including print and electronic. Acquisition is determined by curriculum needs, costs of materials, usability, and other factors.

Audience: The audience for this collection ranges from early childhood to 5th grade students and teachers.

Size and Duplication: The collection contains approximately 17,000 various materials. Multiple copies of items are only purchased when a great need for them appears.

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they do not Circulate for over two years or if information in items is no longer relevant. If components of items are lost, they are evaluated according to circulation and a decision is made regarding replacement. When physically deteriorated materials come across the Library Media Specialist's desk a decision is made regarding replacement.

Gegan Elementary School

Description: The Gegan Elementary School Library collection is located on the second floor of Gegan Elementary School. The space can accommodate several classes at the same time. Tables and chairs for 30 people are present. There are three computers for patrons to use when looking up books on the OPAC or accessing online resources.

Exceptions and Scope: The content of the Gegan Library collection is driven by the school curriculum and goals, the district's mission, and the professional analysis of the library media specialist. Teacher input is encouraged. The overall goal is to provide a wide spectrum of age-appropriate materials for learning and pleasure reading. Included materials are fiction, non-fiction, picture books, reference books, audio books, videos, magazines, and access to print and electronic databases. Selection of materials is determined by curriculum needs, cost, longevity of usefulness, and other factors.

Audience: The audience for this collection ranges from early childhood to 5th grade students and teachers.

Size and Duplication: The collection contains over approximately 18,000 various materials. Multiple copies of items are purchased only when a need for them is determined, and within limits set by DPI .

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they are tattered, missing elements, worn out, no longer provide timely and accurate information or their content is no longer relevant and/or appealing to the library patron. Replacement of materials is determined by usefulness, demand, and cost.

Jefferson Elementary School

Description: The Jefferson Elementary School Library collection is located on the second floor of Jefferson Elementary School. The space is large enough to accommodate several classes at the same time. Tables and chairs for 35 people are enough to accommodate one large class or two small classes. There are five computers for patrons to use when looking up books or accessing online resources.

Exceptions and Scope: The content of the Jefferson Library collection is driven by the school curriculum and goals, as well as the district's mission, and the professional analysis of the library media specialist. Teacher input is encouraged. The overall goal is to provide a wide spectrum of age-appropriate materials for learning and pleasure reading. Library materials include fiction, non-fiction, picture books, reference books, audio books, videos, magazines, and access to print and electronic databases. Selection of materials is determined by curriculum needs, cost, longevity of usefulness, and other factors.

Audience: The audience for this collection ranges from early childhood to 5th grade students and teachers.

Size and Duplication: The collection contains a little over 8,000 various materials. Multiple copies of items are purchased only when a need for them is determined, and within limits set by DPI .

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they are tattered, missing elements, worn out, no longer provide timely and accurate information or their content is no longer relevant and/or appealing to the library patron. Replacement of materials is determined by usefulness, demand, and cost.

Nicolet Elementary

Description: The Nicolet Elementary School Library collection is located in Nicolet Elementary School.

Exceptions and Scope: The Nicolet Library collection is intended to promote life-long learning, reading for enjoyment, and support curriculum as determined by the school's mission, standards, and goals. Materials will include such resources as dictionaries, encyclopedias, fiction, non-fiction, magazines, reference materials, audio and video

materials, and databases in various formats including print and electronic. Acquisition is determined by curriculum needs, costs of materials, usability, and other factors.

Audience: The audience for this collection ranges from Kindergarten to 5th grade students and teachers.

Size and Duplication: The collection contains approximately 8,500 various materials. Multiple copies of items are only purchased when a great need for them appears.

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they do not Circulate for over two years or if information in items is no longer relevant. If components of items are lost, they are evaluated according to circulation and a decision is made regarding replacement. When physically deteriorated materials come across the Library Media Specialist's desk a decision is made regarding replacement.

Maplewood Middle School

Description: The Maplewood Middle School Library collection is located in Maplewood Middle School.

Exceptions and Scope: The Maplewood Middle School Library collection is intended to promote life-long learning, reading for enjoyment, and support curriculum as determined by the school's mission, standards, and goals. Materials will include such resources as dictionaries, encyclopedias, fiction, non-fiction, magazines, reference materials, audio and video materials, and databases in various formats including print and electronic. Acquisition is determined by curriculum needs, costs of materials, usability, and other factors.

Audience: The audience for this collection includes Grades 6, 7 and 8 and teachers.

Size and Duplication: The collection contains approximately 19,000 various materials. Multiple copies of items are only purchased when a great need for them appears.

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL's Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they do not Circulate for over two years or if information in items is no longer relevant. If components of items are lost, they are evaluated according to circulation and a decision is made regarding replacement. When physically deteriorated materials come across the Library Media Specialist's desk a decision is made regarding replacement.

Menasha High School

The Menasha High School LMC exists as an integral part of students' education through collaboration and support services. It is centrally located on the second floor of Menasha High School. The collection is rich in a wide variety of print, electronic and web based resources to serve its diverse populations in Grades 9-13 (returning Seniors).

Acquisitions are determined according to the curriculum, and patron needs and interests. Library media specialists work in tandem with the District Technology Committee to assess skills and determine additional resource needs. Menasha High School LMC performs an annual collection inventory and analysis.

LMC resources include numerous online information database subscriptions that reach across the curriculum. Print collections consist of fiction, nonfiction, reference, Espanol, Hi/Lo, small sets of multiple copies of a given title, newspapers and magazines. Non-print resources include online databases, audio-books and audio-recordings, dvds and videos, video streaming, projection and video/image editing equipment, and software.

Three Year Action Items/Goals:

- Convert library arrangement from Dewey to BISAC classification system.
- Assess comprehensive library program using AASL’s Planning Guide for Empowering Learners.
- Research and determine the best use of ebooks.
- Continue to provide resources that will support learning and the development of literacy skills, and provide equitable access for all students.
- Update non-fiction collection to support multiple literacies.
- Create multiple library spaces for project based and individualized learning and leisure reading.
- Media specialists become trained using a variety of Information and Technology resources and provide staff development for using these tools.
- Continue to train staff and students in use of the self-checkout library circulation system.

Maintenance: Items in this collection are considered for withdrawal when they do not Circulate for over two years or if information in items is no longer relevant. If components of items are lost, they are evaluated according to circulation and a decision is made regarding replacement. When physically deteriorated materials come across the Library Media Specialist’s desk a decision is made regarding.

A copy of library collection statistics for each school is included in Appendix K.

Analysis of Support Systems & Leadership

The district has a number of systems in place to support increased academic achievement. These include Infinite Campus and Build Your Own Curriculum. Teachers will use BYOC align Curriculum to State Common Core Standards. The district is working on linking these two programs to improve reporting processes.

The district has established a number of community partnerships in support of technology. The district provides adult literacy opportunities and is concerned about making technology resources available to the community.

Goals, Objectives, and Implementation Plan

The Goals and Objectives for this technology plan involve both operational as well as instructional technology. As was explained previously in the 360 degree improvement process, operational as well as instructional items are necessary to enhance student achievement and promote instructional technology literacy. The goals below are designed to be measurable, attainable, and derived from the Current Status/Needs Assessment section of this plan.

Instructional Information and Technology Goals

IT1 - Instructional Information and Technology Goals

IT1 - Curriculum is aligned vertically and horizontally to the State Common Core Standards.

Teachers will use BYOC align Curriculum to State Common Core Standards (CCSS). The Menasha Joint School District provides detailed electronic benchmarks aligned to state standards and assessment frameworks. We have also worked with our student information systems vendor (Infinite Campus™) to integrate this information with their gradebook and report card systems. Therefore this goal will be continued in the 2011-2014 plan.

Resources/People Involved:

- Technology Services Department, Technology Director
- Curriculum Council
- Infinite Campus, School Software Group (BYOC)
- District teaching staff

Projected Timeline for Objectives:

- 5/11 Begin exploring best ways to determine how staff will align curriculum to CCSS
Develop plan for implementation of curriculum alignment with CCSS
- 10/11 Begin creation of XML export for SIS vendors
- 12/11 Work with SIS vendors as they test the system
- 5/11-2/14 Ongoing staff development for utilizing the system

Budgetary considerations:

- Time needed to accomplish

Success Indicators:

State Common Core Standards are integrated into BYOC. CCSS Alignment schedule: Math 2001, ELA 2011, Science 2012 and Social Studies 2013.

IT2 – Provide staff development to assist teachers in successfully using and integrating technology into their curriculum and daily operations

Develop and implement an ongoing comprehensive training program for current and future staff. The focus of this training is to promote technology integration and access to information assisting teachers in their instructional improvement efforts.

Resources/People Involved:

- Technology Services Department
- Director of Curriculum and Instruction, Director of Technology
- District teaching staff
- Information Technology Integrators/Coaches and a Librarian Media Specialist.

- Substitute and Technology Budgets

Projected Timeline for Objectives:

- 1/11 Assess District staff organizational structure to identify needs and resources for accomplishing the tasks
- 4/11 Meet with staff development committee to finalize curriculum and logistics surrounding ongoing staff training pertaining to information and technology integration.
- 8/11 Conduct training during district staff development days throughout successive years focused upon items as assessed and identified by the district staff development and technology committees.
- 2012 Repeat Cycle
- 2013 Repeat Cycle
- 2014 Repeat Cycle

Ongoing Staff Development Objectives

- Web page design and posting
- GOOGLE Apps: email / calendar posting
- Wisconsin Common Core Standards (CCSS)
- B.Y.O.C.
- Instructional design for student directed learning using information and technology
- Digital media usage (pictures/video/documents)
- District software training
- Information and technology resources and hardware

Budgetary considerations:

- District substitute budget supports professional teacher training outside the classroom
- District technology budget supports subscriptions and hardware/software

Success Indicators:

By June 2014, at least 25% of staff will be at the transformational level on the NGA teacher assessment.

IT3 – Facilitating the individual learners digital and informational needs that support the goals of 21st Century Skills.

Focus on access to information and technology integration for students of the Menasha Joint School District.

Resources/People Involved:

- Technology Services Department
- District Technology Committee
- Director of Curriculum and Instruction
- Information Technology Integrators/Coaches and a Librarian Media Specialist
- District teaching staff

Projected Timeline for Objectives:

- 1/11 Projected mission and vision for one to one.
- 1/11 Project planning (PP)
- 1/11 A district evaluation on school redesigns.
- 2/11 RFP results are analyzed and a vendor is selected
- 4/11 Outfitting classrooms with new technology
- 8/11 MJSD School Board adopted goal of developing a vision for high school education in the 21st Century.
- 8/11 Implement plan on determining what knowledge, skills, and abilities MHS Graduates must have to succeed in the world.
- 8/11 Reports and recommendations are reviewed by District Technology Committee. Standardized, research-based, list of classroom technologies are approved and RFP is generated.
- 5/12 Implement / install pilot test.
- 5/13 Evaluation of Implementation.
- 5/14 Full Implementation.

Budgetary considerations:

- District technology budget supports hardware and software changes.
- Work with vendors to prototype new classroom technologies
- Potential additional sources of revenue or bonding may be required depending on committee findings.

Success Indicators:

By June 2014, 80% of eighth grade students will be proficient or advanced on the NGA Student Assessment.

IT4 – Increase online course opportunities for students and MJSD employees.

To strengthen online educational opportunities, MJSD is creating an environment for making online courses available to students and adults.

Resources/People Involved:

- Technology Services Department
- District Technology Committee

- District teaching staff
- District Staff Development Committee

Projected Timeline for Objectives:

- 8/09 Meet with district computer coordinators to review prototype online course and hybrid offerings
- 9/09 Complete review of existing online course opportunities and move from prototype Moodle site to production
- 10/09 Prepare best practice training materials for teachers adopting online course offerings.
- 1/10 Work with Staff Development Committee to schedule training for online course opportunities
- 8/10 Conduct training on development of hybrid online course offerings for students.

Budgetary considerations: Possible use of Title 1

Success Indicators:

Online learning opportunities for students and MJSD employees have increased.

IT5 – Increase community technology awareness and access to network resources

Continue to work on providing and communicating district technology resources to the community.

Resources/People Involved:

- Technology Services Department
- District teaching staff for training
- Possible use of Fund 80 to support Community Outreach activities

Projected Timeline for Objectives:

- 1/07 Created and post district materials communicating district information via the web. This will parallel a hard copy brochure being created for dissemination to area realtors and community organizations.
- 7/08 Evaluate the usage of district computers placed at the Menasha Public Library. Adjust resources as needed.
- 8/08 Provide staff development offerings to assist teachers in using their website to assist in the instructional process.
- 1/09 Continue to monitor and adjust network resources to communicate with all stakeholder groups.

Ongoing Community Access Objectives

- Conduct analysis of past community outreach classes
- Determine possible offerings for community outreach classes and secure teachers and district lab facilities
- Promote and publish community outreach offerings

Budgetary considerations:

- Possible use of Fund 80 to support Community Outreach activities

- District technology budget to support district owned workstations at the Public Library
- District technology budget supports subscriptions and hardware/software mentioned previously

Budgetary considerations: Use of Fund 80

Success Indicators:

Community awareness and access to network resources has increased. We will be using the NGA assessment tools to measure success.

Operational Technology Goals

OT1 – Support the district emergency response plan with appropriate security technologies.

Leverage district technology infrastructure to provide a reliable communication medium for district emergency response team.

Resources/People Involved:

- Technology Services Department
- District Emergency Response Team
- Business Services Department
- Maintenance Staff and Supervisor

Projected Timeline for Objective:

1/11 Emergency door lock implementation

12/10 Complete video camera proposal

Budgetary considerations:

- District capital improvements budget to support rollout of new system
- District technology supported infrastructure to be leveraged as needed

Success Indicators:

The district has a security plan in place and the necessary resources needed to support the plan.

OT2 – Increase wireless access capability in partnership with the Menasha community.

Leverage district technology infrastructure to provide a reliable wireless communication medium for students and members of the community.

Resources/People Involved:

- Technology Services Department
- City of Menasha and Menasha Utilities
- Buildings and Grounds Staff and Supervisor

Projected Timeline for Objectives:

11/09 Meet with Menasha Utilities to determine scope of project

2/10 Conduct planning sessions to develop plan

- 4/10 Obtain usage rights to existing infrastructure
- 6/10 Bring in vendors to demonstrate their systems based on project plan
- 8/10 Select vendor and equipment
- 10/10 Upgrade wiring in facilities to accommodate wireless access points
- 12/10 Begin installation of wireless equipment in facilities
- 1/11 Update district Acceptable Use Policy for wireless access
- 8/11 Complete installation of wireless equipment in facilities

Budgetary considerations:

- District technology supported infrastructure to be leveraged as needed

Success Indicators:

Wireless access has increased.

OT3 – Transfer Microsoft Exchange/Outlook Web Access/Office Suite to Google Apps.

Migrate from the Microsoft Exchange Email and Office Suite to Google Apps for added collaboration and access to data

Resources/People Involved:

Technology Services Department

Projected Timeline for Objectives:

- 9/10 Setup District Email in Google Apps
- 10/10 Setup and configure Postini Email Archiving solution
- 3/11 Conduct planning sessions to prepare data for migration
- 4/11 Migrate email services from Microsoft Windows Exchange to Google Apps
- 5/11 Conduct staff development on email portion of Google Apps
- 9/11 Conduct staff development on Document portion of Google Apps

Budgetary considerations:

District technology supported infrastructure to be leveraged as needed

Success Indicators:

The district has migrated from Microsoft Office to Google Apps by summer of 2011. NGA teacher survey will determine successful implementation.

OT4 – Evaluate and implement district wide One-to-One initiative.

Leverage district technology infrastructure to provide a digital tool for students in the district.

Resources/People Involved:

- Technology Services Department
- District Administration
- District Staff
- Students of the Menasha Joint School District
- Appropriate vendors

Projected Timeline for Objectives:

2010-2011	Investigate Technology, Research Policy, Begin Staff Development
2011-12	Pilot New Technology in 7 th grade, Staff Development
2012-13	Roll out Pilot in 8th grade.
2013-14	Roll out in additional grades. Evaluate pilot and plan to expand
2014-15	Roll out in additional grades.

Budgetary considerations:

District technology supported infrastructure to be leveraged as needed

Success Indicators:

The district has implemented a One-to-One program. This program start date is September 2011. The program is to begin in the 7th grade for 2011/2012 and the 8th grade 2012/2013.

Projected Technology Budget for 2011 – 2014

2011 – 2012 Projected Technology Budget

Goal	Relationship
IT1	Resources will be utilized from 10-810-310-260000 to accomplish this goal
IT2	Resources will be utilized from 10-810-942-260000 and Title IID budget to accomplish this goal
IT3	Resources will be utilized from 10-810-551-260000 to accomplish this goal
IT4	Resources will be utilized from 10-810-551-260000 and 10-810-561-260000 to accomplish this goal
IT6	Resources will be utilized from 10-310-551-260000 to work towards this goal
OT1	Resources will be utilized from 10-810-324-254490 and General Fund budget to facilitate security improvements
OT3	Resources will be utilized from 10-810-561-260000 and 10-810-310-260000 to facilitate improvements in this area

Fund	Loc	Obj	Function	Program #	Line Item	Acct. Totals
10	810	435	120000	000	Instructional Software (6-12)	\$ 25,000.00
10	810	355	253000	000	Postage District Digest	\$ 3,200.00
10	810	310	260000	000	Other purchased services/Heartland Hour Blocks	\$ 43,141.00
10	810	342	260000	000	Employee Travel	\$ 3500.00
10	810	411	260000	000	Supplies	\$ 3,000.00
10	810	561	260000	000	Equipment Replacement/Phones	\$ 100,000.00
10	810	551	260000	000	Equipment - Addl. Wireless/Server	\$ 400,000.00
10	810	342	261900	000	District Registrar Employee Travel	\$ 500.00
10	810	353	261900	000	District Registrar Postage	\$ 500.00
10	810	411	261900	000	District Registrar Supplies, SIS	\$ 2,000.00
10	810	480	260000	000	Non-instruct software	\$ 130,000.00
10	810	351	261900	909	Advertisement-Reg. Pre-K-K	\$ 250.00
10	810	111	260000	000	Salaries Reg.	\$ 1,000.00
10	810	211	260000	000	Retirement-EE-ER-FICA	\$ 450.00
10	810	480	260000	000	Computer software-workstations	\$ 35,000.00
10	810	942	260000	000	Employee dues and fees	\$ 200.00
						\$ 722,741.00

OT4	Resources will be utilized from 10-810-310-260000 to accomplish this goal
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2012 - 2013 Technology Budget

Fund	Loc	Obj	Function	Program #	Line Item	Acct. Totals
10	810	435	110000	000	Instructional Software (K-5)	\$ 25,000.00
10	810	435	120000	000	Instructional Software (6-12)	\$ 25,000.00
10	810	355	253000	000	Cellular Services Costs	\$ 3,600.00
10	810	324	254490	000	Maintenance & Repairs	\$ 350.00
10	810	310	260000	000	Other Purchased Services + Admin Internet	\$ 44,500.00
10	810	342	260000	000	Employee Travel	\$ 4,000.00
10	810	411	260000	000	Supplies	\$ 3,000.00
10	810	480	260000	000	District Software	\$ 50,000.00
10	810	551	260000	000	Equipment Additional	\$ 50,000.00

10	810	561	260000	000	Equipment Replacement	\$ 500,000.00
10	810	942	260000	000	Employee Dues and Fees	\$ 250.00
10	810	342	261900	000	District Registrar Employee Travel	\$ 1,250.00
10	810	353	261900	000	District Registrar Postage	\$ 1,000.00
10	810	411	261900	000	District Registrar Supplies	\$ 2,500.00
10	810	571	261900	000	District Registrar Copier Costs	\$ 500.00
					Total:	\$ 710,950.00

Goal	Relationship
IT2	Resources will be utilized from 10-810-942-260000 and Title IID budget to accomplish this goal
IT3	Resources will be utilized from 10-810-551-260000 to accomplish this goal
IT4	Resources will be utilized from 10-810-551-260000 and 10-810-561-260000 to accomplish this goal
IT5	Resources will be utilized from 10-810-480-260000 to accomplish this goal
IT6	Resources will be utilized from 10-310-551-260000 to work towards this goal
OT2	Resources will be utilized from 10-810-324-254490 and 10-810-310-260000 to accomplish this goal
OT4	Resources will be utilized from 10-810-310-260000 to accomplish this goal

2013 - 2014 Technology Budget

Fund	Loc	Obj	Function	Program #	Line Item	Acct. Totals
10	810	435	110000	000	Instructional Software (K-5)	\$ 25,000.00
10	810	435	120000	000	Instructional Software (6-12)	\$ 25,000.00
10	810	355	253000	000	Cellular Services Costs	\$ 3,600.00
10	810	324	254490	000	Maintenance & Repairs	\$ 350.00
10	810	310	260000	000	Other Purchased Services + Admin Internet	\$ 44,500.00
10	810	342	260000	000	Employee Travel	\$ 4,000.00
10	810	411	260000	000	Supplies	\$ 3,000.00
10	810	480	260000	000	District Software	\$ 50,000.00
10	810	551	260000	000	Equipment Additional	\$ 50,000.00
10	810	561	260000	000	Equipment Replacement	\$ 500,000.00
10	810	942	260000	000	Employee Dues and Fees	\$ 250.00
10	810	342	261900	000	District Registrar Employee Travel	\$ 1,250.00
10	810	353	261900	000	District Registrar Postage	\$ 1,000.00
10	810	411	261900	000	District Registrar Supplies	\$ 2,500.00
10	810	571	261900	000	District Registrar Copier Costs	\$ 500.00
					Total:	\$ 710,950.00

Goal	Relationship
IT2	Resources will be utilized from 10-810-942-260000 and Title IID budget to accomplish this goal
IT3	Resources will be utilized from 10-810-551-260000 to accomplish this goal
IT4	Resources will be utilized from 10-810-551-260000 and 10-810-561-260000 to accomplish this goal
IT5	Resources will be utilized from 10-810-480-260000 to accomplish this goal
IT6	Resources will be utilized from 10-310-551-260000 to work towards this goal
OT2	Resources will be utilized from 10-810-324-254490 and 10-810-310-260000 to accomplish this goal
OT4	Resources will be utilized from 10-810-310-260000 to accomplish this goal

2008 - 2009 Title IID Budget (09-10 and 10-11 estimated)

Fund	Loc	Obj	Function	Program #	Line Item	Acct. Totals
10	812	342	221300	000	Employee Travel	\$ 4,472.00
Total:						\$ 4,472.00

Goal	Relationship
IT2	Resources will be utilized from 10-810-942-260000 and Title IID budget to accomplish this goal

2008 - 2009 Library Budgets (09-10 and 10-11 estimated)

Fund	Loc	Obj	Function	Program #	Line Item	Acct. Totals
10	106	4XX	222000	000	Banta CSF Budget	\$ 3,320.00
10	101	4XX	222000	000	Nicolet Elementary CSF Budget	\$ 7,446.00
10	101	4XX	222000	000	Nicolet Elementary School Budget	\$ 150.00
10	102	4XX	222000	000	Jefferson Elementary CSF Budget	\$ 11,809.00
10	102	4XX	222000	000	Jefferson Elementary School Budget	\$ 200.00
10	103	4XX	222000	000	Clovis Elementary CSF Budget	\$ 26,844.00
10	103	4XX	222000	000	Clovis Elementary School Budget	\$ 350.00
10	104	4XX	222000	000	BDM Elementary CSF Budget	\$ 24,845.00
10	104	4XX	222000	000	BDM Elementary School Budget	\$ 200.00
10	105	4XX	222000	000	Gegan Elementary CSF Budget	\$ 20,585.00
10	105	4XX	222000	000	Gegan Elementary School Budget	\$ 300.00
10	301	4XX	222000	000	Maplewood Middle School CSF	\$ 35,929.00
10	301	4XX	222000	000	Maplewood Middle School Budget	\$ 2,800.00
10	401	4XX	222000	000	Menasha High School CSF Budget	\$ 73,405.00
10	401	4XX	222000	000	Menasha High School Budget	\$ 4,100.00
Total CSF Budget						\$ 204,183.00
Total Building Budgets						\$ 8,100.00
Total Library Budget:						\$ 212,283.00

Goal	Relationship
IT2	Resources will be utilized from Common School Funds and building budgets to accomplish this goal
IT3	Resources will be utilized from Common School Funds and building budgets to accomplish this goal
IT4	Resources will be utilized from Common School Funds and building budgets to accomplish this goal
IT5	Resources will be utilized from Common School Funds and building budgets to accomplish this goal
IT6	Resources will be utilized from Common School Funds and building budgets to accomplish this goal

Goals	Relationship
IT1	Resources will be utilized from 10-810-310-260000 to accomplish this goal

IT2	Recources will be utilized from
IT3	
IT4	

Dissemination of Plan

The Menasha Joint School District Technology Plan will be disseminated to all stakeholders in the community via the following methods:

1. Technology plan to be shared and approved by the School Board prior to submission to the Department of Public Instruction.
2. Technology plan to be placed on the district website for download by any interested party. Reminders of this availability will be sent home via school and district newsletters.
3. District Technology Committee (DTC) will share this plan with all teachers in their respective buildings
4. District administration will review the technology plan along with the implications that it has for their buildings and student instruction.
5. Technology Plan will be shared and monitored by the 21st Century Vision Committee at their semi-annual meetings.
6. Technology plan to be disseminated to local government representatives at the city, county, and state level.
7. Technology plan to be presented to community library

Monitoring and Evaluation

The Menasha Joint School District believes in a strategic planning model where progress on planned goals and objectives will be assessed regularly. To that end the district will continue to meet with the stakeholders previously listed on an ongoing basis to evaluate progress towards the goals and objectives of this plan.

These meetings will occur several times each year as previously specified in the planning process and utilize a variety of group process tools such as the Tregoe method. By utilizing organized and effective group processing tools the district will be assured of the validity of the input received.

In addition to monitoring of the goals and objectives the district will begin looking towards the next technology planning cycle in 2011. At each meeting of the DTC or the 21st Century Vision Committee a portion of the agenda will be dedicated to vision refinement and learning about the latest in research on educational technology and it's successful implementation in learning organizations.

The district will also continue to use public venues such as board meetings, evening school events, public library events, and the media to communicate progress to the community. By providing frequent communication to all stakeholders, as well as transparent and open planning processes, the district will enhance their ability to provide an education that fosters 21st century skills in all students

Appendix A Acceptable Use Policy

Technology Use

The Menasha Joint School District will provide access to technology as a means to foster a learning environment that makes teaching and learning as powerful as possible. It is the intent of the District to make technology and internet access available to all students and staff and to ensure appropriate use of this resource in the following areas: Student Technology Use, Staff Technology Use, and Web Page Publishing.

Student Technology Use

On the Internet, it is difficult to control all materials. Some users may discover educationally unsuitable information. The District believes that educationally appropriate information and interaction strongly outweigh the possibility that users may obtain materials that are not consistent with the educational goals of the Menasha Joint School District.

Users are responsible for following all district policies, state statutes, and federal laws including copyright restrictions. Inappropriate use of technology may result in disciplinary action.

Employee / Volunteer Technology Use

Technology services including Internet access are available to all staff members for the purpose of instruction, curriculum support, student services, and professional communication. Staff will ensure students have a specific information objective and search strategy formulated before accessing the Internet and will monitor student use. Staff members are expected to conduct themselves ethically, and be mindful of all district policies, state statutes, and federal laws including copyright restrictions.

Web Page Publishing

The Menasha Joint School District will provide inter/intranet publishing as a means of communication and collaboration among students, parents, the general public, and other institutions as appropriate. Copyright and privacy issues must be given careful attention when considering what content will be included in web pages.

Each school will designate a person(s) to approve and update information to be included on district web pages. That person must submit the web pages to the District Technology Coordinator or his/her designee for approval and posting.

School districts may not receive discounted rates for Internet Services or connections or use federal funds to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet unless the school board or other authority with responsibility for administration of the school:

- Has in place an Internet safety policy that includes the operation of a technology protection measure with respect to all of its computers with Internet access that protects against access to visual depictions that are obscene or child pornography. This applies to Internet access by both adults and minors. The Internet safety policy for minors must also include the operation of a technology protection measure that protects against access to visual depictions that are harmful to minors.
- Is enforcing the operation of such technology protection measure during any use of such computers.

Legal References:

Section 118.01(2)(a)5	Educational Goals and Knowledge of Computers
Section 118.125	Student Records
Section 120.13(1)	Student Conduct Rules/Discipline
Section 121.02(1)(h)	Instructional Materials State Standard
Section 943.70	Computer Crimes
Section 947.0125	Computer Harassment
PL 94-553	Federal Copyright Law

Approved: 12/14/98

Revised: 4/28/08

Technology Use Guidelines

Students

1. All use of technology must be in support of education and research and consistent with the purposes of the Menasha Joint School District.
2. Transmission or pirating of any materials in violation of any state or federal law is prohibited. This includes, but is not limited to copyrighted, harassing, threatening or obscene material.
3. Technology may not be used for personal agenda or profit.
4. Students do not have permission to visit sites commonly known as “chat rooms.”
5. Students will not give out personal information over the Internet including name, address, picture, phone number, etc.
6. Technology accounts are to be used only by the owner of the account for the authorized purpose. Passwords are not to be shared.
7. Users will not make deliberate attempts to disrupt network performance. Hardware, software, files, or operating systems shall not be destroyed, modified, or abused.
8. Students will be held accountable for lost data, or damaged equipment.
9. Student e-mail and communications are not private and may be monitored at any time.
10. Inappropriate use of the technology may result in disciplinary action.

Staff and Volunteers

1. Communication over networks is not considered private. Network supervision and security maintenance may require monitoring of directories, messages or Internet activity. The district reserves the right to review, audit, intercept, access and disclose all messages and data created, received or sent over district information systems as necessary.
2. Transmission or pirating of any materials in violation of any state or national regulation is prohibited. This includes, but is not limited to copyrighted, harassing, threatening or obscene material.
3. Technology may not be used for personal agenda or profit.
4. Inappropriate use of technology may result in disciplinary action.

Web Publishing

1. School Web pages must follow the format of the district template to provide uniformity and ease of use. Schools or departments may not publish web pages other than on the official Menasha Joint School District web site.
2. Copyright and privacy issues must be given careful attention. Copyrighted materials may not be used without the permission of the creator of the materials.
3. The following personal information about a student will not be allowed: telephone numbers, individual pictures, last names, and addresses as well as the specific location of any students at a given time.
4. Pictures of staff members and/or personal information may not be published without permission.
5. Contents of web pages must be consistent with district policy, and any applicable local, state, and federal laws.

Approved: 12/14/98

Revised: 4/28/08

Appendix B Interlibrary Loan Policy

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Guidelines to Insure Access to Media Center

1. Collections of print and non-print materials to support the curriculum and to provide for reading related to student recreational interests shall be provided.
2. Duplicate copies of educationally appropriate titles shall be made available if demand requires, and titles will be placed on reserve.
3. Classroom collections to support units of study and reserve books shall be furnished upon request as available.
4. Special collections such as professional materials for teachers and high interest/low vocabulary materials for students with reading problems shall be supplied.
5. Equipment necessary to utilize non-print materials shall be made available.
6. Loan regulations shall allow students and staff to readily obtain nearly all materials for use throughout the school or at home, and provisions for renewal or exchange shall be made.
7. Interlibrary loans shall be provided to all media center patrons regardless of age when educationally appropriate. Therefore, the schools shall participate in resource sharing through the Fox Valley Library Council and shall encourage sharing between schools when feasible.
8. The school media centers shall be open during the entire school day. The high school media center shall be open before and after the regular school day. Activities which interfere with their use by students shall not be scheduled unless unavoidable.
9. Students of all grade levels shall have access to their building media center through scheduled class visits and during study halls. In addition, an open and flexible policy should allow use by individual students when that use is appropriate, timely, and educationally significant.

Legal Ref.:Section121.02(1) (h), Wisconsin Statutes
PI 8.01(2) (h), Wisconsin Administrative Code

Approved: 1/23/89
Reviewed: 4/28/08

Appendix C- Material Consideration & Reconsideration Policy

Instructional Material Selection

The objective of the instructional material's selection process shall be to accurately reflect the district's philosophy, educational goals, and learning standards/benchmarks for the grade level or course involved as well as provide for the varying needs and interests of our students.

The responsibility for the selection of instructional resources/materials and making the recommendation for adoption and/or purchase rests with the professional personnel of the district.

All instructional resources/materials (print, non-print, electronic format) which are selected should meet the following general criteria:

- a. Foster respect for all persons and groups and realistically represent our pluralistic society, along with the roles and life styles open to both men and women in today's world.
- b. Develop student awareness and understanding of the many contributions made to our civilization by all persons and groups.
- c. Depict in an accurate and balanced way the cultural diversity that exists in today's society.
- d. Represent artistic, historic, and literary qualities.
- e. Reflect problems, aspirations, attitudes, and ideals of society as well as community values.
- f. Contribute to the objectives of the instructional program.
- g. Be appropriate to the level of the user's knowledge and maturity.
- h. Represent balance and integrity in the presentation of differing viewpoints on controversial questions.
- i. Provide a stimulus to encourage creative application of materials to the student's life.
- j. Be of acceptable literary or technical quality (with adequate documentation).
- k. Be timely and/or of lasting quality.
- l. Focus on topics of high interest to students.
- m. Have a physical format and appearance suitable for their intended use.

Cross Ref.: 771, Printing and Duplicating Services (Copyright)
871-Exhibit (1) Request for Review or Reconsideration of Instructional Resources

Approved: 1/23/89

Revised: 4/28/08

Selection of Textbook/Textbook Series/Instructional Resources

The Director of Curriculum, Assessment, and Instruction is responsible for coordinating the selection and purchase of district-wide classroom instructional resources. In selecting and adopting a textbook, a textbook series, or district-wide instructional resources for a particular course, grade, or grade levels, the following process will be utilized:

1. The Director of Curriculum, Assessment, and Instruction and the district Curriculum Coordinator for the designated area will select the members of the Resource Selection Committee. When appropriate, the Selection Committee should include curriculum area specialists, exceptional educational needs instructors (EEN), Bi-Lingual instructors, and English Language Learners (ELL) instructors.
1. The resource adoption process will begin in the early fall and recommended resources will be presented to the Board of Education for final adoption in the spring of the year. At the beginning of the process, the Director of Curriculum, Assessment, and Instruction and the Curriculum Coordinator will develop a calendar identifying the steps required to complete the resource adoption process.
2. The Selection Committee will examine district curriculum to ensure that resources being reviewed and evaluated closely reflect and are aligned to the curriculum standards and benchmarks.
1. The Selection Committee will review resources using forms provided and, if a print resource, will complete a readability of each resource under serious consideration.
1. Once the Selection Committee has identified selected resources, they will engage the Library Media Specialists to determine additional resources necessary to supplement the district-wide resources.
1. The district Curriculum Coordinator and Selection Committee will complete required resource selection forms and submit samples of the selected resources to the Director of Curriculum, Assessment, and Instruction.
1. The Director of Curriculum, Assessment, and Instruction and the district Curriculum Coordinator will present the resource for Board of Education adoption.

Approved: 1/23/89

Revised: 4/28/08

Selection of Library Media Resources

In the selection and purchase of materials for the Library Media Center, the library media specialists shall gather requests and suggestions from the school building staff and subject area coordinators as appropriate. The Library Media Center within each school shall provide current, balanced collections of library media materials that do not discriminate against individuals on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Any person who believes a collection is discriminatory may file a complaint in accordance with established district procedures (see Policy 871-Exhibit 1).

Library Media Specialists will review library media materials in the collection for bias or stereotyping. Any person who believes a library media material in a collection contains bias or stereotyping may file a complaint in accordance with established district procedures.

Library media specialists will incorporate the following in the evaluation of resources for purchase:

- Consult reputable, professionally prepared selection aids, e.g. book and media reviews.
- Consider the total value, impact and intent of the author/artist/producer as well as the reputation of the publisher/producer.
- Involve, when appropriate, teachers, students, and parents/guardians in the selection process via evaluation of preview resources.
- Review newspaper and periodical subscriptions annually.
- Examine resources at other libraries, exhibits, bookstores, distributors, sales displays, or on telecommunications networks.

The final decision as to purchase rests with the library media specialist and building principals and should be based upon the criteria stated in these procedures. Disagreements between the building principal and library media specialist concerning the selection decision should be referred to the District of Curriculum, Assessment, and Instruction or his/her designee.

Gifts or donated materials will be accepted if they fall within the scope of the curriculum and selection policy and become property of the district to dispose of as they see fit.

Weeding of instructional materials is the responsibility of the IMC staff, with faculty participation; consideration of the needs of the user shall be a primary factor in determining materials to be discarded.

Cross Ref: 871-Exhibit 1

Approved: 4/28/08

Request For Review or Reconsideration of Instructional Resources

Please assist the school in responding to the following:

1. Check type of material objective to:
 Book _____
 Film _____
 Record or Tape _____
2. Author _____
3. Title _____
4. Publisher (if known) _____
5. School in which located _____
6. Request initiated by: _____
 Telephone _____ Address _____
7. Complaint Represents (check)
 Self _____
 Organization _____ (name same)
 Other _____ (identify same)
8. Please state your complaint, suggestion or criticism of material as specifically as possible (cite pages, frame or slide number, paragraph, etc.) Continue on back of form if necessary.
9. Did you read, see listen, or otherwise use the material in its entirety? Yes _____ No _____
 If no - then state which part(s).
10. Are you aware of the judgment of the material by literary critics?
 If yes - please note source _____
11. What would you like your school to do about this book, material, etc?
12. In its place, what instructional material would you recommend?

 Signature of Complainant

 Date

Please return the completed form to the principal of the building in which your child is enrolled.

Thank you for your interest.

The school district shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, religion, color, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Legal Ref.: Sections 118.12, 118.13 Wisconsin Statutes
120.13(5), 121.02(l) (h)
P I 9.03(l) of the Wisconsin Administrative Code

Cross Ref.: Discrimination Complaint Procedures 1.31

Approved: 1/23/89

Appendix D- Copyright Policy

PRINTING AND DUPLICATING SERVICES

Equipment shall be made available for staff to carry out their assignments. This equipment will include machines for the reproduction of media in either single or multiple copies.

The Board fully endorses the Federal Copyright Law which sets the standards for copying print and non-print media. Every attempt shall be made to live within the law. Inappropriate use of media that is copyrighted is unethical as a model for student learning and violates respect for the letter and the spirit of the law.

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. The District shall assume no liability for infringement of copyright by individual employees.

Specific guidelines shall be developed to assist school staff in duplicating copyrighted materials. Such guidelines shall be distributed widely throughout the District and shall be strictly observed and adhered to by everyone involved in duplicating materials for school use.

Legal Ref.: PL 94-553, Federal Copyright Law

Approved: 6/26/89

771 Rule

PRINTING AND DUPLICATING SERVICES
(Copyright)

It is the intent of the Menasha Joint School District to adhere to the provisions of copyright law.

National guidelines are developed in the areas of classroom and library use, music, computer software, off-air videotaping, District employees are expected to be familiar with those guidelines and operate by them.

Copies of the law and guidelines are made available by each principal and media specialist, as well as the district media coordinator. It is the responsibility of the District media coordinator of update guidelines as necessary.

Legal Ref.: PL 94-553, Sections 105-109
Sections 943.70 Wisconsin Statutes

Cross Ref.: 771 - Rule, Copyright Guidelines

Approved: 6/26/89

COPYRIGHT GUIDELINES

A. Definitions

1. "Copyright" - Copyright is a right granted by Congress to the author or originator of certain literary or artistic productions whereby his/her works are protected for a period of his/her lifetime, renewable for an additional 50 years, with the sole and exclusive privilege of multiplying copies of the same and publishing and selling them.

Copyright protection exists for original works of authorship fixed in any tangible medium of expression, now known or later developed, from which the works can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Works of authorship include the following categories:

- a. literary works;
- b. musical works, including any accompanying words;
- c. dramatic works, including any accompanying music;
- d. pantomimes and choreographic works;
- e. pictorial, graphic and sculpture works;
- f. motion pictures and other audiovisual works; and
- g. sound recordings.

A work is protected by the copyright law from the moment of its creation, however, the right cannot be enforced in the courts until the work is registered with the U.S. Copyright Office.

2. "Fair Use" - Under the law, it is fair use to reproduce copyrighted materials for purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research. Four criteria will be applied in judging whether or not there has been an infringement:
 - a. The purpose and character of the use - (commercial or educational).
 - b. The nature of the copyrighted work - (textbook, workbook, tests, poetry, novel, music).
 - c. The amount and substantiality of the portion used - (How much is being copied? How important is the copied portion to the entire work? How many copies are being made?).
 - d. The effect on the potential market for or value of the work - (Will the owner suffer unreasonable financial loss?)

B. Photocopying Guidelines

1. Classroom Teacher

The guidelines for educational use of photocopying emphasize that in their application, three standards must be considered:

- a. Brevity - The guidelines provide a quantitative measure of what might reasonably be considered minimum fair use. Different measures apply, depending on whether the work is a poem, prose, or an illustration.
- b. Spontaneity - This means that the copying is done at the instance and inspiration of the individual teacher, and that the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
- c. Cumulative Effect - This means that there is no intention to anthologize the reproduced materials, that the copying is for only one course in the school in which copies are made, that not more than one or two excerpts from the same author nor more than three from the same work during one term are involved, and that not more than nine instances of such multiple copying for one course during one term are anticipated.

Among the most frequently copied items are consumable materials (workbooks, exercises, standardized test booklets and answer sheets). The guidelines state that any such copying, whether single or multiple copies, is not fair use and constitutes a definite infringement.

If a teacher wishes to copy materials in a situation that goes well beyond what the guidelines indicate as fair use, he/she should consider asking for permission. If the material is educationally worthwhile, it should be worth the effort to seek permission for classroom use.

Teacher may:

- a. Make a single copy of the following:
 - a chapter from a book
 - an article from a periodical or newspaper
 - a short story, short essay, or short poem
 - a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper
 - a short excerpt (up to ten percent) from a performable unit of music such as a song, movement, or section, for study purposes
- b. Make multiple copies (not to exceed one per student) for classroom use of the following:
 - a complete poem if less than 250 words
 - a poetic excerpt if less than 250 words
 - a prose excerpt of from 500 to 1,000 words
 - one illustration (chart, diagram, graph, drawing, cartoon, or picture) per book or periodical issue
 - an excerpt of up to two pages of "special works" containing words and pictures
 - up to ten percent of a performable unit of music (song, movement, section) for academic purposes other than performance
- c. Make a single recording of student performances for evaluation, rehearsal or archive purposes.

- d. Make a single recording of aural exercises or examination questions using excerpts from recorded copyright materials.
- e. Make an emergency replacement copy to substitute for a purchased copy that is not available for imminent musical performance.

Teacher may not:

- a. Copy to make anthologies or compilations or to replace or substitute for them.
- b. Copy from works intended to be consumable (workbooks, exercises, standardized test booklets, and answer sheets).
- c. Copy to substitute for purchase of books, periodicals, music or recordings.
- d. Copy on direction from higher authority (supervisor, coordinating teacher, or principal).
- e. Copy the same item from term to term without securing permission.
- f. Utilize more than nine instances of multiple copying per course, per term.
- g. Copy more than one short work or two excerpts from one author's works in any one term.
- h. Employ a successful use of multiple copying developed by another teacher without securing permission from the copyright owner.
- i. Make copies of music or lyrics for performance of any kind in the classroom or outside of it, with the emergency exception noted above in item (e) of the "teacher may" section.
- j. Copy protected materials without inclusion of a notice of copyright.
- k. Charge students more than the actual cost of the authorized copies.

Teachers should not ask other school staff members, such as librarians, audiovisual consultants or school aides to do copying for them that is not fair use and for which no permission has been obtained. It may make these individuals liable for the infringement, along with the individual initiating the request.

Teachers should instruct students about the implications of copyright. Students frequently have occasion to use copying equipment, especially at the high school level, and should be aware of the provisions under fair use for copying material used for research and scholarship.

2. Media Specialist

Media Specialist may:

- a. Honor requests for single copies of one article, another complete small portion of a periodical or book, or an excerpt (ten percent of a performable unit of music) from a phonograph record provided:
 - (1) the copy is to be used only for private study, scholarship or research; and
 - (2) the request is not perceived to be part of a concerted effort to secure multiple reproduction.
- b. Make multiple copies for a teacher if the item meets the tests of brevity, spontaneity, and cumulative effect under the fair use guidelines.
- c. Reproduce and distribute a copy of an entire out-of-print work, if it has been established that no copy can be obtained at a fair price.
- d. Make a limited number of off-the-air tape recordings of daily newscasts for distribution to scholars and researchers. (The term "off-the-air taping" refers to making reproductions of the sound, or pictures and sounds from radio and television broadcasts by recording devices).
- e. Copy an unpublished work in the library's collection for preservation or security or for research use in another library open to the public.
- f. Copy to preserve a deteriorating published work, if reasonable effort has not produced an unused copy at a fair price.
- g. Participate in copying for interlibrary loan arrangements that do not involve such aggregate quantities as to substitute for subscription or purchase of a work.

Media Specialist may not:

- a. Make copies for the members of a class if there is reason to suspect that all the students have been instructed to obtain copies individually.
- b. Make copies on a systematic basis to avoid subscription or purchase at their own library or another.
- c. Make copies of musical works, pictorial, graphic or sculptural works, motion pictures, or other audiovisual works (except daily news programs), unless it is for the purpose of preservation or security or in accordance with provisions dealing with fair use.
- d. Copy without including a notice of copyright.

Media specialists are not liable for unlawful copying done by teachers or students on their own as long as each machine displays a notice that the making of a copy may be subject to the copyright law. Such signs will be provided by the instructional support services.

C. Videotaping Guidelines

The following guidelines apply only to off-air television program recording:

1. A school may video tape a broadcast program and retain it for a period not to exceed 45 calendar days. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
2. The videotape may be used once by individual teachers and may be repeated only once for instructional reinforcement during the first ten consecutive school days in the 45 day period.
3. Individual teachers must request that a specific program be recorded. General recording by the audiovisual department of all programs in anticipation of teacher requests is not permissible.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
5. After the first ten days, the off-air recording may be used up to the end of the 45 day retention period only for evaluation purposes (i.e. to determine whether or not to include the broadcast program in the teaching curriculum). It may not be used for student exhibition or any other non-evaluation purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

D. Permission to Use Copyrighted Materials

There are many uses that can be made of copyrighted materials beyond those provided under fair use, if permission is granted first. There may be a charge for such use or it may require no payment, provided ownership is recognized.

When seeking permission to use copyrighted materials, these guidelines should be followed:

1. The ownership of a work should be determined from the title page or the reverse of it. The librarian can serve as a resource in finding addresses of publishers/producers.
2. The letter of request should contain the following information:
 - a. Title, author/editor/producer and edition
 - b. Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material

- c. Number of copies to be made
- d. Use to be made of duplicated materials
- e. Form of distribution (classroom, newsletter, etc.)
- f. Whether or not the material is to be sold
- g. Type of reproduction (ditto, photocopy, slide, tape, etc.)

Other suggestions for letter of request:

- a. Include a blank at the end for the publisher/producer to fill in whether or not permission is granted, conditions, authorized signature and date.
- b. Make three copies - one to file and two to send to the publisher/producer. One of these will be returned with the publisher's/producer's decision indicated.
- c. Include a self-addressed, stamped return envelope.
- d. Refrain from asking for blanket permission - it cannot, in most cases, be granted.
- e. Send by registered mail when response is crucial, such as for publications that will be sold or printed for distribution.

E. Penalties for Infringement

Substantial penalties are provided for infringement of a copyright.

1. An injunction to stop the infringement is most likely to be the first action.
2. Payment of actual damages for financial loss suffered by the copyright owner may be required.
3. Statutory damages may be assessed when actual need is not proven.

An exception to the statutory damages is made in the case of teachers, provided the teacher believed and had reasonable grounds to believe that it was fair use. In this case, the teacher may be found guilty, but the damages do not have to be paid

Approved: 6/29/89

Appendix E- Students with Special Needs Policy

363.3

Assistive Technology Policy

The District endorses the provision of universally designed learning environments to meet students' needs in the least restrictive setting. The learning environment is designed to be usable by all students to the greatest extent possible without the need for adaptation or specialized design. For those students whose needs are not fully met using this approach, assistive technology services may be required. In accordance with legal requirements, assistive technology must be considered for all students with special educational needs by the student's individualized education program (IEP) team.

The IEP team will use the Assistive Technology Procedural Checklist found in the District Assistive Technology Procedure Handbook when considering assistive technology services to meet a student's needs.

Those students having special needs but not requiring a formal IEP according to the law will also be considered for assistive technology devices and/or services on a case-by-case basis consistent with legal requirement, District policies and procedures.

LEGAL REF.: Section 120.13(5) Wisconsin Statutes
 Section 120.44 Wisconsin Statutes
 PI 13 Wisconsin Administrative Code
 Individuals with Disabilities Education Act
 Assistive Technology Act of 1998
 Section 504 of the Rehabilitation Act
 Americans with Disabilities Act of 1990

Approved: 1/9/06

Approved: 4/28/08

Assistive Technology Procedural Checklist

Procedures to follow when considering the need for assistive technology

Student Name: _____ **Date:** _____

- _____ 1. Team meets to decide if an assistive technology referral needs to be made for child already receiving special education services
- OR
- Core team process is used to determine if child (not receiving special education) needs to be referred for an assistive technology evaluation
- _____ 2. Team initiates request for assistive technology support (using district form) to Special Services Director to initiate the assistive technology referral
- _____ 3. Special Services Director assigns an assistive technology specialist and building assistive technology representative
- _____ 4. Assistive technology specialist and building representative send support request response
- _____ 5. Initial referral conference (fill out ASNAT Student Information Guide using appropriate pages relying on referral information) leading to:
- A. Determination of need for an extended evaluation using SETT format
 - B. Implementation of alternative solutions
- _____ 6. Arrange follow-up meeting. Follow-up may include reconvening the IEP team

NOTES:

Appendix F Software Request Form

Software Request Form (v.2.1)

Please fill out the required items by clicking on the first gray box to enter your information and then press the "TAB" key to move among the boxes. When completed, save the document to your home directory and print it for your files. Send the document as an attached file with e-mail to the appropriate individual. Call 727-2999 with any questions or concerns.

MJSD Staff Member

Staff Member Requesting Software: Date of Request: 11/19/0811/19/08

Software Title Requested:

Publisher: Copies Requested: Total cost of adoption:

Will this software require training and staff development? **YES** **NO**

If YES, has the Staff Development Coordinator been consulted? **YES** **NO**

Location of software to be installed: Operating System:

Will this software be installed on all systems of that operating system? **YES** **NO**

Contact information for the Software Company:

Rationale:

Curriculum Coordinator

Approved Rejected Returned for modification or clarification

Funding Sources (list account numbers with sources):

Comments:

(Send to the Building Administrator upon approval)

Building Administrator

Approved Rejected Returned for modification or clarification

Funding Sources (list account numbers with sources):

Comments:

(Send to the Director of C & I and forward a copy to the Director of Technology upon approval)

Director of Curriculum and Instruction

Approved Rejected Returned for modification or clarification

Funding Sources (list account numbers with sources):

Comments:

(Send to Director of Technology and Director of Business Services upon approval)

Director of Special Services

Approved Rejected Returned for modification or clarification

Funding Sources (list account numbers with sources):

Comments:

(Send to Director of Technology and Director of Business Services upon approval)

Director of Business Services

Approved Rejected Returned for modification or clarification

Funding Sources (list account numbers with sources):

Comments:

Director of Technology

Approved

Installation session: **Christmas Break** **Spring Break Summer**
Other Scheduled installation date:

Rejected

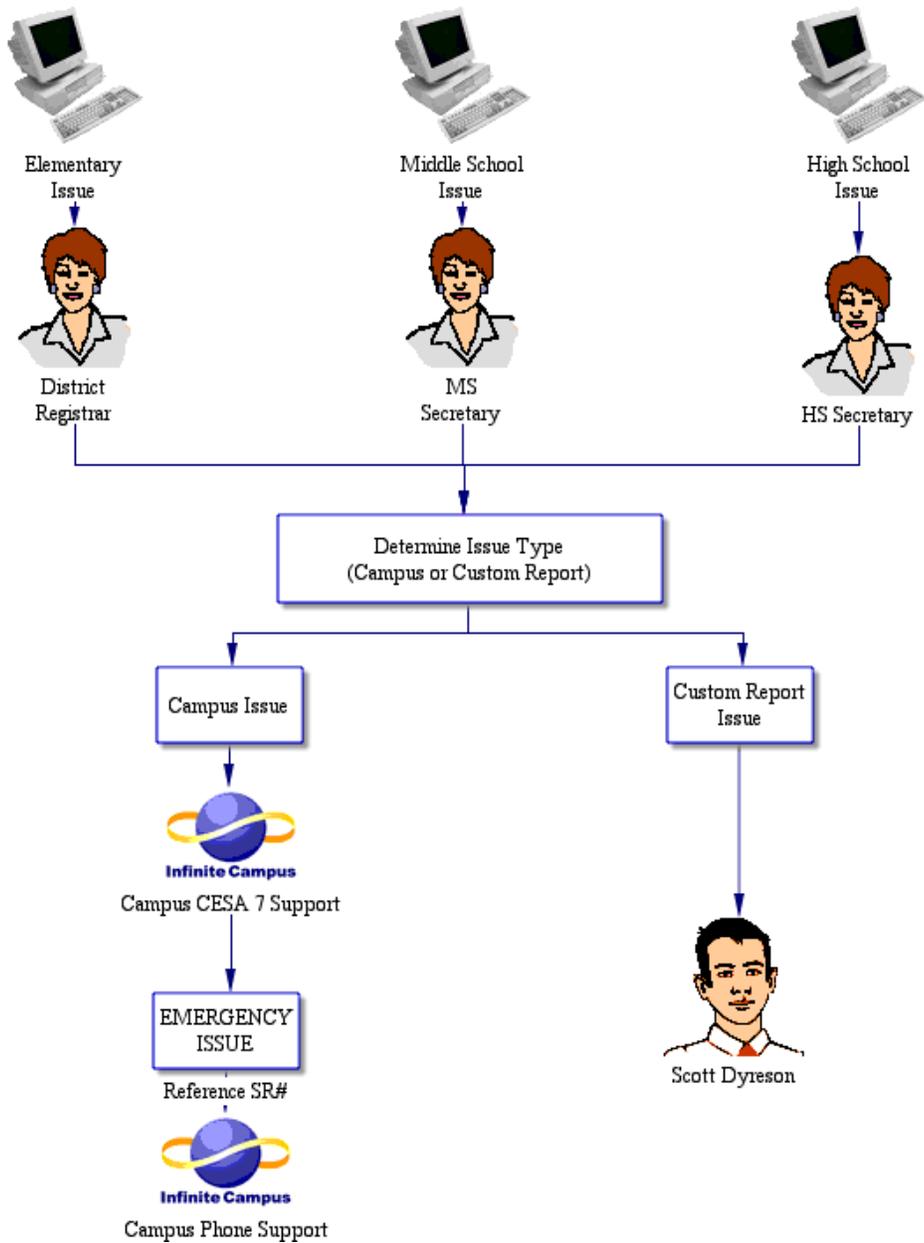
- Not compatible with district technology
- Fails to perform as requested
- Lack of available funding through the technology budget
- Unable to schedule installation due to staffing constraints
- Unable to support software due to staffing constraints
- Other:

Returned for modification or clarification

Comments:

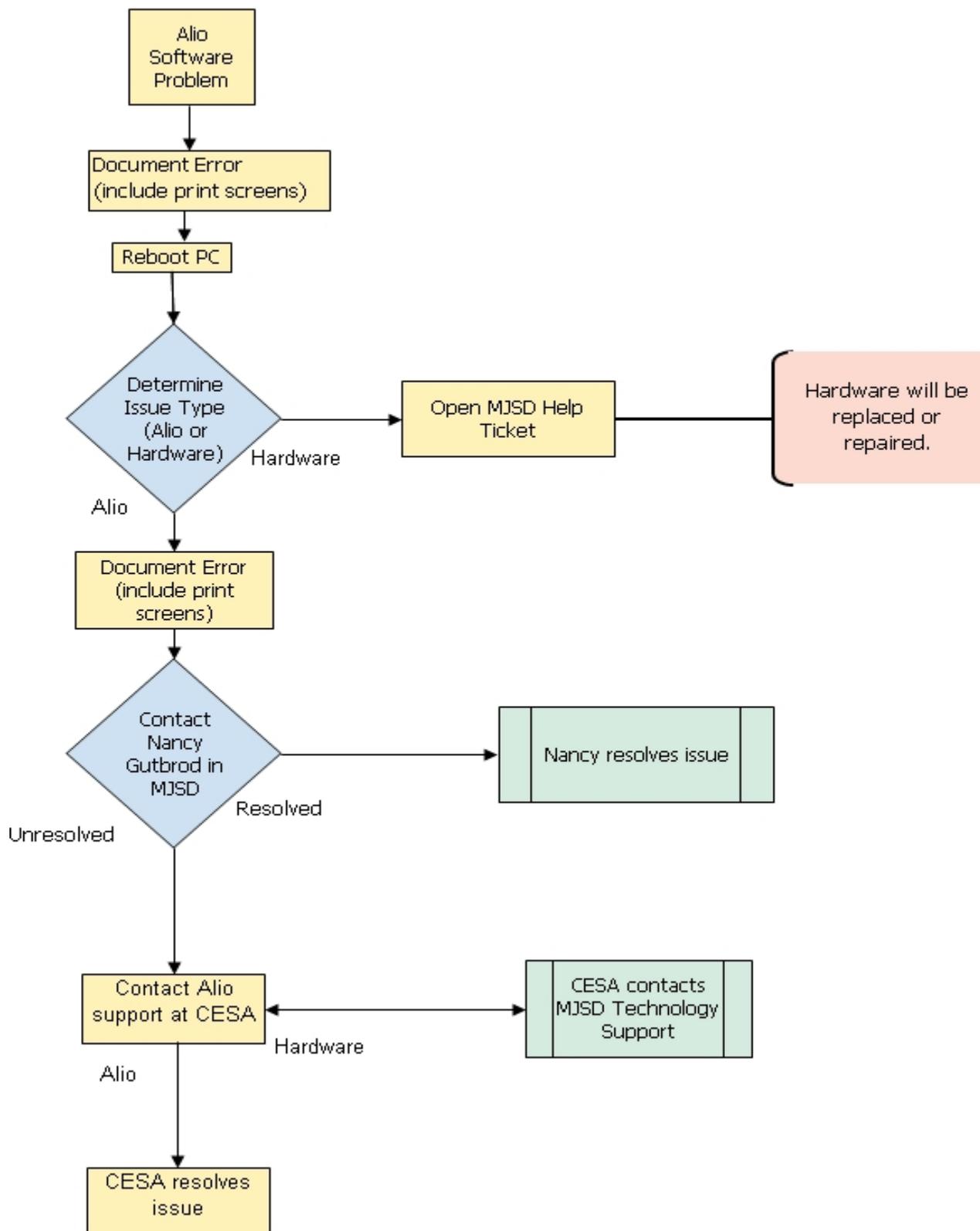
Appendix G- Infinite Campus Support Flowchart

Infinite Campus Support Flowchart



Appendix H Alio Support Flowcart

Alio Support Flowchart



Appendix I- Job Descriptions

POSITION: Director of Curriculum, Instruction, Assessment, and Technology

TERM: 12 month contract

REPORTS TO: Superintendent of Schools

QUALIFICATIONS:

1. General qualifications of a teacher in the State of Wisconsin.
2. Wisconsin license to teach at either the elementary or secondary levels.
3. Masters degree in Curriculum and Supervision and/or Instructional Technology
4. Graduate courses in curriculum, supervision, educational measurement, guidance, and adolescent psychology.
5. Applied knowledge of instructional technology and curriculum integration along with information systems management and network design
6. Demonstrated ability in technology planning and leading people towards the accomplishment of system goals
7. Excellent communication and organization skills and demonstrated ability to interact effectively with students, staff, administration, parents, and the community
8. In addition to the above qualifications, it is highly recommended that candidates for this position have or be working towards a Doctorate in educational administration or an administrator's specialist's degree.

DUTIES AND RESPONSIBILITIES:

CURRICULUM, INSTRUCTION, AND ASSESSMENT

1. Development, application, evaluation, and revision of curriculum.
2. Oversee ESEA Testing – No Child Left Behind/Wisconsin Knowledge and Concepts Examination.
3. Oversee development of a balanced assessment program, including federal, state, local, and classroom assessment.
4. Responsibility for the development and implementation of common assessments.
5. Oversee the creation of a systematic network of interventions at each school.
6. Make building administration and classroom teachers aware of the need to daily provide learning targets in each classroom.
7. Conduct the Teacher of the Year and Kohl Scholarship programs.
8. Oversee the Curriculum Council and work of the curriculum coordinators.

9. Market the Curriculum and Write-Track software.
10. Work with building administrators to build specialist schedules.
11. Set up and conduct the secondary principal's meetings.
12. Create and publish the District Digest and Menasha Matters.
13. Meet with and coordinate the Board's Curriculum Committee meetings.
14. Lead the buildings in the development and implementation of their building Action Assessment Plans.
15. Oversee the textbook/resource adoption cycle.
16. Work with buildings in the development of new courses.
17. Administer the summer school, CAPP, and Advanced Placement programs.
18. Serve as the district's representative to the Fox Cities Junior Achievement.
19. Serve as a member of the district's School-to-Work committee.
20. Other duties as assigned by the Superintendent.

TECHNOLOGY

1. Direct the technology services department and all its functions.
2. Organize and supervise technology planning and implementation which includes chairing the various District Technology Committees.
3. Build community understanding of the need for technology in schools.
4. Supervise the acquisition process for all district technology including the authoring of RFP's and formal proposal evaluation.
5. Supervise and evaluate the technology support personnel.
6. Consult with teachers/administrators to integrate educational technology into the curriculum.
7. Supervise the maintenance of all technology hardware and software.
8. Coordinate district customized software creation and the maintenance of relationships established as a result of this software.
9. Work with district software partners to prepare for district, state, and national presentations.
10. Oversee and coordinate all technology system installations.
11. Coordinate building access security systems and personnel identification.
12. Coordinate and work with all district information databases.

13. Coordinate all electronic reporting requirements for the district including WSLS, ISES, WKCE-CRT labeling, NCLB, and other future reporting needs.
14. Create and coordinate the use of a help desk and repair ticket system
15. Establish and maintain the district technology inventory.
16. Direct the technology planning efforts of the district towards the creation of an approved K-12 Technology Plan.
17. Provide technology policy development and recommendations to the superintendent.
18. Coordinate and assist in district web site development and planning at all levels.
19. Provide technology project implementation management at all levels of district operations.
20. Provide expertise and guidance for district staff development initiatives.
21. Provide expertise on data warehousing, retrieval, and analysis for district information needs.
22. Evaluate and approve SIS (student information software), administrative, and course software.
23. Provide research and development opportunities for new pedagogical technologies.
24. Coordinate software license management and software license audits.
25. Assist with assistive technology coordination working with the Director of Special Services.
26. Assist teachers in testing and evaluating new technologies in the classroom setting.
27. Assist staff with modifications to existing teaching techniques.
28. Advise on matters relating to the School Library Media Centers and distance learning facilities.
29. Explore federal and state as well as alternative funding options for technology.
30. Other duties as assigned by the Superintendent.

POSITION:	Systems Engineer	TERM: 12 month contract
REPORTS TO:	District Technology Director	

QUALIFICATIONS:

- Minimum of a two-year associate degree in computer technology or the equivalent.
- MCSE strongly preferred.
- Experience in computer hardware and software support.
- Experience in designing, installing and troubleshooting LAN and WAN networks for Windows and Macintosh systems.
- Experience in Microsoft Active Directory and VMWare network administration preferred.
- Experience in software installation and troubleshooting for Windows and Macintosh based computer systems.
- Experience with configuring switches, routers, and firewalls
- Experience in audio-visual and telecommunications service and support.
- Knowledge of computer hardware and software applications in instructional and administrative environment.
- Ability to interact tactfully and effectively with all persons encountered on the job.
- Ability to move and/or lift furniture, supplies and all other items encountered on the job.
- Valid Wisconsin drivers license.
- Available to work overtime when appropriate.
- Available to work alternative schedules when necessary.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

DUTIES AND RESPONSIBILITIES:

- Inspect, identify, install, and manage computer equipment, peripherals, and LAN / WAN hardware Configure peripherals and software used with them
- Provide project management for all district technology projects
- Prepare a written Disaster Recovery Plan site specific to all facilities within the district
- Prepare a Computerized Maintenance System to be used with all equipment
- Assist in the development of Standard Operating Procedures for all technology facilities

- Troubleshoot all hardware and software problems
- Install and manage system, network, administrative and instructional software on computers and servers
- Maintain an inventory of district-owned and/or licensed computer software
- Implement effective utilization of computer-based administrative and instructional programs
- Repair/replace disk drives, memory chips, cards, and cables on site
- Ensure network hardware/software compatibility and maintain network security and backups
- Assist in training and provide technical support for all staff
- Assist in training the MJSJ Computer Network technician(s)
- Assist in the creation of instruction booklets for the effective use of networking equipment, computer equipment, and software
- Assist in the maintenance of the district's Library Automation, Student Information, and Financial/Accounting systems.
- Stay current in knowledge of state of the art technologies and equipment through training
- Perform other duties as directed by the District Curriculum and Technology Director
- Participate in team processes for continuous improvement
- Perform other responsibilities as assigned

POSITION:	Internet Database Programmer	TERM:	12 month contract
REPORTS TO:	System Engineer		

QUALIFICATIONS:

1. Minimum of a two-year associate degree in computer technology or the equivalent.
2. Ability to interact tactfully and effectively with all persons encountered on the job.
3. Experience in HTML, JavaScript, VBScript, and ASP.NET as well as ASP Application Development.
4. Experience in using Macromedia tools to manager/update websites, manage users and FTP access, create and modify graphics, and understand web development rules and guidelines.
5. Experience in using Adobe Acrobat to create PDF documents and web enabled forms.
6. Experience in MS Access to create and work with linked tables to import and export information as well as create and work with queries, forms, reports, and macros.
7. Ability to understand and create relationships in complex databases
8. Experience in SQL Server to create and work with queries, stored procedures, databases, tables, relationships, and importing/exporting data.
9. Experience in SQL-Query Language to create select, insert, delete, and update queries.
10. Experience in computer hardware and software support.
11. Experience in designing, installing and troubleshooting LAN and WAN networks for Windows and Macintosh systems.

12. Experience in software installation and troubleshooting for Windows and Macintosh based computer systems.
13. Experience in Novell and Microsoft network administration preferred.
14. Knowledge of computer hardware and software applications in instructional and administrative environment preferred.
15. Ability to move and/or lift computers, furniture, supplies and all other items encountered on the job.
16. Valid Wisconsin drivers license.
17. Available to work alternative schedules when necessary.
18. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

DUTIES AND RESPONSIBILITIES:

- Manage district website and provide programming support for HTML, JavaScript, VBScript, and ASP.NET services.
- Assist users creation of web pages using Macromedia tools such as Dreamweaver and Contribute.
- Work with users to coordinate data entry into district databases as well as assist in exporting and reporting out information.
- Work with district SQL servers to create select, insert, delete, and update queries to facilitate district information needs.
- Implement and support effective utilization of computer-based administrative and instructional programs including a web-based help desk system.
- Maintain an inventory database of district-owned and/or licensed computer software.
- Inspect, identify, install and manage computer equipment, LAN and WAN hardware, peripherals and software.
- Assist in the creation of web-based instructional materials for the effective use of computer equipment and software.
- Troubleshoot hardware and software problems.
- Ensure network hardware/software compatibility.
- Assist in training and provide technical support for staff.
- Assist in the maintenance of the district’s Library Automation, Student Information, Curriculum Management, and Financial/Accounting systems.
- Stay current in knowledge about state of the art technologies and equipment.
- Perform other duties as directed by the District Technology Coordinator.

POSITION:	Computer Network Technician	TERM: 12 month contract
REPORTS TO:	System Engineer	

QUALIFICATIONS:

1. Minimum of a two-year associate degree in computer technology or the equivalent.
2. Experience in computer hardware and software support.
3. Experience in designing, installing and troubleshooting LAN and WAN networks for Windows and Macintosh systems.
4. Experience in Novell, Microsoft NT or AppleShare network administration preferred.
5. Experience in software installation and troubleshooting for Windows and Macintosh based computer systems.
6. Experience with TCP/IP, hubs, routers, switches and firewalls.
7. Experience in audio-visual and telecommunications service and support preferred.

8. Knowledge of computer hardware and software applications in instructional and administrative environment preferred.
9. Ability to interact tactfully and effectively with all persons encountered on the job.
10. Ability to move and/or lift furniture, supplies and all other items encountered on the job.
11. Valid Wisconsin drivers license.
12. Available to work overtime when appropriate.
13. Available to work alternative schedules when necessary.
14. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

DUTIES AND RESPONSIBILITIES:

- Install hardware and peripherals
- Inspect, identify, install and manage computer equipment, LAN and WAN hardware and software
- Configure peripherals and software used with them
- Troubleshoot hardware and software problems
- Perform routine maintenance and cleaning equipment
- Install and manage system, network, administrative and instructional software on computers and servers
- Maintain an inventory of district-owned and/or licensed computer software
- Implement effective utilization of computer-based administrative and instructional programs
- Repair/replace disk drives, memory chips, cards, and cables on site
- Ensure network hardware/software compatibility
- Maintain network security and backups
- Assist in training and provide technical support for staff
- Assist in the creation of instruction booklets for the effective use of computer equipment and software
- Assist in the maintenance of the district’s Library Automation, Student Information, and Financial/Accounting systems.
- Stay current in knowledge of state of the art technologies and equipment
- Perform other duties as directed by the District Technology Coordinator
- Participate in team processes for continuous improvement
- Perform other responsibilities as assigned

POSITION: Database Manager REPORTS TO: Systems Engineer	TERM: 12 month full time	<u>QUALI FICATI ONS:</u>
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- Ability to interact tactfully and effectively with all persons encountered on the job
- Ability to use Adobe Acrobat to create pdf documents and web-enable forms
- Experience in using MS Excel to gather, sort and create professional looking displays, graphs and charts
- Ability to understand and create relationships in complex databases
- Experience in managing a student information system (Infinite Campus preferred)
- Ability to create requested reports generated out of student information system using an ad hoc reporting tool
- Knowledge of computer hardware and software applications in instructional and administrative environment
- Willingness to travel to stay current with state reporting and student information software
- Such alternatives to the above qualifications as the Systems Engineer may find appropriate and acceptable

- Three (3) years of demonstrated experience in working with student management software systems
- Three (3) years of demonstrated experience in Wisconsin State reporting
- Associates Degree minimum or equivalent

RESPONSIBILITIES:

- Monitor the Technology Help Desk database.
- Assign higher level Help Desk problems to appropriate technology staff.
- Monitor District Hardware Database.
- Monitor District Software Database.
- Prepare equipment for checkout. Check equipment in and out. Maintain log of all equipment.
- Create and test all new user accounts for Active Directory, email and student information.
- Update and delete staff and student accounts as necessary.
- Resolve user login issues and directory mapping issues.
- Oversee the process of central enrollment into the district.
- Oversee registration activities in August for all schools. Responsible for setup, confirmation, and communication of registration days for all schools to appropriate individuals and groups. Responsible for organizing building secretaries for district central registration.
- Oversee enrollment and management of all students who come to and leave the district.
- Manage district connection to state WSLs and ISES systems. The primary point of contact for questions on these systems as well as requesting and releasing student numbers to other districts on a regular basis. Student Information System administrator.
- Monitor the SIS database for errors and inaccuracies. Troubleshoot the process to ensure data integrity.
- Train staff on appropriate aspects of student information system including data entry, reporting, new features, and general use.
- Manually roll up preschool students to the appropriate school for the upcoming year.
- Standardize and update district enrollment forms to accommodate state and federal requirements.
- Coordinate and assist with all state reporting that interfaces with the district student information system.
- Interface with SIS staff to resolve issues with software and data systems.
- Create custom data elements including tabs and fields in student information system to store additional information.
- Point of contact for new report requests.
- Set up school calendar structures for new school year and roll students into those new calendars.
- Enter attendance areas into each school and post into SIS to determine which school students should attend.
- Assisting building secretaries in course schedule setup.
- Coordination and migration of existing district processes into more efficient processes using the student information system.
- Manage user account creation and security groups in SIS, to maintain state and federal compliance.
- Assist with district homeless requirements as appropriate using the district SIS
- Manage district free and reduced program, insure compliance to meet federal standards (includes Direct Certification and Food Service Verification).

Step 1: Read the manuals and online files that come with your hardware/software

Many problems can be resolved if users take a little time to access the manuals, read me files, or online help. The online help provided with most applications can answer questions very quickly. This online help is often accessed by using the F1 key. In addition the district has created an online staff development page that is linked with the atomic learning website. This page can be found at <http://www.mjsd.k12.wi.us/district/resources/technology/onlinestaffdev.html>.

Step 2: Consult another staff member

Consulting another staff member is another quick way to take care of a minor issue. While we do not want to pull our staff away from their classrooms, it is important that staff continue to learn from each other. In all buildings, tech coaches can assist you when they are not teaching their classes.

Step 3: Generate a help ticket using the district's online help system

If you are still unable to solve your problem then you should access the district online help desk system and submit a repair ticket. The system is designed to require information which will help the appropriate staff resolve your problem as quickly as possible. The ticket you submit will be automatically sent to your building media specialist.

Step 4: Media specialists reviews help ticket and provides immediate support if possible

The building media specialist will review your ticket and provide support if possible. If they are unable to resolve your issue they will forward your ticket to the Technology Services Department.

Step 5: Technology Services resolves the problem

Once Technology Services receives the ticket, they will correct the problem as quickly as possible. Please note that problems will be prioritized to ensure that the most mission critical needs are met first using the Technology Services Repair Ticket Priority List (see below).

Appendix J Technology Services Repair Ticket Priority List

Priority One

Items that are time sensitive and administrative in nature

Examples

- Payroll issues
- 3rd Friday counts or other state requirements
- Online grading and grade reporting

Items that affect multiple users and can be fixed globally

Examples

- Server access issues
- E-mail or Internet/Intranet is down for all users

Priority Two

Items that affect multiple users and can NOT be fixed globally

Examples

- Switch at a particular school goes down
- A single printer or LCD projector fails

Items that affect a class of students receiving instruction

Examples

- AutoCAD, Visual Basic, or Business classes not functioning
- Elementary school lab down during instructional time

Priority Three

Items that affect new users in the district

Examples

- New staff users are not in the system
- New student users are not in the system

Items that affect single users (primary applications)

Examples

- User cannot use MSWord, Excel, PowerPoint, etc.
- User has corrupted file

Priority Four

Items that affect single users (secondary applications)

Examples

- User can not synchronize their Palm PDA
- User has difficulty with screen saver

Items that affect single users (non-application related)

Examples

- Forgotten password or lost a folder in GroupWise
- Application function question

New project or those projects placed on the “delayed project list”

Appendix K Library Media Collection Statistics

Analysis Overview

Clovis Grove Elementary School

Collection Information

Date of Analysis:	March 28, 2011 1:22:50 PM CST
Data Integrity:	Excellent: 98.81% valid call numbers
# of Holdings:	17,396
# of Holdings w/ Valid Call Numbers:	17,189
Enrollment:	499
Books Per Student:	34.86
Average Pub Yr:	1997

Library Information

Clovis Grove Elementary School
974 Ninth Street
Menasha, WI 54952

Contact Information

Name:	J Peterson/P White
Phone:	920.967.1966 ex 2110
Email:	petersonj@mjsd.k12.wi.us

Analysis Overview

M. J. Gegan Elementary School

Collection Information

Date of Analysis:	March 28, 2011 1:23:46 PM CST
Data Integrity:	Excellent: 99.75% valid call numbers
# of Holdings:	18,253
# of Holdings w/ Valid Call Numbers:	18,208
Enrollment:	623
Books Per Student:	29.3
Average Pub Yr:	1993

Library Information

M. J. Gegan Elementary School
675 Airport Road
Menasha, WI 54952

Contact Information

Name:	Patrick White
Phone:	920.967.1366
Email:	whitep@mjsd.k12.wi.us

Analysis Overview

Jefferson Elementary School

Collection Information

Date of Analysis:	March 28, 2011 1:21:09 PM CST
Data Integrity:	Excellent: 99.78% valid call numbers
# of Holdings:	9,974
# of Holdings w/ Valid Call Numbers:	9,952
Enrollment:	205
Books Per Student:	48.65
Average Pub Yr:	1995

Library Information

Jefferson Elementary School
105 Ice Street
Menasha, WI 54952

Contact Information

Name:	Patrick White
Phone:	920.967.1666
Email:	whitep@mjsd.k12.wi.us

Analysis Overview

Maplewood Middle School

Collection Information

Date of Analysis:	March 28, 2011 1:24:51 PM CST
Data Integrity:	Excellent: 99.76% valid call numbers
# of Holdings:	19,072
# of Holdings w/ Valid Call Numbers:	19,027
Enrollment:	0
Books Per Student:	
Average Pub Yr:	1999

Library Information

Maplewood Middle School
1600 Midway Road
Menasha, WI 54952

Contact Information

Name:	Nancy Theiler
Phone:	920.967.1620 ex 1365
Email:	theilern@mjsd.k12.wi.us

Analysis Overview

Nicolet Elementary School

Collection Information

Date of Analysis:	March 28, 2011 1:20:24 PM CST
Data Integrity:	Excellent: 99.23% valid call numbers
# of Holdings:	8,618
# of Holdings w/ Valid Call Numbers:	8,552
Enrollment:	171
Books Per Student:	50.4
Average Pub Yr:	1995

Library Information

Nicolet Elementary School
449 Ahnaip Street
Menasha, WI 54952

Contact Information

Name:	Nancy Theiler
Phone:	920.967.1720 ex 2059
Email:	theilern@mjsd.k12.wi.us