

Board Approved District Policies Section

1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?

Yes.

2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes, see policies 6080 & 8040

3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?

Yes, the technology coordinator maintains this inventory manually and through mobile device management software.

4. Has your district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars access to obscene, pornographic, and other inappropriate materials as mandated by the Children’s Internet Protection Act, in order to qualify for federal grant programs?

Yes.

5. Does your district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes.

6. Does your district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes.

7. Question 7 has now been deleted from the questionnaire.

8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools’ staff-such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?

The technology coordinator will survey office personnel about technology/software training needs. The technology coordinator-and the TIE team will provide one-on-one training and workshops throughout the year. In addition, technology workshops provided by the service center or outside agencies (such as Apple) will be accessible to staff as needed. It is usual for software vendors who upgrade our student information system and our financial software package to provide the necessary inservice to those employees who use the software.

Committee Membership

Lorrie Self Technology/Parent/Community Member
Rosa Cox Technology/Community Member
Aaron Linville Technology Coordinator
Maria Starkel Elementary/Community Member

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Andrew Tovar	Secondary Teacher
Angie Greene	Elementary Teacher / Parent
Dexter Carpenter	Administrator / Elementary
Tammy Hubbart	Elementary Teacher
Lori Kohls	K-12 media specialist /Community Member
Brett Mohr	Administrator/ Jr/Sr High School / Parent
Orville Brown	Administrator / Jr/Sr High School
Joel Lovesee	Administrator/Community Member

Note: Committee members represent grade levels or major curricular areas and are both parents and local community members. Selection of an individual is usually indicative of a willingness to promote technology education and/or a demonstration of involvement in classroom technology.

Technology Needs Assessment

Technology acquisition needs within the district are assessed by two major methods. The first involves utilizing input from staff members who are encouraged to submit requests for software, hardware and special projects to the technology coordinator or administration. These requests are evaluated, funding sources are explored, feasibility is considered, and student impact issues are discussed. This method has worked well—as teachers who take the initiative to submit requests are usually motivated and more likely to insure the success of a project in which they have ownership. Many times projects are requested by groups who elect a lead teacher, willing to work directly with the technology coordinator to define the necessary hardware and software for the project. This procedure allows teachers to have direct input on the project parameters and takes advantage of instructors’ expertise in their respective areas. Grant proposals are sometime made for hardware and software that will improve the teacher’s ability to model the use of more advanced technologies. Students also will then have some opportunities to utilize those same technologies. The second method of technology acquisition in our district that usually involves larger purchases includes discussions between the technology coordinator and the administration and the school board. In this method, the technology usually involves building or district-wide impact. Examples include enhancements to the district-wide network, implementation of a 1 to 1 iPad project, or implementation of a major new technology. In these cases, expertise and funding are critical issues, and instructor input may be but a single component of the larger project.

District Mission Statement

“Bluestem USD 205’s mission is to cultivate a challenging environment of learning, inspiring students to serve for the benefit of the community and the school.”

Technology Vision Statement

The technology vision of Bluestem USD #205 is to graduate students who are proficient and ethical in their application of technologies to 21st Century skills and problems.

Alignment to Vision

USD 205 is committed to the infusion of technology into education, thereby assisting teachers in facilitating the educational process and students in becoming lifelong learners. We believe that those who continue to learn become more productive citizens, better employers and employees, and they may enhance the quality of their lives. Instructional technology use begins in the elementary grades, with a concentrated effort to integrate technology into the curriculum. Technology resources are used to enhance classroom activities, by serving as tools for writing, reading, problem solving, decision-making, and creative expression. This plan’s purpose is to organize, define, and focus efforts to develop our technology education program thereby leading the District into the future.

Goals and Objectives

GOAL 1: Students and staff will demonstrate integration of basic technology into effective teaching / learning activities.

OBJECTIVES:

- Assign work that requires use of appropriate technology hardware and software in the classroom.
- Encourage creative applications of technology to teaching / learning systems.

GOAL 2: Students and staff will have access to current technology.

OBJECTIVES:

- Provide current hardware and software to students and staff.
- Provide students and staff access to reliable, responsive Internet resources.
- Provide students staff hardware and software application to enable them to effectively participate in all required assessments which allows teachers, parents, and administrators to monitor and report student performance.

GOAL 3: Students and staff will be provided with technical training and support that support the refreshed NETS Standards (see addendums).

OBJECTIVES:

- Provide staff development to allow effective use of the Internet for instruction, preparation, and research.
- Provide staff with-management software and training to allow monitoring of student progress.
- Provide students & staff with training to enable creative and innovative technology use and curriculum integration.

GOAL 4: Develop the Media Centers as an instructional resource for the District.

OBJECTIVES:

- Promote media center use while continuing to upgrade media center technology and accessing cloud-based media center resources.
- Establish a unified program of available services between all media centers in the District and across the world-wide-web.
- Maintain an inventory of current versions of software, training, and resource materials.

GOAL 5: Build a “blended learning” infrastructure for the school district.

OBJECTIVES:

- Research effective blended learning systems around the country.
- Research and implement an online learning management system that includes supporting collaboration and communication tools.
- Seek collaborative efforts with other districts to provide interactive distance learning options for district staff and students.

Technology Use Assessment

The technology committee will monitor the effective use of technology throughout the district. Use of the technology in the district is under constant review by the technology committee and the administration. Surveys given to the staff, students, and community will help in the assessment. Daily interaction and automated classroom walk-through data-collection with students and staff are the primary methods of gathering necessary information to determine technology use throughout the district.

Curriculum Integration & Enhancement

Bluestem staff will use available technologies to implement the NETS and ITEA standards in developmentally appropriate lessons and activities across the curriculum. (see addendums)

Curriculum Integration Assessment

As part of its technology program, USD 205 links technology with existing programs at various grade levels. Existing programs that have been infused with a level of technology include Accelerated Reader and a companion program S.T.A.R. (Standardized Test for Assessment of Reading), which is used to evaluate student reading levels. The scores obtained with S.T.A.R. are used for student placement in various reading programs. USD 205 has had an ongoing commitment to technological integration in both curriculum and management areas of education since 1982. The Bluestem School District has been and continues to be an innovator in the utilization of educational technologies, most recently evidenced by the implementation of a 1 to 1, K-12 iPad deployment in the fall of 2012. Most teachers have embraced and readily accepted numerous forms of educational technologies, including computers, tablets and appropriate peripherals, audio/video equipment, and a variety of other educational technologies including presentation equipment and feedback/assessment tools such as Apple TV and interactive tablet applications. USD 205 has participated in the National School Boards Association's Technology Leadership Network (TLN) and attended the Technology and Learning Conference (T+L Conference), iNACOL conference, Podstock conference and ISTE conferences. The Bluestem community takes pride in and supports technology in its schools. As part of technology integration into the curriculum, students use various technologies that have been integrated into the curriculum to augment the learning process:

- Every student, K-12, has access to an iPad tablet. 7-12 students have this access 24/7 during the school year.
- Students use the Media Center web page to access Internet-based research tools on subscription services.
- Students take S.T.A.R., Reading, and STAR Math assessments using district-wide server-based testing. Kansas State Assessments are taken on computers.
- Students perform Internet-based research in many classes.
- Students in multimedia produce video presentations using various computer applications.
- Students in writing classes use word processors to compose, edit, print and present writings. Blogs are utilized as student/teacher communication systems.
- Students in courses use word processors & spreadsheets and numerous tablet apps to prepare assignments.

In a continuing effort to develop technology skills, teachers participate in training in-services held during the school year and are encouraged to attend specific application training sessions held at regional service centers. Staff development is essential for the success of any program, and technology is no exception. While some of the faculty members at USD 205 are adept at utilizing computers and technology, a number have been more reluctant to embrace educational technology. As researchers say, "Our overall experience suggests that lasting, significant change—in teachers' beliefs about their role, in instructional practices, and in student outcomes—will not occur simply by giving teachers the latest technological tools" (Sandholtz, J.H, and Ringstaff, C. "Student Engagement Revisited: Views from Technology-Rich Classrooms," ACOT Report # 21). Staff development occurs not only at district-sponsored inservice but also in several fashions:

- Staff are encouraged to attend technology-related conferences such as M.A.C.E and Podstock.

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- Staff members attend technology training held at regional service centers.
- Significant Apple iOS training was provided in 2012-13.

Plans call for a more detailed assessment to incorporate strategies now being developed as a part of the school-wide improvement plan. These strategies include the use of Accelerated Reader, S.T.A.R., writing assessments, and advanced calculator use.

Data:

- Kansas Assessment
- D.I.E.B.E.L.S.
- School Improvement Plan
- School Report Card
- Standardized Tests (A.C.T.)
- AR Reading Comprehension
- Vocational (CaTE) reports
- Classroom Walkthrough Data Collection

Criteria:

- Measure of success will be by increased use of, and proficiency with technology, enhanced technology skills, a positive attitude toward technology, and overall student achievement.

Professional Development - Teachers and Administrators

Staff development in the area of technology is a priority need in the District. To maximize the benefit of technology in the teaching/learning process, teacher needs include training to:

- Provide staff development to allow teachers effective Internet use to enhance the teaching and learning process.
- Assist teachers in utilizing the Internet for instruction, instructional preparation, and research.
- Utilize management software and training for teachers to monitor student progress.
- Provide training to integrate technology into the curriculum while continually assessing additional needs.
- Understand the uses of application software.
- Learn to manage student computer use while conducting other class activities.
- Integrate a multimedia approach to the teaching process.
- Become aware of security, safety and ethical issues regarding technology use.
- Perform minor maintenance on classroom technology equipment.
- Know where and when to go for help.

Current Status: While all USD 205 staff have adequate equipment to begin the process of incorporating technology into their curriculum, there has sometimes been a reluctance to do so partly because of the need for technology-based training. It is felt that staff development must be mandatory and take place in a manner that will impact all staff over an extended period of time. Research indicates that a good staff development program allows the incorporation of technology into the curriculum that would normally occur in five years to occur in approximately eighteen months. Next, providing teachers with computer skills allows them to become familiar with technology using a hands-on approach. Finally, providing instructors with current technology allows use of newer web-based software and resources associated with textbooks, thereby providing another avenue for promoting the incorporation of technology into the curriculum. Accessibility, combined with appropriate training, will help insure the successful integration of technology into classrooms and provide instructors with electronic mail communication, student information systems including grade keeping and reporting, parent access to student grades, and lesson development resources such as those found on KERCC.

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Plans: To accomplish the planned training goals, a three-year program involving approximately four half-days of formal training each year would be required, with adjustments to the training time being made as needed. By the end of three years, all teachers should be trained. Follow-up training will also be scheduled as needed for specific application training as well as special sessions for new staff. Training would be provided by a variety of sources, including professional trainers, District staff, software/hardware vendors, and the local Education Service Centers. The content areas deemed most beneficial to staff include the following: (1) beginning iOS and OS X, (2) word processing basics, (3) database basics, (4) spreadsheet basics, (5) basic computer maintenance, (6) using a computer network, (7) electronic grading and reporting through the district student information system, (8) desktop presentation, (9) multimedia projects, (10) e-mail services, (11) technology and curriculum integration, (12) accessing the Internet, (13) ethical considerations when using technology, and (14) Web 2.0 technologies. Prior to implementation of any training in the first year, the staff will be surveyed to determine their preferences in planning the session content as well as dividing into small groups for a more individualized approach. Second-year courses will be determined by surveying the staff after completion of the first year's training. The logistics of offering training to all staff members simultaneously exceed District capabilities; therefore, 3-4 sessions of the above 14 topics would be offered concurrently in a breakout manner and repeated to allow staff to attend all sessions. Finally, two other areas necessary to improve staff development plans include: (1) a greater emphasis on acquiring skills from other sources, including college/university classes, the local Education Service Center, and self-study; and (2) evident administrative support for teachers who incorporate technology use into their curriculum areas, use technology to improve their delivery method, and/or implement other technologies in the classroom. A portion of teacher evaluation will be tied in with the effective use of technology in the curriculum. Also, as the district endorses new or different technologies, teachers may need professional development opportunities to effectively incorporate this into the curriculum.

Professional Development - Assessment

Professional development is evaluated using a variety of methods. First, when staff are provided with technology training, students should experience increased achievement—which becomes evident on standardized achievement tests and other student evaluation tools. Since achievement test scores are used in the District's School Improvement Plan, the results will be available on that document. Finally, use of the following tools will establish assessment baseline data:

Assessment:

- Surveys
- Observation
- Kansas Assessment

Criteria:

- Increased use of technology in the classroom
- Increased student technology skills
- Increased use of Internet resources for curricular enhancement and/or pedagogy.

School Statistics

Unified School District 205 is a rural school located in south central Kansas whose enrollment is approximately 525 students. Bluestem Jr/Sr High School is a fully accredited school incorporating grades 7-12 and has approximately 250 students. Bluestem Elementary School includes grades K-6 and has approximately 275 students.

Bluestem Contacts

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