CANYON-OWYHEE SCHOOL SERVICE AGENCY

109 Penny Lane

Wilder, ID 83676

Phone (208) 482-6074

Fax (208) 482-7904

COSSA

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Information Technology Plan

(Effective December 17, 2018)

*Canyon-Owyhee School Service Agency (COSSA) is a public school cooperative serving the special education, gifted/talented, Career-technical, and alternative education needs of students from Homedale, Marsing, Notus, Parma, and Wilder School Districts.*

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**COSSA INFORMATION TECHNOLOGY PLAN**

Created 2018-2019 School Year

1. Technology Action Plans. COSSA has Technology Action Plans in the areas of infrastructure, hardware, software, and hand-held communications. The following tables detail the actions necessary in each area.

**Infrastructure**

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| **Goals**: 1. Upgrade Internet broadband service to CRTEC to a minimum of 350 Mbps 2. Extend IT services to remote locations such as the COSSA Day Care. 3. Replace ENA Wi-Fi equipment in CRTEC with newer equipment that provides better coverage within the building. **Objectives**: 1. Create an alternative to Frontier Communications for delivery of land-line Internet service to CRTEC by installing a new landline funded under the SDE’s Broadband Expansion Initiative. 2. Expand Wi-Fi to COSSA Day Care building and Residential Construction modular classroom |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Tek-Hut install a microwave antenna for temporary delivery of Internet to CRTEC2. Shift Internet from Frontier Communications to new landline installed by Tek-Hut3. Tek-Hut install upgraded Wi-Fi in CRTEC | 1. Tek-Hut2. COSSA3. Tek-Hut | 1. Summer, 20182. Fall, 20183. Fall, 2018 | 1.Tek-Hut provided microwave antenna2. SDE Broadband Initiative funds, Tek-Hut installation3. Existing (inadequate) Wi-Fi in CRTEC |

**Hardware**

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| **Goal**: 1. Robust, redundant, Internet and server system in CRTEC2. Adequate hardware (computers, printers, scanners, etc) for Special Education/Gifted and Talented COSSA employees**Objectives**: 1. All critical systems have UPS and backup power, including servers, routers, and switches2. All susceptible electronics (computers, filters, telecommunications, Wi-Fi, routers, Internet switches) are surge protected3. All critical data (Admin server, student-teacher server) is automatically backed up and safeguarded 4. All computer hardware is obsolesced and rotated out at appropriate intervals (CRTEC)5. Replacement of obsolete computers, printers, etc, at consortium district buildings is coordinated with those district’s IT personnel  |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Verify adequate UPS for servers, filters, routers, telephones, alarms, etc2. Verify adequate surge protection for all telecommunication equipment, Wi-Fi devices, computers, routers, and Internet switches3. Create a remote-site data safeguard system for all server data4. Create a hardware obsolescence plan for all computers, including those at consortium districts that COSSA owns | 1. IT Coordinator2. Tek-Hut3. IT Coordinator and Business Manager4. IT Coordinator and Director  | 1. Fall, 20182. Fall, 20183. Fall, 20184. Fall, 2018 | 1. Most equipment in the telecommunications room already have UPS2. Most electronic equipment already has surge protection – but not all3. Rudimentary remote-site data back-up in place4. Most computers are already well past normal obsolescence date |

**Software**

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| **Goal**: All COSSA employees have all software programs necessary to do their jobs**Objectives**: 1. All necessary software programs are installed where needed – software inventory in all program areas complete and fully supported 2. As part of software inventory, ensure that no unnecessary or malicious software is installed on any CRTEC computer or network3. A “filter” program is installed and operational to ensure students are not on inappropriate sites in CRTEC4. A student computer monitoring program installed and operational in CRTEC  |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Inventory existing hardware and software so that IT Coordinator knows what we really have2. Based on software inventory create a catalog of all software and when it must be upgraded3. Unload any unnecessary software from any COSSA computers | 1. IT Coordinator2. IT Coordinator3. IT Coordinator | 1. February, 20142. May, 20143. May, 2014 | 1. Students performing projects, maintenance personnel, DOL paid personnel2. Students performing projects, maintenance personnel, DOL paid personnel3. Students performing projects, maintenance personnel, DOL paid personnel  |

**Hand-held Communication**

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| **Goal**: CRTEC has a functioning, redundant, and robust hand-held communication system **Objectives**: 1. Purchase and install as many walkie-talkies as necessary to cover CRTEC2. Deploy walkie-talkies to strategic locations throughout CRTEC3. Conduct training for emergency response staff on use of walkie-talkies  |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Purchase 10 walkie-talkies and chargers2. Deploy walkie-talkies with chargers to all emergency response personnel – in their offices3. Conduct training for emergency response personnel in use of walkie-talkies | 1. Maintenance Department2. Maintenance Department3. Maintenance Department | 1. Fall, 20132. Fall, 20133. December, 2013 | 1. Some walkie-talkies already exist2. One charger exists3. December 20th is a scheduled training day |

2. Technology Professional Development. COSSA has Professional Development (PD) planned to support technology in the areas of infrastructure, hardware, software, and hand-held communications. The following tables detail the actions necessary in each area.

**Infrastructure**

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| **Goal**: CRTEC critical systems (servers, filters, switches) have more than one person trained to operate them; procedures are available to help in their operation **Objectives**: 1. IT Coordinator has a trained back-up for all critical IT equipment2. Standard Operating Procedures (SOPs) are written for all critical IT equipment  |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Identity back-up personnel for all IT Coordinator operated equipment 2. Train all back-up personnel on IT equipment3. In the process of training back-up personnel, Standard Operating Procedures are written  | 1. IT Coordinator and Maintenance Department2. IT Coordinator and Maintenance Department3. IT Coordinator and Maintenance Department | 1. December, 20132. May, 20143. May, 2015 | 1. Funds are available to pay back-up IT Coordinator2. Some training days are in the calendar3. Example SOPs available |

**Hardware**

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| **Goal**: All COSSA personnel understand how to operate necessary computer systems**Objectives**: 1. No computers, printers, scanners, etc, go unused due to lack of training 2. No computers, printers, scanners, etc, are rendered inoperable by an untrained operator  |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Inventory of hardware is matched to inventory of trained personnel on each piece of hardware and who should be trained on each piece of hardware 2. “Gaps” in training identified and “groups” of trainees identified3. Training time built in to schedule to address training needs 4. Training conducted | 1. IT Coordinator, Maintenance Department, all teachers, all support staff2. IT Coordinator, Assistant IT Coordinator 3. IT Coordinator, Director 4. IT Coordinator | 1. May, 20142. June, 20143. Fall, 20144. Spring, 2015 | 1. Maintenance Department, all teachers, all support staff will help2. IT Coordinator3. IT Coordinator and Director will work together to build training schedule4. Other IT experts |

**Software**

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| **Goal**: All COSSA personnel understand how to operate necessary computer software programs **Objectives**: 1. No computers, printers, scanners, etc, go unused due to lack of training 2. No computers, printers, scanners, etc, are rendered inoperable by an untrained operator  |
| **Activities** | **Activities** | **Activities** | **Activities** |
| 1. Inventory of software is matched to inventory of trained personnel on each program and who should be trained on each program 2. “Gaps” in training identified and “groups” of trainees identified3. Training time built in to schedule to address training needs 4. Training conducted | 1. IT Coordinator, Maintenance Department, all teachers, all support staff2. IT Coordinator, Assistant IT Coordinator 3. IT Coordinator, Director 4. IT Coordinator | 1. May, 20142. June, 20143. Fall, 20144. Spring, 2015 | 1. Maintenance Department, all teachers, all support staff will help2. 3. IT Coordinator and Director will work together to build training schedule4. Patricia Frahm (Business Teacher), other software experts |

**Hand-held Communication**

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| **Goal**: CRTEC administration and maintenance personnel understand how to operate the walkie-talkie system**Objectives**: 1. Walkie-talkie system is operated on an “as needed” basis by all emergency response personnel without preventable errors |
| **Activities** | **Responsible** | **Timeframe** | **Resources** |
| 1. Training is held on basic operation of walkie-talkies2. Training is held on communication protocols and procedures | 1. Maintenance Department2. Maintenance Department | 1. December, 20132. Ongoing | 1. Operating manual2. Several military trained communicators in building |

3. Goals for Student Use of Technology in COSSA Academy and CRTEC Career-Technical School. Note: The COSSA Special Education/Gifted and Talented Programs, which are housed in the elementary, middle, and high schools of the consortium member districts, will adhere to the member district standards for technology education.

 **Goal 1:** **Students are capable information technology users.**

 *Students receive the necessary instruction, modeling, and practice to effectively use various technologies by…*

… understanding the nature of and operation of technology systems and keyboard basics

… providing on-going skills instruction to students and staff

… becoming grade level proficient in the use of technology

… providing training to staff to increase their knowledge about potential technology uses for classroom use, management, and administration

… providing opportunities for staff to review and revise curriculum to better use technology to increase student involvement

… providing access to technology in every classroom and department

… evaluating and using computers and related technologies to support the instructional process

… applying computers and related technologies to facilitate emerging roles of the learner and the educator

 **Goal 2: Students are problem solvers and decision-makers.**

 *Students receive the necessary instruction, modeling and practice to effectively and efficiently solve problems and make decisions by…*

… employing technology in the development of strategies for solving problems in the real world

… using technology resources for solving problems and making informed decisions

… developing a problem-solving and decision-making curriculum

… providing staff with the training necessary to implement this curriculum through all grade levels

 **Goal 3: Students are information seekers, analyzers, and evaluators.**

 *Students receive the necessary instruction, modeling and practice to use effectively and efficiently technology to gain, analyze, and evaluate information by…*

… using technology to process data and report results

… increasing proficiency of all students in the use of technology to research, communicate, and achieve project objectives

… evaluating the quality of information sources, and their potential uses in curriculum and/or classes

… providing access to equipment and software that enables effective communication

… locating, evaluating, and collecting information from a variety of electronic databases, such as Internet, encyclopedia, SIRS, etc

 **Goal 4: Students are creative and effective users of productivity tools.**

 Provides students and staff with the training and use of productivity tools that increase creativity and effectiveness by…

… using technology to locate, evaluate, and collect information from a variety of sources

… using word processing, spreadsheet and presentation software to create well-written documents, spreadsheets and databases

… using technology to develop learning and workplace skills

… using technology to enhance learning, increase productivity, and promote creativity

… using variety of media and formats to communicate information and ideas effectively to multiple audiences

… using productivity tools to collaborate in constructing technology-based models, preparing publications, and producing creative works

… finding faculty, students, and community members who can assist as resources

 Goal 5: Students are communicators, collaborators, publishers and producers.

 *Students receive the necessary instruction and opportunities to effectively and efficiently communicate, collaborate, publish and produce using technology for…*

… using productivity tools to collaborate in constructing technology-based models, preparing publications, and producing creative works

… developing opportunities throughout the curriculum where students communicate, collaborate, publish and produce with papers, and interact with

peers, experts, and other audiences using technology

… using data to process data and report results

… allowing students to share information with various audiences using technology

 **Goal 6: Students are informed, responsible, and contributing citizens.**

 *Students receive the necessary instruction and opportunities to be informed, responsible and contributing citizens by…*

… using technology systems, information, and software responsibly and ethically

evaluating and selecting new information resources and technological innovations based on appropriateness to specific tasks

… encouraging and promoting student use of technology to gain information needed to act as a responsible and contributing member of our school, local community, state, national and international citizen

… providing students with the skills and resources to be life-long learners

4. Grade Level Proficiency Standards for Technology Education

 COSSA Academy and CRTEC Career-Technical School will adhere to the following standards for technology education. Note: The COSSA Special Education/Gifted and Talented Programs, which are housed in the elementary, middle, and high schools of the consortium member districts, will adhere to the member district standards for technology education.

Broad Goals for Technology Education (further broken down by grade level and task in the tables below)

 a. **Keyboarding**. Students keyboard at sufficient speed and with sufficient accuracy to complete typed entries in computer-based standardized tests

 b. **Technology Literacy**. Students know how to care for technology properly and understand the ethical issues pertaining to technology and its use

 c. **Information Processing**. Students access and retrieve information from electronic sources

 d. **Personal Productivity**. Students use technology to create and enhance personal products and to develop life-long learning skills

**Keyboarding Standards for COSSA Academy Students**

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| Grades 7-12 |
| Standard: Keyboard at 20-25 wmp on a three-minute timed typing test with correct fingering positions on all keys using touch skills 80% of the time. Assessed by: On-line Keyboarding Test when student enrolls in COSSA Academy.If students are not at 25 wpm they will be enrolled in an Odysseyware keyboarding class.  |

**Technology Literacy Standards**

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| Grade 7 | Grade 8 | Grade 9-12 |
| Use appropriate technology to efficiently collect, analyze and display data. Assessed in: 7th grade science  | Use appropriate technology to efficiently collect, analyze and display data. Assessed in: 8th grade science  | Use appropriate technology to efficiently collect, analyze and display data. Assessed in:  Earth Science – 9th Biology – 10th  Advanced Biology – 11th  |
| Demonstrate legal/ethical conduct in the appropriate use of computers, obeying copyright laws and security rules as outlined in District policy. Assessed in: 7th grade science 7th grade social studies | Demonstrate legal/ethical conduct in the appropriate use of computers, obeying copyright laws and security rules as outlined in District policy. Assessed in: 8th grade science 8th grade social studies | Demonstrate legal/ethical conduct in the appropriate use of computers, obeying copyright laws and security rules as outlined in District policy. Assessed in:  U.S. History – 11th  Government – 12th  Earth Science – 9th Biology – 10th  Advanced Biology – 11th  World Issues – 9-12  |
| Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. Assessed in: 7th grade science 7th grade English 7th grade social studies | Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. Assessed in: 8th grade science8th grade English8th grade social studies | Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. Assessed in:  English 9A & 9B English 10A & 10B English 11A & 11B English 12A & 12BEarth Science – 9th Biology – 10th  Advanced Biology – 11th   History – 11th  Government – 12th  World Issues – 9-12  |
|  |  | Identify the impact of technology on the State of Idaho. Use Career Information System (CIS). Assessed in: “Success” 9, 10, 11 and Senior Seminar |
| Demonstrate appropriate care and use of technological resources.Student signs Internet Use agreement. Assessed in: All classes. Violation of Internet Use Agreement results in student losing computer access.  | Demonstrate appropriate care and use of technological resources.Student signs Internet Use agreement. Assessed in: All classes. Violation of Internet Use Agreement results in student losing computer access. | Demonstrate appropriate care and use of technological resources.Student signs Internet Use agreement. Assessed in: All classes. Violation of Internet Use Agreement results in student losing computer access. |

**Information Processing Standards**

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| Grade 7 | Grade 8 | Grade 9-12 |
| Use electronic resources and indexes to retrieve informationAssessed in: 7th grade science class | Use electronic resources and indexes to retrieve informationAssessed in: 8th grade science class | Use electronic resources and indexes to retrieve informationAssessed in: U.S. History – 10th grade English – All grades Senior Seminar All Science classes Government – 12th  World Issues – 9-12  |
| Use network delivered services to access information (Internet, etc)Assessed in: All classes | Use network delivered services to access information (Internet, etc)Assessed in: All classes | Use network delivered services to access information (Internet, etc)Assessed in: All classes with the exception of Spanish and Math |
| Apply search strategies using more than one criterion to locate and retrieve informationAssessed in: All classes | Apply search strategies (including Boolean searches) to locate and retrieve informationAssessed in: All classes | Apply search strategies (including Boolean searches) to locate and retrieve informationAssessed in: All classes with the exception of Spanish and Math |
| Collect data and build spreadsheets to organize and display that dataAssessed in: 7th grade science class | Collect data, build spreadsheets, manipulate, and interpret dataAssessed in: 8th grade science class | Collect data, build spreadsheets, manipulate, and interpret dataAssessed in:  Earth Science – 9th Biology – 10th  Advanced Biology – 11th   |
|  |  | Evaluate resources (Internet sites) for timeliness, bias, relevance, and accuracyAssessed in: English 9, 10, 11 Government – 12th  |
| Use technology to explore career optionsAssessed in: Junior High Career Class | Use technology to explore career optionsAssessed in: Junior High Career Class  | Use technology to explore career options. Use Career Information System (CIS). Assessed in: “Success” 9, 10, 11 and Senior Seminar |
| Learn the techniques of writing a complete and concise email documentAssessed in: Junior High Career Class | Learn the techniques of writing a complete and concise email documentAssessed in: Junior High Career Class | Learn the techniques of writing a complete and concise email documentAssess in:  Senior Seminar |

**Personal Productivity Standards**

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| Grade 7 | Grade 8 | Grade 9-12 |
| Produce a three-page, double-spaced, word-processed document utilizing text and/or graphicsAssessed in:  7th grade English class | Produce a three-page, double-spaced, word-processed document utilizing text and/or graphicsAssessed in:  8th grade English class | Produce a 4-10 page, double-spaced, word-processed document utilizing text and/or graphics (page length can be modified for IEP/504)Assessed in: English 12A & 12B “Success” 9, 10, 11 and Senior Seminar |
|  |  | Produce a document using desktop publishing (i.e., pamphlet, brochure, poster)Assessed in: Advance Biology – 11th  Spanish II Marketing |
| Create a multimedia presentation (5+ slides, video, etc) Assessed in:  7th grade science class | Create a multimedia presentation (5+ slides, video, etc) and present itAssessed in:  8th grade science class | Create a multimedia presentation (10+ slides, video, etc) and present itAssessed in: “Success” 9, 10, 11 and Senior Seminar Earth Science – 9th Biology – 10th  Advanced Biology – 11th  Speech Hispanic Cultures Spanish II |
| Proofread and edit documents for language, mechanics, spelling, grammar, and/or content using an electronic spell checker and thesaurusAssessed in: All Classes | Proofread and edit documents for language, mechanics, spelling, grammar, and/or content using an electronic spell checker and thesaurusAssessed in: All Classes | Proofread and edit documents for language, mechanics, spelling, grammar, and/or content using an electronic spell checker and thesaurusAssessed in: All Classes  |
| Use technology to develop and generate a personal resumeAssessed in: Junior High Career Class | Use technology to develop and generate a personal resumeAssessed in: Junior High Career Class | Use technology to develop and generate a personal resumeAssessed in: “Success” 9, 10, 11 and Senior Seminar |