



# Robbinsdale Area Schools Technology Plan 2021 - 2026

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# OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to develop their  
unique potential and positively contribute to their community.

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## Unified District Vision - Key Goals

1. Implement policies and practices that **open pathways to academic excellence** for all students
  2. Utilize **culturally responsive teaching and personalized learning** for all students
  3. **Engage family and community** members as partners
  4. **Engage and Empower students** by amplifying student voice
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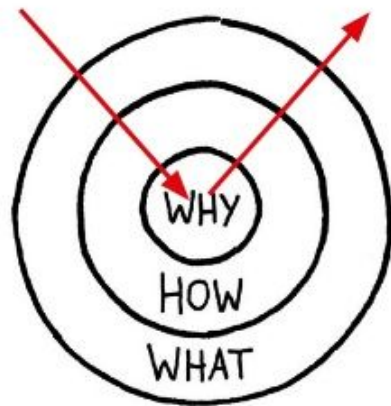
## Robbinsdale Area Schools - Equity Policy

We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices.

## Start with the why (not with the what)

Outside in / Conventional

Inside out in / Remarkable



**Why?** = The Purpose

What is your cause? What are your values?

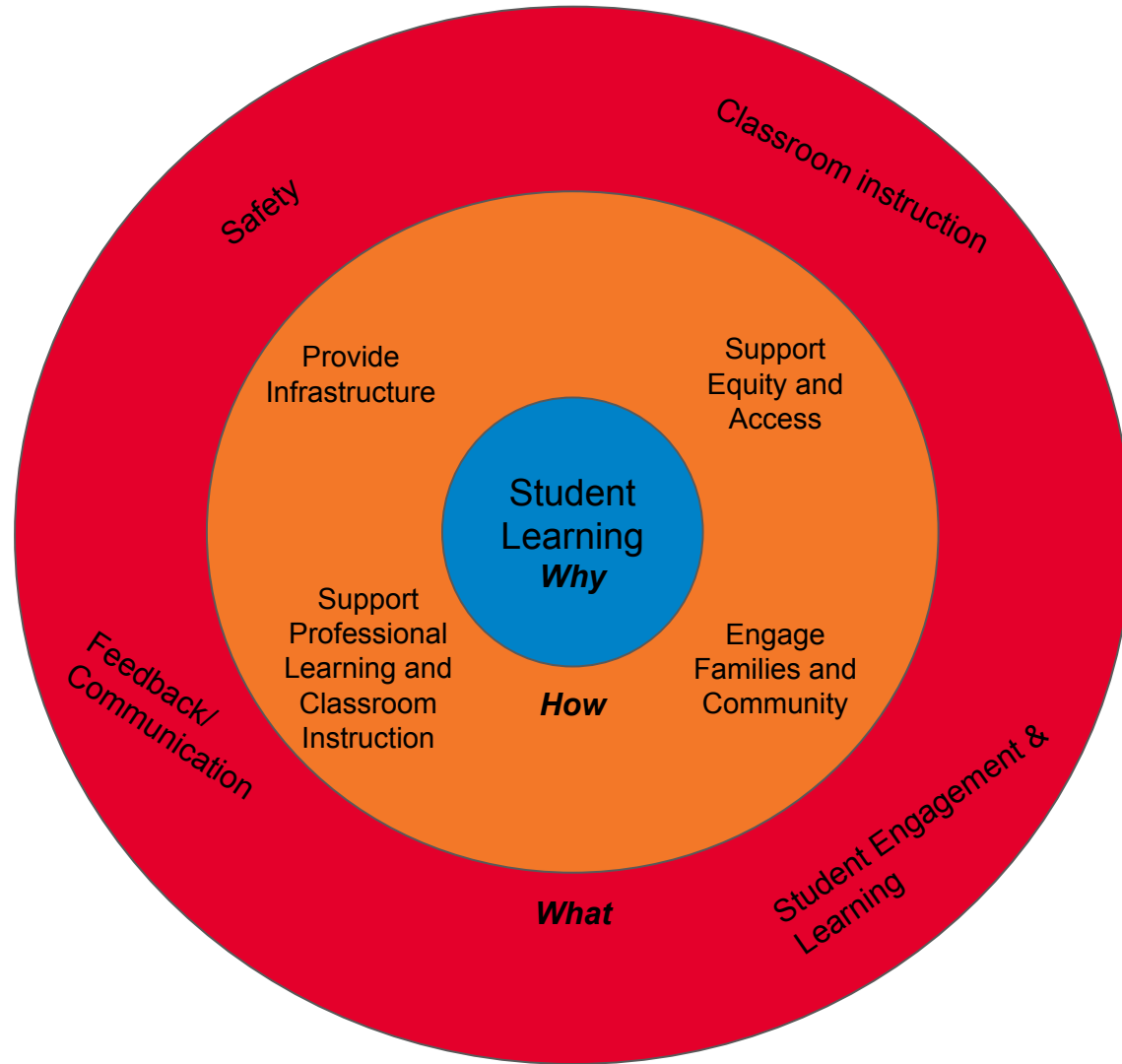
**How?** = The Process

The specific actions to realize the Why

**What?**

What do you do? The result of Why. The proof

The Golden Circle according to Simon Sinek



Vision/Mission	Support Professional Learning UDV 2 & 4	Engage Families and Community UDV 3	Support Equity and Access UDV 1	Provide Infrastructure UDV 1
Safety	<ul style="list-style-type: none"> <li>Digital citizenship is regularly taught and modeled</li> </ul>	<ul style="list-style-type: none"> <li>Resources for internet safety are promoted</li> <li>Technology agreement is shared in the Student Handbook</li> <li>A secure system for parent communication and transactions is used (e.g. Parent Portal)</li> </ul>	<ul style="list-style-type: none"> <li>Students have access to the digital tools appropriate to their learning needs</li> <li>Internet accessible resources are evaluated for CIPA/COPPA compliance</li> </ul>	<ul style="list-style-type: none"> <li>Cybersecurity is continually monitored for efficacy</li> </ul>
Feedback/ Communication	<ul style="list-style-type: none"> <li>Professional learning meets the needs of all staff</li> <li>Ongoing coaching is provided to support implementation</li> <li>A culture of teacher peer support to share expertise is supported</li> </ul>	<ul style="list-style-type: none"> <li>Families have an accessible and efficient way to request technology support</li> <li>Stakeholder input is elicited for evaluation processes</li> </ul>	<ul style="list-style-type: none"> <li>Student voice is elicited for evaluation of technology</li> <li>Technology Initiatives are communicated with families</li> <li>Technology initiatives are communicated with staff</li> </ul>	<ul style="list-style-type: none"> <li>Support system is accessible and responsive.</li> <li>Procurement process includes stakeholder input</li> <li>Technology webpage is informative and timely.</li> </ul>
Classroom instruction	<ul style="list-style-type: none"> <li>Teachers effectively use technology to support student voice through creation rather than consumption</li> <li>Professional learning embeds technological tools to meet learning objectives</li> <li>Professional learning offerings are designed to be responsive and timely to meet ongoing needs</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms are connecting with the community through technological tools for communication and collaboration (e.g. virtual speakers, virtual field trips, meets)</li> </ul>	<ul style="list-style-type: none"> <li>Digital curricular resources are high quality</li> <li>Classroom technology resources are inclusive of all learners and staff, PK-21</li> <li>Universal Design and accessibility principles are followed in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Apps are assessed for alignment to instructional goals and student safety</li> <li>Hardware is assessed for alignment to instructional goals</li> <li>Accessibility needs are met</li> </ul>
Student Engagement & Learning	<ul style="list-style-type: none"> <li>Students are actively using technology tools for learning</li> <li>Student learning and engagement is enriched through effective technology-enhanced teaching and learning practices</li> </ul>	<ul style="list-style-type: none"> <li>Families have increased opportunities to engage in the school community through technological tools</li> <li>Technology training is available to family and community members</li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged with culturally relevant resources and projects</li> <li>Accessible technology (e.g. screen readers, touchscreens, etc.) is effectively utilized</li> </ul>	<ul style="list-style-type: none"> <li>Robust/Reliable internet access is available in every learning environment</li> <li>Appropriate technological tools are available PK-21</li> </ul>

<b>Evaluation</b> <i>Measures of Progress</i>	<b>Support Professional Learning</b> UDV 2 & 4	<b>Engage Families and Community</b> UDV 3	<b>Support Equity and Access</b> UDV 1	<b>Provide Infrastructure</b> UDV 1
<b>Safety</b>	<ul style="list-style-type: none"> <li>• All teachers have CIPA/COPPA training in the on-boarding process and on a regular basis</li> <li>• Gaggles data are reviewed regularly to inform digital citizenship teaching PK-21</li> </ul>	<ul style="list-style-type: none"> <li>• Student/family technology expectations are updated annually</li> <li>• Student/family technology agreement is signed and returned annually</li> </ul>	<ul style="list-style-type: none"> <li>• The District Technology Committee meets regularly to assess differentiation of digital tool access (for different learners i.e. age, needs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Third-party Cybersecurity audits are conducted and concerns raised are addressed in a timely manner</li> </ul>
<b>Feedback/ Communication</b>	<ul style="list-style-type: none"> <li>• Formal and informal professional development needs analysis is ongoing</li> <li>• Teachers have opportunities for peer-to-peer sharing</li> <li>• Professional development feedback surveys are analyzed for continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are provided for student, staff, and family feedback, around technology use</li> <li>• Stakeholder feedback is analyzed and used to inform decisions</li> <li>• The Technology web page regularly highlights transformative tech use in the district</li> </ul>	<ul style="list-style-type: none"> <li>• All Stakeholders, including SPED and ELL, are involved in technology selection</li> </ul>	<ul style="list-style-type: none"> <li>• Software and application use statistics are analyzed annually to ensure</li> <li>• Technology support requests are reviewed for common issues and timely responses</li> </ul>
<b>Classroom instruction</b>	<ul style="list-style-type: none"> <li>• An evaluation process is developed and followed to ensure all classroom applications promote student creation v consumption</li> <li>• Professional learning opportunities is focused on and models creation v consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Technology connects classrooms to the community and the world</li> <li>• Opportunities are provided for participation in family events, both virtual and in person</li> <li>• Seesaw statistics are monitored for family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Review feedback from Universal Design training</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement process is followed to evaluate new digital programs in tandem with Curriculum</li> </ul>
<b>Student Engagement &amp; Learning</b>	<ul style="list-style-type: none"> <li>• A formal reporting system is used to track what PD is offered, how many have taken advantage of the opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Training is offered to families/communities in varied modes to meet the needs of all stakeholders</li> <li>• A formal reporting system is used to track how often families are accessing training</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology department is involved in the curricular materials evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure summary reports are reviewed at least annually</li> <li>• The educational device market is reviewed each year before device refresh decisions are made</li> </ul>

# Committee Members

Sue Holtz, Ed. D. - Technology Director

Joel Mehring - Assistant Director of Technology

Jim Beebe  
Chad Belling  
Elizabeth Braun  
Jean Braun  
Kortney Esper  
Jacob Givand  
Anne Grui  
Kris Haagenson

Jay Hancock  
Willie Howard  
Nathan Noble  
Matt Pletcher  
Krista Range  
Tamara Rubin  
Zoraba Ross  
Matt Schneider  
Anh Tran