

TECHNOLOGY PLAN
for
MARTIN PUBLIC SCHOOLS 03060

www.martinpublicschools.org

1619 University St.

Martin, Michigan 49070

(Allegan Area Educational Service Agency – 03000)

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Introduction –Section 1

Martin Public Schools (MPS) offers a total learning environment. That is, an environment that extends opportunities for learning on all fronts. Our district is committed to traditional modes and new forms of education. Such a dynamic environment uses technology to foster creative teaching, interdisciplinary research, and meaningful public service.

During the past century, society began using electronic technologies to create, store, and disseminate knowledge. While telephone, radio, and eventually video technologies were the key innovations in the first half century, the development and proliferation of computers, mobile computing devices, media players, cellular devices as well as the convergence of the underlying technology has changed the way we process and transmit information in today's world.

Martin Public Schools will respond to the changes in information technologies (IT). Information technologies allow educational institutions to expand the ways they collect, use, and impart knowledge, extend their reach, and streamline internal operations. However, while it is important for Martin Public Schools to use information technologies, the investment in and support of information technologies is a continuing expense not easily funded solely through existing resources. The cost of information technologies is rising rapidly. The resulting cost increases to the school district budgets generally result in the reduction of other operational expenditures.

The goal of this IT Strategic Plan is to identify the physical, organizational, and human infrastructures necessary to ensure the availability, support, effective management, and required funding for IT resources and capabilities that will properly support the MPS mission. The plan's focus is to create and maintain an effective and responsive IT infrastructure and service delivery systems for Martin Public Schools based upon users' needs. It integrates prior planning efforts with current and future needs. The uses of IT will be defined ultimately by the end users of the IT resources provided by Martin Public Schools. The planning committee attempted to understand the uses envisioned by staff of Martin Public Schools in order to consider their impact on the design of the overall IT environment.

The most important benefit derived from this plan will not be any particular recommendation, but rather the fact that Martin Public Schools has begun a constructive and inclusive process to identify how information technologies can support the educational process. Given the velocity of change in information technology, this plan is intended to be valid for three years and updated on a regular basis as a living plan. It is difficult to predict what information technologies will be available and needed just a few years in the future. However, through a process of continuing examination and update, this strategic plan should provide the basis for developing operational goals and implementation strategies to address the strategic recommendations provided.

Section 2. Introductory Materials

- A. **District Profile:** Martin Public Schools is located in West Michigan approximately 30 miles south of Grand Rapids and 25 miles north of Kalamazoo along US 131. The district is about 59.9 square miles in an area located largely in Allegan County with a small portion in Barry County. The district consists of portions of the townships of Gun Plain, Hopkins, Martin, Otsego, Watson and all of the village of Martin in Allegan County and a portion of the township of Orangeville in Barry County. Martin Public Schools maintains three buildings. The main building houses 650 students in the K-12 educational process, the second building houses the administrative offices of Martin Public Schools, and the transportation office is housed in the third building. MPS employs approximately 80 individuals. Approximately 45% is eligible for free or reduced lunch.
- B. **Mission Statement:** For the district - It is the mission of Martin Public Schools to provide an educational environment “Where Every Student Can Succeed”

For Brandon Elementary School - The staff, parents, students and community members believe and expect that all students of Brandon Elementary will be provided a caring environment which will help them reach their academic potential and develop social-emotional skills.

For Martin Middle/High School - The staff of Martin Middle School/High School believes that our school’s purpose is to provide the opportunity to all students to master fundamental skills required for living in a complex society. We believe that all students can demonstrate measurable progress in academic performance. We also believe that all students can grow socially, emotionally and physically as a result of the opportunities provided by the school. It is the responsibility of the school, family and community to cooperatively work toward the development of the maximum potential of all students.

Vision Section 3:

Planning Team: Mike Smith – Technology Director, Greg Alexander – Superintendent, Julie Boyle – Elementary Principal, Rich Okoniewski – High School Principal, Christie Wonderly–Technology Teacher, Stephen English – Elementary Teacher, Jason Moored – Board of Education, Carl Vanderzee-Technology Consultant.

The technology program at Martin will provide technical solutions and support the functions of educating students within the mission of the district to provide an educational environment “Where Every Student Can Succeed.”

- We envision technologies that will promote, enhance, and encompass problem solving, critical thinking and decision making for the entire K-12 student body.
- We envision a learning environment where students and educators will have access to technology, acquire skills to utilize technology, achieve technological literacy, and develop flexibility to apply technology in adapting to our changing society.
- We envision a technology infrastructure that...

affords maximum efficiency use of resources for students and staff

assures equal access to technology

promotes a high quality, integrated services that support our districts and student achievement.

- We envision a continuous improvement process in which the Martin Public Schools will:

Continually re-evaluate its role in education and respond to the changing needs of the education community and how technology supports this role.

Facilitate a wide variety of educational opportunities and supporting technologies to prepare all students with the knowledge and skills to be productive members of the 21st century.

Help assure equity in access to technology for all staff and students and use technology to accommodate different learning needs of students through instructional strategies such as UDL.

Goals:

1. Technology will support the Martin Public Schools missions. Technology resources will be used where effective to support and advance the missions of the Martin Public Schools: administration, teaching, learning.
2. IT investment will be a strategic resource. Given IT's role in supporting the Martin Public Schools primary missions, it will be managed as a strategic resource with constant attention to the IT Unit's most effective allocation. Allocation decisions will be solicited and be considerate of constituent input.
3. IT investment will be valued as an operating cost and a capital investment.

Because of the short life span of technology equipment and software, IT investment(s) will be treated as both an operating cost and a capital investment. Furthermore, the human resources costs of providing adequate IT support are an increasingly larger portion of the overall cost of IT. Investment decisions will consider overall operating costs including maintenance, upgrade, support and management.

4. The entire staff will has the right to a core of shared IT services. Specific and localized needs will be reviewed within the framework of promoting the common good. Users of shared resources will understand and respect the impact their use will have on other users.

5. IT use will be ethical. The use of IT at MPS will be guided by a code of ethics which addresses the laws and practices of safe and responsible behavior concerning fair use, privacy, intellectual property rights, and censorship.

6. Technology costs and complexity will be managed with reasonable adherence to MPS technology architecture. A comprehensive set of technical standards will be identified and supported by MPS. Distinctive needs may require nonstandard approaches. Administrative data will be managed in accordance with legal and privacy requirements. Administrative data are the property of MPS and will be generated and made accessible in ways that meet MPS and management needs.

7. New technologies entail risk that will be managed. Risks are inevitable in the introduction and use of new IT. Risk-taking in the use of advanced technologies will be encouraged and supported in the areas of teaching and learning. However, in administrative areas, risks will be more conservatively monitored and managed.

8. Student Goals

- To give students the opportunity to build their computer literacy skills and to become technologically literate
- To give students multiple ways to learn and be successful life-long learners
- To make it possible for students to learn at their own rate of speed and with tools that fit their individual learning needs
- To motivate students to have a continuing desire to learn
- To empower the teacher and the student putting them in control of learning
- To help students develop a positive attitude toward learning
- To help students work toward the mastery and application of essential concepts and skills
- To help students increase their understanding of their basic language skills
- To cultivate positive work habits and behaviors that permeate each student's life - at school and at home
- To expand the capabilities of teachers and students to enhance the learning environment
- To develop and emphasize the use of higher-order thinking skills
- To develop and emphasize the use of problem-solving skills
- To provide state-of-the-art technology experience for students of all ages
- To help students develop the necessary skills for the 21st Century

Curriculum Section 4

Use of Information Technology in Teaching and Learning & in Support of School Improvement: MPS instructors and curriculum will make effective use of teaching methods including those enhanced by information technology. MPS students will be successful in effective learning including that enhanced by information technology.

A. Curriculum Integration

Use technology appropriately and integrate technology methods across curricula.

Staff will integrate technology and electronic methods into their courses when the methods can be used to enrich the educational experience and support creativity and innovation. As with traditional methods, the highest value of new teaching methods to students comes from an integrated approach. Instructors will collaborate within related courses to utilize similar methods so that the students will spend more time learning course material rather than the mechanics of the supporting technology.

Goals:

- Expand the Information Literacy of every teacher/student through internet research and multimedia presentations.
- Use computer software and assistive technology devices to meet the unique learning needs of at risk and special education students.
- Challenge students to use Critical Literacy, thinking/problem-solving skills, through computer simulations and authentic applications in core disciplines. (School Improvement Goal-Thinking)
- Use technical communication for student writing and publication in all disciplines. (School Improvement Goal-Writing)
- Develop electronic portfolios to collect students' publications and document their progress through secondary years. (School Improvement Goals- Writing/ Thinking/Responsibility)

Teach pupils in all classes at every grade responsible and safe use of technology including social networking. (School Improvement Goal-Responsibility)

- Give all students the opportunity to explore career pathways and set personal goals using MI Dream. (Career Pathways)
- Ensure that each student prepares an EDP based on their personal career plan. (Career Pathways)
- Provide adult learners in the community basic computer skills training.
- Support local library and community organizations in technical access and literacy.

B. Student Achievement:

Designed to meet state and national standards and the needs of staff and students, the technology courses offered at Martin Public Schools provide students with the opportunity to master various skills applicable to technology use outside of the classroom environment. The program stresses various aspects of technology applications, as well as ethical and proper use and care of technology and equipment.

Early and Later Elementary: These courses introduce students to the basic concepts of technology. Students learn basic components of the computer and its various uses, the essential building block for further education in this area. After learning these skills, they apply their knowledge to “real life” tasks that simulate those possibly found in the home and their other classes. The computer is used as a tool to

assist with the teaching of the core curriculum. Students master and acquire skills and knowledge of technology that are applied in other subjects and outside of school.

Middle school students further their knowledge of and experience with basic computer skills and extend into computer applications. These skills include basic research, word processing and desktop publishing, which are basic requirements not only in the school setting, but in many careers as well. In addition, students explore possible career paths with the MOIS program and prepare an electronic Educational Employment Development Plan. Students become more involved with computer skills from keyboarding to research.

- 6th Grade Keyboarding – 12 Weeks Students focus primarily on acquiring proper keyboarding skills and learning proper use and care of equipment
- 7th Grade Keyboarding/Intro to Computer Applications – 12 Weeks Students continue to practice keyboarding skills and begin learning computer applications such as word processing, presentation skills, and limited, guided research. In addition, students begin thinking about technology outside of the classroom (home, business, careers, etc.)
- 8th Grade Beginning Computer Applications – 12 Weeks Students shift focus from basic skills and keyboarding techniques to a range of computer applications that include word processing, desktop publishing, presentations, spreadsheets, databases and more in depth computer research. Students use these skills to gather and communicate knowledge on various topics, especially technology and career paths. Internet safety will be added to the curriculum.

High School: Through the various classes offered to these grades, students learn and master skills essential to high education and many career paths. In addition, these courses expose students to the various applications and needs of technology in the work place of today and the future through extended research. Skills relevant to business and media, along with advanced research, communication and technical writing skills are stressed. For a detailed explanation of Interdisciplinary Applications of Technology, see Attachment A. Students acquire more advanced skills and begin to apply them independently and appropriately

- 9 – 12 Computer Applications – Two Semesters, Required (Student can enroll in either semester) First semester students learn more advanced techniques in skills and applications including keyboarding, word processing, and presentation, while continuing to explore computer research techniques. Second semester students learn basic and more advanced techniques in skills and applications including keyboarding, spreadsheets, databases, presentations, basic desktop publishing and computer research. Students in both semesters use these skills to gather and communicate knowledge on topics including technology and careers and ethical or social issues involving technology
- 9 – 12 Publications I (Yearbook) – One Year, Elective Students learn and apply skills necessary to publish various printed materials for the school and community, which may include The Clipper, The Clipper Log (layout only), and athletic or academic programs. Students must successfully learn and apply skills involving word processing and desktop publishing. In addition, students are required to apply research skills to explore topics including technology and careers in publishing, and ethical or social issues involving technology.

- 10 – 12 Publications II (Informational Research and Communications) – One Year, Elective For this class, students must use all skills to be able to research and communicate information. Activities may include writing information pieces for publication in The Clipper Log, producing video information pieces appropriate for school-wide broadcasting, conducting self-guided extended research and creating computer generated presentations to communicate their findings, and integrated various applications to best accomplish the assignments given without direct teacher instruction. Topics for research may include technology and careers in the media or communications field, and ethical or social issues involving technology.
- 11 – 12 Allegan County Technical and Educational Center – One Year, Elective Allows students the opportunity to explore technology, its applications and related issues with an intensified focus. Additionally, ACTEC covers topics, such as robotics and programming that Martin is not yet equipped to deal with.

Timeline for integration

1. Empower teachers with instructional software programs that directly align with the local academic standards. Our fiber connection will enable teachers and administrators to interact with other districts in a collaborative, collegial manner to improve our curriculum. Operational in 2009

2. Promulgate successful teaching models; support the transition to new methods of instruction such as UDL. Martin Public Schools will support information exchange and idea sharing between instructors and between students. It will also provide support to assist instructors to acquire METS skills and the application of these skills in instructional delivery. 2010-2013

3. Provide all instructors with basic access and support services to information technology tools.

Martin Public Schools will provide full and ready access to technology-based teaching tools so that instructors can explore methods and develop new materials. Support for instructors will be easy to use and reliable so that they may take full advantage of the technology as it matures.

4. Provide all students with basic access to information technology tools and support use of technology skills in life roles. Martin Public Schools will provide students full and ready access to facilities that support technology-based independent learning and collaboration activities and application in life roles. 2010-13

5. Provide students with training and support for the use of instructional software. Martin Public Schools will enable student use of instructional software, and ensure that technology learning goals will be aligned with Michigan Technology Educational Standards (METS) and National Technology Educational Standards (NETS).

6. Equip classrooms with tools for technology-based teaching and learning. Martin Public Schools will equip classrooms with new tools to encourage the integration of technology into the curriculum and instruction. Bond revenues will upgrade classrooms in 2010 adding new computers, display technology etc.

7. Create specific support infrastructure for online or distance education offerings. A whole set of demands for ease of access and reliability of services must be met to deliver distance education successfully. The broadband connection will be used to support distance learning and media rich instructional content to improve academic achievement. 2011

8. Create data informed instructional strategies with data accessible at the teacher level to support personal learning plans, assessments and feedback to students and parents. Regional Data 2010-2011

C. Technology Delivery

Future Technology Practices: We believe that one to one mobile technology will be more widely used in the near future. Funding for this program and the technical support needed to maintain the computers are targeted for bond resources.

Future Technology Programming: The Michigan Virtual High School (MVHS) is an online resource that enables Michigan high schools to provide courses that students would not otherwise have access to. Martin Public Schools will explore MVU and Gen Net distance learning resources in addition to web based E2020 courseware that is available. The Martin School District will be expanding instructional strategies that use technology to improve teaching and learning. These strategies include:

- An online learning platform that addresses anywhere/anytime learning, and integrates 21st century learning techniques with time tested learning methodologies.
- One to One learning tools such as student use of:
 - Net books, Cellular Phone, IPOD and other mobile computing devices.
 - Web Hosted applications for anywhere/anytime access
 - students will have multiple means of broadband access to anywhere, anytime learning outside of the traditional school building
- Establish, promote, and support statewide utilization of videoconferencing, including Internet Protocol (IP)-based technology solutions, to increase synchronous anywhere, anytime learning.
- Build capacity for off-hours support and maintaining sufficient technical staff at the ESA and district level to support innovative educational opportunities in the classroom
- Professional Development in Assistive Technology and UDL strategies that support learning.
- Curriculum Technology Integration METS Standards are embedded in the curriculum

D. Parental Communication

Martin Public Schools Web page: The District offers a web page for school and community use. Information such as staff names, school phone numbers, and school schedules are all located on web pages. The Martin Technology Plan is also posted on this site. A few teachers have links to their class web pages on the schools web page posting assignments and class work. Any information that would be helpful to parents will be posted. This will help us to keep parents informed and involved in the technology to be used with students, staff and community. Martin Public Schools will work to involve

others within the community to aid in accomplishing our vision for technology. The community connection is necessary to take advantage of the resources available in the community and to gain community support. Issues regarding the opening of the school's computer labs for staff and community members and providing evening training opportunities will be reviewed and considered as well. Martin Public Schools will continue to provide and explore a variety of means for the use of technology by the community members, agencies and businesses of Martin. Martin Public Schools also has invested in Pinnacle Suite of Products including a web based Parent Viewer that allows parents ready access to student grades and progress information. The Honeywell Instant Alert is also employed to keep parents informed when there are immediate need to know situations at the district.

E. Collaboration

As an integral part of the village of Martin, Martin Public Schools does not separate itself from the community. The District believes that it has a responsibility to give back to the same community that has given so much support to the schools. The District is continually making efforts to share their technology resources with community members.

Community Education: Martin Public Schools periodically offers computer classes for adults in the community. These are short exploratory classes to help the adults of the community become more familiar with computers, digital cameras, scanners, and software.

Professional development Section 9.

F. Professional development

Professional Development is extremely important for implementing and expanding the use and integration of technology into all classrooms to enhance the learning of Martin Public Schools students. If the district does not provide opportunities for staff to become proficient in strategies and techniques for the implementation of educational technology, it will never be able to effectively utilize that technology to its fullest extent. In an effort to provide a framework to ensure technological competence by students, staff, and administration, standards established by the ISTE (International Society for Technology in Education) and METS will guide the District's professional development initiatives. Staff and administration competencies and standards have already been developed. These standards will be used to guide professional development for the staff.

While the district's curriculum and school improvement efforts provide the focus for the professional development efforts of the district, there are two resources that are used to determine the level of competence of the staff regarding technology: a survey created by Martin's Technology Department and the survey used by the State of Michigan for the Teacher Technology Initiative (TTI), which is based upon ISTE standards. Both of these tools provide the district information as to technology needs of the staff and allow staff members to determine their own levels of competence in using educational technology. Professional Development needs are also determined by recommendations from the Curriculum Director, Administration, Staff, Technology Coordinator and upon surveys of teacher needs.

Professional development will focus on using technology to enhance classroom instruction to improve student learning; developing and implementing lesson plans that use the multimedia resources existing in their classrooms (e.g., scanners, sound cards, video, projectors, one to one mobile technology); and training to integrate existing unit plans with technology. Training will accompany the installation of classroom technology supported with a bond initiative scheduled for 2010. Goals

- Promote Michigan’s Professional Standards for Teachers and the Program Standards for the Preparation of Central Office Administrators to include NETS-T/A, 21st Century Skills and the principles of Universal Design for Learning (UDL); provide teachers and administrators with the opportunity to develop and/or demonstrate proficiency, especially in the areas of information and media technology
- Develop rubric-based assessment that measures the use of technology to deliver instruction, including assistive technology and principles of UDL
- Provide training to teach METS for instructor assessment

An example of technology that instructors will be trained in during 2010 -13 is Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is a course management system (CMS) - a free, Open Source software package designed to help educators create effective online learning communities. Moodle is specifically designed to help educators create effective online learning communities. Its main functions include course management and content management. Educators create a course profile and then add activities and content to their course schedules. Course management includes settings like a schedule of events, access privileges, grades, attendance, and course backups. Content management includes dozens of gradable activities, such as forums, chats, and journals, a question bank to store questions for exam creation, resource management for informational documents like syllabi, and project instructions.

Moodle provides a full variety of activities that teachers can add to a course. Communication and collaboration may take place using Chats and Forums. Adding Wikis to courses is an excellent way to allow students to work together on a project. Work can be submitted by students and marked by teachers using Assignments or Workshops. Surveys and Databases are also very powerful additions to any course.

G. Supporting Resources

Martin Schools provide many resources to assist in every aspect of technology implementation. Capacity for expanding supporting resources will be broadband connectivity available with the new fiber connections. Using webinars and other distance means of communication, AAESA services will be available to staff as they develop means of timely return of “connected” data to all education stakeholders, as well as support and sponsor professional learning opportunities to help instructors understand how to use data to improve student achievement. Resources are also available through AAESA which provides Network Support through a shared services agreement, and Ottawa ISD REMC to assist district personnel with instruction and technology support. These resources include video lending library, instructional material, technology classes and in-services. Resources for providing professional development also include Michigan Virtual University which offers online training ranging from basic use of an application such as Microsoft Word to integration of technology tools into the classroom. Staff members can also take advantage of the various technology offerings for Professional Development through Martin Schools, AAESA (such as UDL and use of data) and the Regional

Educational Media Center 7 (REMC7). Additional professional development opportunities are provided by various district staff members who have demonstrated a competence with a particular application or tool.

Infrastructure Section 11.

H. Infrastructure Needs

Martin Public Schools Local Area Network (LAN) runs a Main server with Microsoft Windows2003, a Firewall computer with Linux and 2 Windows servers for the automated library program and the student databases. The Main Distribution Frame (MDF) is located at the Technology Office in the High School. All district computers have access to the main Windows Server and 9 computers in the High School and Elementary Libraries have access to the Follett Server. The Main Server contains course software programs such as keyboarding, math, reading, career awareness, software from The Learning Company, and Accelerated Reader, Star Math, Star Reading, Student Data Management programs, Test Whiz, and grading and attendance programs. It also contains all student and staff directories and data. The Linux server provides Internet access to all computers (except the administration building). This server filters inappropriate web sites and information on the Internet using Dans Guardian. The Administration office connects to the Kalamazoo Regional Educational Services Administration for Financial, Payroll and Personnel information. Electronic hardware such as switches and hubs in the MDF and IDF rooms are Dell, Linksys, and Cisco products. With these switches the District's network is capable of 100 megabit speed to the classrooms. The network hardware has ability to be upgraded to fiber between closets.

Each classroom is connected with CAT 5e and then connects by a "switch" to the building's LAN. There are provisions for up to four computers in each classroom to be connected to the LAN. There are currently one or two Internet ready multi-media computers in each building. These computers are used by students as learning centers and by teachers for student management and productivity tools. All of these computers are equipped with Microsoft Windows 98 or higher, and at least one computer in the room has Microsoft Office 2000 or higher. These computers are also connected to the District's file servers via the network which enables them to access course and grade specific software programs and additional software applications as well as access to the World Wide Web at T1 speeds. There are three computer labs consisting of 25 computers each (A-2, B-1 and B-5). A-2 Lab is used mostly by the Elementary where each Elementary class receives one or two 45-minute computer instruction sessions each week. B-1 Lab is used mostly for Middle/High School Computer Class work such as Publications, typing and application specific classes. Teachers are able to use these labs for whole classroom instructional purposes to work on challenging, long-term, technology based, authentic assignments, individualized instructional courseware or broad student access to the Internet and other on-line resources. Technology will be upgraded through bond resources and will include laptops, one to one student tools; document cameras; programs and various productivity software tools at both the instructional and administrative level. Martin Public Schools is a member of a consortium on a fiber ring connected to all AAESA local districts, the AAESA and to KRESA and Ottawa ISD. The fiber optic project will benefit Martin Public Schools by using centralized shared approach for many educational applications including

the following: Blackboard – Instructional Systems, United Streaming - Video Programming, Shared Student and Financial Management Packages, Remote Backup and Disaster Recovery Planning, Centralized Helpdesk and Remote Monitoring and Support, Distance/Collaborative Learning, Records Management Document Imaging, Internet Access/Carrier Services, VOIP .

The AAESA and local districts, as part of our county-wide long range planning, identified the need to design and implement an educational and administrative information system within each of the constituent Districts and connecting with KRESA and Ottawa ISD.

Needs:

1. Consolidation of services (sharing services with others in the region)
2. Infrastructure: Strategies Utilizing a Wide Area Network leased fiber optic network to maximum potential.

A. 2010

- Upgrade classrooms using bond resources
- Migrate to new Pinnacle SIS
- Adopt web-based IEP
- Train instructors using Regional Data Initiatives grant
- Pilot data initiative Pinnacle curriculum and assessment

B. 2011

- Full rollout of Pinnacle suite
- One to one pilot
- Integration of technology into curriculum

C. 2012

- Full rollout of Pinnacle suite
- One to one pilot
- Integration of technology into curriculum

The District's technology assets require sufficient maintenance capacity to ensure operation. Technology support is provided by a part time District Technology Coordinator. He provides general operational maintenance of the classroom technology and basic expertise in the use of specific applications. He also helps with assisting the building staff in accomplishing their school improvement, and instructional goals. Network and data support is provided by the AAESA.

I. Infrastructure Technical Support

The bond implementation for 2010 will increase access to technology for all staff and students. Instructional strategies such as UDL will be included in professional development of staff. Assistive technology support is available through the AAESA.

Funding Section 4

J. Budget and Timetable

COST PROJECTIONS

2010: \$400,000 Bond

Staff Training through Regional IID Grant

TOTAL \$400,000

2011: \$20,000 -\$49,000

Staff Training through Regional IID Grant

TOTAL \$20,000 -\$49,000

2012: \$20,000 - \$49,000

Staff Training through AAESA consortium

TOTAL \$20,000

Funding: Funding will come from the following sources as need arises and funds can handle
General fund, Principal's operation accounts, Grant opportunities, Bond Issue and Partnership.

2010 general fund budget

Salary – Technology \$15,525

Employer Social Security \$1188

License costs Other Professional/Technical support \$29,725

Repair & Maintenance \$1,000

Miscellaneous Supplies/Materials \$4,000

Professional Development \$500

Capital Outlay – Equipment - \$400,000

K. Coordination of Resources: AAESA centrally files USF applications for local districts and area charter schools. There is significant cost savings for broadband connectivity, telephone, and Internet services. Shared services is another strategy that is being employed to address sustainability.

Monitoring and Evaluation Section 5

L. Evaluation

Martin Public Schools will continuously evaluate the successful achievement of our goals and objectives. Evaluations will include both formative and summative components. The Technology Department plans to review by means of surveys and interviews with teachers, students, parents, and support staff on a yearly basis. Analysis of student-generated products, student achievement, and observations will also be used. Examples: Compile and analyze surveys, staff development evaluation. District teacher evaluation process includes areas to address teacher's use of tools that integrate learning. After compiling results, the technology plan team will meet to revise our plan as needed.

M. Martin Public Schools Acceptable Use Policy

Internet access is available to students and teachers at Martin Public Schools to promote educational excellence in schools by facilitating resource sharing, innovation and communication. With access to computers and people all over the world also comes the availability of material that may not be of educational value. On a global network it is impossible to control all materials, and users may discover controversial information. The District believes the value of information available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

The operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities. In general, this requires efficient, ethical and legal utilization of the network resources. If a user violates any provision, his or her password will be terminated and access will be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance. Pursuant to MCL 397.606(6), internet access to minors will be restricted by the use of filtering software.

INTERNET - TERMS AND CONDITIONS

1. The purpose of the Internet is to support research and education in and among academic institutions in the U.S. The use of your account must be in support of education and research and consistent with the educational objectives of the district. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, advertisement or political lobbying is prohibited.

2. The use of the Internet is a privilege and inappropriate use will result in cancellation of the privilege. (Each student receiving an account will be part of a discussion with a faculty member pertaining to the proper use of the network.) System administrators will determine what inappropriate use is and their decision is final. Also, the system administrators may close an account at any time as required.

3. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

A. Be polite. Do not be abusive in your messages to others.

B. Use appropriate language: Do not swear, use vulgarities or any other inappropriate language.

C. Do not reveal addresses or phone numbers of students or colleagues.

D. Note that e-mail is not guaranteed to be private. System administrators have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.

E. Do not use the network in a way that would disrupt the use of the network by other users.

F. Communications and information accessed on the network are private property.

4. Martin Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. Martin Public Schools will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Martin Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's password. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the Internet.

6. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another user, Internet, or any of the above listed agencies or networks that are connected to the Internet. This includes, but not limited to, the uploading or creation of computer viruses.

AGREEMENT

I understand and will abide by the Internet Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User Name (please print): _____ ID# _____ Grade _____

User Signature: _____ Date _____

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. I also recognize it is impossible for Martin Public Schools to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to

issue a password for my child and certify that the information contained on this form is correct. I may cancel my child's use of the Internet by calling 672-5554. The call must be followed with written verification of my intent to cancel Internet use within one week of the call.

Parent or Guardian's Name (please print): _____

Signature: _____ Date _____

INSTRUCTING TEACHER

I have read the Internet Use Agreement and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student use of the network. As the instructing teacher I do agree to instruct the student on acceptable use of the network and proper network etiquette.

Teacher's Name (please Print): _____

Signature: _____ Date: _____

Revised: 5.25.07

TECHNOLOGY CODE OF ETHICS

-RIGHTS-

1. Users have the right to use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.
2. Users have the right to access information from outside sources that facilitates learning and enhances educational information exchange.

-RESPONSIBILITIES-

1. Users are responsible for utilizing technology in the school ONLY for facilitating learning and enhancing educational information exchange consistent with the purpose of the school.
2. Users are responsible for properly using and caring for that hardware and software which they have been trained and authorized to use. Users are prohibited from using any technology for which they have not received training.
3. Users are responsible for logging into any network only with a user identification and password they have been assigned. Users are prohibited from using another user's log in ID and password.
4. Users are responsible for adhering to all rules established by the technology facilitator and/or classroom teacher for use of the hardware, software, computer labs, media centers and networks.
5. Users are responsible for obtaining permission from the technology administrators before bringing in personal software and using it on school equipment.
6. Users shall not knowingly install computer viruses on school equipment.
7. Users are responsible for keeping hardware and software from being relocated, removed from school premises, or modified without permission from the technology facilitator.
8. Users are responsible for adhering to established printer use guidelines and limits.

OFFICE USE ONLY

Instruction completed on _____

DATE

Successful test completion. Y N

Password issued _____ Date of issue _____

9. Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.

10. Users are responsible for maintaining the integrity of the electronic mail system (e-mail), reporting any violations of privacy, and making only those e-mail contacts which facilitate learning and enhance informational exchange.

11. Users are responsible for adhering to the copyright guidelines in the use of hardware and software .

12. Users are prohibited from using the technology for personal or private business, for product advertisement or political lobbying.

13. Users are prohibited from the malicious use of technology to disrupt the technology to disrupt the use of technology by others, to harass or discriminate against others or to infiltrate unauthorized computer systems.

-DISCIPLINARY ACTION-

1. Any user violating any of these Rights and Responsibilities will face disciplinary action and may be banned from using school hardware or software.

2. Users will be required to make full financial restitution for any unauthorized expenses incurred or any damage to hardware, software or files.

3. Users violating any of these Rights and Responsibilities may be required to attend additional training sessions in order to continue using school technology.

4. Users violating any of these Rights and Responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines.

5. Users may face criminal/civil action brought by the school, copyrighted owner, etc.

MARTIN PUBLIC SCHOOLS

TECHNOLOGY CODE OF ETHICS

I understand and will abide by the Technology Code of Ethics. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User name: (please print): _____

Signature: _____ Date _____

As the parent or guardian of this student, I have read the Technology Code of Ethics. I understand that this access is designed for educational purposes. I also recognize it is impossible for Martin Public Schools to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue a password for my child and certify that the information contained on this form is correct. I may cancel my child's use of the computers by calling 672-5554. The call must be followed with written verification of my intent to cancel computer use within one week of the phone call.

Parent or
Guardian: _____ Date _____

revised5.25.07

OFFICE USE ONLY

Password issued _____ Date of issue _____