

**TECHNOLOGY PLAN  
for  
MARTIN PUBLIC SCHOOLS  
www.martinpublicschools.org**

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**(Allegan Area Educational Service Agency – 03060)  
1619 University St. Martin, Michigan 49070  
Contact: Mike Smith  
msmith@martin.k12.mi.us  
269-672-7194  
Fax: 269.672.7116**

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**Introduction**

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 have changed the way we process and transmit information in the second half century.

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 new and continuing expense not easily funded solely through the substitution of 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.

### **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.

### **B. Mission Statements:**

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.*

**C. Vision:** 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...
  1. affords maximum efficiency use of resources for students and staff
  2. assures equal access to technology
  3. 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...
  1. Continually re-evaluate its role in education and respond to the changing needs of the education community and how technology supports this role.
  2. 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.
  3. Help assure equity in access to technology for all staff and students.

**D. Guiding Principles:** A set of principles, derived from the work of ongoing IT groups guides the role of information technology for Martin Public Schools. These principles are fundamental to the culture of Martin Public Schools; they serve as a litmus test for assessing the suitability of alternative strategies considered throughout the planning process.

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.

The entire staff will have 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.

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 responsible behavior concerning fair use, privacy, intellectual property rights, and censorship. It will be the responsibility of each IT user to be familiar with the acceptable use policy, and to abide by it to avoid infringing upon the rights of other users.

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.

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.

Martin Public Schools are leasing fiber optic connectivity that will allow inter-connectivity to the AAESA (formerly ISD) and all local districts, as well as Ottawa Area ISD and Kalamazoo RESA. The fiber connectivity will support these types of services:

- Blackboard – Instructional Systems
- United Streaming – Video Programming
- Student & Financial Management packages
- Remote Backup & Disaster Recovery Planning
- Centralized Helpdesk and Remote Monitoring and Support
- Distance/Collaborative Learning
- Document Imaging
- Internet Access/Carrier Services

**E. Planning Process:** This document outlines the Technology Plan for Martin Public School District. It is based on a synthesis of issues and concepts identified in 2001-2002 school year. Technology is modifying K-12 education, and school leaders believe MPS must not merely respond to that change, but responsibly guide and lead it. The purpose of the Technology Strategic Plan is to develop a comprehensive plan ensuring the availability, support, effective management, and required funding for IT resources and capabilities which properly support MPS missions. MPS has already completed significant planning related to the future use of information technologies. Previous planning efforts helped provide the foundation for the development of this IT strategic plan. To accomplish the project's goal, MPS Technology Committee's on-going duties include:

- Understand educational initiatives and planned outcomes underway to determine appropriate technology and plan accordingly.
- Recognize ongoing planning processes and determine how to link them to this strategic planning process.
- Incorporate input from staff, community, industry, parents and students and local educational leaders into plan.
- Review previous IT-related planning efforts and reports and prepare annual plan.
- Gather input on the Martin Public Schools vision and need for IT infrastructure and support.
- Conduct a technical assessment of existing IT resources and capabilities and project needs including professional development and policies/procedures.
- Review benchmarks and practices from other educational institutions

The planning objectives are reviewed annually and include:

- Create a shared vision and objectives for the role and use of information technology at the Martin Public Schools.
- Develop a preferred IT architecture as well as an ongoing process to set standards and guidelines ensuring support, connectivity, and interoperability, which will guide IT, purchasing and investment decisions.
- Define the support models and service mechanisms necessary to allow Martin to realize the benefit of IT resources.
- Identify and prioritize the improvement initiatives necessary for the IT infrastructure and services to meet the Martin Public Schools strategic technology learning goals.
- Identify the financial requirements necessary for the ongoing, sustainable investment in and support of IT resources.
- Define the roles and responsibilities necessary for the management and provision of IT functions and resources.
- Establish an ongoing process for evaluation and revision of Martin Public Schools Technology Strategic Plan.

The plan is prepared annually to coincide with budget cycles. The plan revisions are initiated by the committee and approved by the Superintendent and Board of Education.

**F: Planning Team:** Dirk Weeldreyer – Secondary Principal, Julie Boyle – Elementary Principal, Doug Talsma – Community Member/Board of Education, Stephen English – Elementary Teacher, Lori Hudon – Media Center, Caryn Blackburn – Teacher, Christie Wonderly–Technology Teacher, Mike Smith – Technology Coordinator

### **Goals**

The technology goals we seek are organized around certain core activities: administration, teaching and learning. In many cases the leased fiber connectivity will enhance student learning opportunities by increasing electives and other learning opportunities.

- To give students the opportunity to continue and enlarge upon their computer literacy skills
- To give students the opportunity to continue with their word processing skills
- To give students an opportunity to be successful on state testing and increase their test scores in basic subjects
- To make it possible for students to learn at their own rate of speed and their individual achievement
- 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

**A. Infrastructure:** To meet the needs of MPS, information technology infrastructure will be scaleable, adaptive and flexible. The infrastructure will allow for growth and expansion, adaptation to the new technologies and applications.

1. Universal IT access for administration, teachers, students, and staff.

Martin Public Schools will:

- Provide administration, staff, teachers and students with up-to-date computers and on-line network connectivity, and provide off-line access to the network for staff and administration.
- Provide Martin Public Schools with well-supported Computer Labs to ensure convenient on-line access.

2. IT resources will be effectively delivered in a distributed manner by a centrally coordinated support network.

Martin Public Schools will:

- Ensure that every user has a support contact. This contact will be accessible to the user and will understand the user's function, and will be skilled in certain core competencies, including communication, facilitation, teamwork and technology.
- Develop mechanisms to manage the ongoing growth of the IT infrastructure. Specifically, Martin Public Schools will establish a mechanism to continuously identify and understand support needs.
- Fine-tune a strategy to retain highly qualified personnel and to leverage student expertise and potential.

3. MPS will provide a classroom environment in which instructors may leverage IT capabilities. There will be an adequate number of media-equipped classrooms to meet instructors' needs. The classroom environment will provide a core set of technology and will accommodate a range of technologies, including those that are discipline-specific. The classroom environment will be flexible and unobtrusive so that the technological resources are easy to use.

4. MPS will achieve economies of scale in purchasing and support. MPS will identify and regularly update a set of recommended systems configurations and software options for the core IT services, workstations & peripherals.

**B. Funding:** Martin Public Schools will fund IT services from multiple funding streams including a combination of central allocations and cost recoveries. Purchasing discounts, bulk purchasing & vendor partnerships will be sought to make systems as easily and inexpensively available as possible. New sources of funding will be sought.

**C. Management and Governance:** IT Leadership will be clearly identified by Martin Public Schools and will be characterized by authority, accountability, stability and responsiveness to Martin Public Schools needs for IT.

Additionally, the leadership will ensure:

- Identification of clear decision-making and priority-setting processes.
- Include Martin Public Schools mission and school improvement goals into the decision-making process.
- Development and maintenance of the IT Strategic Plan.
- Development of performance measures to track and demonstrate success.
- Creation and monitoring of the IT budget and advocacy of fundraising needs.

Martin Public Schools will also review and realign the organization of information technology to become more responsive to the needs and wants of staff and students.

**D. 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.

1. 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.

2. Promulgate successful teaching models; support the transition to new methods. Martin Public Schools will support information exchange and idea sharing between instructors. It will also provide support to assist instructors to learn what new teaching materials are available.

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.

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 the state of Michigan Technology Benchmarks and National Technology Educational Standards (NETS).

6. Equip classrooms with tools for technology-based teaching and learning. Martin Public Schools will equip classrooms with appropriate facilities such as technology display capabilities, to encourage the implementation of new technology-based teaching methods.

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.

### **Infrastructure**

**A. District:** Martin Public Schools Local Area Network (LAN) runs a Main server with Novell Netware 5.1, a Firewall computer with Novell BorderManager 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 Novell 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 BorderManager server provides Internet access to all computers (except the administration building) at T1 speed. This server filters inappropriate web sites and information on the Internet using Cyber Patrol. 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.

Other technology applications at Martin include teaching with LCD panels and projectors, newsletters developed with desktop publishing software, school/community presentations using Microsoft PowerPoint and LCD panels or projectors, staff access to internet resources, and the use of various productivity software tools at both the instructional and administrative levels. Each school has at least six TV's & VCR's with plans to increase those numbers.

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

**B. Media Center:** The Media Center in the Elementary and High School use the Follett networked on-line card catalogue and circulation system. All libraries have access to reference material and Internet. The Elementary has seven networked computers. The Middle School/ High School library has 16 network computers with Internet access.

**C. Web Page:** The District has a web page located at [www.martinpublicschools.org](http://www.martinpublicschools.org) and is maintained by district administration. Basic school and district information is available to the general public through this Internet site.

**D. Guidance:** Guidance offices at the elementary, middle school and high school have desktop systems to access student records, career information systems, word processing and spreadsheet applications, and the Internet. Each student completes an electronic EDP in the 8th grade which is used to chart high school course selections. In the Middle School and High School report cards, interim reports and other bulk student scheduling and attendance information is generated centrally by the district's student management program. All District offices and guidance offices are connected to the Internet and have e-mail access.

**E. ACISD:** Martin Public Schools is a member of a consortium of the Allegan County Intermediate School District and Ottawa Regional Educational Support Agency.

**F. Infrastructure Upgrading:** To fully "...create, maintain, perpetuate and integrate technology into an environment in which students, teachers, administrators and the community use technology as a tool for learning and to help increase efficiency at school, work and home", the District must provide and continually assess 1) sufficient bandwidth to accommodate Internet technologies that include data, voice and video, 2) network infrastructure and backbone, and 3) sufficient storage and processing power to all district users.

**G. Video Distribution System:** A Video Distribution System will be installed throughout the District. The district will have a central video playback system that includes a television along with a videocassette recorder (VCR) or DVD in each classroom. This Distribution System will allow for cable television on demand for classroom use. There will be a mobile video cart available for live broadcast of school events from and to the classrooms. Also classrooms will be able to view recorded programs and events either through the playback system or the classroom VCR. For computer presentations, there will be the capability to connect at least one classroom computer to the classroom television. The Video Distribution System will also have connectivity to the world outside the District with the use of a CODEC, satellite dish or other equipment that provides this access. Using the Video Distribution System and the Internet accessibility, Martin Public Schools will possess a distance learning system that allows for learning activities beyond the boundaries of the district. This system will allow for virtual field trips, interactive educational presentations, and teleconferencing activities for staff and students. The Video Distribution System's "Headend" electronics will be located at the Technology Coordinators Office. The District will continue to look for Grant funding.

### **Curriculum Integration**

**A. Goals:** 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.

- 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 use of technical equipment. (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 EEDP 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. Interdisciplinary & Career Applications**

It is a goal of Martin Public Schools to offer students a pathway to adult success (Martin High School Program of Studies). Besides constructing an interdisciplinary approach to education, Martin technology courses blend career education and skills with instruction of basic academics.

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. Blended with all classroom instruction is basic knowledge of career possibilities.

Middle 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.

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.

**C. Research on Technology/Academic Practice:** The potential of new technologies and classroom best practices are continually pursued by district technology, NCA, and curriculum leaders. Current district priorities are technologies that support:

- Students’ reading development and writing skills
- Students’ research/critical thinking skills
- Student responsibility and collaboration The success of new technologies for education is found not in the technology, but in the way technology is used as a tool for student learning. Thus, appraisals from educational researchers and practitioners about the success of new technologies must be considered from a variety of credible sources:
- Periodicals (Educational Leadership; Technology & Learning)
- Professional Conferences (MACUL; ATA; ETCC.)

**D. Best Practices:** Combined with a three-year Technology Plan, Martin Public Schools has a technology curriculum that is a model program. We receive calls from other districts that are trying to develop and improve their programs. It is the continuous attention to best practices for this area that creates such a successful program.

Current Educational Practices:

- Students at Brandon Elementary receive instruction in the school’s computer lab for one or two 45-minute sessions each week. State and national standards are covered. Students learn how to use technology as a tool, which helps support the core curriculum.
- Middle School Through 12-week rotation courses, middle school students begin to explore the vast uses of technology. Meeting state and national standards, these classes prepare students to meet the demands of core curriculum classes and high school.
- High School Students in grades 9 – 12 can explore all of the aspects of technology application and skills. Combined with courses offered through a partnership with Allegan County Technical and Educational Center, students acquire skills necessary for “real life” applications outside of school and in specific career fields. In addition, skills acquired in these courses meet state and national benchmarks and are applicable to core curriculum classes.

Future Technology Practices: Many analysts believe that Palm Pilot technology and laptops are both going to be much more widely used in the near future. Funding for this program and the technical support needed to maintain the computers are major concerns.

Future Technology Programming: The Michigan Virtual High School (MVHS) is an online resource that enables Michigan high schools to provide courses that student would not otherwise have access to. Certified Michigan teachers

teach all courses. Funded by the Michigan Legislature, it is operated by Michigan Virtual University, a private not-for-profit Michigan corporation.

Recommendations: In order to keep our current program from degenerating, Martin must keep current both in effective education methods and in equipment. Continuing with the implementation schedule of the current technology plan to update equipment is one way to keep this department at its current level. Additionally, collecting current information on best practices and teaching methods to train teachers to effectively guide students through technology is necessary to maintaining the high level of success of this program.

#### **E. School Improvement and Curriculum Process:**

##### **a. Curriculum Council**

Technology, Career Pathways, and Michigan Curriculum Frameworks are integral to every K-12 curriculum review. Whereas Martin Public School District follows a five-year cycle, this doesn't preclude specific revisions or recommendations. At any time, the potential of a new educational technology may be shared with the Curriculum Council of teacher leaders. If the proposal is recommended by Curriculum Council, Technology Committee and Administrators, it will be sent to the Martin Board of Education for adoption.

##### **b. School improvement**

The Martin Public School District has identified NCA Goals which blend technical and academic learning:

- Students will improve the quality of their writing in all curricular areas.
- All students will be critical thinkers.
- All students will be responsible for their own actions.

All achievement data is recorded/analyzed with technical tools. A district wide School Improvement Team (representatives of Curriculum Council, NCA Committees, Title I, Counseling, Technology/Careers and Administrators) receives progress reports, reflects about overall effectiveness and makes recommendation for priorities.

**F. NCA Goals Applications:** In accordance with school wide goals to complete North Central Accreditation skills acquired through and learning activities within technology courses can be applied in the following areas:

- **Critical Thinking:** As per the Michigan Curriculum Framework Vision Statement and Content Standards and Benchmarks, Martin K-12 technology courses emphasize higher order thinking skills through learning applications that require students not only to collect, research, analyze and synthesize information, but also to predict, evaluate and communicate this information
- **Writing:** Martin technology courses incorporate Writing Across the Curriculum in all courses K-12 by requiring students to communicate (in writing and other methods) information about and from technology. In addition, the word processing skills acquired through these courses can be applied to producing Writing Across Curriculum papers in all courses
- **Respect & Responsibility :** Through several benchmarks from the Michigan Curriculum Framework and the Martin High School Technology and Internet Agreements, which are currently established, K-12 technology courses promote responsible, proper student use and care of technology and technological equipment. Additionally, these courses promote ethical respect of the applications of technology.

1. Specific assessments for student achievement of these goals have been developed by each NCA Committee.
2. Curriculum Council reflects upon local and standardized student academic achievement scores, including MEAP.
3. Additionally, Title one personnel/core department heads follows the progress of individual at risk students.

**G. STUDENT ACHIEVEMENT - PROGRAM DELIVERY OVERVIEW:** 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 & Later Elementary –** Students are introduced to basic concepts of technology and its uses. 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 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.
- High School - 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.

#### **H. Program:**

Technology Cross-Curricular Application Core Departments for Grades 612

- See Attachment A1 – A9

Content Standards and Working Draft Benchmarks

- See Attachment B1 – B8

K-12 Benchmark Instruction

- See Attachment C1 – C13

Early Elementary Grades K-3

- See Attachment D1 – D5

Later Elementary Grades 4-5

- See Attachment E1 – E5

Sixth Grade: Keyboarding

- See Attachment F1

Seventh Grade: Keyboarding/Intro to Computer Applications

- See Attachment G1 – G4

Eighth Grade: Beginning Computer Application

- See Attachment H1 – H4

Ninth-Twelfth Grade: Computer Applications

- See Attachment I1 – I8

Ninth-Twelfth Grade: Publications (Yearbook)

- See Attachment J1 – J7

Tenth-Twelfth Grade: Publications II

- See Attachment K1 – K4

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
- Student and Financial Management Packages
- Remote Backup and Disaster Recovery Planning
- Centralized Helpdesk and Remote Monitoring and Support
- Distance/Collaborative Learning
- Document Imaging
- Internet Access/Carrier Services
- VOIP

### **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.

**Food Service:** The district food service uses software and the district's network to track free and reduced lunches and to order food from their supplier. Serving lines use "point of sale" computers.

**Library:** The Elementary and High School libraries are a part of our "integrated database" and are assessable anywhere on our network.

**Athletics:** Athletics is using Schedule Star to input its schedule on the network. The Athletic Director and Transportation Director are able to get this schedule via the network. Schedule Star prints reports for all school sponsored athletic teams. These reports include schedules, win/lose record, bus departures, officials, team rosters, etc.

**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. Our Tech 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.

This document outlines the Technology Plan for the Martin Public School District. It is based on a synthesis of issues and concepts identified in 2001-2002 school year. Technology is modifying K-12 education, and school board and academic leaders believe the MPS must not merely respond to that change, but responsibly guide and lead it. The purpose of the Technology Strategic Plan is to develop a comprehensive plan ensuring the availability, support, effective management, and required funding for IT resources and capabilities which properly support the MPS's missions. The MPS has already completed significant planning related to the future use of information technologies. The previous planning efforts helped provide the foundation for the development of this IT strategic plan. To accomplish the project's goal, MPS Technology Committee on-going duties include:

- Understand educational initiatives and planned outcomes underway to determine appropriate technology and plan accordingly.
- Recognize ongoing planning processes and determine how to link them to this strategic planning process.
- Incorporate input from staff, community, industry, parents and students and local educational leaders into plan.

- Review previous IT-related planning efforts and reports and prepare annual plan.
- Gather input on the MPS vision and need for IT infrastructure and support.
- Conduct a technical assessment of existing IT resources and capabilities and project needs including professional development and policies/procedures.
- Review relevant functional and technical benchmarks and practices from other educational institutions.

. The planning objectives are reviewed annually and include:

- Create a shared vision and set of objectives for the role and use of information technology at the MPS.
- Develop a preferred IT architecture as well as an ongoing process to set standards and guidelines ensuring support, connectivity, and interoperability, which will guide IT, purchasing and investment decisions.
- Define the support models and service mechanisms needed to allow MPS to realize the benefit of IT resources.
- Identify and prioritize the improvement initiatives necessary for the IT infrastructure and services to meet the MPS's strategic technology learning goals.
- Identify the financial requirements for the ongoing, sustainable investment in and support of IT resources.
- Define the responsibilities necessary for the management and provision of IT functions and resources.
- Establish an ongoing process for evaluation and revision of the Technology Strategic Plan.

The plan is prepared annually to coincide with budget cycles. The plan revisions are initiated by the committee and approved by the Superintendent and Board of Education.

### **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) 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.

Resources for providing professional development to the staff come from several sources. The Michigan Virtual University has an online service for providing district staff training in a multitude of subjects, ranging from basic use of an application such as Microsoft Word to technical network training in Microsoft NT. Staff members can also take advantage of the various technology offerings for Professional Development through Martin Schools, Allegan County Intermediate School District (ACISD) 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.

The District Technology Coordinator also serves as a resource and will answer any questions that the staff may have on technology. In addition, he will encourage and provide staff further training opportunities in appropriate applications that will assist student learning at the point of need.

For the first year of this plan, the District will focus its professional development efforts on providing opportunities for staff to receive on-going training in the use of current software and equipment and become proficient with computers in order to use them on a daily basis for tasks such as attendance, student management, grade reporting and communication. In the last two years, attention will be directed upon the utilization of the learned concepts to enhance classroom instruction; developing and implementing lesson plans that use the multimedia resources existing in their

classrooms (e.g., scanners, sound cards, video, projectors); and training to integrate existing unit plans with technology. As teachers learn to use the technology, more and more classrooms will become technology rich environments.

[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. There are currently more than 20,200 registered Moodle installations worldwide.

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.

With the leased fiber, all Allegan County schools can access the Moodle tools and use at will.

Other tools that will become widely available to Allegan County schools through the leased fiber include *unitedstreaming*, a digital video-on-demand and online teaching service to help improve students' retention and test scores, and Michigan Virtual School (on-line learning resources).

### **Technical Support**

The District's technology assets require sufficient maintenance capacity to ensure operability. Technology support is provided by a part time District Technology Coordinator. The Technology Coordinator is responsible to provide maintenance help and to ensure maximum operational condition of the Districts technology assets to include the Districts servers and administering the Novell network. He not only provides general operational maintenance of the technology but also offer basic expertise in the use of specific applications. He also helps with assisting the building staff in accomplishing their school improvement, NCA and individual goals. Whenever a staff member is in need of technical help he will assist in getting the help and the information. The Technology Coordinator is available to all Martin personnel through email, phone call or note in his mailbox. Whenever, a staff member needs assistance or has a question, they contact the Technology Coordinator.

### **Supporting Resources**

Martin School personnel have an enormous amount of informational resources available to them to assist in every aspect of technology. The most important medium for informational resources involves the Internet accessibility within the infrastructure of the district. All network computers have T1 speed connectivity to the Internet. In addition to the Technology Coordinator, there are other staff members who have become proficient in various technology uses. While there is no current formal organization of proficiencies available as resources, these staff members do provide a valuable foundation for future formal integration of instructional technology. The District has and will continue to encourage these staff members to share their knowledge with others. This has been done informally and formally with Professional Development and short in-services.

Resources are also available through ACISD, Allegan County Intermediate School District, and Ottawa Regional Educational Support Agency to assist district personnel with instruction and technology support. These resources include video lending library, instructional material, technology classes and in-services as well as human support.

Technology assets are available for student use in classrooms, computer labs and building media centers. Students are provided appropriate time to not only learn as a group through whole group instruction in the computer labs but are also allowed access to computers in libraries and classrooms, for individual needs.

Martin Public School maintains a web site where the District and each school preserves a Web presence. Basic school and district information is available to the general public through these Internet sites. The District is looking at

expanding and utilizing this resource to interact more efficiently with not only parents but with all community members as well as guests and visitors throughout the county and state.

The following resources are provided at all grade levels:

- Microsoft Office Professional 2000 or higher
- Student Management for attendance, report cards, eligibility, information, etc.
- Novell 5.1 with Basic ZENworks
- BorderManager 3.5
- Auxiliary Peripherals
- Network Laser Printers
- Desktop Scanners
- Digital Projection
- Video Camera & VCR

In order to fully implement Martin's Technology Plan, staff needs to be encouraged, even required, to fully use the technology that is already available. A four-year replacement cycle for computers has been created. The useful life cycle of computers is three to five years. A four-year replacement plan for computers and other hardware will be put into effect when funds permit. Computers will be rotated back into the system whereby the areas requiring the most advanced machines will receive the newest computers and the older machines will be sent to those areas requiring the more moderate and lesser needs. This rotation system will also be used in the labs where use and access priorities will be established. When a computer has outlived its usefulness, it will be discarded. When possible, these computers and related technologies will be sold or given to members of the community.

The Board of Education has adopted numerous policies to ensure student protection and compliance with such regulations as the Children's Internet Protection Act (CIPA). They are in the Appendix at the end of this document.

Teachers and staff will be provided with a series of inservice sessions which show the benefits of and process for using Moodle, United streaming, and Michigan Virtual School.

### **Timetable**

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. **Greater Bandwidth** for districts- more internet based traffic (Phones, video streaming, on-line learning, etc)
2. **Greater Connectivity** for consolidation of services (sharing services with others in the region)
3. **Greater Service Options-** Without fiber there are limited options in vendor selection for phones, internet and cable. For example, DSL/cable not available in certain areas of the county.
4. **Greater Cost Efficiencies -** Fiber opens up pricing options for phone services

### **Infrastructure: Strategies to increase access**

This system designed to increase access will be a Wide Area Network utilizing fiber optic cable extending from the AAESA out to a single point

#### **A. 2007-2008**

Replace computers in Lab B5 (25). Present computers to be put in remaining elementary & middle & senior high school classrooms to add multimedia to each classroom to increase networked computers. Community offerings to include evening classes and software training. Continue to provide more staff training for teachers to including technology into their lesson plans. Continue evaluating program and delivery. Encourage staff to attend technology clinics as funds will allow. Continue evaluating software needs.

#### **B. 2008-2009**

Replace computers in elementary and high school library. Present computers to be put in elementary & middle & senior high school classrooms to update multimedia in classroom. Continue Lab computer replacement cycle. Replace computers in Lab A1 (25). Present computers to be put in elementary & middle & senior high school classrooms to update multimedia in classrooms. Continue community offerings to include evening classes and software training. Continue to provide more staff training for teachers to including technology into their lesson plans. Continue

evaluating program and delivery. Encourage staff to attend technology clinics as funds will allow. Continue evaluating software needs.

C. 2009-20010

Replace computers in Lab B1 (25). Present computers to be put in remaining elementary & middle & senior high school classrooms to add multimedia to each classroom to increase networked computers. Third multi media projector & cart. Community offerings to include evening classes and software training. Continue to provide more staff training for teachers to better deal with student administration and also including technology into their lesson plans. Continue evaluating program and delivery. Encourage staff to attend technology clinics as funds will allow. Continue evaluating software needs.

XI. Total Cost

A. COST PROJECTIONS

2007-2008: Update computers in Lab B-1 20,000

Staff training 500

TOTAL 20,500

2008-2009: Update computers in Lab B-5 20,000

Staff training 500

TOTAL 20,500

2009-20010: Update computers in elem. & high school library 10,000

Staff training 5,00

TOTAL 10,500

B. Funding: Funding will come from the following sources as need arises and funds can handle General fund, Principal's operation accounts, Grant opportunities with Government and Business.

2007-08 general fund budget

Salary – Technology \$15,525

Employer Social Security \$1188

Other Professional/Technical \$29,725

Repair & Maintenance \$1,000

Miscellaneous Supplies/Materials \$4,000

Capital Outlay – Equipment - \$5,000

**COORDINATION OF RESOURCES:** AAESA worked closely with local districts and area charter schools to define the need, and then solicited bids for Internet and phone services as the lead member of the fiber/WAN consortium, believing that there was a potential for significant cost savings if a single vendor was utilized to bundle connectivity, telephone, and Internet costs. The AAESA will take the lead with installation and maintenance of the fiber network, allowing local districts to focus on uses of the technology, rather than the delivery.

**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.

**MARTIN PUBLIC SCHOOLS  
INTERNET USE AGREEMENT**

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

<b>OFFICE USE ONLY</b>	
Instruction completed on _____	
DATE	
Successful test completion.	Y    N
<b><u>TECHNOLOGY CODE OF ETHICS</u></b>	
Password issued _____	Date of issue _____

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.

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

<b>OFFICE USE ONLY</b>	
Password issued _____	Date of issue _____