

LAKE LINDEN-HUBBELL PUBLIC SCHOOLS
TECHNOLOGY PLAN



JULY 2014 – JUNE 2017

TECHNOLOGY PLAN SUMMARY SHEET

District: Lake Linden-Hubbell Schools

District code: 31130

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Tech Plan URL: www.lakelinden.k12.mi.us/technologyplan

District URL: www.lakelinden.k12.mi.us

RESA: Copper Country Intermediate School District

Years covered by this Technology Plan: July 2014 to June 2017

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Lake Linden – Hubbell School Profile

Lake Linden-Hubbell Public Schools (LL-HS) was founded in 1864. LL-HS is situated in the Keweenaw Peninsula of Michigan's Upper Peninsula and encompasses 181.975 square miles. The district includes the villages of Lake Linden and Hubbell. The district is within the geographic boundaries of Houghton and Keweenaw counties; Torch Lake, Schoolcraft, Calumet and Sherman Townships. The Lake Linden-Hubbell School is a member of the Copper Country Intermediate School District located in Hancock, Michigan. Lake Linden-Hubbell is a general powers district and has a K-12 enrollment of 508 students. The campus consists of a high school building (7-12), an elementary building (K-6), a technology building and a bus garage. The school district has a 400-acre school forest with a 1344 square foot log building that is part of the institutional campus. The district employs 32 certified teachers, 3 district administrators and 20 support staff personnel.

Central Office

601 Calumet Street
Lake Linden, Michigan 49945
Superintendent Craig Sundblad
sundblac@lakelinden.k12.mi.us

Washington High School Building

601 Calumet Street
Lake Linden, Michigan 49945
Principal Craig Sundblad
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Elementary School Building

601 Front Street
Lake Linden, Michigan 49945
Principal Craig Sundblad/Coordinator Brad Codere
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DISTRICT MISSION STATEMENT

Our Mission: Working together to ensure that all students achieve their maximum potential and contribute to society.

Lake Linden-Hubbell
Technology Plan Introduction
January 2014

The Lake Linden-Hubbell Public School has developed a strong, sustainable commitment to bring technology into the educational setting. The district formed its first technology committee to develop a technology plan to address short term and long term needs. The plan was developed to bring technology use into the administration of school functions and the delivery of the curriculum to the students. The standing committee consists of staff, parents, board members, administration and community members. The continuing goal of the committee has been to promote and monitor the district-wide technology efforts and to maintain a plan that will best serve the needs of the school district.

The District's first technology plan had as its primary goal the development of a comprehensive high school instructional lab consisting of networked pc's and instructional software. In addition to the establishment of the lab, in-service and training was provided to the teaching and administrative staff. Community support was credited and strengthened due to instructional classes being made available to the general public. The first technology plan also credited a pathway to standardize the hardware and software for the elementary school students and faculty. The first major investment as per meeting the first technology plan goals was funded from monies secured through local lending agencies.

In subsequent years of meeting the Districts goals of technology, the following actions took place:

- ❖ Installed a distance learning facility in the elementary, middle school and high school buildings.
- ❖ Installed new computer labs in the high school building.
- ❖ Installed a new computer lab in the technology building.
- ❖ Installed a new computer lab in the library.
- ❖ Installed a new computer lab in the elementary building.
- ❖ Installed new computer systems in every office in the District.
- ❖ Purchased Dell laptops for every teacher in the District.
- ❖ Completely wired all the District buildings for internet and intranet use.
- ❖ Purchased all new software for student management, financial functions, food service and net communications.
- ❖ Purchased all new network and stand-alone software for student instruction.
- ❖ Installed wireless capabilities in the building.
- ❖ Purchased computer-aided drafting software (CAD).
- ❖ Made available distance learning classes to students.
- ❖ Made available virtual university courses to students.

- ❖ Updated the library software three times to facilitate library resource management for our student population and community population via the public library.
- ❖ Funded and arranged for all faculty and staff to receive computer hardware and software training.
- ❖ Installed back up services at the local level and ISD level.

The District employs a technology coordinator together in consortium with other LEA's through the Copper Country Intermediate School District.

Every year the District has applied for and received various grants and funds from available resources. Teachers are encouraged to write grants for specific educational needs made available from external resources. The District appropriates funds each year to meet technology goals. These funds are provided for in the District's General Fund.

The District today is well positioned to meet the goals of ongoing development of computer assisted curriculum development and programming. The District has modern integrated hardware and software being used daily by well-trained teachers and staff.

Employees of the Lake Linden-Hubbell School District have a clear vision of technology and its power to facilitate general as well as individualized instruction. Technology will be forever linked to learning in the District as our students have created an expectation for technology having had it a part of their daily education since kindergarten. The District envisions the major role of technology to be:

- ❖ Assisting the delivery of K-12 curriculum.
- ❖ Assist in decision making and goal setting.
- ❖ Enhancement of K-12 general curriculum and special needs instruction.
- ❖ Preparation for post secondary learning and dual enrollment.
- ❖ Assisting with the delivery of individualized instruction.
- ❖ Strengthening the community through technology education and technology expectation from the school.
- ❖ Assisting in meeting the District's School Improvement Goals.

As our school District strives to improve in all aspects of technological usage and integration, it does so knowing that upon leaving school our students will enter a competitive workforce in a global economy. The District's technology investments, impacting acquisitions of updated hardware and software will provide learning opportunities for students as well as teachers and staff. The District knows that technology is one major stimuli to create positive changes in the classroom. The District knows that classrooms with modern, functional technological resources will create higher expectations for learning for students and teachers. The District envisions a learning environment that will shift from

the traditional teaching method of imparting learning to the student centered driven mode of learning.

Lake Linden-Hubbell School
Mission Statement

Our Mission: Working together to ensure that all students achieve their maximum potential and contribute to society.

Technology Planning Team

Craig Sundblad	District Superintendent and Principal
Brad Codere	Elementary Coordinator
Gary Guisfredi	Athletic Director
Jeff Klein	District Technology Coordinator
Jeff Klein	District Accountant
Donna Cloutier	Secretary, High School/ Middle School
Colleen Lajimodiere	Secretary, Elementary School
Andrew Crouch	Teacher, High School
Jason Erva	Teacher, High School
Debbie Heide	Aide, Elementary School
Brad Codere	Teacher, Elementary School
Dainelle Alfafara	Teacher, High School
Leon Sutherland	Guidance Counselor, Mid/High School
Michelle Axford	Teacher, Elementary School
Patricia Burton	Board of Education President
Roger Cieslinski	Community member, parent

Guiding Documents

1. Michigan Department of Education K-12 Technology Planning Website
<http://techplan.org>
2. State of Michigan Five Year Technology Plan
www.mde.state.mi.us/tplan/final.shtml
3. Michigan Department of Education Educational Technology Plan Approval Checklist.
4. Michigan Curriculum Frameworks www.mde.state.mi.us/reports
5. National Education Technology Standards <http://cnets.iste.org>
6. Michigan Technology Content Standards and Benchmarks
www.michigan.gov/documents/technology
7. Entry-Level Standards for Michigan Teacher and Related Proficiencies
www.michigan.gov/

Technology Vision Statement

Integration of modern technologies into the K-12 curriculum in all descriptions with a teaching and instructional support staff capable of addressing the technology learning needs of all students to better prepare them for a modern, competitive and global workforce/economy. Technology will provide a teaching and learning tool enabling students to learn and grow in a modern technology driven society. School District technology components will enable parents and community members access to worldwide technology and benefits.

Process of integrating the Technology Plan with the District's mission and Improvement Plan:

The technology plan supports the district mission to guide, encourage and support all learners. The plan places a strong emphasis on constructing a comprehensive and modern infrastructure that will support the work of all students and staff in the district. Modern and varied technologies will be made available to all school users. The technology plan will provide support for the School Improvement Plan by design. The comprehensive theme of the Improvement Plan is to work in a coordinated way to ensure all students succeed and rise to their maximum potential and become productive citizens. To achieve this goal, the district will develop and implement instructional strategies, integrated with technology to address diverse student needs, ability levels and learning styles in order to increase student achievement. The technology plan supports the curriculum and instructional goal by addressing the need for a variety of technologies to be available to students and teachers.

To ensure a full integration of technology with instructions it's imperative that trained and competent staff be employed as teachers, instructional aides and support staff. Contemporary and comprehensive professional development will be strategically provided to meet this goal.

The long-range plan goal for facilities is to provide well-maintained and adaptable facilities for learning today as well as into the future. The technology plan supports the facility goal by addressing the need for well-maintained, up-to-date technologies that enable students and staff to access and use technologies.

The District long range plan goal for school community relations is continue collaborative efforts with institutions, businesses, organizations, community groups and families to create on-going opportunities for students and to

maximize resources in a mutually beneficial way. The District's public library technology capacity will mirror that of the other instructional facilities. The goal of the library technology is to facilitate student learning with technology as well as to engage the general public with the school and educate the public on the rising technology.

Technology Goals

Goal 1: All Lake Linden-Hubbell Public School students will be provided modern technology which will be fully integrated into the curriculum to maximize learning for every child.

Strategy 1.1: Acquisition of essential knowledge and skills by every student. K-12 students will receive technology instruction daily/weekly.

Strategy 1.2: Acquisition of curricular/discipline appropriate software to facilitate learning.

Strategy 1.3: Information management – Students will learn to generate and manage data files. Students will learn to acquire, evaluate, organize and communicate information.

Strategy 1.4: Provide age or competency level instruction on an individualized basis to prepare students for post secondary instruction or workplace technology usage.

Goal 2: All district instructional staff and support staff classified as instructional aides will be expected to possess the technology competencies appropriate for their position and level. Educators will model the effective and responsible use of technology to foster a dynamic and interactive learning environment.

Strategy 2.1: Expectations require the technological skills necessary to maximize the utilization of the District's technologies.

Strategy 2.2: Require each child to develop technology skills for entry into the next grade/class level to meet higher level teaching methodologies and expectations.

Strategy 2.3: Provide a systematic and sustainable professional development program.

Strategy 2.4: Develop technology competencies for all staff to master

Strategy 2.5: Develop higher skilled teachers and/or instructional aides to a technician level to assist technology coordination and support.

Goal 3: Lake Linden-Hubbell Public Schools will provide the technological

resources (hardware, software, returning technical/professional support and facility upgrades) necessary to effectively integrate technology into the learning environment.

Strategy 3.1: Provide all students and teachers with equitable and appropriate access to technology resources necessary to make technology an indispensable and integral part of the learning process.

Strategy 3.2: The District will develop and fund a plan to provide the human resources necessary to keep the technology operational at optimal levels.

Strategy 3.3: The district will develop and fund a plan to provide the physical infrastructure necessary to operate and connect people to the resources they require.

Goal 4: Lake Linden-Hubbell Public Schools will provide the technology resources, opportunity and access to technology to support communication within the district and between the district and the community.

Strategy 4.1: Provide teachers, staff and community appropriate access to technology hardware and software to facilitate surveys and school community information exchange.

Strategy 4.2: Students and staff will routinely use a variety of technology equipment, software and content resources for differentiated learning, and higher-level activities.

Strategy 4.3: Surveys; curriculum and lesson plan reports; school improvement reports and classroom observations.

Strategy 4.4: Students and staff will have the knowledge and skills to effectively match technology tools and resources to tasks; using test data and classroom observation, to observe competence.

Strategy 4.5: Internet safety and acceptable use policy compliance will be monitored with the review of logs, reports, disciplinary action reports and discussions.

Strategy 4.6: External funds from USF will be secured to maximize efficiencies for telecommunications, internal connections, email, Internet, telephones, basic network and server maintenance.

Strategy 4.7: Telephones will be provided in every classroom to monitor local and long distance communication for faculty, students, and administration and parents. The phone line/service will be provided for in part with USF monies.

Summary of Technology Evaluation Methods, Tools, Resources	
Items to Evaluate	Methods, Tools, Resources
GOAL #1: To support differentiation, higher-level learning, and achievement, every student will have opportunities to use a variety of technology equipment, software, and content resources for learning.	Surveys; Help Desk logs and reports; hardware, software, and curriculum materials inventories; curriculum and lesson plan reports; training request database; classroom observations; discussions.
GOAL #2: To support student achievement instructional staff will have professional development opportunities that address the integration of technology in instructional strategies for differentiated learning and higher level learning.	Training and consultation request database; training and consultation records; surveys and training evaluations; discussions.
GOAL #3: Students and staff will have access to well-maintained, current, and relevant technologies that support their daily work.	Surveys; Help Desk logs and reports; discussions (especially those related to curriculum resource reviews); hardware, software, and curriculum materials inventories.
GOAL #4: Available technology will support communication within the district and between the district and the community.	Surveys: web site traffic reports; intranet usage reports.
Goal for teachers and students: Students and staff will routinely use a variety of technology equipment, software, and content resources for differentiated learning, and higher level learning activities.	Surveys; curriculum and lesson plan reports; classroom observations; ISTE National Educational Technology Standards for Teachers and Students.
Goal for teachers and students: Staff and students will have the knowledge and skills to effectively match technology tools and resources to tasks.	Test data; classroom observations; ISTE National Educational Technology Standards for Teachers and Students.
Internet Safety and Acceptable Use Policy	Internet monitoring logs and reports; disciplinary action reports; discussions.

K-12 School Improvement Goals

Goal 1: All students will increase their ability to comprehend and apply math concepts. Students will increase their ability to comprehend math concepts gaining an understanding of solving multi-step problems and applying this knowledge to technological processes using all available technology.

Strategy 1.1: Provide word problems that enable students to recognize connection between problem solving and technology.

Action Plan: Provide network training for software management and hardware use.

Action Plan: Provide instructional materials textbooks/workbooks for grades 7-8 that emphasize word problem solving approach using technology.

Action Plan: Adjust math curriculum 9-12 to align with improved technology linked math word problem solving sequence for K-8.

Strategy 1.2: Students will gain the ability to properly and appropriately use calculators as needed to solve problems.

Action Plan: Provide appropriate calculators, instructions for use and practical applications for students in grades 2-12.

Action Plan: Updating existing district grade level appropriate calculators.

Strategy 1.3: As students progress to higher levels of math they will recognize the different methods of technology available to solve problems.

Action Plan: Expose students to different technological tools through math course work.

Action Plan: Provide students with technology instruments i.e. GPS, programmable calculators, digital experimental tools.

Action Plan: Pursue technology funding through the grant application process.

Strategy 1.4: K-6 students will use math problem solving software and math websites to develop problem solving skills.

Action Plan: Ensure that every student K-6 with a minimum of one technology instructional class period of one hour per week.

Action Plan: Provide math network instruction to faculty.

Action Plan: Acquire software and licensing for website use.

Strategy 1.5: Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.

Action Plan: Inform parents and provide assistance on the proper use of district software (Family Access) to promote and use district technologies to monitor and promote student achievement.

Goal 2: All students will increase their ability to apply, interpret and comprehend social studies concepts and reading materials. Students will increase their ability to apply, interpret and comprehend social studies concepts and reading materials by using the internet as a research tool, this would also include using digital presentations and materials.

Strategy 2.1: Students will gain the ability to use the internet as a resource tool as the students master the Michigan Content Grade Level Expectations.

Action Plan: Provide K-6 students internet use instruction from the classroom teacher.

Action Plan: Provide 7-12 students internet use instruction.

Action Plan: Provide 3-12 students internet instruction use through the librarian.

Action Plan: Provide appropriate internet use instructions.

Strategy 2.2: Students will use appropriate technology, which is classroom computers, computer labs, library and at the high school level distance learning services for research and presentation.

Action Plan: Every student will receive grade level appropriate instruction on information presentation i.e. Word processing, Power Point and Multi Media programs.

Action Plan: Provide K-12 faculty with technology tools and training

on information presentation software.

Action Plan: Faculty at every level K-12 will use technology at their grade level for research and student presentation.

Strategy 2.3: Students will learn and explain the historical and environmental importance of technology.

Action Plan: Students will study the need for technology and importance in the work place.

Action Plan: Students will be provided and understand the evolution of modern technological advances and their impact on societies and cultures.

Strategy 2.4: Provide students opportunities to identify and explain how technology has and will affect their lives.

Action Plan: Ensure that all grade levels/disciplines and curricula provides goal oriented technological opportunities for all students to evaluate, explain and perceive/project as to how their lives are affected/impacted now and into the immediate future by technology.

Action Plan: Students will utilize the Michigan Career Pathways Model to expose all students to the usage of technologies in different careers.

Strategy 2.5: Students will receive instructional materials through a variety of technological methods.

Action Plan: Require all K-12 faculty to use and incorporate into lesson planning multiple methods of instruction that utilize technology i.e. virtual field trips, power point, video clips, data projection and distance learning.

Strategy 2.6: Parents will be able to monitor student achievement through Family Access of the Skyward Grading System. Parental access to their child's records will be made available through internet connections provided for by the school system.

Action Plan: Inform parents and provide assistance on the proper use of district software (Family Access) to promote and use district technologies to monitor and promote student achievement.

Action Plan: Parents will be informed and instructed on how to use the internet connection (email) to the school to

monitor their child's academic progress as well as communicate with faculty and administration. Internet connections funded in part by USF monies and supported by REMC will be made available and maintained with USF monies. Faculty will have the capacity to email messages to parents and students alike to bring awareness to student academic growth and concerns.

Strategy 2.7: Students will use Internet functions supported by in part by USF monies to do research, quantify data, qualify data and report to teachers in all of the care areas of learning including but not limited to mathematics, language arts, science and social studies.

Action Plan: Students will respond to teacher assignments within, but not limited to core academic instructions received by their teachers. The broad and sophisticated use of Internet connections supported by USF funding.

Strategy 2.8: Student progress and academic standing will be monitored and improved by teachers using intranet technologies. Students will be provided the capacity to utilize intranet technologies to communicate with other students on group assignments. USF funding will fund in part infrastructure and technical support to facilitate this element of the District's technology.

Action Plan: All students in grade K-12 will receive grade level appropriate instruction to maximize their usage of the District's intranet technologies. All faculty will receive instruction on intranet capacities and potential to enhance K-12 instruction.

Goal 3: All students will improve their ability to comprehend, use and apply science concepts. All students will improve their ability to comprehend, use and apply science concepts by using science and computer labs.

Strategy 3.1: All students will learn science concepts by using a wide range of appropriate technologies in the science labs.

Action Plan: Ensure that each K-6 student will be given the applied science activities using the classroom labs, and School Forest Facilities.

Action Plan: Ensure that every student in grades 7-12 will visit the School Forest at least once a year.

Action Plan: Students in science classes will be given a combination of the critical and hands-on science instruction.

Strategy 3.2: Students will use computer labs to analyze and present data collected in science labs.

Action Plan: All computer labs will be properly equipped and maintained with contemporary technologies.

Action Plan: Students in grades 4-12 science lab will use computer technology to present experimental data and research findings using appropriate software.

Strategy 3.3: Students will use computers in the classrooms, computer labs and library to conduct research and develop presentations.

Action Plan: All 4-12 students will receive instruction on the interpretation of computer generated data.

Action Plan: Students 4-12 will receive instruction using computer technology to extract and compile experimental data.

Action Plan: All students K-12 will receive instruction on methods to develop science presentations.

Strategy 3.4: Students will use the internet as a resource tool as the students master Michigan's Content Grade Level Expectations.

Action Plan: Provide all K-8 faculty, librarian and counselors with inservice on Michigan Content Grade Level Expectations.

Action Plan: All faculty will use the internet as a resource tool for student instruction to address learning expectations as defined by the State of Michigan.

Strategy 3.5: Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.

Action Plan: Inform parents and provide assistance on the proper use of district software (Family Access) to promote and use the district technologies to monitor and promote student achievement.

Goal 4: All students will increase written expression, strengthen listening and speaking skills and demonstrate the ability to apply and comprehend reading materials across the curriculum. Students will use all available technology to increase written expression, reading comprehension and to develop speaking and listening skills across the curriculum.

Strategy 4.1: K-6 students will use Accelerated Reader software to demonstrate the ability to apply and comprehend reading materials.

Action Plan: All K-6 faculty will engage their students in the Accelerated Reader network software to demonstrate individual student reading comprehension.

Action Plan: Maintain and update Accelerated Reader Software.

Strategy 4.2: All students will use computer labs to develop drafts and prepare final copies of written materials for classes across the curriculum.

Action Plan: K-12 students will use computer labs to fulfill requirements for the district's K-12 writing initiative.

Action Plan: Ensure that all students receive instruction on grade level/age appropriate word processing software.

Action Plan: Ensure that all students are taught proper writing techniques in all curriculum areas.

Strategy 4.3: Teachers will use different technologies in their instruction to develop student listening and speaking skills.

Action Plan: All students in grades 10-12 will be required to develop and present information presentations using appropriate technologies ie. distance learning, data projectors, digital camera and digital video cameras.

Action Plan: All students in grades 6-9 will be required to develop and demonstrate a power point presentation.

Action Plan: All K-5 students will use appropriate video and audio technology to develop listening and speaking skills.

Strategy 4.4: Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.

Action Plan: Inform parents and provide assistance on the proper use of district software(Family Access) to promote and use district technologies to monitor and promote student achievement.

Grades K-2: Performance Indicators

- 1. Understanding basic technology operations and concepts.**
 - 1) Demonstrate age appropriate understanding of the nature and operation of technology systems, including networked environments.
 - Use appropriate terminology in describing technology.
 - Develop basic skills in basic computer operations (keyboard functions, logon, logoff, mouse techniques).
 - Successfully operate computers, VCRs, printers, audiotapes, and other technologies.
 - 2) **Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.**
 - Use multimedia resources (interactive books, software, encyclopedias) to support learning.
- 2. Use technology responsibly and ethically.**
 - 1) **Practice responsible use of technology systems, information and software.**
 - Cooperate with others while using technology.
 - Care for and safely operate equipment.
 - 2) Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate positive and ethical social behavior when using technology (follow rules).
- 3. Use technology to communicate effectively and creatively.**
 - 1) **Use a variety of media and formats to communicate grade level information and ideas effectively to multiple audiences.**
 - Create grade level documents using word processing and desktop publishing software.
 - 2) Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Share information with others using data networks and telecommunications (telephone, and email with class).
 - 3) Create, produce, and present grade level appropriate ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, chart, and draw programs.
- 4. Use technology for thinking, learning, and producing.**
 - 1) **Enhance content-area learning with technology-infused lessons.**
 - Use a variety of technology resources to support learning.
 - 2) Construct new meaning and knowledge by synthesizing information.
 - 3) Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Make a graph to sort and understand information.
 - 4) Use a variety of tools for quality production.
- 5. Use technology for research, problem solving, and decision-making.**

- 1) **Use technology to locate, evaluate, collect, and organize information from a variety of sources.**
 - Use key words as a search strategy.
 - Use technology to locate, evaluate and collect information (electronic encyclopedias, library catalog, selected Internet sites, magazines).
- 2) Review information analytically and transform it into useful knowledge to solve problems.
- 3) Work with group to collaboratively solve a problem and present results.
 - Work with a team to find information, make decisions, and create a product.

Grades 3-5: Performance Indicators

1. **Understand basic technology operations and concepts.**
 - 1) **Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.**
 - Demonstrate and understanding of basic grade level concepts of underlying hardware, software and connectivity.
 - Navigate computer systems (organize documents into folders, move between different applications).
 - Develop basic keyboarding skills.
 - 2) Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
 - Select and use appropriate tools and technology resources to accomplish a variety of tasks.
2. **Use technology responsibly and ethically.**
 - 1) **Practice responsible use of technology systems, information, and software.**
 - Cooperate with others while using technology. Demonstrate respect for privacy and work of others.
 - Care for and safely operate equipment.
 - 2) Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate positive and ethical social behavior when using technology (follow rules).
 - Investigate how technology is used daily in industry, business and education.
3. **Use technology to communicate effectively and creatively.**
 - 1) **Use a variety of media and formats to communicate grade level information and ideas effectively to multiple audiences.**
 - Create written documents using writing process steps, word processing skills, and publishing programs.
 - Revise documents using word processing program features, including spell checking.
 - 2) Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, chart, and draw programs.
 - Communicate ideas by creating and delivering a presentation.
4. **Use of technology for thinking, learning, and producing.**
 - 1) **Enhance content-area learning with technology-infused lessons.**

- Use a variety of media and technology resources for directed and independent learning activities.
- 2) Construct new meaning and knowledge by analyzing and synthesizing information.
 - Compare and contrast information using two or more resources.
 - 3) Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Sort and analyze information using databases and spreadsheets.
- 5. Use technology for research, problem solving, and decision-making.**
- 1) Use technology to locate, evaluate, collect, and organize information from a variety of sources.**
 - Use key words as a search strategy for locating information.
 - Use technology to locate, evaluate, collect, and organize information (electronic encyclopedias, library catalog, selected Internet sites, magazines).
 - 2) Analyze information and apply understanding to solve problems individually and within groups.
 - Use technology to research a problem or make a decision.
 - Collaboratively solve a problem and present results.

Grades 6-8: Performance Indicators

- 1. Understand basic technology operations and concepts.**
 - 1) Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.**
 - Demonstrate an understanding of grade level concepts underlying hardware, software, and connectivity.
 - Navigate computer systems (organize documents into folders on public drives, move between different applications, use program help and navigation aids).
 - 2) Develop sufficient technical skills to successfully use, troubleshoot (age appropriate), and maintain the technology and telecommunications tools in daily life, and learning environments.
 - Apply strategies for identifying and solving basic hardware and software problems that occur during everyday use.
 - Develop keyboarding skills to 10-15 wpm with grade level accuracy.
 - Demonstrate and use ergonomically appropriate posture and techniques to perform tasks.
 - 3) Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
 - Select and use appropriate tools and technology resources to accomplish a variety of tasks.
- 2. Use technology responsibly and ethically.**
 - 1) Practice responsible use of technology systems, information and software.**
 - Cooperate with others while using technology.
 - Care for and safely operate equipment.
 - 2) Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate acceptable behaviors when using information and technology, and discuss consequences of misuse.
 - Demonstrate understanding of property rights by properly crediting work of self and others.

- Identify technological skills needed for school success and jobs.
3. **Use technology to communicate effectively and creatively.**
 - 1) **Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**
 - Create multi-page documents using writing process steps, word processing skills, and publishing programs.
 - Revise documents using word processing program features, including spell checking, thesaurus, and grammar checker. Use advanced editing and text formatting.
 - Use a spreadsheet to create tables, graph and charts, and explain what each means.
 - 2) **Use telecommunication to collaborate, publish, and interact with peers, and other audiences.**
 - Communicate with others using email. Develop good habits for managing email.
 - 3) Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, and draw programs.
 - Design, develop, publish, and present products (i.e. presentations, web pages, documents, and videotapes) for a variety of audiences.
 4. **Use technology for thinking, learning, and producing.**
 - 1) **Enhance content-area learning with technology-infused lessons.**
 - Use a variety of media and technology resources for directed and independent learning activities to support learning.
 - 2) Construct new meaning and knowledge by combining and synthesizing different types of information.
 - 3) Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Use content-specific tools, software, and simulations (environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking and learning.
 - Sort, organize, interpret and display information using spreadsheets and databases.
 - 4) Use a variety of tools for quality production.
 5. **Use technology for research, problem solving, and decision-making.**
 - 1) **Use technology to locate, evaluate, collect, and organize information from a variety of sources.**
 - Use search strategies, including logical operators and keywords and sort records in a prepared database.
 - Use technology to locate, evaluate, collect and organize information (electronic encyclopedias, library catalog, selected Internet sites, magazines).
 - 2) Review information analytically and transform it into useful knowledge to solve problems.
 - Work with group to collaboratively solve a problem and present results.
 - Collaborate with peers, using telecommunications and collaborative tools to investigate problems, issues, and information, and to develop solutions.

Grades 9-12: Performance Indicators

1. **Understand basic technology operations and concepts.**

- 1) Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.
 - Demonstrate an understanding of concepts underlying hardware, software, and connectivity.
 - Navigate computer systems (organize documents into folders on public drives, move between different applications and various drives, use program help and navigation aids).
- 2) Develop sufficient technical skills to successfully use, troubleshoot and maintain the technology and telecommunications tools in daily life, work situations, and learning environments.
 - Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
 - Develop keyboarding skills to 25-30 wpm, and demonstrate ergonomically appropriate posture and techniques to perform tasks.
- 3) Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
 - Select and use appropriate tools and technology resources to accomplish a variety of tasks.
 - Make informed choices among technology systems, resources, and services.
 - Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems.

2. Use technology responsibly and ethically.

1) Practice responsible use of technology systems, information, and software.

- Cooperate with others while using technology.
 - Care for and safely operate equipment.
- 2) Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
 - Demonstrate legal and ethical behaviors regarding the use of technology and information.
 - Demonstrate basic understanding of intellectual property and copyright law by properly crediting work of self and others.
 - Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
 - Identify technological skills needed for jobs.
 - Research the accuracy and relevance of information sources.

3. Use technology to communicate effectively and creatively.

1) Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Create multi-page documents using word processing skills, writing process steps, and publishing programs.
 - Revise documents using word processing program features, including spell checking, thesaurus, and grammar checker. Use advanced editing and formatting.
 - Use a spreadsheet to create tables, graphs and charts, and explain what each means.
- 2) Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Communicate with others using email. Develop good habits for managing email.
 - Efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.

- 3) Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
 - Enhance documents with graphics, including clip art and original artwork, using paint, and draw programs.
 - Design, develop, publish, and present products (presentations, web pages, documents, videotapes) that demonstrate and communicate curriculum concepts to audiences inside and outside of the classroom.
 - Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

4. Use technology for thinking, learning, and producing.

1) Enhance content-area learning with technology-infused lessons.

- Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
 - Evaluate technology-based options, including distance education for lifelong learning.
 - Utilize on-line course offerings from Michigan Virtual High School, Virtual College, and private virtual course offerings.
- 2) Construct new meaning and knowledge by synthesizing information.
 - 3) Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
 - Use content-specific tools, software, and simulations (environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking and learning.
 - Sort, organize, interpret and display information using spreadsheets and databases.
 - Investigate and apply expert systems, intelligent agents, and simulations in classroom and real world situations.
 - 4) Use a variety of tools to produce quality products.

5. Use technology for research, problem solving, and decision-making.

1) Use technology to locate, evaluate, collect, and organize information from a variety of sources.

- Use technology to locate, evaluate and collect information (electronic encyclopedias, library catalog, selected Internet sites, magazines).
 - Use a variety of electronic sources to access resources and media and apply sophisticated search techniques to collate, interpret, and publish a research project.
- 2) Review information analytically and transform it into useful knowledge to solve problems.
 - 3) Work with group to collaboratively solve a problem and present results.
 - Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate problems, issues, and information, and to develop solutions.

Infrastructure, Hardware, Technical Support and Software

Infrastructure, Hardware and Software

Buildings:

- 1 Technology center
- 1 Elementary building
- 1 High school /middle school building
- 1 Family resource center
- Bus garage and maintenance building
- School forest building
- 21 Elementary classrooms, 9 instructional support rooms/offices
- 3 multi-purpose rooms/eating facility rooms
- 32 Middle school/high school rooms, 10 instructional support rooms/offices

Current Network:

- Fiber from Copper Country Intermediate School
- Fiber to three instructional buildings and one bus garage and maintenance building
- Linux Central Servers connects all buildings
- Windows operating systems
- Firewall and AVG anti-virus software
- 3 File backup systems – two local and one at CCISD
- Internet and Intranet networks
- Two distance learning rooms; one in high school/middle school building; one in elementary school building.

Current Phone System:

21 outside lines for a Asterick Polycom Voip system. System supports approximately 85 telephones throughout the district. Local telephone hardware and service will be available to all faculty with one telephone and multiple phone jacks in every classroom in the District. This technology will provide seamless communications for parents and teachers working for the academic and personal growth of each student. Concerns and directions for teaching and learning can be communicated between the home and the school. Faculty has long distance service in every classroom enabling profession development, educational resource management and consultation with vendors, publishers and people in the positions to facilitate teaching and learning. USF monies will be used to maintain/service the local and long distance telephone infrastructure. Cellular phones and service is provided to teachers to provide emergency and connecting services for field trips and activities that take teachers and students out of the

instructional buildings. USF monies enable this student management service to be provided.

Internet Access

Every classroom in the District has a minimum of two access jacks for Internet, video and telephone connections. All support rooms in the District have at least one access jack for Internet, video and telephone connections. Every classroom in the District has the technological infrastructure to provide internet and intranet usage. This technology enables faculty and students alike to obtain higher levels of learning and teaching in the core curriculum areas of math, science, language arts and social studies also, non-core subject area classes can be researched and worked on using web information. The intranet technology capabilities enable students to conference with another student or groups to facilitate working together and learning, USF funds are used to maintain this technology with approximately \$25,000 spent annually.

Video Distribution/Video Conferencing

Every instructional room in the District has a television with cable connection and cable channels. The library has access to cable and fiber programs both externally and from the Copper Country Intermediate School District. All instructional rooms and the library have send and receiving capabilities.

Video conferencing capabilities are available in every classroom in the District.

Other Network Services

We are currently building server capacity and staff shields to allow use of online forms and enhanced web pages. We are training secretarial, administrative, and instructional staff in this area. We anticipate using this capacity for instructional projects as well as administrative needs.

We have Skyward parent access software K-12 in every instructional room in the District. The instructional staff is encouraging parents to utilize this capability.

The Library is organized on the Sirsi/Dynix System.

Skyward System

- We have purchased Skyward modules that enable District finance, student accounting, parent access, report cards and food service.
- Our system maintains our compliance with state and federal reporting requirements for the District.

We have e-mail access and/or accounts for all students and employees in the District.

Our software structure provides information to staff, parents and the community.

The District has full intranet capability and is available to all students and employees with a PIN assignment.

Current Standard Classrooms:

- Fiber optic, electrical and telephone jacks, video jacks, surge protection
- A minimum of one pc with full work stations
- Television, VCR, telephone and laptop computer
- Wired Data Projector w/mounted screen
- Digital Document Camera

Current Labs:

- 2 labs in the elementary building fully networked
- 1 lab in the District library fully networked
- 2 labs in the middle school/high school fully networked
- All lab equipment is windows driven and are not older than three years. Equipment is purchased annually to maintain a satisfactory pc and printer workstation.
- Auxiliary battery power is available on all key workstations.

Current Library Media Center:

The library is equipped with networked computers for student access to the Dynix catalog system. The facility also has Internet, database research, TVs, VCRs and telephones.

Current Additional Standard Equipment at School Buildings:

Each building has several laptop computers and each teacher has a laptop or has access to one. Each building has at a minimum to floating data projectors, laser printers, networked copiers, digital cameras, video cameras, scanners, portable radios and cell phones.

Teacher workrooms have networked photocopiers; custodial staff and maintenance supervisor has full access to the Districts network.

All classrooms in the District have full intercom connection to the building office.

Software Currently in Use:

The Tech Service room/staff maintains a software inventory of all licensed products.

- Microsoft Office on all PCs and laptops
- Skyward software is all networked versions
- Elementary core subject software is networked
- High school instructional software is networked
- GPS software is PC driven
- Math Keys is available in the elementary building

- Various reader software programs are available for all PCs and laptops
- All hardware with operational software is PC window driven for District uniformity.

Upgrade Plans:

The K-12 instructional infrastructure and all support areas are modern and up to date for hardware, software, peripherals and connection. General fund monies will be used to provide upgrades.

Classrooms:

Upgrades in software and hardware will be done annually or as needed. Inkjet printers will be replaced by laser printers in high use rooms.

Labs:

Computers and printers will be updated annually as needed. Two additional data projection units will be added in the next two years to all labs.

Infrastructure:

Hubs and switches will be provided and installed for the networks as needed.

Mobile Units:

A 25 station mobile laptop unit will be purchased in 2014-2015 with general fund money.

Technical Support

The District's technical support is provided at three levels. Student management and accounting software is supported by Skyward Inc. of Stevens Point, Wisconsin.

Additional support for all software and all hardware is provided by a shared technical support engineer. Key staff members also provide a level of technical support in each building and District offices. Higher level engineering services and support for the District's networks and services is contracted out to either REMC or a local engineering business. This support provides the District with E-Rate eligible internal connection funding. In addition, technical consulting and installation is provided to the District. This infrastructure support provides the District network with cables, jacks, labor, UPS, switches and other items integral for the proper operation of the network infrastructures. High-level server maintenance is provided through this support. USF monies valued at approximately \$36,000 is used to pay for this service.

The District's network is now at a level of sophistication that this external support and USF funding is critical to maintain this technological component of our educational system.

All of the student, faculty and administrations daily operations and use are fully reliant upon this technological component. USF monies underwrite all of this support initiative.

MONITORING AND EVALUATION

Overview

The monitoring process requires consistency and predictability of oversight by the Technology Committee. The progress of technology integration and expansion shall be reported to the superintendent monthly in the formal setting of an administrative meeting and twice each year (each semester) to the Board of Education. The semester status of this initiative shall be brought to the K-12 faculty through Principal's agendas.

Throughout the monitoring process, all educational staff and administration will review specific actions that are completed, in progress or discarded and report same to the District's Technology Committee. Judgments shall be made to steer the District's K-12 technology initiative.

The Technology Plan being a component of the comprehensive School Improvement Plan shall be monitored and evaluated by building Principals, the District Library staff, the technology coordinator and technical support personnel with the successes and concerns noted in their discussions. The District's Technology status shall be gauged against the concepts and directions of the Technology Plan.

Evidence and Tools

The district uses quantitative and qualitative evidence to evaluate progress. Methods and resources used include surveys of staff, students, parents and the community-at-large. Also, used will be test data; classroom observations; discussion and anecdotes; and technical logs. Tools used include databases, reporting forms and on-line (intranet) data gathering forms.

District wide intranet capabilities will be an integral component of data collection.

Acceptable Use Policy

The Lake Linden-Hubbell School District believes that the Internet offers resources for students, administrators and teachers. The District's goal in providing Internet access as well as other technology resources to students and staff is to promote educational excellence by facilitating resource sharing, innovation and communication. All District technology resource users are required to sign a Technology Use Agreement and to abide by the terms and conditions of the District's Internet and Intranet Safety and Internet/Intranet Safety and Acceptable Use Policy. The District does not authorize any use of the technology resources which are not conducted strictly in compliance with this agreement and the District's Internet/Intranet Safety and Acceptable Use Policy.

The District has technology use/safety policies for students and all adult users. Adult supervision of students is addressed in District technology policies.

Enforcement of the Internet Safety and Acceptable Use Policy

The district uses multilevel filtering mechanisms to control web access by all District users. In addition, by school policy, staff members are responsible for supervising student use of the Internet. The District Technology Coordinator together with administrators is responsible for supervising staff use.

Logs of all Internet/Intranet traffic are kept by the District for 53 days and then renewed. The Technology Coordinator regularly monitors these logs, detects potential problems, and notifies the appropriate building administrator. Parental intervention is also an element of student supervision and monitoring.

Violations of Internet/Intranet Safety and Acceptable Use Policy are handled according to guidelines in that policy.

Professional Development

Strategies for providing on-going, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Professional Development

Overview

The Lake Linden-Hubbell School will use a multi-layered strategy to effectively train teachers and staff on new technologies. The District will use traditional training sessions together with task oriented training directly connecting functions of job performance with technology learning.

The District will utilize this broad-based functional strategy emphasizing a mixture of formal and informal training sessions. The District will provide training using its own employees as teachers as well as contracting services to external organizations including the Copper Country Intermediate School, local universities and private service providers. Features of this training include: customized training, consultation, and resource support; connections to curriculum and student achievement; and highly integrated committee and administrative structures.

Customized training, consultations, and resource support for groups and individuals are our primary methods of staff development with regard to technology. Customized training is sometimes in the form of a formal class. Groups and individuals often identify a training need and either district or building personnel arrange and offer it, or bring in external trainers.

Informal customized training (training that occurs directly in the process of job performance) takes place at the request of staff members and/or when new or updated software is purchased. This type of training may arise on an as needed schedule. This type of training is offered by the Technology Committee, qualified staff and vendor representatives who have the expertise in technology and curriculum.

Consultation services related to technology are offered in much the same way. Consultation involves matters that range from district notices to lesson planning to IEPs for Special Education students to technology purchases and curriculum.

Customized training and consultation activities often overlap and extend the training relationship over several projects. This helps integrate technology learning with curriculum work, and provides staff with more in-depth learning opportunities than they might have in traditional district in-services. Direct involvement of trainers with students and teachers together also strengthen these connections.

Small-scale cost effective resource support is relatively easy to provide in this staff development context. Because trainers are engaged with staff and students "on the job", trainers can often provide a piece of software, a book or a hardware

component in a timely manner for individuals working on specific skills or projects.

At Lake Linden-Hubbell, technology literacy is perceived as more than a skill enforcement or a skill set. We perceive technological literacy involving not only the technical skills required for productive job performance but also conceptual knowledge needed for sophisticated communication and productivity. The quality of informal learning depends not only on the expertise of trainers and learners, but the quality of workplace interactions, expectation and relationships as well. The mutual trust and respect required for informal learning are built on the job over time.

The Lake Linden-Hubbell technology plan seeks to support teachers' efforts to provide technology-supported learning opportunities for their students. Our plan works to build and maintains the fundamental conditions necessary to support educational environments with technology. The guiding philosophy of this district is to implement on-going delivery of professional development to integrate professional development, curriculum, instruction and technology.

Technology Goals Action Plan Matrix

Appendix A

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #1: ALL LAKE LINDEN-HUBBELL PUBLIC SCHOOL STUDENTS WILL BE PROVIDED MODERN TECHNOLOGY WHICH WILL BE FULLY INTEGRATED INTO THE CURRICULUM TO MAXIMIZE LEARNING FOR EVERY CHILD.						
STRATEGY 1.1 Acquisition of essential knowledge and skills by every student. K-1 students will receive technology instruction daily/weekly. Build strong, direct connections to available technology resources in each curriculum strand.	9/2014	6/2017				
ACTION PLAN – Curriculum development teams will include technology resource information in published curriculum.	9/2014	6/2017	School Improvement Teams & Building Principals	No direct cost	Michigan Benchmarks / ISD Consultants	On-going
ACTION PLAN – A technology lab with appropriate curriculum will be provided daily/weekly (for all K-12 students)	9/2014	6/2017	Classroom teachers & Building Principals		Michigan Benchmarks / ISD Consultants	On-going
STRATEGY 1.2 Acquisition of curriculum/discipline appropriate software	9/2014	6/2017	Classroom teachers Technology Coord Para-professionals	\$2,000-\$4,000 per year	Network Consultants ISD Consultants	On-going
ACTION PLAN – Build age/grade level inventory of PC and network systems	9/2014	6/2017	Classroom teachers Technology Coord Para-professionals	\$2,000-\$4,000 per year	Network Consultants ISD Consultants	On-going
ACTION PLAN – Incorporate age/grade level inventory of software in the K-12 Library	9/2014	6/2017	Building Principals Technology Coord Librarian	\$1,000-\$2,000 per year	Superiorland Library/REMC	Beginning 2005
STRATEGY 1.3 Information management-students will learn to generate and manage data files, students will learn to acquire, evaluate, organize and communicate information	9/2014	6/2017	Classroom teachers Para-professionals	No direct cost	Technology Coord	On-going
ACTION PLAN – Teachers will develop lesson plans age/grade level appropriate to teach students to manage their individual data file resources	9/2014	6/2017	Classroom teachers District Librarian	No direct cost		On-going
STRATEGY 1.4 Provide age on instruction competency level on individualized basis to prepare students for post-secondary instruction or workplace technology	9/2014	6/2017	Classroom teacher Guidance Counselors	No direct cost	ISD Voc Ed Instructors	On-going
ACTION PLAN – Incorporate higher level awareness/usage of technology in workplace/career oriented classes	9/2014	6/2017	Classroom teacher	No direct cost	ISD Voc Ed Instructors	On-going
ASSESSMENT: Semi-annual review by Technology Committee						

Technology Goals Action Plan Matrix

Appendix A

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #2: ALL DISTRICT INSTRUCTIONAL STAFF AND SUPPORT STAFF CLASSIFIED AS INSTRUCTIONAL AIDES WILL BE EXPECTED TO POSSESS THE TECHNOLOGY COMPETENCIES APPROPRIATE FOR THEIR POSITION AND LEVEL. EDUCATORS WILL MODEL THE EFFECTIVE AND RESPONSIBLE USE OF TECHNOLOGY TO FOSTER A SYNAMIC AND INTERACTIVE LEARNING ENVIRONMENT.						
STRATEGY 2.1 Expectations require the technological skills necessary to maximize the utilization of the Districts technologies.						
ACTION PLAN – Maximize K-12 student and staff awareness of the District’s technologies includes pc usage, internet, intranet, distance learning.	9/2014	6/2017	Teachers Building Principals Technology Coord	\$0 - \$500 annually	Technology Coord ISD Services	On-going
ACTION PLAN – Student performance and employee job performance standards are established in District policy.	9/2014	6/2017	Building Principals District Superintendent	\$0 - \$500 annually	NEOLA Policy Service	On-going
STRATEGY 2.2 Require each child to develop technology skills for entry into the next grade/class level to meet higher level teaching methodologies and expectations.	9/2014	6/2017	School Improvement Teams Building Principals Class/Grade level Teacher			On-going
ACTION PLAN – School improvement teams will coordinate curriculum with technology expectations.	9/2014	6/2017	Principals School Improvement Teams	\$0 - \$500 Inservice costs	Michigan Benchmarks ISD Consultants	On-going
ACTION PLAN – Provide age/grade level library awareness and research techniques.	9/2014	6/2017	Classroom Teacher District Librarian	No direct cost		On-going
ACTION PLAN – Coordinate curriculum/technology students with area wide vocational teacher.	9/2014	6/2017	Principals Classroom teachers ISD teachers	No direct cost	Certification Career performance students	Beginning
STRATEGY 2.3 Provide a systematic and sustainable professional development program						
ACTION PLAN – Utilize the intranet for teaching staff to use technologies and inform them of NET best practices	9/2014	6/2017	Technology Coord School Improvement Teams	No direct cost		On-going
ACTION PLAN – Provide practical, routine ways for staff to find out what other staff in the district are doing with regard to technology and instruction.						

Technology Goals Action Plan Matrix

Appendix A

ACTION PLAN – Promote and sponsor software/network and hardware training for staff	9/2014	6/2017	District Administrator Technology Coord	\$2500 - \$3500 annually	Community Business Resources ISD Resources	On-going
ACTION PLAN – Work to align technology plan and school improvement plan.	9/2014	6/2017	Technology Coord School Improve Team	\$1000 annually for release time	ISD Consultants	On-going
ACTION PLAN – Actively pursue new professional development funding from other resources	9/2014	6/2017	Principals	No direct cost	ISD Programs	On-going
STRATEGY 2.4 Develop technology competencies for all staff to master based on position and responsibilities.						
ACTION PLAN – Align Professional Development Plan with Michigan’s Entry Level Competencies for teachers.	9/2014	6/2017	Principals	No direct cost	Competency for Technology	
STRATEGY 2.5 Develop higher skilled teachers and/or instructional aides to a technician level to assist technology coordinator and support.						
ACTION PLAN – Increase opportunities for staff communications and technology training.	9/2014	6/2017	Principal	\$1000 annually	All staff release time	Beginning
ASSESSMENT: Professional Development need survey pre/post staff technology inventory /survey. Documentation of training activities. Intranet questions using features of technology for a response.						

Technology Goals Action Plan Matrix

Appendix A

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #3: LAKE LINDEN-HUBBELL PUBLIC SCHOOLS WILL PROVIDE THE TECHNOLOGICAL RESOURCES (HARDWARE, SOFTWARE, RETURNING TECHNICAL/PROFESSIONAL SUPPORT AND FACILITY UPGRADES) NECESSARY TO EFFECTIVELY INTEGRATE TECHNOLOGY INTO THE LEARNING ENVIRONMENT.						
STRATEGY 3.1 Provide all students and teachers with equitable and appropriate access to technology resources necessary to make technology and indispensable and integral part of the learning process.						
ACTION PLAN – Ensure students and teachers have pc’s, laptops and related hardware and software to optimize teaching and learning.	9/2014	6/2017	Technology Coord Superintendent	\$20,000 -\$30,000 annually		On-going
STRATEGY 3.2 Develop and fund a plan to provide the human resources to keep the technology at full operational levels.						
ACTION PLAN – Employ beginning level personnel to keep all hardware and software operational.	9/2014	6/2017	Superintendent	\$10,000 – \$15,000 annually	ISD Tech. Support Personnel	On-going
STRATEGY 3.3 The district will develop and fund a plan to provide the infrastructure to operate and connect people to the resources they require.						
ACTION PLAN – Finance and operational plan will be developed and illustrated in the technology plan.	9/2014	6/2017	Technology Coord. Business Manager Superintendent Principals	No direct cost		On-going
ASSESSMENT: Semi annual review by Technology Committee Collaborative decision making by technology coordinator, business manager, and administration. Document/inventory relevant purchases.						

Technology Goals Action Plan Matrix

Appendix A

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #4: LAKE LINDEN-HUBBELL PUBLIC SCHOOLS WILL PROVIDE THE TECHNOLOGY RESOURCES, OPPORTUNITY AND ACCESS TO TECHNOLOGY TO SUPPORT COMMUNICATION WITHIN THE DISTRICT AND BETWEEN THE DISTRICT AND THE COMMUNITY.						On-going
STRATEGY 4.1 Provide teachers, staff and community appropriate access to technology hardware and software to facilitate surveys and school community information exchange.	9/2014	6/2017	Technology Coord Principals Superintendent Business Manager			On-going
STRATEGY 4.2 Students and staff will routinely use a variety of technology equipment, software and content resources for differentiated learning and higher-level activities.	9/2014	6/2017	Teachers Principals			On-going
STRATEGY 4.3 Surveys; curriculum and lesson plan reports; school improvement reports and classroom observations.	9/2014	6/2017	Principals			On-going
STRATEGY 4.4 Students and staff will have the knowledge and skills to effectively match technology tools and resources to tasks; using test data and classroom observation to observe competence.	9/2014	6/2017	Technology Coord Principals		REMC	On-going
STRATEGY 4.5 Internet safety and acceptable use policy compliance will be monitored with review of logs, reports, disciplinary action reports and discussion.	9/2014	6/2017	Technology Coord Principals	USF \$21,000 \$18,900	REMC	On-going
STRATEGY 4.6 External funds from USF will be secured to maximize efficiencies for telecommunications, internal connections, email, Internet, telephones, basic network and server maintenance.	9/2014	6/2017	Technology Coord. Business Manager Superintendent	USF \$21,000 \$18,900	REMC	On-going
STRATEGY 4.7 Telephones will be provided in every classroom to provide local and long distance communication for faculty, students, administration and parents. The phone line/service will be funded in part with USF monies.	9/2014	6/2017	Business Manager Superintendent	USF \$21,000 \$18,900	REMC	On-going

K-12 School Improvement Goals

Appendix B

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #1: ALL STUDENTS WILL INCREASE THEIR ABILITY TO COMPREHEND AND APPLY MATH CONCEPTS. STUDENTS WILL INCREASE THEIR ABILITY TO COMPREHEND AND MATH CONCEPTS GAINING AN UNDERSTANDING OF SOLVING MULTI-STEP PROBLEMS AND APPLYING THIS KNOWLEDGE TO TECHNOLOGICAL PROCESSES USING ALL AVAILABLE TECHNOLOGY.						
STRATEGY 1.1 Provide word problems that enable students to recognize the connection between problem solving and technology.	9/2014	6/2017				
ACTION PLAN – Provide network training for software management and hardware use.	9/2014	6/2017	Technology Coord Principals Teachers K-6	No direct cost	Software Vendors	On-going
ACTION PLAN – Provide instructional materials textbooks/workbooks for grades 7-8 that emphasize word problem solving approach using technology.	9/2014	6/2017	School Improvement Committee Principals	\$3,200 per grade	Math/Science Center MTU and CCISD	Beginning 2008
ACTION PLAN – Adjust math curriculum 9-12 to align with improved technology linked math word problem solving sequence for K-8.	9/2014	6/2017	School Improvement Committee Math Teachers	No direct cost	CCISD Consultants	2006 On-going
STRATEGY 1.2 Students will gain the ability to properly and appropriately use calculators as needed to solve problems.	9/2014	6/2017				
ACTION PLAN – Provide appropriate calculators, instructions for use and practical applications for students in grades 2-12.	9/2014	6/2017	Grade level and subject area teachers Building Principals	\$1,600 per year	CCISD Consultants	On-going
ACTION PLAN – Updating existing district grade level appropriate calculators.	9/2014	6/2017		\$1,600 per year		On-going
STRATEGY 1.3 As students progress to higher levels of math they will recognize the different methods of technology available to solve problems	9/2014	6/2017				On-going
ACTION PLAN – Expose students to different technological tools through math course work.	9/2014	6/2017	Classroom teachers	\$1,600 per year for technology instrument purposes	CCISD Consultants	On-going

K-12 School Improvement Goals

Appendix B

ACTION PLAN – Provide students with technology instruments ie. GPS, Programmable calculators, digital experimental tools.	9/2014	6/2017	Classroom teachers Principals, Administration	\$2,000 per year for technology instrument purposes	REMC	On-going
ACTION PLAN – Pursue technology funding through the grant application process.	9/2014	6/2017	Technology Coord Librarian Administration		CCISD REMC MDE Website	9/2008 – 9/2009
STRATEGY 1.4 K-6 students will use math problem solving software and math websites to develop problem solving skills.	9/2014	6/2017				
ACTION PLAN – Ensure that every student K-6 with a minimum of one technology instructional class period of one hour per week.	9/2014	6/2017	Technology Coord Classroom teachers	No direct cost	CCISD Consultants REMC	On-going
ACTION PLAN – Provide math network instruction to faculty.	9/2014	6/2017	Technology Coord. Administration	No direct cost	CCISD Consultants REMC	On-going
ACTION PLAN – Acquire software and licensing for website use.				\$500 per year	CCISD Consultants REMC	On-going
STRATEGY 1.5 Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.	9/2014	6/2017				
ACTION PLAN – Inform parents and provide assistance on the proper use of district software(Family Access) to promote and use district technologies to monitor and promote student achievement.	9/2014	6/2017	Administration Classroom teachers Librarian	Skyward Licensing	Skyward Software Co.	On-going

K-12 School Improvement Goals

Appendix B

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #2: ALL STUDENTS WILL INCREASE THEIR ABILITY TO APPLY, INTERPRET AND COMPREHEND SOCIAL STUDIES CONCEPTS AND READING MATERIALS. STUDENTS WILL INCREASE THEIR ABILITY TO APPLY, INTERPRET AND COMPREHEND SOCIAL STUDIES CONCEPTS AND READING MATERIALS BY USING THE INTERNET AS A RESEARCH TOOL THIS WOULD ALSO INCLUDE USING DIGITAL PRESENTATIONS AND MATERIALS.						
STRATEGY 2.1 Students will gain the ability to use the internet as a resource tool as the students Master the Michigan Content Grade Level Expectations.	9/2014	6/2017				
ACTION PLAN – Provide K-6 students internet use instruction from the classroom teacher.	9/2014	6/2017	Classroom teachers Technology Coord District Librarian	No direct cost	MTU/CCISD REMC	On-going
ACTION PLAN – Provide 7-12 students internet use instruction	9/2014	6/2017	Subject teachers	No direct cost	MTU/CCISD REMC	On-going
ACTION PLAN – Provide 3-12 students internet instruction use through the librarian.	9/2014	6/2017		No direct cost	MTU/CCISD REMC	On-going
ACTION PLAN – Provide appropriate internet use instructions.	9/2014	6/2017		No direct cost	MTU/CCISD REMC	On-going
STRATEGY 2.2 Students will use appropriate technology which is classroom computers, computer labs, library and at the high school level distance learning services for research and presentation.	9/2014	6/2017				
ACTION PLAN – Every student will receive grade level appropriate instruction on information presentation ie. Word processing, Power Point and Multi Media programs.	9/2014	6/2017	Classroom teacher Technology Coord Principal	No direct cost	CCISD Consultants	On-going
ACTION PLAN – Provide K-12 faculty with technology tools and training on information	9/2014	6/2017	Technology Coord Administration	No direct cost	CCISD	On-going

K-12 School Improvement Goals

Appendix B

presentation software.					Consultants	

K-12 School Improvement Goals

Appendix B

ACTION PLAN – Faculty at every level K-12 will use technology at their grade level for research and student presentation.	9/2014	6/2017	Classroom teachers Principals	No direct cost	CCISD Consultants	On-going
STRATEGY 2.3 Students will learn and explain the historical and environmental importance of technology.	9/2014	6/2017				
ACTION PLAN – Students will study the need for technology and importance in the work place.	9/2014	6/2017	Teachers Counselors Principals	No direct cost	CCISD Consultants	On-going
ACTION PLAN – Students will be provided and understanding of the evolution of modern technological advances and their impact on societies and cultures.	9/2014	6/2017	Classroom teachers	No direct cost	CCISD Consultants	On-going
STRATEGY 2.4 Provide students opportunities to identify and explain how technology has and will affect their lives.	9/2014	6/2017				
ACTION PLAN – Ensure that all grade levels/disciplines and curricula provides goal oriented technological opportunities for all students to evaluate, explain and perceive/project as to how their lives are affected/impacted now and into the immediate future by technology.	9/2014	6/2017	District curriculum committee Classroom teachers Principals District librarian	\$600 per year for field trips	CCISD MOIS	On-going
ACTION PLAN – Students will utilize the Michigan Career Pathways Model to expose all students to the usage of technologies in different careers.	9/2014	6/2017	Classroom teachers Counselors Principals District librarian	\$600 per year for field trips	CCISD Vocational Consultants MOIS	On-going
STRATEGY 2.5 Students will receive instructional materials through a variety of technological methods.	9/2014	6/2017				
ACTION PLAN – Require all K-12 faculty to use and incorporate into lesson planning multiple methods of instruction that utilize technology ie. virtual field trips, power point, video clips, data projection and distance learning.	9/2014	6/2017	Classroom teachers District librarian Technology Coord Principals	On-going costs of maintaining/replacing equipment	CCISD Consultants REMC	On-going
STRATEGY 2.6 Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.	9/2014	6/2017				
ACTION PLAN – Inform parents and provide assistance on the proper use of district software (Family Access) to promote and use district	9/2014	6/2017	Administration Classroom teachers Librarian	Skyward software licensing	Skyward Software Co.	On-going

technologies to monitor and promote student achievement.						
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	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #3: ALL STUDENTS WILL IMPROVE THEIR ABILITY TO COMPREHEND, USE AND APPLY SCIENCE CONCEPTS. ALL STUDENTS WILL IMPROVE THEIR ABILITY TO COMPREHEND, USE AND APPLY SCIENCE CONCEPTS BY USING SCIENCE AND COMPUTER LABS.						
STRATEGY 3.1 All students will learn science concepts by using a wide range of appropriate technologies in the science labs.						
ACTION PLAN – Ensure that each K-6 student will be given the applied science activities using the classroom, labs, and School Forest Facilities.	9/2014	6/2017	Classroom teacher	No direct cost	Math/Science Center, BHK Programming	On-going
ACTION PLAN – Ensure that every student in grades 7-12 will visit the School Forest at least once a year.	9/2014	6/2017	Classroom teacher	No direct cost	Math/Science Center, BHK Programming	On-going
ACTION PLAN – Students in science classes will be given a combination of the critical and hands-on science instruction.	9/2014	6/2017	Classroom teacher	No direct cost	Math/Science Center, BHK Programming	On-going
STRATEGY 3.2 Students will use computer labs to analyze and present data collected in science labs.	9/2014	6/2017				
ACTION PLAN – All computer labs will be properly equipped and maintained with contemporary technologies.	9/2014	6/2017	Classroom teachers	No direct cost	MTU/CCISD Math and Science Center	On-going
ACTION PLAN – Students in grades 4-12 science lab and computer technology to present experimental data and research findings using appropriate software.	9/2014	6/2017	Classroom teachers	No direct cost	MTU/CCISD Math and Science Center	On-going

K-12 School Improvement Goals

Appendix B

STRATEGY 3.3 Students will use computers in the classrooms, computer labs and library to conduct research and develop presentations.	9/2014	6/2017	Technology Coord District Librarian Classroom teacher	No direct cost		On-going
ACTION PLAN – All 4-12 students will receive instruction on the interpretation of computer generated data.	9/2014	6/2017	Technology Coord District Librarian Classroom teacher	No direct cost		On-going
ACTION PLAN – Students 4-12 will receive instruction using computer technology to extract and compile experimental data.	9/2014	6/2017	Technology Coord District Librarian Classroom teacher	No direct cost		On-going
ACTION PLAN – All students K-12 will receive instruction on methods to develop science presentations.	9/2014	6/2017	Technology Coord District Librarian Classroom teachers	No direct cost		On-going
STRATEGY 3.4 Students will use the internet as a resource tool as the students master Michigan’s Content Grade Level Expectations.	9/2014	6/2017				
ACTION PLAN – Provide all K-8 faculty, librarian and counselors with inservice on Michigan Content Grade Level Expectations.	9/2014	6/2017	Teachers Librarian Counselors School Improvement Committee	No direct cost	CCISD MDE	On-going
ACTION PLAN – Provide all 9-12 faculty, librarian and counselor with inservice on Michigan Content Grade Level Expectations.	9/2014	6/2017	Teachers Librarian Counselors School Improvement Committee	No direct cost	CCISD MDE	On-going
ACTION PLAN – All faculty will use the internet as a resource tool for student instruction to address learning expectations as defined by the State of Michigan.	9/2014	6/2017	Teachers Librarian Counselors School Improvement Committee	No direct cost	CCISD MDE	On-going
STRATEGY 3.5 Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.	9/2014	6/2017				
ACTION PLAN – Inform parents and provide assistance on the proper use of district software(Family Access) to promote and use district technologies to monitor and promote student achievement.	9/2014	6/2017	Administration Classroom teachers Librarian	Skyward Software Licensing	Skyward Software Co.	On-going

	Start Date	Finish Date	Person(s) Responsible	Cost	Input Resources	Status
GOAL #4: ALL STUDENTS WILL INCREASE WRITTEN EXPRESSION, STRENGTHEN LISTENING AND SPEAKING SKILLS AND DEMONSTRATE THE ABILITY TO APPLY AND COMPREHEND READING MATERIALS ACROSS THE CURRICULUM. STUDENTS WILL USE ALL AVAILABLE TECHNOLOGY TO INCREASE WRITTEN EXPRESSION, READING COMPREHENSION AND TO DEVELOP SPEAKING AND LISTENING SKILLS ACROSS THE CURRICULUM.						
STRATEGY 4.1 K-6 students will use Accelerated Reader software to demonstrate the ability to apply and comprehend reading materials.	9/2014	6/2017				
ACTION PLAN – All K-6 faculty will engage their students in the Accelerated Reader network software to demonstrate individual student reading comprehension.	9/2014	6/2017	Classroom teachers	No direct cost	Software Vendor	On-going
ACTION PLAN – Maintain and update Accelerated Reader software.	9/2014	6/2017	Technology Coord Principal Classroom teachers	\$500 annually	Software Vendor	On-going
ACTION PLAN – Correlate K-6 library book purchases with Accelerated Reader software.	9/2014	6/2017	Librarian Classroom teachers Principal	\$500 annually	Software Vendor	On-going
STRATEGY 4.2 All students will use computer labs to develop drafts and prepare final copies of written materials for classes across the curriculum.	9/2014	6/2017				
ACTION PLAN – K-12 students will use computer labs to fulfill requirements for the district’s K-12 Writing initiative.	9/2014	6/2017	Classroom teachers District librarian Elem Writing Comm	No direct cost		On-going

K-12 School Improvement Goals

Appendix B

			Secon Writing Comm			
ACTION PLAN – Ensure that all students receive instruction on grade level/age appropriate word processing software.	9/2014	6/2017	Classroom teachers District librarian Elem Writing Comm Secon Writing Comm	No direct cost		On-going
ACTION PLAN – Ensure that all students are taught proper writing techniques in all curriculum areas.	9/2014	6/2017	Classroom teachers District librarian Elem Writing Comm Secon Writing Comm	No direct cost		On-going

STRATEGY 4.3 Teachers will use different technologies in their instruction to develop student listening and speaking skills.	9/2014	6/2017				
ACTION PLAN – All students in grades 10-12 will be required to develop and present information presentations using appropriate technologies ie. distance learning, data projectors, digital camera and digital video cameras.	9/2014	6/2017	Technology Coord Classroom teacher	No direct cost		On-going
ACTION PLAN – All students in grades 6-9 will be required to develop and demonstrate a power point presentation.	9/2014	6/2017	Technology Coord Classroom teacher	No direct cost		On-going
ACTION PLAN – All K-5 students will use appropriate video and audio technology to develop listening and speaking skills.	9/2014	6/2017	Technology Coord Classroom teacher	No direct cost		On-going
STRATEGY 4.4 Parents will be able to monitor student achievement through Family Access of the Skyward Grading System.	9/2014	6/2017				
ACTION PLAN – Inform parents and provide assistance on the proper use of district software (Family Access) to promote and use district technologies to monitor and promote student achievement.	9/2014	6/2017	Administration Classroom teachers Librarian	Skyward Software Licensing	Skyward Software Co.	On-going

Projected cost 2014-15

Appendix C

Item	Local District	Grants	Fiscal Year
Salaries	2,250.00		2,000.00
Benefits	540.00		480.00
Tech Conferences	250.00		250.00
Professional Development	500.00		500.00
Systems, Services & Fees (Maintenance, Licensing, and Use Fees for Skyward, Novell, WebDesk, Sirsi/Dynix, Internet service, phones, etc.)	10,500.00		7,750.00
Purchase Services	26,000.00		24,000.00
Parts	1,000.00		1,000.00
Workstation Software	-		-
Furniture & Equipment	-		-
Equip Upgrade/Replacement (printers, lab computers, etc.)	5,000.00		5,750.00
Special Instructional Projects (Palm expansion, grant matches, classroom projects, distance learning, GPS, etc.)	-		-
Building Tech expenditures (curricular software, small peripherals, consumables)	1,500.00		-
Internet Acces (USF) Internet		25,644.00	
Internet Acces (USF) Email		2,100.00	
Long Distance (USF)		15,400.00	
Cellular Phones (USF)		2,100.00	
Intenal Connections- Basic Network Services		61,320.00	
Internal Connections - Technology installation & consulting			
Total	47,540.00	106,564.00	41,730.00

Projected cost 2015-16

Item	Local District	Grants	Fiscal Year
Salaries	2,250.00		2,000.00
Benefits	540.00		480.00
Tech Conferences	250.00		250.00
Professional Development	500.00		500.00
Systems, Services & Fees (Maintenance, Licensing, and Use Fees for Skyward, Novell, WebDesk, Dynix, Internet service, phones, etc.)	11,000.00		8,000.00
Purchase Services	26,500.00		17,500.00
Parts	1,000.00		1,000.00
Workstation Software	2,000.00		1,000.00
Furniture & Equipment	-		-
Equip Upgrade/Replacement (printers, lab computers, etc.)	12,500.00		2,500.00
Special Instructional Projects (Palm expansion, grant matches, classroom projects, distance learning, GPS, etc.)	1,000.00		1,000.00
Building Tech expenditures (curricular software, small peripherals, consumables)	500.00		500.00
Internet Acces (USF) Internet		25,644.00	
Internet Acces (USF) Email		2,100.00	
Long Distance (USF)		16,400.00	
Cellular Phones (USF)		2,100.00	
Intenal Connections- Basic Network Services		25,000.00	
Internal Connections - Technology installation & consulting		-	
Total	58,040.00	71,244.00	34,730.00

Projected cost 2016-17

Item	Local District	Grants	Fiscal Year
Salaries	2,250.00		2,000.00
Benefits	540.00		480.00
Tech Conferences	250.00		250.00
Professional Development	500.00		500.00
Systems, Services & Fees (Maintenance, Licensing, and Use Fees for Skyward, Novell, WebDesk, Dynix, Internet service, phones, etc.)	12,500.00		8,250.00
Purchase Services	27,000.00		24,500.00
Parts	2,000.00		2,500.00
Workstation Software	2,000.00		1,500.00
Furniture & Equipment	-		-
Equip Upgrade/Replacement (printers, lab computers, etc.)	7,500.00		10,250.00
Special Instructional Projects (Palm expansion, grant matches, classroom projects, distance learning, GPS, etc.)	2,000.00		2,000.00
Building Tech expenditures (curricular software, small peripherals, consumables)	500.00		500.00
Internet Acces (USF) Internet		30,000.00	
Internet Acces (USF) Email		2,100.00	
Long Distance (USF)		18,400.00	
Cellular Phones (USF)		2,100.00	
Intenal Connections- Basic Network Services		15,000.00	0
Internal Connections - Technology installation & consulting		-	
Total	57,040.00	67,600.00	52,730.00

Lake Linden-Hubbell Public Schools

Appendix D

Lake Linden-Hubbell Public Schools Bylaws & Policies

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Internet is an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive,

objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Business Manager as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

Adopted 3/18/02

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board requires the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Internet is an electronic highway connecting computers and users in the District with computers and users worldwide. Access to the Internet enables staff members to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying

guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent, principals and business manager as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

Adopted 3/18/02

A teacher receiving a computer as part of the Teacher Technology Initiative will:

- A. be the primary use of the computer;
- B. use the computer to support and enhance his/her ability to deliver instruction to students through such things as:
 - 1. lesson plan development
 - 2. taking online or traditional professional development courses or workshops
 - 3. using the computer during instruction
 - 4. accessing the Internet for information
 - 5. personal growth
 - 6. communicating with colleagues, parents, and students
- C. use the computer in compliance with the District's acceptable use policies;
- D. follow the School District policy and practice for Internet filtering when students use the computer;
- E. use only licensed software on the computer;
- F. not use the computer to operate a business, for illegal activities, or in a manner that would cause harm to the District or to the Teacher Technology Initiative Program;
- G. not use the computer to display or save inappropriate material.

The teacher will return the computer to the District if s/he becomes ineligible under the Teacher Technology Initiative guidelines or if s/he ceases to be employed by the District.

Adopted 2/12/01

Administrative Guidelines

7530A - TECHNOLOGY EQUIPMENT SECURITY PROCEDURES

A. Identification:

1. A label with the District's name and an identification number will be placed on each piece of equipment.
2. In addition, indelible ink shall be used to write the following on each piece of equipment and software:

District, school name, and special funding, if applicable.

3. Records of the identification number, serial number, model, etc. for each piece of audiovisual equipment shall be maintained in the central office inventory.

B. Use of Hardware and Software:

All audiovisual equipment and software to be used either in the District or off-school premises shall be checked out through the administration. (See [Form 7530A F1](#)) Use of equipment and software may not be used for the purpose of copying materials in violation of copyright laws. (See AG [2531](#).)

The person signing the request [Form 7530A F1](#) is responsible for the condition of the equipment/software until checked back in.

Students should not use audiovisual equipment or software without a staff member or approved volunteer being present.

1. In special circumstances, students may be allowed to use equipment/software, without supervision, when the teacher in charge deems it desirable and the student has proved himself/herself responsible.
2. Where an exceptional instructional need is demonstrated, permission to use equipment and software off the school premises shall be granted by the principal. (Use Form 7530A F1.)

Exceptional instructional needs include, but are not limited to:

1. increasing teacher proficiency in the operation of equipment or enlarging knowledge of particular software necessary for classroom instruction;
2. producing/preparing instructional materials or classroom lessons;
3. developing new or additional applications of the computer or software;
4. allowing students to do homework assignments or self-tutoring.

C. Requests for Personal Use:

Personal use of equipment and software, including computers and peripherals, by students, staff, and District residents shall be in accordance with Policy [7530](#) and the accompanying guidelines. No business use shall be made of any borrowed equipment or software. Software shall not be used in violation of any licensing agreement nor shall it be copied.

Requests to use audiovisual equipment and software for personal use off school premises will require permission from the administration.

1. Staff members must fill out [Form 7530A F1](#) and submit it for approval.
2. Students must receive permission from their instructor, based on a legitimate instructional purpose, prior to completing [Form 7530A F1](#) and submitting it to the principal.
3. District residents, who are not staff members, may use audiovisual equipment and software on school premises while the media staff is present or in conjunction with a request for building use. Residents may use audiovisual equipment and materials off District premises only in cases as determined by the principal. They must complete [Form 7530A F1](#) and submit it to the principal.
4. All requests will be maintained in the individual school.

Users will be responsible for arranging safe transportation and housing for equipment and software used off school premises.

The borrower will not be held responsible if repair is required as a result of equipment malfunction or unavoidable circumstances but will be responsible for damages resulting from negligence. In no instance, should an attempt be made to repair equipment or software. The defective item should be returned to the school as is. The District will repair the equipment and, if appropriate, bill the user.

D. Staff Services:

Media staff will instruct the user on the correct operation of equipment and software prior to the user receiving the material. The principal will designate appropriate staff to assist in moving and setting up equipment and software for instructional purposes on school premises.

Media staff may assist other staff members in obtaining materials for instructional use by video taping or audio taping within copyright guidelines.

E. Equipment Inventory and Repair:

All audiovisual software and hardware will be inventoried at the end of each school year. An accurate inventory of all District computers and other audio-visual equipment in the District will be maintained by designated personnel. Inventory of computers, other audiovisual equipment, and software will also be maintained in the school or department in which they are located.

F. Report of Loss:

If any equipment or software is lost, the school principal and the central office shall be notified. The principal may notify police, if deemed appropriate. A complete inventory of all other equipment and/or software located in the same area as the lost items shall be taken. Inventory cards for all missing equipment/software shall be kept in a separate file for use in giving information to the police and/or the insurance company.

Appendix E

Long Range Plan Implementation Progress Report

	Accomplished	Goal Action Plan
	In Progress	
	Opportunities/Obstacles	
	Projected Budget	

Date:

Plan Leader(s):