



Technology Plan

Imlay City Community Schools
July 1, 2008 – June 30, 2011



School Code: 44060

Address: 634 Borland Rd.
Imlay City, MI 48444
(810) 724-2765

Contact: Trevor Kaeding – Technology Director
Phone: (810) 724-2765 ext. 324
Fax: (810) 724-9897
Email: tkaeding@imlay.k12.mi.us

Intermediate School District: Lapeer County Intermediate School District www.lcisd.k12.mi.us

Technology Plan URL: <http://imlay.k12.mi.us/technology/technologyplan2008-2011.pdf>

Table of Contents

Basic Identification.....	1
District Profile and Mission.....	3
Background Information.....	4
Vision and Goals.....	5
Curriculum Integration.....	7
Student Achievement.....	16
Technology Delivery.....	16
Parental Communications & Community Relations.....	17
Collaboration.....	18
Professional Development.....	19
Professional Supporting Resources.....	21
Infrastructure, Hardware and Support.....	22
Increased Technology Access for All.....	23
Budget and Timeline.....	24
Coordination of Resources.....	25
Evaluation of Technology Integration.....	25
Student Acceptable Use Policy.....	27
Staff Acceptable Use Policy.....	30
Children’s Internet Protection Act.....	31

District Mission Statement

The mission of the Imlay City Community Schools is to continuously develop a learning system whereby all achieve the highest quality of learning beyond their expectations.

Imlay City Community Schools

The Imlay City Community School District is committed to educational excellence and implementing instructional programs to accommodate the needs of all students. The district covers 154 square miles and consists of one high school, one alternative high school, one middle school and two elementary buildings.

District Profile

Instructional Staff **125**
Support Staff **131**
Administrators **11**
Other **4**

2007-2008 Student Enrollments per Building
Weston Elementary (Grades K-2) **546**
Borland Elementary (Grades 3-5) **523**
Middle School (Grades 6-8) **543**
High School (Grades 9-12) **676**
Venture High School (Alternative) **80**
Total Student Enrollment **2,368**

Free and Reduced Status – February 2008
Total Free and Reduced – (999) **43%**
Free – (741) **32%**
Reduced – (259) **11%**

School Buildings:

Weston Elementary
275 Weston Street
Imlay City MI 48444
810-724-9812
Fax: 810-724-9895
Grades K-2

Imlay City Middle School
495 W. First Street
Imlay City, MI 48444
810-724-9811
Fax: 810-724-9896
Grades 6-8

Imlay City High School
1001 Norlin Drive
Imlay City, MI 48444
810-724-9810
Fax: 810-724-9897
Grades 9-12

Borland Elementary
500 Borland Road
Imlay City MI 48444
810-724-9813
Fax: 810-724-9894
Grades 3-5

Venture High School
2061 S. Almont Avenue
Imlay City, MI 48444
810-724-9814
Fax: 810-724-2315

Other Buildings:

Educational Service Center

634 Borland Road
Imlay City MI 48444
810-724-2765
Fax: 810-724-4307

Special Programs Center

2061 S. Almont Avenue
Imlay City, MI 48444
810-724-9853
Fax: 810-724-0711

Technology Planning Committee Members:

The Imlay City Community Schools Technology Planning Committee is a group of teachers and administrators representing each level and school. Teacher representatives are selected based on their commitment to technology and their expertise. Parents are also represented on the committee and are involved in the development process.

Trevor Kaeding	Director of Technology
Barbara Klocko	Director of Administrative Services
Florence Gyomory	High School Teacher
Doug Sloan	Venture High School Teacher
John Kish	Middle School Teacher
Lori Dick	Borland Elementary Teacher – Parent
Nick Lange	Weston Elementary Teacher
Josie Hyde	Elementary Librarian

Background

The Imlay City Community School District has made great strides over the years in the field of technology. The District is committed to providing the latest technology and has come a long way in developing the overall technology structure.

One of our first strategies was enhanced with the assistance of the Goals 2000 grant. This grant was awarded from the state and the Technology Grant awarded from the Lapeer ISD, we have been able to link all our buildings via fiber optics and develop many labs, including “state of the art” high school and middle school technology labs. Since then we have been able to continue building our network infrastructure combining the Internet with our existing student, teacher, and administrative servers. We have expanded our network to close to 650 computers in seven buildings.

We continue to monitor teaching our students and staff how to use the Internet and our technology. We have developed a new policy to use the Internet and networks (included in this plan) maximizing all the good aspects it has to offer and working hard to prevent potential problems.

District wide we have made it a priority to keep current with the latest software and upgrade our hardware to meet the changing demands of this state of the art software. Each year we upgrade, improve, and enhance our already solid technological program. We are constantly developing new course offerings and improving our K-12 curriculum as well as developing community enrichment and staff development in the field of technology (see Curriculum Section).

More recently within the past three years we have purchased new computers for teachers in their classrooms, upgraded computer labs, implemented Grade Quick (grade book software) for teachers at the middle and high school, improved district infrastructure to a complete switch network, and added access to on-demand United Streaming educational video streaming. The district has also setup digital-video surveillance at all buildings to improve student safety and provide a safe learning environment.

Technology Vision

We are dedicated to preparing students for the real world. We have a responsibility to research all aspects of technological skills required for employment as well as to prepare students for future studies and life utilizing the tools of technology. The practical applications of technology will become a skill each student will develop. Our K-12 curriculum will prepare our students for immediate employment or prepare them for future studies in the area of technology. By working together, listening to new ideas, and monitoring new technology, we will find better ways of meeting the demands of the future.

Learning with and about technology prepares learners to live responsibly in a democratic, technologically driven society. Learners will use technology for knowledge and skill acquisition, communication and information management, problem solving, creative expression, research, design, and product development. Learners become technologically capable when they apply technology across curricular areas and when technology is used throughout the learning process.

A technologically literate learner:

- Explores, evaluates, and uses technology to accomplish, independently and cooperatively, real world tasks;
- Develops knowledge, ability, and responsibility in the use of resources, processes, and systems of technology;
- Acquires, organizes, analyzes, and presents information;
- Expands the range and effectiveness of communication skills;
- Solves problems, accomplishes tasks, and expresses individual creativity; and
- Applies legal and ethical standards.

The technology mission of the Imlay City Community School District is to use technology to:

- Prepare students for success in a technological society
- Meet the adopted High School Graduation requirement
- Provide equitable learning experiences for all students.
- Enhance teaching and learning.
- Maximize efficiency within district operations.
- Improve communication throughout the school, community, and world.

District Technology Goals

Curriculum: Our technology curriculum will be integrated into the curricula of all the other subjects in ways that improve student learning.

- Point our technology curriculum towards trends and needs in the employment field of technology.
- Improve keyboarding and computer math skills for our elementary and middle school students.
- Integrate technology to all subject areas
- Develop new course offerings in the field of technology
- Enhance opportunities for distance learning
- Regularly update our K-12 curriculum in technology to fit within the framework of our existing curriculum and future expansion and meet state curriculum requirements.
- Continue to improve computer labs by providing resources of high quality content that support learning opportunities by engaging every student regardless of background or ability.

Professional Development: We will provide ongoing, systemic professional development that incorporates instructional technology.

- Provide staff technology professional development as identified in Technology Plan.
- Encourage all staff to apply for grants that fit our Technology Plan.
- Continue to develop our web site and increase the effectiveness of managing the web site.
- Better utilize file-sharing capacity between buildings and e-mail system, along with the use of wikis.
- Expand technical support by mentoring building contacts and all staff.
- Evaluate staff technology survey and develop professional development based on staff needs. Professional development will help teachers integrate technology more effectively into lesson plans.

Infrastructure: We continue to look at the overall process of identifying and implementing cost-effective infrastructural improvements.

Funding and Budget: We look at new ways of funding to support hardware and software maintenance and improvement as well as ways to save money wherever possible by consolidating services and looking for cheaper ways of purchasing items.

Monitoring and Evaluation: We use a variety of data-gathering tools to evaluate the impact of technology on teaching and learning. By monitoring and gathering information we will also be able to look at ways to save money.

Curriculum Integration

The Imlay City Community School District has adopted the Michigan Educational Technology Standards (METS) and are working toward full implementation and integration. Please see <http://www.techplan.org/> for a complete description of METS. The Technology Committee includes teacher and administrator representatives from each level and school. It is the ongoing duty of the Technology Committee to evaluate and update technology goals as needs are identified along with each building level department. Our technology objectives will be integrated into the curricula of all the other subjects in ways that improve student learning. Integration is the key for technology instruction in the Imlay City School District.

Standards:

Grades K-2

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. Understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. Identify common uses of technology found in daily life
3. Recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. Identify the functions of the major hardware components in a computer system
5. Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. Use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. Use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. Recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. Identify common uses of information and communication technologies
2. Discuss advantages and disadvantages of using technology
3. Recognize that using a password helps protect the privacy of information
4. Discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. Discuss the consequences of irresponsible uses of technology resources at home or at school
6. Understand that technology is a tool to help complete a task
7. Understand that technology is a source of information, learning, and entertainment
8. Identify places in the community where one can access technology

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. Know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. Be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. Be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. Identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. Know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. Know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. Know how to recognize the Web browser and associate it with accessing resources on the internet
2. Use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. Interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners
4. Provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. Discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. Identify ways that technology has been used to address real-world problems (personal or community)

Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. Discuss ways technology has changed life at school and at home
2. Discuss ways technology has changed business and government over the years
3. Recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly
4. Know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. Know proper keyboarding positions and touch-typing techniques
6. Manage and maintain files on a hard drive or the network
7. Demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. Know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
9. Identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences
10. Identify search strategies for locating needed information on the internet
11. Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. Identify cultural and societal issues relating to technology
2. Discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. Discuss how various assistive technologies can benefit individuals with disabilities
4. Discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. Discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use

6. Discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws
7. Use age-appropriate citing of sources for electronic reports
8. Identify appropriate kinds of information that should be shared in public chat rooms
9. Identify safety precautions that should be taken while on-line
10. Explore various technology resources that could assist in pursuing personal goals
11. Identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1. Know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker)
2. Know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. Use a variety of technology tools and applications to promote creativity
4. Understand that existing (and future) technologies are the result of human creativity
5. Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. Use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences
3. Identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1. Use Web search engines and built-in search functions of other various resources to locate information
2. Describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. Know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. Perform simple queries on existing databases and report results on an assigned topic

5. Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. Compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. Use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)

Grades 6-8

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1. Use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. Use appropriate technology terminology
3. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. Understand that new technology tools can be developed to do what could not be done without the use of technology
5. Describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. Identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses)
7. Discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. Identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. Identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose
10. Identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. Identify appropriate file formats for a variety of applications
12. Use basic utility programs or built-in application functions to convert file formats
13. Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1. Understand the potential risks and dangers associated with on-line communications
2. Identify security issues related to e-commerce
3. Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
4. Describe possible consequences and costs related to unethical use of information and communication technologies
5. Discuss the societal impact of technology in the future
6. Provide accurate citations when referencing information from outside sources in electronic reports
7. Use technology to identify and explore various occupations or careers
8. Discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
9. Identify uses of technology to support communication with peers, family, or school personnel

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. Apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity
2. Use a variety of technology resources, including the internet, to increase learning and productivity
3. Explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. Use available utilities for editing pictures, images, or charts
5. Use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1. Use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
2. Create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. Use a variety of Web search engines to locate information
2. Evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
3. Identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
4. Know how to create and populate a database

5. Perform queries on existing databases
6. Know how to create and modify a simple database report
7. Evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

1. Use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
2. Describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

Grades 9-12

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

1. Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)
2. Identify the capabilities and limitations of emerging communication resources
3. Understand the importance of both the predictable and unpredictable impacts of technology
4. Identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner
5. Understand the purpose, scope, and use of assistive technology
6. Understand that access to online learning increases educational and workplace opportunities
7. Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
8. Understand the relationship between electronic resources, infrastructure, and connectivity
9. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency
10. Assess and solve hardware and software problems by using online help or other user documentation and support
11. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav)
12. Demonstrate how to import/export text, graphics, or audio files
13. Proofread and edit a document using an application's spelling and grammar checking functions

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

1. Identify legal and ethical issues related to use of information and communication technology
2. Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses

3. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
4. Discuss the possible consequences and costs of unethical uses of information and computer technology
5. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users
6. Demonstrate the ethical use of technology as a digital citizen and lifelong learner
7. Explain the differences between freeware, shareware, and commercial software
8. Adhere to fair use and copyright guidelines
9. Create appropriate citations for resources when presenting research findings
10. Adhere to the district acceptable use policy as well as state and federal laws
11. Explore career opportunities and identify their related technology skill requirements
12. Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. Complete at least one online credit, or non-credit, course or online learning experience
2. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
3. Have access to and utilize assistive technology tools
4. Apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations
5. Identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project
6. Use an online tutorial and discuss the benefits and disadvantages of this method of learning
7. Develop a document or file for inclusion into a web site or web page
8. Use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)
9. Have the opportunity to participate in real-life experiences associated with technology-related careers

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 12 each student will:

1. Identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality)
2. Use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project
3. Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences

4. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications
5. Plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, and videoconferencing)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 12 each student will:

1. Compare, evaluate, and select appropriate internet search engines to locate information
2. Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings
3. Determine if online sources are authoritative, valid, reliable, relevant, and comprehensive
4. Distinguish between fact, opinion, point of view, and inference
5. Evaluate resources for stereotyping, prejudice, and misrepresentation
6. Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 12 each student will:

1. Use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. Describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts
3. Formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

Strategies:

Our goal is to teach these standards across the curriculum and integrate technology into lesson design. This will be accomplished through ongoing staff professional development and technology training (see professional development). Our goals include:

- Striving to give all students as much access to the use of technology as a tool for research and collaboration.
- Giving students access to multimedia, online, and software resources.
- Providing teachers with Internet sites and resources.
- Encouraging teachers to integrate technology into lesson plans.
- Update software needs to fit with the current curriculum objectives.

Student Achievement:

The Imlay City Community School District is committed to “Excellence”. Improving student achievement is something that district strives to achieve.

Special programs have been implemented in our district to provide resources for students to succeed and learn with the integrated technology. Our elementary students use a program called SuccessMaker[®] by Pearson to improve student literacy development. Other programs that are used in the district include Rosetta Stone[®], Accelerated Reader[™], STAR Reading[™] and STAR Math[™]. STAR Math[™] and STAR Reading[™] assess reading and math levels and track development. As children use these diagnostic learning programs, their skills improve. Teacher assessment tools are also available to assist teachers to individualize strategies for each child.

The District also uses Pearson Inform[™] a powerful data analysis program. Pearson Inform[™] provides one-click access to clear, intuitive reports on student and school performance. Powerful graphs and charts-predefined or customized-make it easy to target assistance, measure progress, and inform decisions.

Technology Integration Timeline:

<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Technology will be introduced into lesson design at all instructional levels.	Technology will be integrated into lesson design at all instructional levels.	Technology will be fully integrated into lesson design at all instructional levels.
Technology will be used to assist in evaluation of programs and student achievement	Technology will be integrated in the process of evaluation of programs and student achievement	Technology will be fully integrated into the process of evaluation of programs and student achievement.
<i>The Technology Department will utilize all available resources to assist staff in implementation of METS and NETS, through product training and professional development.</i>		

Technology Delivery:

Imlay City Community School District has nearly 650 networked computers attached to Local Area Networks and a Wide Area Network. All classrooms contain a teacher computer and some have student workstations. Additional workstations are in school

media centers and computer labs. The middle school has a 10 unit wireless laptop cart that enable teachers to convert any classroom into a wireless computer lab. Every building has at least one multimedia projector for presentations. There are technology classes at both the Middle School and High School level.

The district subscribes to United Streaming video-on-demand service, which provides a web-based collection of educational videos. Approximately 150 digital telephones are located within district classrooms, offices and conference rooms. All district employees are given a private extension for local and long distance calling as well as voice mail access. New teacher phones are scheduled to be installed in all classrooms.

Imlay City Community Schools employs alternative methods of instructional delivery through distance learning using various technologies (when/if available), including (but not limited to):

- Virtual Field Trips
Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.
- Career Exploration Website:
Careercruising.com a career, post high school exploration and scheduling program
- Web based learning programs such as but not limited to
StudyIsland.com
Math and Language Arts learning programs
Explorelearning.com
Starfall.com

Parental Communications and Community Relations:

Imlay City Community School District uses many strategies to promote and increase parental involvement and communication. The current educational technology plan for Imlay City Community Schools is provided for review by the local community online at: <http://imlay.k12.mi.us/technology/technologyplan2008-2011.pdf>. Imlay City Community Schools will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

- Maintaining the district web page (<http://imlay.k12.mi.us>) to inform parents and the community about general news, activities, policies and other bulletins. The district web page also supplies interlinks to common visited websites.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.

- Maintaining Voice Mail systems in all buildings, providing access to voice mail to necessary school district employees.
- Continuing to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.
- Reporting progress annually to the school board on the meeting of goals and objectives.
- Informing parents and community members about school happenings through the quarterly newsletter, *Growing Together*.
- Continuing to include parents and community members in district-level and building-level technology committees. The technology committee includes parents of Imlay City students.
- Providing on-line access to the district's technology plan.
- Instant Alert™ is used to inform parents, students, and staff of important school information and closings.

Collaboration:

Imlay City Community Schools is dedicated to continuous collaboration with the agencies listed below in an effort to provide services and training in the fields of general, special, alternative, and adult education. Representatives from these service providers will continue to contribute to the implementation and assessment of the district technology plan.

Lapeer County Intermediate School District

The Lapeer County ISD offers a number of services to students, teachers, administrators, and the community. The LCISD provides a number of classes for students at its Education and Technology Center that are not offered at our high schools. Many of these classes are technology related, including CAD and Cisco Certification classes.

The LCISD also offers high school completion courses for high school aged students that have fallen behind in credits. In addition, Adult Education classes are offered at the Educational Technology Center.

The LCISD also plays a vital role in our professional development, providing in-service topics and offering additional training for staff. Our district also relies on the LCISD for the administration of the county's Wide Area Network.

The LCISD also supplies training and newsletters on using and updates to the student information system. A LISTSERV links agencies throughout the county with technical assistance as well as technology information.

Michigan eLibrary

The Michigan eLibrary is a project of the Library of Michigan, giving access to several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases.

Channel One Network®

The Channel One Network® satellite channel will continue to be used as part of the curriculum both at the middle and high school levels.

Discovery Education™ streaming

The District uses a digital on-demand teaching system through Discovery Education™ *streaming*. The district receives a reduced rate by collaborating with the LCISD as well as the St. Clair Intermediate School District.

Professional Development

Professional development is an essential component of the district's plan to integrate technology into the curricula along with integrating the use of technology into lesson design. Professional development for teachers, principals, administrators and school library media personnel will include awareness of ongoing state and national standards addressing technology competencies as well as development of technology skills and strategies to integrate technology into practice. The Imlay City Community School District will use a staff needs assessment to determine and monitor the progress of staff technology development.

A staff needs assessment will be given every three years and will be completed by all instructional staff and support staff. The assessment in detail can be found by going to: <http://outlook.imlay.k12.mi.us/web/Technology/Technology%20Operations%20and%20Concepts.pdf>. The results will be shared with the district technology committee and allow the district to:

- Verify that technology integration goals are being met;
- Identify weaknesses in current strategies to integrate technology into the curriculum;
- Determine if implemented strategies are improving standardized test scores;
- Plan for future professional development.

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

After completing our first assessment, the technology committee has disaggregated the results and identified the highest areas in need of improvement. The highest areas of

professional need include web page design, use of cameras/scanners, lesson design, presentations, evaluation, and policy/ethics. The team has used these areas to setup a Professional Development Timeline.

Professional Development Timeline:

<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Lesson Design Evaluation Basic Skills software/Office Suite Hardware	Lesson Design Evaluation Web Design Basic Skills Software Hardware	Web Page Evaluation Basic Skills software
<i>The Technology Department is also going to publish a newsletter focusing on key technology areas and helping tutorials for the entire staff.</i>		

Supporting Resources

Imlay City Community Schools will provide access to technology for all staff and students through a variety of resources that are used to support the technology program.

- District Technology Policy
- Acceptable Use Policy
- Webpage that specifically addresses technology support for staff – this instructional technology web site contains resources for teachers and students.
- Media Centers and student computer labs will continue to be used as a key technology tools in each building. All media center and technology workstations designated for student use are easily accessible to persons with disabilities.
- Assistive technology will be used in accordance with the IEP for students with special needs.
- Wireless, mobile laptop carts enable all classrooms to have multiple networked computers
- At least one computer lab in each secondary building will be designated as an “open lab” available for entire classrooms to use. Classroom teachers will continue to sign up for scheduled times for lab usage.
- Specialized programs for bilingual and monolingual students are available for those students requiring specialized instruction. The District uses software by Rosetta Stone®.
- District involvement with REMC.
- Lapeer ISD resources and informational newsletters.
- Online sites like Study Island and CareerCruising.
- Imlay City Homepage access.

Infrastructure and Hardware

The Imlay City Community School District has developed a technology infrastructure for the high-speed transmission of data, voice, and video services to district staff, students, and the community. A fiber optic WAN has been established that connects all seven Imlay City School buildings directly to the district head-end via fiber optic cable. The Lapeer Intermediate School District provides ISP services through Merit. The Lapeer ISD also supplies access to AS/400 financial and student data information. Recent upgrades included a 1GB full duplex backbone to the ISD.

At the building level, 100% of all LAN based communications are 100MB switched network. Network based copiers/scanners have been placed in four strategic locations to minimize the cost of printing services and maximize collaboration between departments. Approximately 150 digital telephones are located within district classrooms, offices and conference rooms. All district employees are given a private extension for local and long distance calling as well as voice mail access.

The Imlay City Community School District houses approximately 650 networked computers. Every teacher has a desktop computer and each building has at least one student computer lab. Network printers are used to save on printing costs and are placed in key locations shared by multiple users. Eight major servers provide file sharing, network applications, printing, email, web, and firewall services. Two Windows® 2000 Advanced servers provide file sharing, network applications, and printing services on two separate domains for staff and students. Three Windows® 2003 servers provide network applications. The three Linux based servers provide web, email, DNS, and firewall services for the Imlay City Schools.

Future improvements include upgrading the two Windows® 2000 servers, consolidating upgrading email services, file sharing, and network applications. A new phone system will be installed to replace the almost 20 year old current system. The number of phones will be increased to have a phone in every classroom at all buildings. The high school network wiring will also be replaced to the new Cat5e style cabling.

All requests for computer hardware and software support are processed through tech support at Imlay City Community Schools. The technology staff relies on an email based technical support system. There are three employees employed in the technology department. There is one Technology Director and two technicians that service the entire district. Staff and students are encouraged to email the department with any technology related problems or concerns. Once the problem has been resolved, the end user receives an email stating the problem and tentative resolution of the issue.

Increased Access to Technology

The Imlay City Community Schools will provide access to technology for all staff and students. All classrooms and media centers have at least one network drop with a multimedia computer. Strategies for continuing, as well as increasing access include:

- Media Centers will continue to be used as the technology hub in each building. All media center workstations and technology classrooms designated for student use are easily accessible to persons with disabilities.
- The Middle School has a wireless, mobile laptop cart that enables a classroom to have multiple networked computers. We will add more in other buildings.
- Media Centers in secondary buildings are open before and after school, as well as during lunch, in order to provide students access to technology.
- At least one computer lab in each secondary building will be designated as an “open lab” available for entire classrooms to use. Classroom teachers will continue to sign up for scheduled times for lab usage.
- Specialized programs for bilingual and monolingual students are available for those students requiring specialized instruction. The District uses Rosetta Stone® and SuccessMaker™ programs to meet these needs.
- All general education classrooms at Weston Elementary and most at Borland Elementary utilize LightSPEED classroom sound field amplification systems. This system ensures that the teacher’s voice is clearly audible above background sounds at all instructional locations within the room. The extra amplification of the teacher’s voice ensures a more suitable speech-to-noise ratio.
- Our Technology Plan’s goals support the use of our telephone, long-distance system, and cellular phone usage throughout the district. Our general telephone system/ infrastructure is in our technology plan goals, safety plan, and budget.

Imlay City Community Schools, Consortium for Exceptional Children and the LCISD Assistive Technology Lending Library provide students with disabilities access to all available technologies. Assistive technology enables students with disabilities access to the general education curriculum and progress towards goals and objectives. The consideration for assistive technology is a required component of the IEP process for all students who are eligible for special education. There are Low, Mid and High technology tools and resources available through the lending library of LCISD Assistive Technology Department and a growing lending library from the Consortium.

Funding and Budget

IMLAY CITY COMMUNITY SCHHOLS LONG RANGE TECHNOLOGY BUDGET

	2008-2009	2009-2010	2010-2011
EXPENDITURES:			
ISD COSTS			
Internet Access	\$ 1,700.00	\$ 1,800.00	\$ 1,900.00
Financial/Student Software Support	\$ 32,674.00	\$ 32,674.00	\$ 32,674.00
AS400	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Barracuda Update (Spam)	\$ 2,000.00		
Content Filter		\$ 8,000.00	
Data Backup w/ Annual Support	\$ 9,000.00	\$ 1,160.00	\$ 1,160.00
INFRASTRUCTURE/CONNECTIVITY			
Switches	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Network Implementation	\$ 500.00	\$ 500.00	\$ 1,000.00
Telecommunications/Phones	\$ 500.00	\$130,000.00	\$ 500.00
PERSONNEL			
Current Personnel	\$ 91,302.00	\$ 94,041.00	\$ 96,862.00
HARDWARE			
Computers	\$ 74,120.00	\$109,872.00	
Peripherals and Parts	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Admin/Teacher Server	\$ 4,500.00		
SOFTWARE			
Exchange Licenses	\$ 857.50		
Exchange Server	\$ 177.00		
Microsoft Office	\$ 5,159.00	\$ 8,442.00	\$ 8,442.00
DISTRICT COSTS			
Telephone/Cell Phone Services	\$ 31,620.00	\$ 32,000.00	\$ 32,500.00
Data Analysis	\$ 5,929.00	\$ 6,050.00	\$ 6,171.00
Ink/Toner Usage	\$ 10,500.00	\$ 11,000.00	\$ 11,500.00
United Streaming	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
AntiVirus Update			\$ 3,500.00
Gradequick	\$ 4,500.00	\$ 4,600.00	\$ 4,700.00
Instant Alert	\$ 9,200.00	\$ 9,200.00	\$ 9,775.00
TOTAL EXPENDITURES	\$ 289,938.50	\$455,039.00	\$ 216,384.00

Coordination of Resources

Strategies that are employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan:

1. Line items for salaries and benefits, technical support, professional development, maintenance and service costs, and other areas as recommended by our technology plan will be included in the Imlay City Community School District Annual Budget.
2. The Imlay City Community School District partners with the Lapeer Intermediate School District on technical support and professional development as well as all appropriate shared needs for software, capital, and infrastructure expenditures. All funding opportunities are explored either on an individual or consortia basis.
3. All appropriate local, state, and federal grant opportunities are investigated and researched. Application and funding will be secured when and where possible.
4. The Federal Universal Service Fund for Schools and Libraries, also known as the E-rate Program, provides discounts on telecommunication services for the district. The rebates from this program are used to reduce operational costs.

Monitoring and Evaluation

A significant step in creating and maintaining a technology plan is the monitoring and evaluation process in regards to both hardware deployment and the impact technology has on the classroom environment. It is important not only to have technology available, but also in working order. It is important not only to have appropriate software, but also to have a literate staff able to use the technology integrated into the district's curriculum to accomplish our technology standards. Technology plan evaluation assures that resources are being used to accomplish the mission of the school district. Imlay City Community Schools will review this plan annually and make changes as necessary. The purpose of evaluating the plan is to make sure students are receiving a quality education. We will evaluate this plan by tracking a number of different areas.

To monitor student/teacher progress, we will:

Assess Staff Needs

A Staff Needs Assessment will be given every three years and will be completed by all instructional staff and support staff. The results will be shared with the district technology committee and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses in current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores

- Plan for future professional development

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

Coordinate District Technology Planning

The District Technology Committee meets to provide planning, direction, and evaluation of instructional technology in the district. The committee plays an increasingly vital role in identifying methods of integrating technology into the curriculum. All technology-related projects, policies, goals, and objectives are set in place by the committee, which in turn evaluates progress and suggests changes accordingly.

To monitor equipment problems, we will:

Provide technical support

The technology department will monitor the technology support email and keep track of equipment problems, in addition to software questions. This will help determine if there is a link between repeated calls for the same type of technical support. The technology department will use this information to help create more self help tutorials on the district website that all users will be able to use.

Acceptable Use Policy

Below is the acceptable use policy that students and parents sign and acknowledge every time they enter a new school building at Imlay City Schools. It makes them aware that the use of the district's computer network, the internet and e-mail is a privilege being extended to them. It also grants permission for student's names, pictures or original work to be used on the district website.

IMLAY CITY COMMUNITY SCHOOLS STUDENT COMPUTER WORKSTATION, NETWORK AND INTERNET AGREEMENT

The use of the district's computer network, the internet and e-mail is a privilege being extended to staff, students, and community members. The following rules and guidelines will apply to all individuals using school district computers.

Internet and Electronic Mail Rules

The district reserves the right to amend these basic rules and guidelines on a regular, or as-needed, basis. The following rules and guidelines apply:

1. Access only those places on the internet, which are intended to be used for appropriate information retrieval, correspondence, and communication. Appropriate is defined as morally correct, free of antisocial behaviors, pornography, and any form of abusive or obscene behavior.
2. Follow the copyright laws dictated by current governmental regulations. Many things found on the internet are public domain. Downloading pictures, videos, articles, or sound files is subject to approval of the lab supervisor.
3. Visiting internet sites that may charge for services, software, literature, or other products is against school policy and is not allowed.
4. Altering or defacing the district's web pages in any way will subject one to disciplinary action.
5. Downloading of unapproved files, programs, or applications is not allowed. Any downloading requires approval of the lab supervisor who will check for acceptability, legality, and lack of possible virus.
6. Chats are allowed only under the supervision of the lab supervisor.
7. In the case of accidental involvement with a questionable site or situation, consult the lab supervisor.
8. Representing oneself as another person on the internet is not allowed.
9. Personal profit gain by using the district's system is not allowed. It is possible to create advertisements for local businesses with permission of the lab supervisor. No staff member may sell the internet to an outside source without written permission from the Board of Education.
10. Follow all outlined federal, state, and local laws pertaining to the Internet.

Computer Workstation and Network Rules

It is the sole intent of school district policy to provide and maintain the finest equipment and technology available to benefit students, staff, and community members. To maintain this standard and preserve equipment, the following rules apply:

1. Treat all equipment as required by the lab supervisor.
2. Authorization by the system administrator is required for access to the Control Panel or the Command Prompt.
3. Run only those programs you know how to operate; get help with any others. Do not make alterations to the system. This is the job of the system administrator.
4. Login or falsification as another user is not allowed. The security system protects the records and software of the district from unauthorized use.
5. Do not open, alter, or erase work files that do not belong to you. Due to the need to move large files and to avoid viruses carried by floppy disks from outside sources, a share directory has been established on both the student and administrative servers. **Do not alter or view files which are not yours.**
6. Avoid floppy disks from outside sources. Each outside disk should be virus-checked by a lab supervisor or system administrator. Virus protection is installed on the district's system, but all viruses are not always detected. In the case of a lockout due to virus detection, get help from a lab supervisor or system administrator immediately.
7. Make sure all computers and related lab equipment are attached to surge protection strips.
8. Always store your files in **two places**. The student share is for temporary storage only.

Consequences of Breaking the Rules

Rules, as listed in the student handbook, apply. In addition, failure to comply with the computer and internet rules and guidelines may result in a loss of computer and/or internet privileges.

Reinstating Privileges

The guidelines outlined by the school administration will be used to reinstate internet, computer workstation, and network privileges.

Please Print Neatly:

Student Name: _____ Grade: _____

Parent Name: _____

I have received, read, and understand the Imlay City Community Schools Computer Workstation, Network, and Internet Agreement.

(Student Signature)

(Date)

(Parent Signature)

(Date)

I understand the agreement and give my son/daughter permission to use the internet.

(Parent Signature)

(Date)

I also give Imlay City Community Schools permission to use my child's name, picture, and original work on the district's website. At no time will home address, e-mail address, or phone number be published on the school district's website.

(Parent Signature)

(Date)

Below is the acceptable use policy that staff sign and acknowledge. It makes them aware that the use of the district's computer network, the internet and e-mail is a privilege being extended to them.

Imlay City Community Schools
Computer Workstation, Network, and Internet Agreement for Staff Members

The use of the District's computer network, the internet and e-mail is a privilege being extended to staff. The following rules and guidelines will apply to those individuals using school district computers.

Internet and Email-Mail Rules

The District reserves the right to amend these basic rules and guidelines on a regular, or as needed, basis. The following rules and guidelines apply:

1. Access only those places on the internet, which are intended to be used for appropriate information retrieval, correspondence, and communication. Appropriate is defined as morally correct, free of antisocial behaviors, pornography, and any form of abusive or obscene behavior. Appropriate is also defined as what is relevant to your work assignment.
2. Follow the copyright laws dictated by current government regulations. Many things found on the internet are public domain. Downloading pictures, videos, articles, or sound files and the use of these files are subject to all copyright laws.
3. Visiting Internet sites that may charge for services, software, literature, or other products is against school policy and is not allowed.
4. Altering or defacing the District's web page in any way will subject on to disciplinary action.
5. Downloading of unapproved files, programs, or applications is not allowed. Any downloading requires approval of the technology department who will check for acceptability, legality, and lack of possible virus.
6. The District cannot be responsible for what others in the outside world say to us. We expect that our policy be followed to the fullest, while we also understand that others on the outside may violate our basic principles in communications to us.
7. In the case of accidental involvement with a questionable site or situation, consult the technology department.
8. Representing oneself as another person on the Internet is not allowed.
9. Personal profit making by using the District's system is not allowed. Follow all outlined federal, state, and local laws pertaining to the internet.
10. Personal use of the Internet will be acceptable only during non-duty hours in compliance with the above rules.

-----Return to School Office-----

I have read and understand the Imlay City Community School District's Computer Workstation, Network, and Internet Agreement for Staff Members.

Staff Member's Name _____
(Please Print Neatly)

Staff Member's Signature _____ Date _____

Implementation of the Children's Internet Protection Act

The Imlay City Community School District shall provide technology protection measures that protect against inappropriate Internet access by adults and minors to visual depictions that are obscene, contain child pornography, or with respect to use of the computers by students, harmful to students. The protective measures shall also include monitoring the online activities of students. Limits, controls, and prohibitions shall be placed on students:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.
- Unauthorized online access or activities.
- Unauthorized disclosure, use, and dissemination of personal information.

The Imlay City Community School District staff is responsible for supervising student electronic information service use, and providing reasonable guidance and instruction to such use. The Imlay City Community School District will make reasonable effort to create content filters to prevent student access to inappropriate information, but such measures are not foolproof. The Superintendent is responsible for establishing and enforcing the electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

The Imlay City Community Schools recently sponsored the Michigan Cyber Safety Initiative to help promote cyber safety among students at Imlay City Community Schools. The Michigan Cyber Safety Initiative (Michigan CSI) is an Internet safety education program with customized presentations for kindergarten through eighth-grade students and a community seminar.