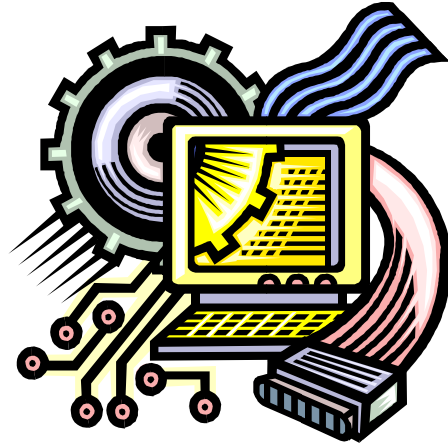


Concord Community Schools District Technology Plan 2006-2009



District Contact Information:

Concord Community Schools
District Code: 38080
405 Main Street
Concord, Michigan 49237
District Office- 517-524-8850
Technology Office- 517-524-9081

Effective Plan Dates:

Plan Start Date: June 2006
Next Plan Review Date: June 2009

Contact Person:

David Hood, Technology Coordinator
P.O. Box 338/405 Main Street
Concord, Michigan 49237
517-524-9081 ext. 1135
Fax: 517-524-6027

Intermediate District:

Jackson County Intermediate School District
District Code: 38

Technology plan may also be viewed at:

www.ccs.k12.mi.us/technology

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District Information and Profile

School Buildings

Concord Elementary School
405 South Main
Concord, Michigan 49237

Concord Middle School
405 South Main
Concord, Michigan 49237

Concord High School
219 Monroe
Concord, Michigan
49237

Concord School of Opportunity
405 South Main
Concord, Michigan 49237

District Contact Information:

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District Code: 38080
405 Main Street
Concord, Michigan 49237
District Office- 517-524-8850
Technology Office- 517-524-9081

Effective Plan Dates:

Plan Start Date: June 2006
Next Plan Review Date: June 2009

Contact Person:

David Hood, Technology Coordinator
P.O. Box 338/405 Main Street
Concord, Michigan 49237
517-524-9082 ext. 1135

Intermediate District:

Jackson County Intermediate School District
District Code: 38

Technology plan may also be viewed at:

www.ccs.k12.mi.us/technology

Additional district and school information can be accessed at:

www.ccs.k12.mi.us

Introductory Material

District Vision, Mission, and Beliefs

Vision Statement

All Concord Community School students will attain the knowledge, skills, and achievement levels needed to fulfill their personal vision.

Mission Statement

The Concord Community Schools, together with families and the community, will provide all students with resources in a safe environment to nurture a passion for lifelong learning, social responsibility and confidence to identify and pursue their goals

Belief Statements

We believe that the Concord Community Schools are a quality school district:

- by working with the whole person
- so that all work is meaningful
- by engaging in continuous improvement through self evaluation
- by providing a non-coercive environment
- so that every individual is capable and responsible for his or her own choices and learning
- so that every individual can behave in a manner which enhances the learning environment
- in order to provide a joyful place to work and learn

District Profile

The Concord Community School District covers an area of approximately seventy square miles of Jackson County, Michigan and serves approximately nine hundred and seventy students. All school facilities are located on a single campus, located at 405 Main Street directly south of downtown Concord.

District buildings include:

Building	Students	Staff	Administrators
Concord High School	277	19	1 Principal
Concord Middle School	255	13	0
Concord Elementary School	410	24	1 Principal
Concord School of Opportunity	36	2	1 Director
Administrative Offices	0	3	1 Superintendent
Bus Garage	0	11	1 Mechanic 1 Grounds Keeper 1 Maintenance

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		1 Transportation Director
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The elementary and middle school are housed under one roof, while the high school, school of opportunity, and the administrative offices/bus garage each occupy separate structures. The greatest physical distance between any two buildings is approximately one hundred and fifty feet. Campus structures range from thirty to fifty-five years in age. In 2003-04 the middle and elementary school both underwent major electrical, plumbing and HVAC upgrades. The high school building received major electrical upgrades and minor renovation of HVAC systems. Two new food preparation and serving facilities were also added at each building. For the 58 teachers in the district, the average number of years of service is approximately 10. Estimates project a turnover through retirement of 5% over the next few years.

Concord Community Schools serve portions of a number of growing rural townships including Concord, Hanover, Parma, Pulaski, and Spring Arbor. Thirty percent of the population within the district boundary is children of school age. The district receives \$6875.00 in state funding for each of the 997 students who attend. This provides a budget of \$6,854,375 each fiscal year for educating the districts children.

Through the years, the community of Concord and the Concord Community Schools have enjoyed an exceptional relationship. There continues to be a high level of involvement in all aspects of the educational process. One achievement fostered by this relationship was the passage of a 5 million dollar bond issue to repair leaking roofs, update food service facilities, upgrade of electrical service, and replace out dated heating and ventilation equipment. More recently a committee of concerned residents campaigned successfully to pass the proposal A Headlee mileage allowing the collection of the full amount of tax levied in the district. Community members govern the school district as members of the board of education, participate in the hiring of new personnel, volunteer in classrooms, participate in planning and reform efforts, regularly participate in school and district functions and are a part of the school improvement process at all levels. The schools and the community are united in an effort to provide the best educational experience possible for the students in the Concord area.

Each of the schools is dedicated to becoming the best that it can be. This is evidenced by each school's involvement in the North Central Association of Colleges and Schools (NCA) accreditation process for school improvement. Through this process, each school sets goals and commits itself to periodic evaluation in order to assure that the school is making progress toward achieving its goals.

Students of the Concord Community Schools have consistently scored well on the annual Michigan Educational Assessment Program (MEAP) test. Concord also has a high number of students who indicate the desire to further their education by attending post secondary education through a college, university, or trade related training program. The community is proud of the educational resource that is offered by the Concord Community Schools.

The Technology Committee

The goal of the technology committee steering team was to include representation from all possible constituent groups within the Concord Community Schools. The team requested that each building level administrator select and then provide the names of two parents, teachers, and

Concord Community Schools
 District Technology Plan
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students to represent their build level needs. In addition, the steering team also recruited members of the board of education, representatives from the extended community, as well as technology content experts from business, industry and higher education.

The technology committee will serve as a sounding board and think tank for technology related decisions within the district. The committee has the authority to work in unison with the technology coordinator to make recommendations to the board of education in all areas of the technology enterprise. Bi-annual meetings will be held to evaluate progress and effectiveness of the plan and its implementation and effect on student learning as well as look at current trends and practices in the areas of technology administration, integration, planning, and equipment acquisition and many others. Members of this committee are asked to make a minimum two year commitment to the committee. At the end of the two year term, they may choose to continue to serve on the committee or allow a replacement to be appointed.

Technology Committee Members

Name	Position
Mike Anderson	CCS Board of Education, Trustee & Parent
Jay Bada	CCS Superintendent
Kim Ball	Middle, High School Parent
Steve Laskey	CCS Board of Education, President
Jennifer Couling	Concord High School Faculty, English, Elementary Parent
Tony Hutchins	Concord Elementary, Principal
Trischa Buseth	Concord Elementary, Teacher
Tim Comden	Concord Elementary/Middle School, Parent
Mike Corey	Concord High School, Principal
Brian Couling	Concord High School, Teacher
Keith Dau	Data Management Consultants Inc., Technician
David Evans	Concord Middle School, Parent
Shari Blonde	Concord Elementary, Parent
David Hood	Concord Community Schools, Technology Director
David Hopper	Spring Arbor University, Faculty
Marge Horosko	Concord Community Schools, District Librarian
Renee Luttenton	Concord Elementary, Special Education Instructor
John Moody	Concord High School, Math Instructor
Dennis Oberlander	Concord Community Schools, Business Manager
Cheryl Price	Concord School of Opportunity, Instructor
Frank Remus	Concord Community Schools, Network Technician, Instructor
David Kubel	Concord Middle School, Principal and Curriculum Director
Anne Riddle	Concord School of Opportunity, Director
Rich Ball	Concord High School, Parent

Technology Vision and Goals

Vision Statement

Concord Community Schools will equip our students with the academic and technological skills necessary to excel in our technology-driven, information-rich society.

Guiding Principles

To achieve this vision we maintain these guiding principles:

1. Communication throughout the district and community is vital
2. Professional development for faculty and staff is required to enhance teaching and learning
3. Access to technology resources must be equitable throughout the district
4. Efficiency of all district operations is vital to the success of the organization
5. Integration of appropriate technology across the curriculum improves academic outcomes
6. Needs of all diverse learners must be accommodated
7. Responsible, ongoing support for the district's technology enterprise is critical
8. The learning experience extends beyond the walls and schedule of the traditional classroom and school
9. Assisting students in the development of responsible and ethical attitudes toward the use of technology is primary
10. Evaluation of technology's role in our curriculum must be an ongoing process
11. It is imperative that technology instruction have an identified sequence and be implemented throughout the K-12 curriculum

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Plan Goals

Goals of the technology plan are keyed to the guiding principles. Goals serve to support and enhance each of the guiding principles which allow the district to reach its goal of improving student achievement in all curricular areas.

Goals

- 1.1 Develop effective two-way communications systems that link the school and community
- 1.2 Provide efficient communication between district buildings
- 2.1 Provide time and resources for faculty and staff to participate in ongoing training and practice with current, relevant hardware and software
- 2.2 Train all K-12 teaching staff to integrate appropriate technology into the instructional process
- 3.1 Provide equitable access to technology resources for all students and staff in classrooms and lab facilities throughout the district
- 3.2 Provide after-hours access to and assistance with technology for students, faculty, and community members
- 4.1 Provide administrative computing systems that allow for the efficient exchange and dissemination of district communications and data
- 5.1 Provide resources necessary for the integration of technology throughout the curriculum
- 5.2 Train teachers in both methodology and pedagogy required to effectively integrate technology into the teaching and learning process
- 5.3 Allow instructors time to develop new lessons and practice technology integration in a non-threatening environment
- 6.1 Provide technologies that maximize learning for all students
- 6.2 Use technologies in the assessment process
- 7.1 Secure, retain, and equip adequate support personnel to ensure proper operation of all district technology systems
- 7.2 Implement funding which ensures attainment of district technology goals
- 7.3 Secure community support of technology's value for the students and community
- 7.4 Maintain district technology infrastructure, hardware, and software up to current, acceptable industry standards
- 8.1 Expand traditional school day learning opportunities through the use of technology
- 9.1 Students will demonstrate the ethical use of technology in their professional and personal lives
- 10.1 Develop an evaluation tool to assess the effect of technology integration upon student achievement
- 10.2 Provide for the ongoing evaluation of the use of technology throughout the district
- 11.1 Develop and implement a K-12 technology curriculum which meets or exceeds the standards set forth in the MDE standards and benchmarks

I. Curriculum

A. Curriculum Integration

For detailed strategies in the curriculum integration area see the technology goals section in Attachment A of this document. Specifically see goals 2, 5, 6, 10, &11

B. Student Achievement

The Concord Community Schools currently is involved in a continuous school improvement process. As a part of this process each curricular area has developed curriculum maps identifying where specific standards, benchmarks and Grade Level Competencies (GLCS) are addressed. Additionally areas of high need were identified. As a result curriculum and professional development plans are being developed to address the identified needs. Please see the Curriculum/Professional Development Planning Forms included in this document for detailed information. Attachment C

C. Technology Delivery

All classrooms throughout the district are equipped with at least one networked computer. All computers on the network have access to the internet and any on line content delivered via this interface. Teachers have been encouraged to utilize the video resources included through a contract with United Streaming. The district currently utilizes the Achievement Technologies, Skills Tutor program with middle and elementary students as a diagnostic and prescriptive tool to supplement classroom instruction. At this time the district does not participate in any form of video conferencing or other distance learning programs.

D. Parental Communications & Community Relations

As a part of developing effective two way communications systems linking the community and the district, Concord Community Schools has begun an effort to post on its web site all district communications/publications. The technology plan, as one of these publications, will be posted and updated as necessary. Each classroom and office in the district is equipped with a telephone allowing both internal and external communication with fellow staff members, parents and the community. All staff members have local and remote access to voicemail accounts. Specifically see goals 1.1, 7.3. Attachment A

E. Collaboration

The Concord Community School District currently does not have any adult education or English as a second language programs. At this time this section's requirements are not addressed in this plan. These issues will be added if the district adds these programs in the future.

II. Professional Development

F. Professional Development

Strategies for providing ongoing, sustained professional development for teachers, administrators, and library personnel have been identified and outlined in the goals and curriculum sections of the technology plan. Specifically see goals 2.1, 2.2, 5.2, 5.3, 6.2 Attachment A, and the Curriculum/Professional Development Planning Forms Attachment C

G. Supporting Resources

The Concord Community School District currently utilizes the following resources to ensure the effective use of technology:

- Acceptable Use Policy
- NEOLA Board Policies Manual
- School District Web Site www.ccs.k12.mi.us
- Achievement Technologies, Skills Tutor
- United Streaming
- BESS, internet
- Accelerated reader
- Zoomerang
- Electric Library
- Jackson County Intermediate School District
- REMC 15
- Spring Arbor University

Concord relies on the support of the REMC for coordination of technology resources and information and purchasing services. The district has a long standing relationship with Spring Arbor University instructional technology department and often consults with Spring Arbor on planning and professional development activities. The technology staff at Concord Schools also consults with other surrounding districts and works in concert with them when deploying new solutions and software thus saving precious technology funding and time.

The district, as a part of the implementation of this plan, has and will continue to obtain, utilize, and evaluate resources which ensure the successful and effective uses of technology. See goals section for detail. Attachment A

III. Infrastructure, Hardware, Technical Support and Software

H. Infrastructure Needs / Technical Specification and Design

Infrastructure

Over the past six years, technology resources for students and teachers have increased greatly. The district now supports over 300 end user computers, Pentium II or better, placed throughout the district. All classrooms have at least one computer for student use and all teaching faculty have a laptop at their disposal each day in the classroom. All machines in the district connect to the district LAN via 10/100mb connection and all nodes of the network are connected back to the network operations center located in the high school via gigabyte fiber connections. The district provides filtered 2.5mb access to the Internet to all machines through a cooperative agreement with the Jackson County Intermediate School District and its eleven constituent districts. Filtering is provided thru BESS an internet filtering service. In addition four (4) servers are maintained running on the Novell Netware 6.0 operating system.

Computer deployment 1996-Present:

2005-2006	Tech Labs 15 new Dell GX 620, middle school lab 29 Dell GX 280, New Cisco network electronics in middle school lab, 3 Network laser printers, 5 Smart Classrooms,
2004-2005	Elementary, 31 new Dell GX 280 machines, All network electronics firmware upgraded, New Cisco network electronics in elementary lab, New IDF for MS/EL foodservice
2003-2004	High School Lab , 26 new Dell GX 270 machines, Tech Lab 4 GX270
2002-2003	Modular Lab 30 Pentium 4, 2..0 ghz machines, All network electronics firmware upgraded, New web server installed, Cisco Works upgraded (new machine also), Installation of Altiris image deployment solution and accompanying server,
2001-2002	District Teachers 60 laptops, New server Concord 3,
2000-2001	Elementary Lab 25, Central Office 4, Elementary Office 1, HS Office 4, CSO 1, Hood 2, MS Office 2,
1999-2000	Middle School Lab 26, High School Lab 25, Elementary Office 1
1998-1999	Tech Lab 20, New Server Concord_A
1997-1998	Elementary Lab 25, Applications Lab 4
1996-1997	Middle School Lab 26, High School Lab 26, Modular Lab 18,

**The total number of machines is somewhat higher than the totals indicated here.*

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Resources in addition to the district LAN include a district wide coax RF video network. This system now is utilized mainly by the high school and allows for network broadcast television programs to be viewed in classrooms that possess TVs. The network also allows for the broadcast of Channel 1 programming at the middle school and the high school buildings. Telecommunications resources are provided by an Intertell, Access, distributed telephone system which includes a handset in each room and voicemail accounts for each member of our staff. Auto attendants for each building work to direct callers. Callers knowing extension numbers may access staff directly via the system relieving the office staff from taking messages. All classrooms are capable of assigning a do not disturb "DND" feature during class meeting times with the office having DND override capability in the case of emergencies. The system also allows for the use of page zones and distribution lists.

Service and Support

Service and support functions are handled by combination of district support personnel and outside contracted services. First response diagnosis and repair of technology equipment and software is completed by district staff members. This staff is assigned part time to technology and consists of the Technology Director and Network Administrator. The Technology Directors responsibilities include: Telephone system, Video network, Alarm/Security system, District cable access, Machine repair, Software support, District web page design and development, Network administration, purchasing, visioning, training, technology planning, one hour teaching load and supervision of several independent study students. The network administrators responsibilities include: software support, machine repair, and basic network monitoring and administration.

Outside contractors are utilized for major network administration tasks and routine maintenance, telephone system support, and anything that requires a deeper knowledge base than our staff currently possesses.

Work orders are submitted to the technology services group via e-mail. Work orders are handled on a priority and time order basis. Five hundred forty (541) one work orders have been handled during the 2002-2003 school year. These numbers reflect only requests processed through the system. They do not take into account the numerous requests for password changes, and quick stops by staff in the halls.

Administration

Administration of all the technology systems and related activities are handled directly by the District Technology Coordinator. This includes the tasks of Visioning, Technology planning, Grants, Acceptable Use Policy, County-wide Technology Advisory Coordinating Council, Purchasing / Invoicing, etc. This year the part time services of a secretary have benefited the technology department a great deal by providing greater efficiency in areas of tracking finance and supply issues.

See specifically goals 7.1 – 7.4 in Attachment A for detailed goals and strategies

I. Increase Access

See specifically goals 3.1, 3.2, 6.1, 6.2 in Attachment A for detailed goals and strategies

IV. Funding and Budget

J. Budget and Timetable

See ten year expenditure plan for technology. Attachment D

K. Coordination of Resources

The Concord Community School District has continued its efforts to enhance the technology enterprise and the integration of technology throughout the curriculum by participating in the Universal Service Funding Program for several years. The district has a commitment to seeking outside sources of funding for hardware, software, online resources, and professional development. Most purchases of equipment and services are coordinated through several local sources to provide for the best cost to product ratios that are available to the educational community.

Monitoring and Evaluation

L. Evaluation

Each goal identified in the technology plan contains an evaluation strategy, including frequency and persons responsible. (See Goals Section, Attachment A) Goals which are unmet will be examined and new strategies will be developed by the technology director with the assistance of the curriculum director, administration, and classroom teaching faculty.

M. Acceptable Use Policy

See Attachment F

Concord Community Schools

Technology Plan Goals 2006-2009

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Attachment A

Guiding Principle: 1. Communication throughout the district and community is vital

District Strategy: Continuous School Improvement Strategy # IV, Align the plans for CSI, PD, & CD

Technology Goal: 1.1 Develop effective two-way communications systems that link the school and community

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
1.1.1 Enhance the district web presence	Tech Dir/ Webmaster /Students	Ongoing	Upgrade district web server, MS 2000 server license	Outside consultant support	Yes	\$1500	IP
1.1.2 Involve students in web design and maintenance	Tech Dir/ Students	2006/ Ongoing	Additional web design software TBD, Additional art and graphic software.		Yes	\$2000	IP
1.1.3 Publish district communications via District web page	Webmaster	2006/ Ongoing	SchoolWires, Adobe Acrobat, Scanner		Yes	\$500	IP
1.1.4 Develop teacher web pages	Webmaster / Teachers	2006/ ongoing	SchoolWires	Related resources for teacher site development	Yes	\$1000	Plan
1.1.5 Provide access to pupil information via web	Tech Dir/ S. Hood	2006/ Ongoing	PASS System		Yes	200.00	IP
1.1.6 Provide directory information (e-mail, Phone extensions) via district web	Tech Dir/ Staff/ Webmaster	2006/ Ongoing	SchoolWires				Done, Update each SY

Evaluation: An annual survey completed by representative users of district communication systems.
Annual review of help desk requests pertaining to district communications systems.

Responsible: Technology Director

Concord Community Schools

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Guiding Principle: 1. Communication throughout the district and community is vital

District Strategy: Continuous School Improvement Strategy # IV, Align the plans for CSI, PD, & CD

Technology Goal: 1.2 Provide efficient communication between buildings

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
1.2.1 Provide global e-mail services with access from outside district	Tech Dir/ F. Remus	6/99 Ongoing	Novell GroupWise, Upgrades thru SLA		Yes		Done
1.2.2 Provide printed directory information for staff	Tech Dir/ Staff	6/99 Ongoing	NA	Staff time to generate document	None		Done, Update each SY.
1.2.3 Develop, install, maintain, in house electronic bulletin board over video network	Tech Dir/ Staff/ Students	2006/ 2009	Computer, Power Point, Scan Converter, Additional TV's,	Electrical System Upgrade	None		Plan
1.2.4 Provide connectivity, software and support for the use of PDA devices for all administrators	Tech Dir/ Staff	2003 / Ongoing	Conduit Software, GroupWise, PDA's		Yes	500.00	IP

Evaluation: An annual survey completed by representative users of district communication systems.
Annual review of help desk requests pertaining to district communications systems.
Survey of handheld users.

Responsible: Technology Coordinator

Concord Community Schools

Technology Plan Goals 2006-2009

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Guiding Principle: 2. Professional development for faculty and staff is required to enhance teaching and learning

District Strategy: Continuous School Improvement Strategy # IV, Align the plans for CSI, PD, & CD

Technology Goal: 2.1 Provide time and resources for faculty and staff to participate in ongoing training and practice with current, relevant hardware and software.

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
2.1.1 Technology in-service provided as a regular part of professional development	Tech Dir/ Curr Dir	2006/ Ongoing	Teacher computer upgrade	Scheduled time for in-service during each year, Planning and development time for in-service activities	Yes	See exp. Plan \$5,000	IP
2.1.2 Provide on campus training with hardware and software	Tech Dir / Staff/ ISD	2006/ Ongoing	TBD		Yes	Unknow n	Plan
2.1.3 Provide frequent opportunities to view "best practice" scenarios out side of the district	Tech Dir / District and Building Admin.	2006/ Ongoing		Transportation costs, Subs	Yes	\$2,000	Plan

Evaluation: Annual review of professional development schedule to ensure a minimum of six (6) hours of technology professional development is provided each school year for all faculty and staff members.

Responsible: Professional Council, Building and District Administrators, Technology Director

Concord Community Schools

Technology Plan Goals 2006-2009

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Guiding Principle: 2. Professional development for faculty and staff is required to enhance teaching and learning

District Strategy: Continuous School Improvement Strategy # IV, Align the plans for CSI, PD, & CD

Technology Goal: 2.2 Train all K-12 teaching staff to integrate appropriate technology into the instructional process

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
2.2.1 Require i3 integration training for all district teaching staff	Tech Dir / Staff	2006/2009	Additional equipment and software for classrooms: - Projectors - Mimio units - White Boards - DV Cameras - Editing Software - Scan Converter - 31" TV & Mount	Additional integration resources to be used in the classroom including: Books, videos, access to production tools	Yes	\$11,000 per year	IP
2.2.2 Provide continuous mentoring opportunities for teachers to expand integration skills	Tech Dir/ Staff/ Admin	2006/2009	Additional lesson development supplies	Staff release time, Sub pay	Yes	\$2,000	Plan

Evaluation: Annual self assessment of technology skills and abilities delivered via on-line service

Responsible: Curriculum Director, Building Administrators

Concord Community Schools

Technology Plan Goals 2006-2009

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Guiding Principle: 3. Access to technology resources must be equitable throughout the district

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology
III, Develop a local assessment system in technology

Technology Goal: 3.1 Provide equitable access to technology resources for all students and staff in classrooms and lab facilities throughout the district

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
3.1.1 Increase the student to computer ratio to 5:1 <ul style="list-style-type: none"> • Provide portable laptop labs for all buildings • Place a minimum of two(2) current desktop machines in classrooms 	Board/ Dist Admin./ Tech Dir	2006/ Ongoing	Additional computer equipment and network connectivity			See exp. plan	Plan
3.1.2 Develop a procedure for teachers to acquire technology for their classroom	Tech Dir/ Tech Comm. / Building and Dist Admin.	2006/ Ongoing	TBD	TBD	Yes	See exp. plan	Plan
3.1.3 Provide a priority scheduling plan for access to technology resources (i.e Labs, projectors)	Tech Dir/ Staff/ Teachers	2006/ Ongoing	TBD			TBD	Plan

Evaluation: Annual Calculation of student to computer ratio
Review of technology usage and request data for each school year

Responsibility: Technology Director

Concord Community Schools

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Guiding Principle: 3. Access to technology resources must be equitable throughout the district

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology
III, Develop a local assessment system in technology

Technology Goal: 3.2 Provide after-hours access to and assistance with technology for students, faculty, and community members

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
3.2.1 Schedule weekly access to computer labs and video production equipment and facilities	Tech Dir/ Staff	2006/ Ongoing		Tracking/ scheduling ability through GroupWise or another means	Yes	TBD	Plan
3.2.2 Develop a program to offer technology training to community members	Tech Dir/ Staff/ Comm. Ed	2006/ Ongoing		Unknown		TBD	Plan

Evaluation: Track quarterly usage of labs and technology resources
User response cards available for each resource area collected and reviewed monthly

Responsible: Lab Staff, Technology Director

Concord Community Schools

Technology Plan Goals 2006-2009

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Guiding Principle: 4. Efficiency of all district operations is vital to the success of the organization

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology

Technology Goal: 4.1 Provide administrative computing systems that allow for the efficient exchange and dissemination of district communications and data

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
4.1.1 Replace the existing finance software with an integrated data management system	Tech Dir, Admin, Business	2006/ 2009	TBD		Yes	See exp. Plan	IP
4.1.2 Provide district and building office staff with complete training to allow effective use of the Student Information Management System (SIMS)	Tech Dir, Staff, Vendor	2006/ Ongoing	TBD		Yes	TBD	Plan
4.1.3 Provide teaching staff with complete training to allow effective management of classroom data	Tech Dir, Staff, Vendor	2006/ Ongoing	TBD		Yes	TBD	Plan

Evaluation: Review help-desk logs for user issues quarterly
Track system up/down time by week, month, and year
Survey users on usability and reliability issues annually

Responsible: Technology Staff, Technology Director

Concord Community Schools

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Guiding Principle: 5. Integration of appropriate technology across the curriculum improves academic outcomes.

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 5.1 Provide resources necessary for the integration of technology throughout the curriculum

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
5.1.1 Provide appropriate grade level and subject specific software that promotes technology integration	Tech Dir/ Admin/ Staff/ Tech Committee	2006/ 2009	TBD	Meeting time for decision making and software demos	Yes	TBD	Plan
5.1.2 Provide appropriate peripheral hardware to allow for integration activities to occur	Tech Dir/ Admin/ Staff	2006/ Ongoing	TBD	Meeting time for decision making and hardware demos	Yes	TBD	Plan

Evaluation: Track request, provided, utilized statistics for hardware and software annually
Include questions on availability of resources as a part of the self assessment survey for review of effective distribution of resources.

Responsible: Curriculum Director, Technology Director

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Guiding Principle: 5. Integration of appropriate technology across the curriculum improves academic outcomes.

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 5.2 Train teachers in both methodology and pedagogy required to effectively integrate technology into the teaching and learning process

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
5.2.1 Require i3 integration training for all district teaching staff	Tech Dir/ Admin/ Staff	2006/ Ongoing	Training suite and additional hardware/ software for classrooms	Assorted teaching materials/ resources	Yes	\$5900	IP
5.2.2 Provide continuous mentoring opportunities for teachers to expand integration skills	Tech Dir/ Admin/ Staff	2006/ Ongoing			Yes	\$1000	Plan
5.2.3 Make teachers accountable for implementing pedagogy and methodology which integrates technology in the teaching and learning process	Admin/ Staff	2006/ Ongoing					Plan
5.2.4 Align employment and evaluation criteria of professional and administrative staff to state and national technology competencies	Board/ Admin/ Tech Dir	2006/ Ongoing		ISTE Standards for Teachers ISTE Standards for Administrators	Yes		Plan

Evaluation: Review professional development records of all district faculty and staff annually

Responsible: Building Administrator, Curriculum Director

Concord Community Schools

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Guiding Principle: 5. Integration of appropriate technology across the curriculum improves academic outcomes.

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 5.3 Allow instructors time to develop new lessons and practice technology integration in a non threatening environment

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
5.3.1 Provide curriculum development time for all teachers to develop technology integration activities	Curr Dir/ Tech Dir/ Admin/ Staff	2006/ 2009			Yes		Plan
5.3.2 Allow teachers "experimentation" time in the classroom to perfect technology integration strategies and activities	Admin/ Staff	2006/ Ongoing					

Evaluation: Annual review of professional development schedule to ensure a minimum of six (6) hours of technology professional development is provided each school year for all faculty and staff members.

Responsible: Professional Council, Curriculum Director, and Technology Director

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Guiding Principle: 6. Needs of all diverse learners must be accommodated

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 6.1 Provide technologies that maximize learning for all students

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
6.1.1 Provide technology that allows students to learn in an individualized educational program of study	Admin/ Staff/ Tech Dir	2006/ Ongoing	TBD		Yes	TBD	Plan
6.1.2 Provide assistive technology devices and software that accommodate diverse learning styles	Satff/ Admin/ Tech Staff	2006/ Ongoing	TBD		Yes	TBD	Plan
6.1.3 Provide software that allows for remediation of basic skills at all levels	Tech Dir/ Staff/ Admin	2006/ Ongoing	Skills Totor, Universal reader,		Yes	TBD	IP

Evaluation: Use existing student data (MEAP) to assess the effect of technology enhanced learning on student achievement as a part of annual curriculum alignment activities

Responsible: Curriculum Director, Teaching Faculty, Technology Director

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Guiding Principle: Needs of all diverse learners must be accommodated

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 6.2 Use technologies in the assessment process

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
6.2.1 Provide hardware and software to facilitate classroom student assessment	Tech Dir/ Staff	2006/ Ongoing	TBD		Yes	TBD	Plan
6.2.2 Provide technology which links local, state, and national education standards to student classroom performance	Curr Dir/ Tech Dir/ Staff	2006/ Ongoing	TBD	TBD	Yes	TBD	Plan

Evaluation: Annual review of technology enhanced assessment usage

Responsible: Curriculum Director, Teaching Faculty, Technology Director

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Guiding Principle: 7. Responsible, ongoing support for the district's technology enterprise is critical

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology

Technology Goal: 7.1 Secure, retain, and equip adequate support personnel to ensure proper operation of all district technology systems

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
7.1.1 Identify support needs for district technology systems	Tech Dir/ Remus/ Admin/ Staff	2006/ Ongoing					Plan
7.1.2 Develop an on going staffing plan which supports reliable continuing maintenance and upgrading of district technology resources	Tech Dir/ Remus/ Admin	2006/ 2007					Plan
7.1.3 Provide a system of help desk support to district technology users	Tech Staff/ Students	2006/ Ongoing	Trouble ticket tracking software		Yes		Plan
7.1.4 Provide instructional technology support personnel to train and assist teachers throughout the technology integration process	Tech Dir/ Curr Dir/ Staff	2006/ ongoing			Yes		Plan
7.1.5 Provide for the ongoing development and use of a student workforce to assist in support issues	Tech Dir/ Admin/ Staff	2006/ ongoing		MOUSE Certification course	Yes		Plan

Evaluation: Quarterly review of help-desk records for response and repair statistics

Responsible: Technology Director, Technology Staff

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Guiding Principle: 7. Responsible, ongoing support for the district's technology enterprise is critical

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology

Technology Goal: 7.2 Implement funding which ensures attainment of district technology goals

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
7.2.1 Develop a 5-10 year capital expenditure plan for district technology maintenance and upgrading	Tech Dir/ Remus/ Staff	2006/ 2009	See Plan	See Plan	No	See Exp. Plan	Done
7.2.2 Seek continual support from local, state, and national sources to augment funding for technology	Tech Dir/ Admin	2006/ Ongoing		USF Applied for 2003, Provide grant writing assistance for classroom teachers			Applied for USF
7.2.3 Provide adequate general fund support for the continued operations of the technology systems as well as training and integration	Board/ Admin	2006/ Ongoing				See Exp Plan	Plan

Evaluation: Annual review of budget vs. documentation of expenditures

Responsible: Board, District Administration

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Guiding Principle: 7. Responsible, ongoing support for the district's technology enterprise is critical

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology

Technology Goal: 7.3 Secure community support of technology's value for the students and community

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
7.3.1 Implement a program of public information to enlist community support	Admin/ Tech Dir	2006/ 09		Secretarial support		\$1000	Plan
7.3.2 Provide the board with an annual report on progress of all aspects of technology	Tech Dir	2006/ 09		Secretarial support			IP

Evaluation: Survey community bi-annually on technology issues

Responsible: Technology Director, District Administration

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Guiding Principle: 7. Responsible, ongoing support for the district's technology enterprise is critical

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology

Technology Goal: 7.4 Maintain district technology infrastructure, hardware, and software up to current, acceptable industry standards

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
7.4.1 Develop and implement a 3 to 4 year hardware replacement schedule for all computers	Tech Dir/ Vendors	2006/ Ongoing	See replacement plan			See exp. plan	IP
7.4.2 Develop and implement a 4-6 year replacement schedule for all network hardware	Tech Dir/ Vendors	2006/ Ongoing	See replacement plan			See exp. plan	Plan
7.4.3 Develop and implement a process by which teachers can propose and acquire classroom technology, both hardware and software	Tech Dir/ Admin/ Board	2006/ Ongoing	TBD	TBD	Yes	TBD	Plan
7.4.4 Develop and implement a schedule for the upgrading of network and workstation operating systems	Tech Dir/ Remus	2006/ Ongoing	TBD	Support time and staff for reconfiguration of machines and debugging of software	Yes	TBD	Plan
7.4.5 Develop and implement a continual firmware upgrade schedule for all network hardware	Tech Dir/ Secant	2006/ ongoing	TBD	Firmware from Cisco	Yes	TBD	Plan

Evaluation: Annual review of district technology resources vs. current industry standards.

Responsible: District technology coordinator with the assistance of vendors and other outside professionals.

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Guiding Principle: 8. The learning experience extends beyond the walls and schedule of the traditional classroom and school

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 8.1 Expand traditional school day learning opportunities thru the use of technology

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
8.1.1 Provide access to, and instruction with on-line learning resources for students, faculty, and community members	Tech Dir/ Staff	2006/ Ongoing	TBD	Skills Tutor, Achieve, MVU, Others	Yes	TBD	IP, Plan
8.1.2 Provide access to supplemental electronic teaching and learning resources which extend the classroom or assist in management of student learning activities.	Tech Dir/ Staff/ tech Staff	2006/ Ongoing	TBD	TBD, (ie. Blackboard)	Yes	TBD	Plan

Evaluation: Ongoing tracking of lab and technology resource usage
User response cards available for each resource area collected and reviewed monthly

Responsible: Technology Staff, Technology Director

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Guiding Principle: 9. Assisting students in the development of responsible and ethical attitudes toward the use of technology is primary

District Strategy: Continuous School Improvement Strategy # II, Align technology curriculum and instruction with the Michigan and ISTE Curriculum Framework

Technology Goal: 9.1 Students will demonstrate the ethical use of technology in their professional and personal lives

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
9.1.1 Train students to evaluate website content for authenticity and reliability	Staff	2006/ Ongoing		Classroom connect resources, Additional teaching materials	Yes	\$1000	Plan
9.1.2 Instruct students in the ethical and appropriate use of technology	Staff	2006/ Ongoing		Classroom instructional resources	Yes		Plan
9.1.3 Provide students with applicable copyright laws and utilize these regulations in the school environment	Staff	2006/ Ongoing		Classroom instructional resources, Copyright laws, software	Yes	\$1000	Plan

Evaluation: Instructors will monitor student use of technology based resources for document and media production in all courses.

Responsible: Faculty

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Guiding Principle: 10. Evaluation of technology's role in our curriculum must be an ongoing process

District Strategy: Continuous School Improvement Strategy # III, Develop a local assessment system in technology

Technology Goal: 10.1 Develop an evaluation tool to assess the effect of technology integration upon student achievement

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
Articulate the technology plan with the district continuous school improvement plan	Curr Dir/ Tech Dir/ Admin	2006/ 2009		MDE Standards & Benchmarks, ISTE Standards for Students, Teachers, and Administrators Continuous School Improvement Plan	Yes		IP
Develop means to evaluate technology's role and effectiveness in all aspects of district operations and curriculum	Curr Dir, Tech Dir/ Tech Committee / Admin/ Staff	2006/ 2009	TBD	Survey instrument, Student achievement data, Unit & Lesson Plans from teachers	Yes	\$1000	

Evaluation: Review of technology plan vs. the goals and strategies of the continuous school improvement plan has shown the plan to be articulated. See the district strategy indicator on each technology goal and the district strategic planning review for more detail on district goals and strategies.

Responsible: Curriculum Director, Technology Director

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Guiding Principle: 11. It is imperative that technology instruction have an identified sequence and be implemented throughout the k-12 curriculum

District Strategy: Continuous School Improvement Strategy # I, Address high priority learning needs in technology.

Technology Goal: 11.1 Develop and implement a K-12 technology curriculum which meets or exceeds the standards set forth in Michigan Department of Education standards and benchmarks

<i>Activity</i>	<i>Resp.</i>	<i>Start /End</i>	<i>Hardware/Software Req'd</i>	<i>Other Resources</i>	<i>PD Req'd</i>	<i>Budget</i>	<i>Status</i>
Require technology integration as a component in curriculum development activities	Building Admin./ Curr. Dir.	2006/ Ongoing	TBD	TBD	Yes	TBD	Plan
Empower a K-12 technology curriculum committee to provide guidance and structure for teaching faculty in the classroom	Curr Dir/ Tech Dir	2006/ Ongoing	Needs to be determined by the committee and classrooms teachers.	TBD	Yes	TBD	Plan
Require technology connections for each unit taught in the classroom which link back to the developed standards	Curr Dir/ Tech Dir	2006/ Ongoing	Needs to be determined by the committee and classrooms teachers.	TBD	Yes	TBD	Plan

Evaluation: Examine curriculum for compliance with MDE and ISTE technology standards for student achievement utilizing the curriculum mapping process

Responsible: Curriculum Director, Technology Director, and Faculty

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Attachment B

Kindergarten	Grade 1	Grade 2	Grade 3
<p>Prior to completion of Grade 2 students will:</p> <ol style="list-style-type: none"> 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and 	<p>Prior to completion of Grade 2 students will:</p> <ol style="list-style-type: none"> 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and 	<p>Prior to completion of Grade 2 students will:</p> <ol style="list-style-type: none"> 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and 	<p>Prior to completion of Grade 5 students will:</p> <ol style="list-style-type: none"> 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

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<p>software. (2)</p> <p>8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)</p> <p>9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)</p> <p>10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)</p>	<p>software. (2)</p> <p>8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)</p> <p>9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)</p> <p>10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)</p>	<p>software. (2)</p> <p>8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)</p> <p>9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)</p> <p>10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)</p>	<p>6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)</p> <p>7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)</p> <p>9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</p> <p>10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)</p>
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Grade 4	Grade 5	Grade 6	Grade 7
<p>Prior to completion of Grade 5 students will:</p> <ol style="list-style-type: none"> 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4) 6. Use telecommunications efficiently and effectively to access remote information, communicate with others in 	<p>Prior to completion of Grade 5 students will:</p> <ol style="list-style-type: none"> 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4) 6. Use telecommunications efficiently and effectively to access remote information, communicate with others in 	<p>Prior to completion of Grade 8 students will:</p> <ol style="list-style-type: none"> 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1) 2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5) 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside 	<p>Prior to completion of Grade 8 students will:</p> <ol style="list-style-type: none"> 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1) 2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5) 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside

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<p>support of direct and independent learning, and pursue personal interests. (4)</p> <p>7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)</p> <p>9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</p> <p>10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)</p>	<p>support of direct and independent learning, and pursue personal interests. (4)</p> <p>7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)</p> <p>9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</p> <p>10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)</p>	<p>and outside the classroom. (4, 5, 6)</p> <p>7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p> <p>9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)</p> <p>10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	<p>and outside the classroom. (4, 5, 6)</p> <p>7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p> <p>9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)</p> <p>10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>
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Grade 8	Grade 9-12	Information Management I	Information Management II
<p>Prior to completion of Grade 8 students will:</p> <ol style="list-style-type: none"> 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1) 2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5) 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside 	<p>Prior to completion of Grade 12 students will:</p> <ol style="list-style-type: none"> 1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2) 2. Make informed choices among technology systems, resources, and services. (1, 2) 3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2) 4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2) 5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4) 6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5) 7. Routinely and efficiently use online information resources 	<p>Word 2000 Tables, mail merge, mailing labels, multi-column documents, forms, and templates.</p> <p>Excel 2000 Advanced formulas and functions, graphs, sorting, searching, filtering, "What if..." scenarios, 3-dimensional formulas, and Look Up functions.</p> <p>PowerPoint 2000 Insert digital pictures and scanned images, color schemes, backgrounds, change slide master Create a presentation that identifies historical development of technology and effects on culture and society.</p> <p>Web Site design with Word 2000</p> <p>Access 2000 Datasheets, tables, and forms Enter data in form and table views Add, remove, and edit records Create personal name and address database</p>	<p>Access 2000 Sort records, filters, queries Create, change, and enhance reports</p> <p>FrontPage 2000 Create multiple Web pages with links. Apply themes, templates, backgrounds. Create and format frames. Insert graphics, marquee text, and scanned pictures. Hit counters and hover buttons Create, edit, and format tables. Manage hyperlinks and files. Create a personal Web site.</p> <p>PhotoDraw 2000 Scan artwork into PhotoDraw Import digital images. Remove red eye and scratches Correct and balance colors Crop and clone photos Add text, rotate, and flip Touchup and erase Combine multiple images Add image enhancements Export images to other applications</p> <p>Create projects that integrate all Office software.</p>

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Instructional Technology Curriculum Map 2006-2009

<p>and outside the classroom. (4, 5, 6)</p> <p>7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)</p> <p>8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p> <p>9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)</p> <p>10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	<p>to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)</p> <p>8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)</p> <p>9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)</p> <p>10. 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, 5, 6)</p>		
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Instructional Technology Curriculum Map 2006-2009

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Media Production	CSO		
<p>Production Process</p> <p>Generating Ideas</p> <p>Script Formats</p> <p>Evaluation</p> <p>Production Team</p> <p>Pre production</p> <p>Production</p> <p>Post Production</p> <p>Production Schedule</p> <p>Digital Video</p> <p>Cameras & Operation</p> <p>Camera Function</p> <p>Types of cameras</p> <p>Shot composition</p> <p>Camera movements</p> <p>Camera mounts and use</p> <p>Lighting</p> <p>Light</p> <p>Shadows</p> <p>Color</p> <p>Lighting instruments</p> <p>Techniques</p> <p>Audio & Sound Control</p> <p>Microphones</p> <p>Sound Control</p> <p>Sound Recording</p> <p>Synthesized Sound</p> <p>Video Effects</p>	<p>Prior to completion of Grade 12 students will:</p> <ol style="list-style-type: none"> 1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2) 2. Make informed choices among technology systems, resources, and services. (1, 2) 3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2) 4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2) 5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4) 6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5) 7. Routinely and efficiently use online information resources 		

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<p>Standard Electronic Effects Digital Effects</p> <p>Video Recording Recording Systems Recording Process Non-Linear Interactive Video Multimedia</p> <p>Switching & Post Production Editing Switching Equipment Switcher Operation Linear Systems Non Linear Systems Off/On Line editing</p> <p>Editing Principles Functions Aesthetic Principles</p> <p>Talent & Production Environment Performing Techniques Acting Techniques Auditions Clothing Make-up</p> <p>Production Environment Video Studio Control Room Master Control Support Areas Scenery Set Design</p>	<p>to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)</p> <p>8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)</p> <p>9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)</p> <p>10. 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, 5, 6)</p>		
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Instructional Technology Curriculum Map 2006-2009

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Field Production ENG EFP Remotes			
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Attachment C

***Please note – Curriculum development should be interpreted as that time that a team (K-12 content or building content) requests in order to develop curriculum units and instructional design to be used to increase student achievement, bridge existing gaps in the curriculum or enhance already existing curriculum.**

Building(s):

Team(s):

Please identify the following:

Corresponding Standard Number(s) where you have identified a high need:

This document was generated using the ISTE standards

- 1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.

- Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

- Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

- Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

- Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological

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innovations based on the appropriateness for specific tasks.

- Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Benchmark or Benchmark Cluster (please write this out in full):

(Numbers in parenthesis correspond to standards listed in box above.)

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Identify the grade level(s) and teacher(s) who will need to address this skill and benchmark:

All K-2 teachers in all classrooms.

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What additional curriculum development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
Elementary	K-2	Curriculum Development Time	SY 2006-09	2 days per year x 9 staff \$1260
Elementary	K-2	Mentoring Activities	SY 2006-09	½ day per month x 8mo. x 9 staff \$2520

Professional Development

***Please note – Professional development can be those activities which are done by individuals or teams at conferences and workshops outside of the district or those activities which can be achieved within the district by bringing in a guest speaker or having a “resident expert” work with a group.**

What additional professional development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
Elementary	K-2	I3 Integration Training	SY 2006-2009 Additional training scheduled for incoming staff members	5 days x 12 staff \$TBD
Elementary	K-2	Application Training	On Going	3, 2 hour sessions each SY x 12 staff After School*

** costs minimal, snacks for participants and reproduced materials, \$200*

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***Please note – Curriculum development should be interpreted as that time that a team (K-12 content or building content) requests in order to develop curriculum units and instructional design to be used to increase student achievement, bridge existing gaps in the curriculum or enhance already existing curriculum.**

Directions: This document is set up in expandable tables. Simply word process requested information on to it.

Building(s):

Team(s):

Please identify the following:

Corresponding Standard Number(s) where you have identified a high need:

This document was generated using the ISTE standards

- 7. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Technology problem-solving and decision-making tools

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- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Benchmark or Benchmark Cluster (please write this out in full):

(Numbers in parenthesis correspond to standards listed in box above.)

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

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Identify the grade level(s) and teacher(s) who will need to address this skill and benchmark:

All 3-5 teachers in all classrooms.

What additional curriculum development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
Elementary	3-5	Curriculum Development Time	SY 2006-09	2 days per year x 8 staff \$1120
Elementary	3-5	Mentoring Activities	SY 2006-09	½ day per month x 8mo. x 8 staff \$2240

Professional Development

***Please note – Professional development can be those activities which are done by individuals or teams at conferences and workshops outside of the district or those activities which can be achieved within the district by bringing in a guest speaker or having a “resident expert” work with a group.**

What additional professional development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
Elementary	3-5	I3 Integration Training	SY 2006-2009 Additional training scheduled for incoming staff members	7 days x 12 staff \$ TBD
Elementary	3-5	Application Training	On Going	3, 2 hour sessions each SY x 12 staff After School*

** costs minimal, snacks for participants and reproduced materials, \$200*

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***Please note – Curriculum development should be interpreted as that time that a team (K-12 content or building content) requests in order to develop curriculum units and instructional design to be used to increase student achievement, bridge existing gaps in the curriculum or enhance already existing curriculum.**

Directions: This document is set up in expandable tables. Simply word process requested information on to it.

Building(s):

Team(s):

Please identify the following:

Corresponding Standard Number(s) where you have identified a high need:

This document was generated using the ISTE standards

- 13. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Technology problem-solving and decision-making tools

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- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Benchmark or Benchmark Cluster (please write this out in full):

(Numbers in parenthesis correspond to standards listed in box above.)

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Identify the grade level(s) and teacher(s) who will need to address this skill and benchmark:

All 6-8 teachers in all classrooms.

What additional curriculum development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
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Middle School	6-8	Curriculum Development Time	SY 2004-06	2 days per year x 13 staff \$1820
Middle School	6-8	Mentoring Activities	SY 2004-08	½ day per month x 8mo. x 13 staff \$3640

Professional Development

***Please note – Professional development can be those activities which are done by individuals or teams at conferences and workshops outside of the district or those activities which can be achieved within the district by bringing in a guest speaker or having a “resident expert” work with a group.**

What additional professional development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
Middle School	6-8	I3 Integration Training	SY 2004-2006 Additional training scheduled for incoming staff members	7 days x 15 staff \$TBD
Middle School	6-8	Application Training	On Going	3, 2 hour sessions each SY x 15 staff After School*

** costs minimal, snacks for participants and reproduced materials, \$200.00*

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***Please note – Curriculum development should be interpreted as that time that a team (K-12 content or building content) requests in order to develop curriculum units and instructional design to be used to increase student achievement, bridge existing gaps in the curriculum or enhance already existing curriculum.**

Directions: This document is set up in expandable tables. Simply word process requested information on to it.

Building(s): **Team(s):**

Please identify the following:

Corresponding Standard Number(s) where you have identified a high need:

This document was generated using the ISTE standards

- 19. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Technology problem-solving and decision-making tools

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- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Benchmark or Benchmark Cluster (please write this out in full):

(Numbers in parenthesis correspond to standards listed in box above.)

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. 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, 5, 6)

Identify the grade level(s) and teacher(s) who will need to address this skill and benchmark:

All 9-12 technology teachers and others who are integrating technology.

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Curriculum/Professional Development Planning Form

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What additional curriculum development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
High School	9-12	Curriculum Development Time	SY 2004-06	2 days per year x 18 staff \$2520
High School	9-12	Mentoring Activities	SY 2004-08	½ day per month x 8mo. x 18 staff \$5040

Professional Development

*Please note – Professional development can be those activities which are done by individuals or teams at conferences and workshops outside of the district or those activities which can be achieved within the district by bringing in a guest speaker or having a “resident expert” work with a group.

What additional professional development is needed for teachers in order to address this skill/high need area? Please plan for a 3-5 year proposal.

BUILDING	GRADE(S)	TOPIC	DATE(S)/YEAR	COST
High School	9-12	I3, Integration Training	SY 2003-06 Additional training scheduled for incoming staff members	7 days x 18 staff \$TBD
High School	9-12	Application Training	SY 2004-08	3, 2 hour sessions each SY x 18 staff After School*

** costs minimal, snacks for participants and reproduced materials, \$200.*

**Concord Community Schools
Ten Year Expenditure Plan**

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Attachment D

Summary	Expenditure									
Item	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	20011/12
Furnishings/Classroom	\$11,575	\$6,279	\$11,862	\$0	\$0	\$0	\$0	\$0	\$0	\$11,575
Furnishings/Labs	\$1,800	\$17,700	\$4,300	\$800	\$800	\$10,134	\$4,500	\$4,300	\$1,800	\$1,800
Video	\$35,750	\$21,175	\$43,175	\$7,975	\$0	\$0	\$0	\$0	\$0	\$0
Network Electronics	\$33,900	\$14,775	\$7,500	\$12,000	\$2,100	\$0	\$0	\$0	\$0	\$0
Server Hardware	\$8,000	\$8,000	\$9,200	\$6,200	\$8,000	\$8,000	\$9,200	\$6,200	\$0	\$0
Server Software/OS	\$7,198	\$8,409	\$6,741	\$6,761	\$6,781	\$6,791	\$5,921	\$5,921	\$5,921	\$5,921
CPU's/Laptops	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$0	\$0	\$0
Printers/Output Devices	\$1,200	\$3,400	\$3,600	\$7,400	\$3,600	\$2,200	\$9,200	\$6,400	\$7,400	\$6,100
Phone System	\$0	\$0	\$20,000	\$0	\$0	\$80,000	\$0	\$0	\$0	\$0
User Software/OS	\$6,100	\$6,100	\$6,100	\$1,600	\$1,600	\$0	\$0	\$0	\$0	\$0
Software Administrative	\$6,520	\$6,600	\$6,650	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Peripherals	\$7,400	\$8,400	\$13,100	\$3,900	\$7,900	\$11,100	\$10,400	\$3,900	\$10,600	\$8,400
Staffing	\$83,782	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Network Support	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Curriculum-Prof. Dev	\$5,900	\$26,860	\$26,860	\$26,860	\$26,860	\$0	\$0	\$0	\$0	\$0
Telephone	\$4,000	\$4,100	\$4,100	\$4,100	\$0	\$0	\$0	\$0	\$0	\$0
Totals by Year:	\$263,125	\$181,798	\$213,188	\$127,596	\$107,641	\$168,225	\$89,221	\$46,721	\$45,721	\$53,796

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Work Stations/CPU Item	Expenditure									
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Teacher Workst'ns (60)	\$30,000	\$30,000								
Labs										
High School Lab (26)			\$30,000							
Middle School Lab (30)				\$30,000						
Elementary Lab (31)					30000					
Modular Lab (26)						\$26,000				
Applications Lab (6)						\$4,000				
CSO (10)							\$10,000			
Administrative (
Elementary (3)							\$3,000			
Middle (3)							\$3,000			
High (4)										
District (5)							\$4,000			
							\$5,000			
Other										
Art (10)							\$5,000			
Totals by Year:	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$0	\$0	\$0

Concord Community Schools Ten Year Expenditure Plan

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Printer/Output Devices

Expenditure

Item	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
High School										
Modular Lab							\$4,000			
Applications Lab				\$4,600					\$4,600	
Library						\$1,400				\$1,400
Offices							\$4,000			
Computer Lab			\$1,400					\$1,400		
Middle School										
Computer Lab					\$1,400					\$1,400
Teachers					\$1,100					\$1,100
Offices		\$1,200						\$1,400		
Elementary										
Computer Lab			\$1,400					\$1,400		
Offices	\$1,200			\$1,400			\$1,200		\$1,400	
Teachers					\$1,100					\$1,100
Administrative Office										
Business		\$1,400						\$1,400		
Central				\$1,400					\$1,400	
Transportation								\$800		
CSO										
CSO 1		\$800								\$1,100
CSO 2			\$800			\$800				
Totals by Year:	\$1,200	\$3,400	\$3,600	\$7,400	\$3,600	\$2,200	\$9,200	\$6,400	\$7,400	\$6,100

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User Software

Expenditure

Item	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	20015/16
<i>Office XP</i>										
Brain POP	\$150	\$150	\$150	\$150	\$150					
Premire Assistive	\$400	\$400	\$400	\$400	\$400					
<i>United Streaming</i>										
High School/CSO	\$350	\$350	\$350	\$350	\$350					
Middle School	\$350	\$350	\$350	\$350	\$350					
Elementary School	\$350	\$350	\$350	\$350	\$350					
Skills Tutor	\$4,500	\$4,500	\$4,500							
Totals by Year:	\$6,100	\$6,100	\$6,100	\$1,600	\$1,600	\$0	\$0	\$0	\$0	\$0

Administrative
Software

Expenditure

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Curriculum/Professional
Development

Expenditure

Item	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	20015/16
Curriculum Dev.										
Writing Time K-2		\$1,260	\$1,260	\$1,260	\$1,260					
Mentoring K-2		\$2,520	\$2,520	\$2,520	\$2,520					
Writing Time 3-5		\$1,120	\$1,120	\$1,120	\$1,120					
Mentoring 3-5		\$2,240	\$2,240	\$2,240	\$2,240					
Writing Time 6-8		\$1,820	\$1,820	\$1,820	\$1,820					
Mentoring 6-8		\$3,640	\$3,640	\$3,640	\$3,640					
Writing Time 9-12		\$2,520	\$2,520	\$2,520	\$2,520					
Mentoring 9-12		\$5,040	\$5,040	\$5,040	\$5,040					
Professional Dev.										
i3 Training 50 Staff	\$5,900	\$5,900	\$5,900	\$5,900	\$5,900					
Application Train K-2		\$200	\$200	\$200	\$200					
Application Train 3-5		\$200	\$200	\$200	\$200					
Application Train 6-8		\$200	\$200	\$200	\$200					
Application Train 9-12		\$200	\$200	\$200	\$200					
Totals by Year:	\$5,900	\$26,860	\$26,860	\$26,860	\$26,860	\$0	\$0	\$0	\$0	\$0

Attachment E

Concord Community Schools
TECHNOLOGY USE AND INTERNET SAFETY POLICY

Attachment F

- I) Foreword
- II) Hardware
- III) Software
- IV) Network/Internet
- V) Electronic Mail
- VI) Security
- VII) Discipline
- VIII) Copyright

I. Foreword

Use of technology at the Concord Community School District, hereinafter referred to as the District, is a privilege extended to students and staff to enhance learning and exchange information. Use must be consistent with the mission of the District, and where appropriate, must comply with the stated purposes and use policies of any other networks used.

Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District. Users must not use District technology on behalf of outside organizations without administrative approval. District technology is a closed forum. Occasional authorized approval for non-school related purposes or on behalf of outside organizations does not give rise to a right to such use in the future and does not create a limited open forum.

Messages and documents are the property of the District, and the District has the right to supervise the use of such property. Users shall have no expectation of privacy when using District technology. The District also has the right to revoke the user's access privileges any time for any reason.

Unless otherwise specified, the following regulations shall apply equally to all students, employees, volunteers, and all other users of the District network. Employees, volunteers, and users outside the school community may have additional obligations or access privileges owing to the nature of their positions.

With the privileges of membership in the District technology community comes responsibility. Users need to familiarize themselves with these responsibilities. Failure to follow them will result in loss of network privileges and/or disciplinary action as outlined in the Code and respective Board of Education policies.

The District shall not be held responsible for any individual's inappropriate use of its technology in violation of the law.

Each user shall be held personally, civilly and criminally responsible for any violations of the law. Each user of technology shall read and sign the Statement of Understanding or the Staff Summary, before using District technology. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy. A violation of the Technology Use and Internet Safety Policy will be documented in a District Incident Report, and processed according to District procedures.

Concord Community Schools
TECHNOLOGY USE AND INTERNET SAFETY POLICY

II. Hardware

A. User Privileges

Users have the privilege to use all hardware for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy.

B. User Responsibilities

1. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users are responsible for properly using and caring for the hardware. Users are to seek assistance if necessary.
3. Users must not use the hardware on behalf of outside organizations without administrative approval.
4. Users must not use the hardware for illegal activity.
5. Users must not use the hardware to find obscene or pornographic material.
6. Users must not disrupt the operation of individuals or the technology through altering or abusing the hardware.
7. Student users must use the hardware under the supervision of a staff member or his/her authorized representative.
8. Users must follow all copyright guidelines as stated in Section VIII.
9. Users are responsible for any costs or fees or repair costs for damages as outlined in Section VII.
10. Any misuse of the hardware will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. District Responsibilities

1. The District does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error-free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or use time) sustained or incurred in connection with the use, operation, or inability to use the hardware.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District hardware shall be in support of the academic program and shall take precedence over professional support, and general information.
4. The Superintendent or his/her designee will periodically make determinations on whether specific uses of the hardware are consistent with this policy. The District reserves the right to monitor use. Therefore, the District reserves the right to limit or deny access any time, for any reason.
5. District staff will demonstrate good faith efforts to supervise use of hardware under their charge.

Concord Community Schools
TECHNOLOGY USE AND INTERNET SAFETY POLICY

III. Software

A. User Privileges

Users have the privilege to use all software for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy.

B. User Responsibilities

1. Users are responsible for using software only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users must not place unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages.
3. Users must not disrupt the operation of individuals or the technology through altering or abusing the software.
4. Student users must use the software under the supervision of a staff member or her/his authorized representative.
5. Users are responsible for properly using and caring for software.
6. Users are to seek assistance if necessary.
7. Users must not use software on behalf of outside organizations, without administrative approval.
8. Users must not use software for illegal activities.
9. Users must not use software to create or find obscene or pornographic material.
10. Users must follow all copyright guidelines as stated in Section VIII (this includes any illegally installed copyrighted software, or the transferring of files, shareware, or software from information services without permission of the facilitator.)
11. Users are responsible for managing personal files and deleting old files in a timely manner.
12. Users are responsible for any costs or fees or repair costs for damages to the software as outlined in Section VII.
13. Any misuse will result in disciplinary action as stated in Section VII, and may result in legal action if appropriate.

C. District Responsibilities

1. The District does not warrant that the functions of any District-authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the District software.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District software shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
4. The Superintendent or his/her designee will periodically decide whether specific uses of the software are consistent with this policy. Therefore, the District reserves the right to monitor use. The District reserves the right to limit or deny access any time for any reason.

Concord Community Schools
TECHNOLOGY USE AND INTERNET SAFETY POLICY

5. District staff will demonstrate good faith efforts to supervise the use of software under their charge.

IV. Network/Internet

A. User Privileges

Users have the privilege to use all District network resources both internal and external (such as Internet) for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy.

B. User Responsibilities

1. Users are responsible for using the Network only for facilitating learning and exchanging information consistent with the mission of the District.
2. The student user may only log on and use the Network under the immediate supervision of a staff member or authorized representative and only with an appropriate account number.
3. The student is responsible for the use of her/his account and/or access privilege. Any problems that arise from the use of a student's account are the responsibility of the account holder.
4. Users must use only their account ID. Use of an account by someone other than the registered account holder is forbidden.
5. Users must not intentionally seek information on, obtain copies of (misappropriating), or modify files or other data belonging to other users.
6. Users must not misrepresent others on the Network, or represent others without being explicitly authorized to do so.
7. Users must not disrupt the operation of the Network through altering or abusing the hardware or software on the Internet.
8. Users must not use the Network for sexual harassment, hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
9. Users must not access pornographic material or educationally unsuitable files or files dangerous to the integrity of the network.
10. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer system in either public or private files or messages, or otherwise interfere with others' use of the Network.
11. Use of the Network is for school purposes. Personal use should be limited according to the Superintendent's Administrative Guidelines. Staff members are encouraged to keep personal records and personal business at home.
12. Users are responsible for managing their personal files and deleting old files in a timely manner.
13. Users may not use the Network on behalf of outside organizations, without administrative approval.
14. Users must follow all copyright guidelines as stated in Section VIII. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services and electronic bulletin boards without the permission of the facilitator.)

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

15. Users are responsible for any costs or fees for information services or repair costs for damages to the Network as outlined in Section VII.
16. Any misuse will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. District Responsibilities

1. The District operates a Technology Protection Measure that blocks or filters Internet access to pictures and content that :
 - a) Are Obscene
 - b) Contain child pornography
 - c) Are harmful to minors
 - d) The district determines is “inappropriate for minors”
2. The District blocks minors access to e-mail, chat rooms, and other forms of direct electronic communications (e.g. Instant Message Services).
3. The District prohibits unauthorized disclosure, use and dissemination of personal identification information regarding minors using District technology.
4. The District prohibits computer hacking and other unlawful activities by minors using District technology.
5. The District employs measures (such as supervision and monitoring) to restrict minors’ access to material harmful to minors.
6. The District does not warrant that the functions of any District-authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental; or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Network.
7. The District does not warrant any system to be absolutely secure.
8. The primary purpose of the Network shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
9. The District reserves all rights to material stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
10. The Superintendent or his/her designee will periodically decide whether specific uses of the Network are consistent with this policy. The District reserves the right to log Internet use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.
11. District staff will demonstrate good faith efforts to supervise the use of the Network under their charge.
12. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

V. Electronic Mail

A. User Privileges

Users have the conditional privilege to use electronic mail for which they are authorized and have received training. Staff may send e-mail to any member on the Network or the Internet; prior approval is not required. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy.

B. User Responsibilities

1. Users are responsible for using e-mail only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users must use only their account ID. Use of an account by someone other than the registered account holder is forbidden.
3. Users must not intentionally seek information on, obtain copies of (misappropriating), or modify files or other data belonging to other users.
4. Users must not misrepresent others on e-mail, or represent others without being explicitly authorized to do so.
5. Users must not disrupt the operation of the e-mail through altering or abusing the hardware or software on e-mail.
6. Users must not use e-mail for sexual harassment, hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
7. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer via e-mail.
8. Use of the e-mail is for school purposes. Personal use should be limited according to the Superintendent's Administrative Guidelines. Staff members are encouraged to keep personal records and personal business at home.
9. Users must follow all copyright guidelines as stated in Section VIII. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services and electronic bulletin boards without the permission of the facilitator.)
10. Users are responsible for any costs or fees for information services or repair costs for damages to the e-mail system as outlined in Section VII.
11. Any misuse of e-mail will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.
12. Users may not use e-mail on behalf of outside organizations, without administrative approval.

C. District Responsibilities

1. The District blocks minors access to e-mail, chat rooms, and other forms of direct electronic communications (e.g. Instant Message Services).
2. The District does not warrant that the functions of the system will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental or consequential damages

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

(including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.

3. The District does not warrant any system to be absolutely secure.
4. The primary purpose of the District electronic mail system shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
5. The District reserves all rights to material stored in files on its e-mail system that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
6. The Superintendent or his/her designee will periodically decide whether specific uses of e-mail are consistent with this policy. The District reserves the right to log e-mail use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.
7. District staff will demonstrate good faith efforts to supervise the students use of the Network under their charge, as appropriate to the age level.
8. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

VI. Security

A. User Privileges

1. Users may expect to use the technology free of harassment of any kind, either physical or electronic.
2. Staff members have the privilege to use technology resources consistent with professional development needs.
3. Users have the privilege to use all authorized technology for which they have received training. Each person using the technology must complete the Statement of Understanding form. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

1. Users experiencing harassment must report the problem immediately to the designated staff member.
2. Users identifying a security problem must notify the technology facilitator in charge. The problem is not to be shown to anyone.
3. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
4. Any relocation, removal, or modification of the technology equipment must have the permission of the facilitator.
5. Users must use only the accounts and account numbers assigned to them. They are responsible for the use of those accounts and access privileges. They are not to share accounts or leave accounts unattended. They are not to publish, share, or discuss passwords.
6. Users must use real names. Anonymity and pseudonyms are not allowed.

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

7. Users will not abuse the rights and property of others by intentionally seeking information on, or modifying, the files of others; nor will users place unauthorized information, computer programs or viruses in either the public or private files of others or the Network.
8. Users must comply with the Districts' policies dealing with sexual, racial, or other types of harassment. Users will not divulge personal data to which they have access without explicit authorization to do so.
9. Users must not access pornographic material, inappropriate text files, or files dangerous to the integrity of the network.
10. Users are responsible for any costs or fees for information services or repair costs for damages as outlined in Section VII.
11. Any misuse will result in disciplinary action as stated in Section VII.

C. District Responsibilities

1. The District does not warrant that the functions of the system will meet any specific requirements that the users may have, or that it will be error-free, or that its operation not be interrupted. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost data information, or use time) sustained or incurred.
2. The District does not warrant any system to be absolutely secure.
3. The primary purpose of the District technology shall be support of the academic program and shall take precedence over professional support, general information, and recreation.
4. The District reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.
5. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with this policy. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
6. District staff will demonstrate good faith efforts to supervise technology under their charge.

VII. Discipline

Users violating the privileges outlined in the District Technology Use and Internet Safety Policy will be subject to disciplinary action. Violations include but are not limited to:

1. Intentionally seeking information on, obtaining copies of (misappropriating), or modifying files, other data, passwords belonging to other users.
2. Misrepresenting others on the Network, or representing others without being explicitly authorized to do so.
3. Disrupting the operation of the Network through alteration or abuse of the hardware or software.
4. Malicious use of the Network through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
5. The placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages, or otherwise interfering with others' use of the Network.

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

6. Illegal installation of copyrighted software.
7. Unauthorized downloading, copying (transmission), or use of licensed or copyrighted software.
8. Transferring files, shareware, or software from information services and electronic bulletin boards without permission.
9. Using a computer I.D. or account, other than his/her own.
10. Allowing anyone to use another's account.
11. Access to the Network and Internet without permission.

Student users violating any of the above regulations will be subject to the following disciplinary action:

Students will be subject to a range of consequences for violating this policy including, but not limited to losing computer privileges, suspensions from school and expulsion, depending on the severity of the infraction. All offenses will be recorded in the student's permanent file.

Additional Action:

All users violating the above code may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school.

Cases in which could involve violations of state, local or federal laws could result in criminal prosecution and/or requirement of financial restitution.

VIII. Copyright

A. User Privileges

Users have the privilege to use all hardware or software for which they are authorized and have received training. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Policy.

B. User Responsibilities

1. The use of copyrighted software without authorization is prohibited. Users are further prohibited from installing any copyrighted software or materials on the District hardware without proper authorization.
2. Users are prohibited from copying copyrighted materials from software, networks or other electronically accessible sites, without proper authorization.
3. Users must follow these copyright guidelines in the use of hardware and software, and in the transmission or copying of any text or files. Plagiarism rules apply to the electronic medium and to print materials.

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TECHNOLOGY USE AND INTERNET SAFETY POLICY

4. Users must assume that **NOTHING ON THE INTERNET IS IN THE PUBLIC DOMAIN** unless the author specifically puts notice there, or if the information is used after the expiration of the copyright. If any use is found to be illegal, the user is responsible.

C. District Responsibilities

1. The Superintendent or his/her designee will periodically decide whether specific uses of the technology are consistent with respect to copyright law. The District reserves the right to monitor use. The District reserves the right to limit or deny access any time, for any reason.
2. The Superintendent or his/her designee reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes to be a violation of copyright. The District reserves the right to remove a user account to prevent any further unauthorized activity.
3. The Superintendent or his/her designee will make reasonable steps to inform all staff and students of the District adherence to copyright policy and procedure.

Concord Community Schools
TECHNOLOGY USE AND INTERNET SAFETY POLICY
TECHNOLOGY USE AND INTERNET SAFETY POLICY:
STAFF SUMMARY

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in the District.

Listed below is a summary of the Technology Use and Internet Safety Policy. Please read the full policy before signing below. Some aspects of the policy may already be addressed in other District policies; e.g., the policies on harassment, copyright, and supplemental materials selection.

1. All use of the District technology must be in support of education and be consistent with the Technology Use and Safety Policy of the District. (Foreword)
2. Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology. (Sections I, II, III, IV)
3. Accounts are to be used only by the owner or users authorized by the owner. Sharing of the passwords is prohibited. (Section IV, V)
4. Real names must be used; no pseudonyms are allowed. Additional personal information must not be shared over the Internet. (Section IV, V)
5. Users experiencing harassment or receiving requests for personal information should report the problem. (Section V)
6. Technology users identifying a security problem or inappropriate use must notify the proper authority. (Section IV, V, VI)
7. The use of unauthorized software is prohibited. (Section III, VII)
8. Staff must demonstrate good faith efforts to supervise students' use of the technology under their charge. (All Sections)
9. Copyright laws must be followed. (Section II, III, VIII)

Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Use and Internet Safety Administrative Guidelines as outlined in the above summary.

I have read the full "Technology Use and Internet Safety Policy and agree to the terms.

Signed

Date

Concord Community Schools

TECHNOLOGY USE AND INTERNET SAFETY POLICY

TECHNOLOGY USE AND INTERNET SAFETY POLICY: STUDENT SUMMARY

The District considers technology a tool for teaching and learning and encourages the responsible use of computers and related technology in District classrooms.

This is a summary of the Technology Use and Internet Safety Administrative Guidelines. All students and parents are encouraged to read the full Administrative Guidelines before signing this Statement of Understanding. All students and parents must sign the Statement of Understanding before using District technology.

1. All use of the District technology must be in support of education. (Administrative Guidelines Foreword)
2. Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology. (Administrative Guidelines Sections I, II, III, IV)
3. Accounts are to be used only by the owner. The sharing of passwords is prohibited. (Administrative Guidelines Sections IV, V)
4. Real names must be used; no aliases are allowed. Additional personal information must not be shared over the Internet. (Administrative Guidelines Sections IV, V)
5. Users experiencing harassment or receiving requests for personal information must report the problem. (Administrative Guidelines Section V)
6. Any violations of the use of the technology should be reported to the teacher in charge. Students violating the Administrative Guidelines may be subject to discipline as outlined in the District Discipline policy, and may also be subject to legal action if appropriate. (Administrative Guidelines Sections II, III IV, V, VI)
7. Copyright laws must be followed. (Administrative Guidelines Sections II, III, VIII)

A copy of the Full Administrative Guidelines can also be found in school offices, media centers, and computer labs.

Our Student has received and read the Technology Use and Internet Safety Administrative Guidelines Student Summary and agrees to the terms.

Student Signature

Date

Parent Signature

Date