

**TECHNOLOGY PLAN  
2008 - 2011**

**NAPOLEON COMMUNITY  
SCHOOLS**

District: **Napoleon Community Schools**

District code: 38130

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Napoleon, MI 49261-0308

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Years Covered by this plan: 7/1/2008 to 6/30/2011

Intermediate School District: Jackson County Intermediate School District

URL for Technology Plan:

[http://www.napoleonschools.org/index.php?option=com\\_remository&Itemid=58&function=select&id=2](http://www.napoleonschools.org/index.php?option=com_remository&Itemid=58&function=select&id=2)

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# NAPOLEON COMMUNITY SCHOOLS

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## DISTRICT PROFILE

The Napoleon Community School District covers an area of approximately 44 square miles. This area includes a number of beautiful lakes, rolling hills, farms, housing developments and the long established areas of Ackerson Lake, Napoleon, Norvell, Olcott and Wolf Lakes. Most district residents commute to work in the nearby areas of Jackson, Ann Arbor, Chelsea, Lansing, Milan and Saline.

The Napoleon Community Schools are the focus of a growing community ideally located in eastern Jackson County, just a few blocks north of M-50, a state highway running from Jackson to Monroe. NCS provides enrichment programs and community activities to serve the needs and interests of district residents of all ages. Approximately 26% of the students in the district are economically disadvantaged. The educational programs are located in four buildings: Ackerson Lake Community Center; Ezra Eby Elementary School; Napoleon Middle School; and Napoleon High School, in addition the district has its own transportation and administration buildings.

Integrated within our fundamental curriculum of arts, health, language arts, math, science and social studies, are learning experiences in pre-school, career pathways, technology, and special education services.

## **2007-2008 Enrollment:**

Total Enrollment: **1636**

K-5: 711

6-8: 377

9-12: 494

Alternative: 54

## **2007-2008 Staff:**

Instructional Staff: 94

Support Staff: 58

Superintendent: 1

Directors/Managers/Supervisors: 2

Principals & Asst. Principals: 8

**The district code is 38130**



## **School Buildings**

- *Napoleon High School*  
201 West Avenue  
P.O. Box 308  
Napoleon, MI 49261

- *Napoleon Middle School*  
204 West Avenue  
P.O. Box 308  
Napoleon, MI 49261

- *Ezra Eby Elementary School*  
220 West Avenue  
P.O. Box 308  
Napoleon, MI 49261

- *Ackerson Lake Community Center*  
4126 Brooklyn Road.  
P.O. Box 308  
Napoleon, MI 49261

## ***Napoleon Community Schools Vision Statement***

***The Vision of Napoleon Community Schools is to create a “Quality Culture”, devoid of traditional barriers of learning, that will allow our learners to develop skills enabling them to adapt and succeed in a changing society.***

## ***Napoleon Community Schools Mission Statement***

***In partnership with our community, the mission of Napoleon Community Schools, as a leader in education, is to strive for excellence by providing students with quality, equitable and diverse learning experiences, preparing them to become responsible and productive members of a competitive society.***

# NAPOLEON COMMUNITY SCHOOLS TECHNOLOGY PLAN INTRODUCTION

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**DATE: JUNE, 2008**

## **Background:**

Napoleon Community Schools has been involved in strategic planning for technology since early 1994. The original plan was developed in conjunction with a major construction project which included creating a wide area network and purchase of classroom computers. The strategies developed as part of the original plan have been completed or dropped due to the evaluation of educational technology and technology in general. The current effort represents a revision and extension of the existing district technology plan.

## **Technology Mission Statement:**

The mission of this plan is to assure that all learners have the opportunity to adapt to the challenges of the future through the access and effective utilization of technology in gathering and using information, communicating effectively, and making responsible, informed decisions as global citizens.

## **Vision:**

The district vision is focused on preparing all students to become responsible and productive members of a competitive society. Technology is becoming an ever more important tool for living and working in today's society as we move further into the 21<sup>st</sup> century. It is essential to prepare students for the future which includes preparing them to utilize technology effectively in all facets of their lives.

The Technology Plan ties the District Mission and School Improvement Plan together by providing practical experiences in the utilization of technology to prepare students for life as global citizens.

## **Technology Plan Goals:**

- *Keep district up to date with technology tools.*
- *Facilitate the integration of technology into all grade levels and subjects.*
- *Provide focused professional development opportunities.*
- *Acquisition and replacement of technology that supports the curriculum.*

## **Goals for District Staff and Students:**

- *Develop competence in all appropriate technologies.*
- *Embrace real world and classroom opportunities to utilize technology in all grade levels and subjects as it is deemed beneficial to the teaching & learning experience.*

## **Evaluation:**

Napoleon Community Schools will designate the district Technology Team to oversee the implementation and evaluation of the district technology plan. The Technology Team currently meets monthly during the school year. The team consists of the technology coordinator, district technician, administrators, school board members, computer lab teachers, media specialists, staff, students, and community members. Goals in the technology plan have timelines. The Technology Team will take responsibility for the implementation and completion of the technology plan. They will oversee those assignments and maintain ultimate responsibility for the completion of the goals directed in the technology plan. They will measure the impact and effectiveness of our goals by surveying those effected by the technology and make appropriate adjustments. By carefully monitoring what happens as the technology plan is implemented, the technology team will be able to direct unanticipated outcomes that may surface as a result of unknown technological advances toward the total success of the program.

## **Consortium Acknowledgment:**

The Napoleon Community Schools belongs to the South Central Network Consortium (SCNC) for the purpose of Internet access. The Consortium is administered through Michigan State University.

## **GUIDING DOCUMENTS FOR A MICHIGAN TECHNOLOGY PLAN**

1. Required elements of a technology plan  
<http://techplan.org>
2. State of Michigan Five Year Technology Plan  
<http://techplan.org/STP2006.pdf>
3. National Educational Technology Standard Project  
<http://cnets.iste.org/>
4. Technology content standards and benchmarks  
<http://techplan.org>
5. NSSE Indicators for Quality for information system in K-12 schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996
6. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium  
<http://www.ncrel.org>
7. Michigan Department of Education. Office of School Improvement. *Michigan Merit Curriculum Guidelines: Online Experience*. (2006) [www.michigan.gov/mde](http://www.michigan.gov/mde).

# TECHNOLOGY PLANNING TEAM

2007-2008

NAME & BUILDING	NAME & BUILDING
McGonegal, Mike-Elementary Asst. Principal	Nugent, Barbara – High School Co-Principal
Miles, Bruce, High School Teacher	Bunker, Carl – High School Teacher
Thorne, Ann– Elementary School Teacher	Roberts, Julie – High School Teacher
Holbrook, Jessica– Elementary School Teacher	Dailey, Elaine – Ackerson Lake Co-Principal
Pyle, Charlene– Elementary School Teacher	Graham, James – Superintendent
Thornton, Susan – Elementary Media Spec.	
Jusick, Shelley – Middle School Principal	VanMeter, Ursula – District Payroll Clerk
Bennett, Nancy – HS & MS Media Spec.	Lang, Sean – Network Admin & Technician
Mead, Keith – Middle School Teacher	VanWagnen, Karen – School Board Member
Dennis, Dawn – Middle School Teacher	Johnson, Traci- School Board Member
Hudson, Steve - Parent	Sadowsky, Roger - Parent

# ELEMENT I

## CURRICULUM INTEGRATION PLAN

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### **Technology Curriculum Goals**

- I. Technology standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content.
- II. Technology skills need to be demonstrated in curricular areas throughout the student's K-12 experience.
- III. Grade level teachers will plan where to apply standards and benchmarks.
- IV. Technology integration will result in increased student achievement.

<b>A. Curriculum Integration: Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.</b>
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Each building in the district is dedicated to integration of technology and teaching to improve student academic achievement.

- I. The K-12 Staff will implement core content curriculum that is integrated with the technology standards for each grade level.
- II. Integrated Curriculum will be shared district wide. **See Appendix A**

<b>B. Student Achievement: Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.</b>
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The timeline for the technology integration into curricula and instruction is an ongoing process that will continue through 2011. The District Technology Committee will ensure that technology is integrated into all areas of education and is driven and continuously aligned with State and National Standards, and the District and School Improvement plans.

Grade level teachers will be given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the NCS technology plan. Increased student achievement will also be obtained with the development of problem solving strategies that incorporate higher order thinking skills. **See Appendix A**

- I. All buildings will administer Technology Post-test to students to measure grade-level standards.
- II. All 8<sup>th</sup> grade students will take the County-Wide Technology Literacy Test with the anticipation of increasing the District Percent Proficiency rate each year.

**C. Technology Delivery: Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies.**

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

Michigan Virtual High School

Classes via web access which offer courses not currently available in our district.

Online Classes

Online classes at Jackson Community College, and/or other local institutions, for dual enrollment opportunities.

Video-Streaming

Where sufficient network bandwidth allows, video-streaming resources such as DigitalCurriculum.com will be used to enhance existing curricular areas at all grade levels. The Video-ON-Demand service provided by Digital Curriculum.com satisfies all four reform principles designated by the "No Child Left Behind Legislation".

Virtual Field Trips

Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.

CareerCruising.com

Used for the EDP Process and Senior Portfolio requirement

Other Methods, such as Moodle, Google, Accelerated Reader, Smart Boards, CPS Systems.

- I. NCS will employ alternative methods of instructional delivery through distance learning using various technologies to meet or exceed the Michigan Merit Curriculum Requirements.
- II. Increase the use of alternate software and hardware to enhance instruction through specific technology courses.

**D. Parent Communications & Community Relations: Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.**

Napoleon Community Schools uses technology to communicate to both parents and the community. A newly-designed website is kept up-to-date with school news, curriculum, school board information, calendar, and downloadable information. A newly-updated student information system includes parent access to grades and attendance. Email is used frequently by teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members. We will continue to include parents and community members in district-level and building-level technology committees.

- I. The approved Technology Plan will be communicated to parents and the community.
- II. Parent Communication using State of the Art Technology will remain top priority.
- III. Evaluate opportunities for the community to utilize the computer labs after school hours.

**E. Collaboration: Strategies for developing the program where applicable, with adult literacy providers.**

Classes are offered to community members through the Ackerson Lake Community Education Program throughout the school year. The alternative High School students have computer-based class requirements that align with the 9-12 curriculum at the High School. A computer lab with 18 stations is available to both Alternative students during the day and the community education in the evenings.

Future collaborations will include providing the building with additional technology and increasing computer education classes for community education.

Other resources include Jackson Intermediate School District and a variety of technology development programs around the state, such as MACUL.

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<b>Area: A. Curriculum Integration – Section 4</b>					
<b>Goal 1: The K-12 Staff will implement core content curriculum that is integrated with the technology standards for each grade level.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Curriculum documents will be updated to include technology standards appropriate for the grade level/content.	<b>July, 2008</b>	<b>June, 2009</b>		<b>Bld. Principals</b>
<b>B</b>	Implement successful and innovative instructional strategies using instructional technology.	<b>July, 2008</b>	<b>June, 2010</b>		
<b>C</b>	An Evaluation process will be developed to ensure that the technology strategies are applied across the entire curriculum.	<b>October, 2008</b>	<b>June, 2009</b>		
<b>Goal 2: Integrated Curriculum will be shared district wide.</b>					
<b>A</b>	Curriculum Documents will be posted to the District Website.	<b>December 2008</b>	<b>June, 2009</b>		<b>Bld. Principals</b>
<b>B</b>	Technology committee will review curriculum documents.	<b>Ongoing</b>	<b>Ongoing</b>		

<b>Area: B: Student Achievement – Section 5</b>					
<b>Goal 1: All 8<sup>th</sup> grade students will take the County-wide Technology Literacy Test and improve the District Percent Proficiency rate each year.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Explore and purchase software for consistency in data within the district and across the county.	<b>Jan. 2008</b>	<b>June, 2009</b>		<b>Tech. Dept.</b>
<b>B</b>	Review current structures that report student progress toward technology curriculum goals.	<b>Oct., 2008</b>	<b>Ongoing</b>		
<b>C</b>	Post Technology Building-Level Requirements on Website.	<b>Oct., 2008</b>	<b>Dec., 2008</b>		
<b>Goal 2: All buildings will administer Technology Post-test to students to measure grade-level standards</b>					
<b>A</b>	Develop building-level post-test to be given each Spring.	<b>Dec., 2008</b>	<b>May, 2009</b>		
<b>B</b>	Develop timeline for implementation and Protocol for administration.	<b>May, 2009</b>	<b>Dec., 2009</b>		
<b>Goal 3: Use technology to track student mastery of curriculum benchmarks.</b>					
<b>A</b>	Participation in the county-wide collaboration of data warehousing.	<b>Oct. 2008</b>	<b>Ongoing</b>		<b>Tech Dept., Bldg. Admin.</b>
<b>B</b>	Develop structures for and input of individual student mastery levels for 1) online experiences, 2) world languages, 3) Personalized curriculum; as required by the Michigan Merit Curriculum.	<b>May, 2009</b>	<b>Dec., 2009</b>		<b>Bld. Admin.</b>

<b>Area: C. Technology Delivery – Section 6</b>					
<b>Goal 1: NCS</b> will employ alternative methods of instructional delivery through distance learning using various technologies (when/if available) to meet or exceed the Michigan Merit Curriculum Requirements.					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	A staff survey will be developed & conducted to determine the amount of time teachers utilize technology with intranet/internet-based tools for delivery of instruction.	<b>October, 2008</b>	<b>March, 2009</b>		<b>Tech. Team</b>
<b>B</b>	Structured learning activities that utilize online learning--such as Michigan Virtual High School, Video Streaming, Career Forward, Career Cruising, Accelerated Reader, electronic portfolios and Virtual Field Trips-- will be increased in grades 6-12.	<b>July, 2009</b>	<b>Ongoing</b>		
<b>Goal 2: Increase the use of alternate softwares and hardwares to enhance instruction through specific technology courses.</b>					
<b>A</b>	Continually update softwares, technology courses, and infrastructure in the district.	<b>Ongoing</b>	<b>Ongoing</b>		

<b>Area: D. Parental Communications &amp; Community Relations – Section 7</b>					
<b>Goal 1: The approved Technology Plan will be communicated to parents and the community.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	The technology plan will be posted to the website.	<b>July, 2008</b>	<b>July, 2008</b>		<b>Tech. Dept.</b>
<b>B</b>	Information pertaining to the Technology Plan will be included in newsletters, website, and district presentations.	<b>September, 2008</b>	<b>Ongoing</b>		<b>Building Principals, Superintendent</b>
<b>Goal 2: Parent Communication using State of the Art Technology will remain top priority.</b>					
<b>A</b>	The Technology Committee and school administrators will evaluate for purchase a new phone “fan-out” systems to increase the information flow to parents. ( <i>Honeywell or similar System.</i> )	<b>May, 2008</b>	<b>June, 2008</b>		<b>Tech Comm, School Board</b>
<b>B</b>	The On-line Grading System will be promoted each year to all parents in the district.	<b>August, 2008</b>	<b>Ongoing</b>		<b>Building Principals</b>
<b>C.</b>	The District Website will be updated on a regular basis to inform parents and community members of school-related activities and information.	<b>Ongoing</b>	<b>Ongoing</b>		<b>Tech. Dept./Bld Admin.</b>
<b>D</b>	We will continue to expand our current phone and e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.	<b>Ongoing</b>	<b>Ongoing</b>		<b>Tech. Dept.</b>

<b>Goal 3: Evaluate the opportunity for the community to utilize the computer labs after school hours.</b>					
<b>A</b>	Determine availability and funding for lab monitor. (Possible volunteer position?)	<b>October, 2008</b>	<b>June, 2008</b>		<b>Tech Committee, School Board</b>
<b>B</b>	Determine hours for use in each building.	<b>October, 2008</b>	<b>Ongoing</b>		<b>Building Principals</b>
<b>Area: E. Collaboration – Section 8</b>					
<b>Goal 1: In collaboration with our Adult Education Program, all technology curriculum will be made available for students in the program.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Continue to evaluate technology needs of Alternate High School students and provide all necessary curriculum as aligned with State Standards, Napoleon High School Requirements, and Michigan Merit Curriculum.	<b>Ongoing</b>	<b>Ongoing</b>		<b>Principal</b>
<b>B</b>	Provide Channel 1 News programming and equipment to Ackerson Building.	<b>July, 2008</b>	<b>June, 2008</b>		<b>Tech Dept.</b>
<b>Goal 2: Increase computer education classes for adult learners.</b>					
<b>A</b>	Determine the need for classes within the community and determine delivery.	<b>July, 2008</b>	<b>Dec. 2008</b>		<b>Ackerson Staff</b>
<b>B</b>	Utilize NCS Website and other media to inform adult learners of technology opportunities.	<b>Jan. 2009</b>			<b>Ackerson Staff</b>
<b>Goal 3: Continue existing collaborations with various community agencies to provide technology resources to students and community.</b>					
<b>A</b>	Provide use of facilities to community members.				
<b>B</b>	Share technology resources with community members.				

# ELEMENT II

## PROFESSIONAL DEVELOPMENT

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

### **Ezra Eby Elementary School:**

As a staff, we are in the process of placing the technology benchmarks at the appropriate grade levels in order to successfully meet the requirements of the State of Michigan. We are committed to being aware of new technology and software and will provide ongoing staff development. This training will be integrated into Common Planning times and Professional Development Days.

We will concentrate our efforts on learning to effectively use the Go.EduStar program for recording grades and monitoring student progress; Microsoft Office programs including Word and Excel for reports and producing lessons; Mavis Beacon for charting improvements in keyboarding skills; STAR, AR and Mathfacts for advances in reading and math skills; the NCS web page to access information at school or at home; Netscape Navigator to locate appropriate and useful information from the Internet for students; and, troubleshooting techniques for equipment. We have the goal of staff members who are competent computer users so they can be leaders for student computer achievement.

### **Napoleon Middle School**

Individual instruction has been arranged for teachers who need one-on-one training. Individual instruction has helped in the use of our multimedia projectors, digital cameras, Alpha Smarts, and smart board. Common planning time has been used to introduce a new technology, with follow-up instruction with individuals or small groups.

The Middle School teams provide an opportunity to teach within a small group of five.. Since these teams meet daily, technology can be introduced fairly soon after purchase, and for as many sessions as needed. Team-time was used for training on our new Student Information System (Go.Edustar). Staff development days can and have been used for one or more new technologies.

### **Napoleon High School**

As a staff, the high school teachers have a mixed bag of technological abilities and experience, but the skill gap has been steadily closing across the last several years. Some are very skilled in a number of technological applications for their content areas, particularly those hired most recently. Others at least utilize the most basic applications, including a variety of audio visual equipment, in- and out-of-network email, student records management, EDP's on *CareerCruising.com* and Internet searches related to classroom applications and materials purchases.

The high school lacks the staff to facilitate professional development on its own. We have not had a Library Media Specialist in the building for several years, and both the district and the high school technology departments are overextended, teaching a full curriculum and maintaining the current equipment. They may have the knowledge of a variety of technological applications, but lack the time to instruct the teaching staff. However, a few staff members have made themselves readily available to assist and teach their colleagues in a variety of applications as needed.

The high school also lacks the time for professional development. For many reasons, including coaching and graduate classes, many staff members do not have the time outside the school day to be in-serviced in the use of software or hardware. In addition, they have just monthly *Common Planning* time and one planning period during the school day in which to accomplish a great number of tasks related to their teaching. Most are reluctant to take additional released time out of the 12-week trimester.

In short, there has not been an organized or regularly scheduled time for professional development related to the integration of technology. Fall or other in-service days would likely be the most effective. As the district and building acquire new equipment and software in the near future, staff members will, no doubt, be eager to learn hands-on as they are given opportunities to utilize any new technology that may enhance teaching and learning.

**Ackerson Lake Community High School:** The staff at Ackerson Lake Community Center will participate in professional development with Napoleon's K-12 staff.

**G. Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.**

Resources in both Print and Web Format:

Acceptable Use Policy  
Technical Support Procedures  
Application for E-Mail Account  
District Technology Guidelines  
Request for Off Site Use of Computer Equipment  
Process for Building-Level Technology Acquisition  
Minimum Standards for Technology Acquisition (New & Donated)  
NCS Bylaws and Policies 2521 - Selection of Instructional Materials and Equipment  
NCS Bylaws and Policies 2531 - Copyrighted Works  
Administrative Guidelines 2521A - Selection of Instructional Materials and Equipment  
Administrative Guidelines 2522 - Student Use of Libraries  
Administrative Guidelines 2531 - Copyrighted Works

Resources in Web Format Only:

District Informational Web Site  
Technology Department Web Site (to be developed)  
Department of Instruction Web Site  
Media Center Web Site (Individual Buildings)  
Software Research Sites  
Media/Tech Notes  
Groupwise – Novell Messaging Software  
Go.Edustar Website

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<b>Area: Professional Development – Section 9</b>					
<b>Goal 1: Provide technology-related professional development learning experiences for district staff.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Opportunities for off-site training/conferences will be provided for staff where integration and state & national technology competencies are the focus.	<b>July, 08</b>	<b>Ongoing</b>		<b>Building Admin.</b>
<b>B</b>	Provide ongoing District-wide Professional development workshops for staff members as needed, during Common Planning and staff PD days, for teachers to use technology effectively in the classroom, and to integrate technology methods into their teaching.	<b>July, 08</b>	<b>Ongoing</b>		<b>Tech. Team, Bldg. Admin</b>
<b>Area: Supporting Resources – Section 10</b>					
<b>Goal 1: Establish and support district user groups to support teachers in the integration of technology into the curriculum.</b>					
<b>Strategy</b>		<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Identify district staff members who are experts in the areas of specific technologies and applications and utilize them in the training of other staff members. Explore the possibility of providing stipends and coordination time for staff members identified as “local experts”.	<b>Sept. 08</b>	<b>Ongoing</b>		<b>Bldg. Adm., Tech Team</b>
<b>B</b>	Continue to update current resources that support the entire technology program at NCS. These resources include: <i>Acceptable Use Policy, Technical Support Procedures, Application for E-Mail Account, District Technology Guidelines, Request for Off Site Use of Computer Equipment, Process for Building-Level Technology Acquisition, Minimum Standards for Technology Acquisition (New &amp; Donated), District Web Site, Media Center Web Sites, Media/Tech Notes , Groupwise – Novell Messaging Software, and Go.Edustar website.</i>	<b>July, 08</b>	<b>Ongoing</b>		<b>Tech. Team</b>

# ELEMENT III

## INFRASTRUCTURE HARDWARE TECHNICAL SUPPORT SOFTWARE

The High School, Elementary School, Administration Offices, and the Transportation Garage are all connected to the Middle School main distribution frame (MDF) through fiber optic cable. These connections are terminated in each building's MDF and then go into 3Com high speed switches. Fiber optic connections are also made to individual intermediate distribution frame (IDF) closets located in each building. Connections are then made to 3Com hubs, and then are connected to classrooms via category 5 cables. Each classroom has multiple drops for computers, allowing network and Internet access.

Ackerson Lake Community Center is connected through gigabyte Ethernet fiber optic cable terminating at both ends to a Lucent Technologies 330 router.

Internet access is provided via gigabyte Ethernet fiber optic cable from the Jackson County ISD, with Merit being the Internet provider. The Middle School and High School also have Channel 1 and cable TV in the classrooms.

**The district's current inventory is outlined in Appendix B.**

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<b>Area: Infrastructure Needs/Technical Specifications, and Design – Section 11</b>					
<b>Goal 1: Assess and enhance the current Napoleon Community Schools internal wiring for distribution data, video and voice.</b>					
<b>Objective</b>	<b>Action Plan</b>	<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	Assess current wiring and upgrade as needed.	<b>Ongoing</b>			<b>Tech Dep</b>
<b>B</b>	Continuously assess data wiring needs for the district.				
<b>Goal 2: Develop a desktop plan that will support Napoleon Community Schools technology needs over the next three years.</b>					
<b>A</b>	Develop standardized workstations and configurations for the district and install as needed.  <u>Task 1:</u> Develop a plan to phase out older workstations and integrate new ones on a regular replacement basis.				
<b>B</b>	Develop and maintain an asset management system for workstations and peripherals for Napoleon Community Schools.  <u>Task 1:</u> Conduct a physical inventory of district’s assets including the labeling of all computers and peripherals.  <u>Task 2:</u> Construct an asset management database to allow tracking and querying as needed. (i.e. Microsoft Access)  <u>Task 3:</u> Develop a process for updating the asset database to allow for disposal, maintenance history and upgrade information to be continually maintained.  <u>Task 4:</u> Develop a process for analysis of assets (inventory analysis), including ability to create custom reports.				<b>All Infrastructure and Support Assigned to Technology Department</b>

**Napoleon Community School District  
TECHNOLOGY PLAN  
2008 through 2011**

<b>Area: Infrastructure Needs/Technical Specifications, and Design</b>					
<b>Goal 2: Develop a desktop plan that will support Napoleon Community Schools technology needs over the next three years.</b>					
<b>Objective</b>	<b>Action Plan</b>	<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>C</b>	<p>Develop a hardware replacement plan for the district including workstations, peripherals and other technology equipment.</p> <p><u>Task 1:</u> Develop a replacement and funding plan that will allow the replacement of workstations, labs and peripherals on a 4-5 year basis in each building in the district. Filtering out the technology on the more frequent basis will ensure reduced support costs and state of the art equipment necessary to the operation of the districts activities.</p> <p><u>Task 2:</u> Explore possible grant funding to enhance technological needs of the district. John George Grant opportunity.</p>				
<b>D</b>	<p>Upgrade computer lab facilities.</p> <p><u>Task 1:</u> Develop software distribution system to maintain technology labs.</p> <p><u>Task 2:</u> Plan and recommend an upgrade path to ensure the technology labs remain state of the art.</p> <p><u>Task 3:</u> Upgrade audiovisual capabilities in the technology labs.</p>				
<b>E</b>	<p>Investigate and plan for electronic archival of student academic records.</p>				

**Goal 3: Develop software applications plan that will support Napoleon Community Schools technology needs over the next three years.**

Objective	Action Plan	Start Date	Complete Date	Budget	Assigned To:
<p><b>A</b></p>	<p>Develop a standardized application suite for the district in support of its technology needs.</p> <p><u>Task 1:</u> Develop the applications suite to be used by the district keeping in mind open systems interoperability between applications.</p> <p><b>Productivity Software:</b> Microsoft Office suite, Adobe Pagemaker, Kidspiration and Inspiration, Hyperstudio, Front Page, Adobe creative suite(Video Productions).</p> <p><b>Communications Software:</b> Internet Explorer, Mozilla, Novell GroupWise calendaring/email, Napoleon website, Honewell Calling system.</p> <p><b>Virus Protection:</b> Vexira Anti-Virus.</p> <p><b>Anti-Spyware:</b> Lavasoft adaware, Spybot search &amp; destroy.</p> <p><b>Systems Software:</b> Windows XP, Windows server 2000 &amp; 2003.</p> <p><b>Management Software:</b> Goedustar, SDS, Ghost, Webwasher filtration system, Meal Magic.</p> <p>Other software will be reviewed for interoperability with existing supported software.</p>				
<p><b>B</b></p>	<p>Recommend and implement new applications to enhance long term directions of the district.</p> <p><u>Task 1:</u> Through the annual long range planning process, match technology to the areas/objectives that can enhance overall goals of the district.</p> <p><u>Task 2:</u> Review software applications and recommend replacements as needed.</p>				

<p><b>C</b></p>	<p><b>Develop a mechanism to track software licensing and use metering applications to reduce costs and improve license compliance.</b></p> <p><u>Task 1:</u> Conduct an inventory of existing software and ensure appropriate licenses are on file.</p> <p><u>Task 2:</u> Investigate for possible purchase metering software to maintain appropriate licensing and reduce the overall costs of software by sharing/limiting the number of users that can access an application at the same time. (i.e. Zen Works)</p>			
<p><b>D</b></p>	<p>Maintain Napoleon Community Schools Web presence.</p> <p><u>Task 1:</u> Develop an organizational structure to support and maintain the web page.</p> <p><u>Task 2:</u> Determine a technical infrastructure to maintain the web page including software to be used, hardware platform, ect.</p> <p><u>Task 3:</u> Work with individual buildings/departments to assist in the development of specific pages.</p> <p><u>Task 4:</u> Train additional people in each building/department in the publishing of information.</p> <p><u>Task 5:</u> Develop an ongoing plan for maintenance of the home page.</p>			

<b>Area: Increase Access – Section 12</b>					
<b>Goal 1: Increase access to technology for all students and all teachers.</b>					
<b>Objective</b>	<b>Action Plan</b>	<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	<p><b>Explore Grant opportunities to access funding for innovative ways to acquire and use technology in the curriculum as well as to provide increased access to teachers and students.</b></p> <p><u>Task 1:</u> Explore opportunities for computer labs to be open after school hours, using funding for stipend for lab monitor.</p> <p><u>Task 2:</u> Determine additional needs for assistive technology throughout the district for special needs students.</p>				<b>Tech. Team</b>
<b>B</b>	Explore programs to bring technology certification and experiences to high school students at Napoleon Community Schools.				
<b>C</b>	<p>In conjunction with community groups, identify technology resources that will enhance the efforts of adult literacy groups.</p> <p><u>Task 1:</u> In conjunction with the local community, make contacts with community groups to determine how technology can enhance their efforts.</p> <p><u>Task 2:</u> To assist with district profile, design and administer a parental survey to establish technology skills and use among district parents.</p>				
<b>D</b>	<b>Design and implement a student follow-up study using databased and web-based technologies.</b>				

<b>Area: ADMINISTRATIVE SERVICES</b>					
<b>Goal 1: Install and maintain administrative systems that will allow the district to better manage its financial and student information while making it easier to share information within the district.</b>					
<b>Objective</b>	<b>Action Plan</b>	<b>Start Date</b>	<b>Complete Date</b>	<b>Budget</b>	<b>Assigned To:</b>
<b>A</b>	<b>Review district financial administrative systems on a regular basis to ensure that they are meeting the needs of the district.</b>				<b>Tech Dept.</b>
<b>B</b>	<b>Develop and implement a plan for data warehousing of information to ensure appropriate data is available for decision making.</b>				
<b>C</b>	<p><b>Review all student management information systems and make recommendations on more efficient methods of maintaining and reporting necessary information.</b></p> <p><u>Task 1:</u> Review current system and recommend improvements/enhancements.</p> <p><u>Task 2:</u> Develop a plan to address the Single Record Student Database needs in order to comply</p>				
<b>D</b>	<b>Continue to support central office staff in training for the Michigan Department of Education EDN/MEIS system for form submission.</b>				
<b>E</b>	<b>Assess the functional needs for Individualized Educational Plans (IEP's) for students and Individual Development Plan (IDP's) for teachers and recommend application management systems that would be appropriate for an electronic format.</b>				

## **TECHNICAL ASSISTANCE**

Napoleon Community Schools employs two full time personnel in the technology department.

The Network Administrator/Lead technician manages the district's help desk and provides repair and replacement services, as well as installation of new equipment. The secondary technician helps repair and replace faulty hardware, as well as install new equipment. Napoleon community schools also use high school students to aid the technology department. Additionally, the district contracts with one company for network and hardware repair. The company typically visits the district a few days a month. A maintenance contract is utilized annually for the district's phone and voice mail systems.

### **Access to technology for students and teachers includes:**

- A networked computer on every desk (staff), replaced approximately every 3 to 4 years
- Wireless laptop cart labs to ensure student access to computers when labs are full
- A networked computer lab in every media center throughout the school district
- 2 computer lab classrooms in the high school
- 2 computer lab classrooms in the middle school
- 1 computer lab in our alternative education building
- Alphasmart carts in the elementary and middle schools
- An assortment of digital cameras (still and video), computer microscopes, Science probes
- Computers taken off the network are put back in to use in the classrooms as a stand alone CPU

NCS supports technology for special education in several ways. The IT department will do anything it can to help the special education department meet the individual education needs of students. NCS has many students who require assistive technology equipment and technical support. Our IT Department is willing to look into options and provide support by purchasing equipment for students. Current assistive technology in use at NCS includes: computers, alphasmart keyboards, classroom FM systems, writing boards, tape players, scanners, read out loud software, digital cameras, and projector systems. IT department staff also provides technological assistance with software and hardware for individual teaching staff and for individual special education students.

# ELEMENT IV

## FUNDING & BUDGET

Napoleon Community Schools regularly applies for the USF grant money, especially in the area of discounted phone and Internet services. With our current free and reduced lunch count, our rate of discount would garner us a 40% savings on phone and Internet services.

Napoleon Community Schools has established a structured method of planning for the acquisition of technology resources:

- The Instructional Technology Committee, in cooperation with the technology department, identifies future technology goals, along with the infrastructure and other resources needed to meet the goals.
- These goals are prioritized in order of greatest impact on instruction.
- Costs are associated with each project.
- The Instructional Network Manager develops a plan including budget and timeline for completing each project for the upcoming school year.
- The Instructional Technology Committee evaluates and approves the plan.
- If necessary, the school district initiates a bidding process for technology acquisitions.
- The Board of Education evaluates the plan, approves the budget, and awards any bids.

## Napoleon Community Schools – Technologies to be Acquired by Building

\*Sources of alternative funding resources are identified

Building: Central Office

# Goal	Equipment/Software	Plan Rationale	COST		
			2008-09	2009-10	2010-11
1A	(1) Accounting Server	Continue rotating purchase plan. Start 3 year rotation of accounting server	\$6000.00		
1A	(2) Compatible computers for use with SDS System.	Maintain update computers to run in conjunction with the SDS system.	\$2000.00		
1D	Continuing Education	Upgrade technology skills of staff	\$1000.00	\$1000.00	\$1000.00
1B,C,E	Upgrade software SDS	Continue rotational upgrade Maintain software advances and compatibility with district software	\$5000.00		

## Napoleon Community Schools – Technologies to be Acquired by Building

**Building:** Ezra Eby Elementary

# Goal	Equipment/Software	Plan Rationale	COST		
			2008-09	2009-10	2010-11
2	(42) Computer Teacher Stations	To allow staff and students to work with current technology.		\$40,000.00	
2D	Amazing Writing Machine Network Version	Maintain up to date software in the labs.		\$3000.00	
2D	(District Wide) Inspiration 8.0	Maintain up to date software in the labs.		\$1800.00	
2D	Mavis Beacon Network Version	Maintain up to date software in the labs.		\$1200.00	
2D	(35) Kidspiration 3.0	Maintain up to date software in the labs.		\$1100.00	
2	(12) R.O.A.R Center Stations	To allow students to work with current technology.			\$1000.00
2	(1) 77" Smart Board (Funds From John George Grant)	To allow students to work with current technology.	\$1337.00 *		
2	(1) Epson power Lite Projector (Funds From John George Grant)	Used by students/staff to show presentations.	\$1200.00*		
2	(1) Document Camera ELMO (Funds from John George Grant)	To allow teachers to show presentations as well as project various documents.	\$487.00*		
2	(2) Cannon Digital Cameras (funds from John George Grant)	Used by students/staff to incorporate pictures into projects and presentations.	\$258.00 *		
2	(1) CPS Clicker systems	To allow students to work with current technology.	\$1200.00*		
2	(2) Scanners with OCR function	Student and staff to digitize images for inclusion in documents, and for use with Read Please software.	\$180.00		

## Napoleon Community Schools – Technologies to be Acquired by Building

Building: Middle School

# Goal	Equipment/Software	Plan Rationale	COST		
			2008-09	2009-10	2010-11
2	(1) Epson power Lite Projector (Funds From John George Grant)	Used by students/staff to show presentations.	\$1200.00 *		
2	(1) CPS Clicker systems (funds from John George Grant)	To allow students to work with current technology.	\$1200.00 *		
2	(30 units) Alphasmart Neoz	To allow students to work with current technology. Also for use with Acc. Reader	\$7000.00		
2	(1) Document Camera ELMO (Funds from John George Grant)	To allow teachers to show presentations as well as project various documents.	\$487.00 *		
2	(2) Cannon Digital Cameras (funds from John George Grant)	Used by students/staff to incorporate pictures into projects and presentations.	\$258.00 *		
2D	(1) Examview Software (Funds from John George Grant)	To allow students/staff to work with current technology.	\$3000.00 *		

## Napoleon Community Schools – Technologies to be Acquired by Building

Building: High School / HS Media Center

# Goal	Equipment/Software	Plan Rationale	COST		
			2008-09	2009-10	2010-11
2	(35) Computers for Teachers	To allow staff to work with current technology.	\$32,000.00		
2D	Microsoft Office '07 (District Wide) 300 Licenses Total.	Maintain update software in classrooms and labs.	Waiting for price quote.		
2	(2) Cannon Digital Cameras (funds from John George Grant)	Used by students/staff to incorporate pictures into projects and presentations.	\$258.00 *		
2	(1) Color laser printer HSMC	Students and staff to produce color copies and transparencies for documents and projects.			\$3000.00
2	(17) Computers for HSMC	To allow students to work with current technology.	\$15,500.00		
2	(1) CPS Clicker systems	To allow students to work with current technology.	\$1200.00 *		
2	(2) Scanner with OCR function to replace older scanner.	Students and staff to digitize images for inclusion in documents, <i>Read Please Software</i>	\$180.00		
2	(5) HS Office computers	To allow staff to work with current technology.		\$5000.00	
2	(25) Computers Lab 113	To allow students to work with current technology.			\$2500.00
2	(1) Document Camera ELMO (Funds from John George Grant)	To allow teachers to show presentations as well as project various documents.	\$487.00 *		
2	(1) 77" Smart Board (Funds From John George Grant)	To allow students to work with current technology.	\$1337.00 *		

## Napoleon Community Schools – Technologies to be Acquired by Building

**Building: Ackerson Lake Community Center**

# Goal	Equipment/Software	Plan Rationale	COST		
			2008-09	2009-10	2010-11
2	(5) Ackerson Office	To allow staff to work with current technology.			\$5000.00
2	(25) Computers for Lab	To allow students to work with current technology.			\$25000.00
2	(1) Black and White Laser printer for Lab	To allow students to work with current technology.			\$350.00
2	(1) Black and White Laser Eby Office	To allow staff to work with current technology.			\$350.00
2	(1) Epson power Lite Projector (Funds From John George Grant)	Used by students/staff to show presentations.	\$1200.00 *		
2	(1) Document Camera ELMO (Funds from John George Grant)	To allow teachers to show presentations as well as project various documents.	\$487.00 *		
2	(2) Cannon Digital Cameras (funds from John George Grant)	Used by students/staff to incorporate pictures into projects and presentations.	\$258.00 *		
2	(4) 20" TV/DVD/VCR Combo units.(funds from John George Grant)	To enhance instruction by staff.	\$1316.00 *		
2	(1) 77" Smart Board (Funds From John George Grant)	To allow students to work with current technology.	\$1337.00 *		

**TECHNOLOGY PLAN  
2008-2011**

<b>Projected Total Cost</b>				
<b>Item</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	
Technician Salary (2)	79,811*	81,907*	84,045*	
Temporary Technician	7,000	7,000	7,000	
Insurance Pac	27,307	30,955	32,503	
Admin Annuities	0	0	0	
Retirement	14,359	15,861	17,426	
FICA	6,641	6,801	6,965	
Conf/Wkshop	500	500	500	
Contracted Services	30,000	30,000	30,000	
Internet Connectivity	8,000	8,000	8,000	
Go.Edustar	10,000	10,000	10,000	
Phones	50,000	50,000	50,000	
Office Supplies	200	200	200	
Building Tech Supplies	9,000	9,000	9,000	
Equipment – New	80,000	80,000	80,000	
Equipment Replacement	30,000	30,000	30,000	
Software New	10,000	10,000	10,000	
Technology Misc.	500	500	500	
Technology Total Annual Budget	363,318	370,724	376,139	

\* Salaries are projected and may not increase due to budget constraints each year.

# ELEMENT V

## MONITORING & EVALUATION

### EVALUATION PLAN

Napoleon Community Schools will designate the district Technology Team to oversee the implementation and evaluation of the district technology plan. The Technology Team currently meets monthly during the school year. The team consists of the technology coordinator, administrators, computer lab teachers, media specialists, staff, students, teachers, and community members. Goals in the technology plan have timelines. The Technology Team will take responsibility for the implementation and completion of the technology plan. They will oversee those assignments and maintain ultimate responsibility for the completion of the goals directed in the technology plan. They will measure the impact and effectiveness of our goals by surveying those affected by the technology and make appropriate adjustments. By carefully monitoring what happens as the technology plan is implemented, unanticipated outcomes may surface that may have a real impact on the ultimate success of the program.

### Questions for Monitoring and Evaluation

Is the technology available and working correctly to perform the task?

Do staff members have enough time to implement technology-related projects?

Have goals and objectives been explained to instructional staff?

Has staff completed sufficient training to implement the technology?

Has staff willingly accepted the integration of the particular technology?

Are students able to utilize the technology proficiently?

Are technology-related lesson plans grade-level appropriate?

Has technology integration resulted in increased student creativity and problem solving skills?

Has technology integration resulted in increased productivity?

**Napoleon Community School District  
TECHNOLOGY PLAN  
2008-2011**

**Evaluation Plan –Year 2008-2009**

<b>Required Components</b>	<b>Indicators of Success</b>	<b>Progress Toward Goals</b>	<b>Focus Areas for Improvement</b>	<b>Data Gathered By:</b>
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Impact on Student Achievement				
Cost/Funding				
Timetable				
Supporting Resources				

**Napoleon Community School District  
TECHNOLOGY PLAN  
2008-2011**

**Evaluation Plan –Year 2009-2010**

<b>Required Components</b>	<b>Indicators of Success</b>	<b>Progress Toward Goals</b>	<b>Focus Areas for Improvement</b>	<b>Data Gathered By:</b>
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Impact on Student Achievement				
Cost/Funding				
Timetable				
Supporting Resources				

**Napoleon Community School District  
TECHNOLOGY PLAN  
2008-2011**

**Evaluation Plan –Year 2010-2011**

<b>Required Components</b>	<b>Indicators of Success</b>	<b>Progress Toward Goals</b>	<b>Focus Areas for Improvement</b>	<b>Data Gathered By:</b>
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Impact on Student Achievement				
Cost/Funding				
Timetable				
Supporting Resources				

## **ACCEPTABLE USE POLICY SUPPORTING RESOURCES Section 16**

**Software Selection Policy:** Teachers are directed to a website in which to key in an evaluation of any software they wish to purchase through the district. Teachers request demo copies of software and then fill out this form prior to purchase with district funds.

**Web Page Policy:** A district web page policy is included in the student code of conduct handbook and is in the district's manual. It provides guidelines for web pages created by students and staff. A permission form for students and their parents to sign in order for a child's photo or work to appear on the school website.

**Acceptable Use Policy:** All students and staff sign the district acceptable use policy which outlines conditions for the use, loan, and availability of technology as well as behavioral guidelines and disciplinary procedures in the event of non-compliance with district rules.

**Training Materials Budget:** \$500 has been budgeted for the past several years for the purchase of software manuals, best practices texts, training videos and training software packages.

**Professional Collection Library in the Technology Department:** Materials purchased with the training materials budget have been catalogued in the district's Follett online library catalog and are available for students and staff to checkout using typical library checkout procedures.

### **Ethical and Legal Use of Technology**

The use of District technology implies the understanding that such media and materials are protected by a variety of licensing agreements and copyright laws and that any misuse of these may subject the user as well as the District to a variety of legal liabilities. Only those things which are legal to install and utilize on District technology shall be installed or utilized on District owned or operated technology. Staff may install software, audio, or video media if a valid license agreement exists for the installation and use. Students need the permission of their instructor to install software or media. Users of technology are responsible for complying with all licensing agreements. All passwords are private and must not be published or discussed

### **Internet Filtering**

In accordance with CIPA (Children's Internet Protection ACT), Napoleon Community schools use WEBWASHER filtering services through the Jackson County ISD. WEBWASHER is a subscription service that provides daily updates to the filtering service. It also provides the ability for Napoleon Community schools to filter out sites that we deem inappropriate. Additionally, when possible, internet use by the students is monitored by an adult.

# ACCEPTABLE USE POLICY



## *Technology Access & Use*

Due to the highly confidential nature of the material carried in the District's information system, (including student records, employment and personnel information, medical information and records, transcripts, disciplinary actions and reports, and unlisted phone numbers and addresses) authorized persons using the system must agree to protect any and all confidential information, and take all reasonable precautions to prevent any other person from acquiring such information.

### Consequences

Any person who does not comply with the Information Use and Access Policy will lose their technology privileges (appropriate to their infraction).

Repeated or severe infractions of the policy may result in permanent termination of privileges.

All technology offenses will receive the following consequences:

1 <sup>st</sup> Offense	Off system for marking period/trimester
2 <sup>nd</sup> Offense	Off system for one calendar year from time of offense
3 <sup>rd</sup> Offense	Off system for remainder of school career.

Students who have been put off the system for a 1<sup>st</sup> or 2<sup>nd</sup> offense may use the computer for computer classes only. The technology department will set up the system to allow the student access to the network for the hour of that class only. This is only true for 1<sup>st</sup> and 2<sup>nd</sup> offenses. Once students reach the 3<sup>rd</sup> offense and are off the system for the remainder of their school career they are completely off the system. If high school students are permanently put off the system and still require a computer credit they will have to take the class elsewhere and transfer the credit in.

### Non-Classroom Use of Technology

All District technology which is used for instruction must be available for instruction whenever students are present for instruction.

No District technology may be used for personal or private business, for product advertisement or political lobbying, or for making any financial gain.

## **NAPOLEON COMMUNITY SCHOOLS**

### **Student Network and Internet Acceptable Use and Safety Policy**

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

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to allow for independent student access to the Internet.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure

of personal identification information of minors and unauthorized access (e.g., “hacking”) and other unlawful activities by minors online.

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

#### Student Network and Internet Acceptable Use and Safety Policy

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

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

### **Computer Technology and Networks**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. It also recognizes that safeguards have to be established to ensure that the Board’s investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to provide guidance to staff and students concerning making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall establish appropriate procedures to inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner.

**STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY  
AGREEMENT**

To access e-mail and/or the Internet at school, staff members must sign and return this form.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or the Technology Department may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board without further compensation.

**Please complete the following information:**

Staff Member's Full Name (please print) \_\_\_\_\_

School \_\_\_\_\_

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature: \_\_\_\_\_ Date \_\_\_\_\_

**The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or Board Policy.**

STUDENT NETWORK AND INTERNET

ACCEPTABLE USE AND SAFETY AGREEMENT  
Ezra Eby Elementary/NCS

1. To use the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form.
2. **Use of the Internet is a privilege. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.**
3. **All school rules about respecting others and property apply to the use of technology.**
4. **Napoleon Community Schools may look at or keep any material which is stored on or used with district equipment.**
5. **At Eby, technological equipment will be used for curricular related projects under the supervision of teachers or staff.**
6. **We use *Bess*, a trusted name for Internet filtering in education, as our protection to block/filter Internet access to items that might be harmful to minors.**

**For Parent/Guardian**

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet – i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

\_\_\_\_\_  
(Please Print) Student's Last Name

\_\_\_\_\_  
Student's First Name

**I DO NOT GIVE PERMISSION:**

**For my child to access and use the Internet at school.**

**For my child's image (photograph) to be published online.**

**For the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.**

**To authorize and license the Board to post my child's class work on the Internet.**

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student**

I understand that using technology at Eby Elementary is a privilege. I will obey all rules about respecting others and property.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

(Kindergarten students do not need to sign this form. Signatures are in effect for three years.)

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.

**STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT**

**To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.**

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

**Please complete the following information:**

Student User's Full Name (please print): \_\_\_\_\_  
School: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_  
Parent/Guardian's Name: \_\_\_\_\_

**Parent/Guardian**

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet – i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I give permission for the following items:**

- for my child to use and access the Internet at school and for the Board to issue Internet/e-mail account to my child.
- for my child's image (photograph) to be published online, provided only his/her first name is used.
- Authorization and license to the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

**Student**

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.*



# APPENDIXES

## Appendix A: Technology Benchmarks

### Ezra Eby Elementary/NCS Integration of Technology Benchmarks Michigan Educational Technology Standards K-2

Assessment Method at the end of Second Grade will be three fold:

- 1) WPM assessment using Mavis Beacon, minimum 5 AWPM/ 85% Accuracy
- 2) Completed Informational Reports through Research Buddies
- 3) Assessment of Technology knowledge (see attached)

K=Kindergarten  
MA=Multiage  
C=Categorical

**By the end of Grade 2 each student will:**

Basic operations and concepts		Integration	Grade Level(s)
1	Understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)	Social Science	K,MA,C
2	Identify common uses of technology found in daily life	Social Science	K,MA C
3	Recognize, name and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse and printer)	Social Science; Keyboarding	MA, C
4	Identify the functions of the major hardware components in a computer system	Social Science; Keyboarding	K, MA
	4a Know proper keyboarding positions and touch-typing techniques	Keyboarding (Herzog)	MA
5	Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)	Research Buddies	MA
6	Use various age-appropriated technologies for gathering information (e.g., dictionaries, encyclopedias, audio-video, phones, Web resources)	Language Arts, Research Buddies	MA
7	Use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)	Language Arts, Research Buddies	K, MA, C,
8	Recognize the functions of basic file menu commands (e.g., new, open, close, save, print)	Language Arts, Research Buddies	K, MA, C,
9	Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group	Research Buddies	MA, C

Social Ethical and Human Issues	Integration	Grade Level(s)
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1	Identify common uses of information and communication technologies	Social Science	K, MA, C
2	Discuss advantages and disadvantages of using technology	Social Science, Research Buddies	MA, C
3	Recognize that using a password helps protect the privacy of information	Research Buddies	MA, C
4	Discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, phones, 911, internet, email) at home or at school	Social Science, Research Buddies	K, MA, C
5	Discuss the consequences of irresponsible uses of technology resources at home or at school	Social Science, Research Buddies	K, MA
6	Understand that technology is a tool to help complete a task	Language Arts, Research Buddies	K, MA
7	Understand that technology is a source of information, learning and entertainment	LA, SS, Research Buddies	K, MA, C
8	Identify places in the community where one can access technology	Social Science, Research Buddies	MA, C

<b>Technology Productivity Tools</b>		<b>Integration</b>	<b>Grade Level(s)</b>
1	Know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts	LA, SS, Research Buddies	K, MA
2	Be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)	Research Buddies	MA
3	Be aware of how to work with others when using technology tools (e.g. word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specific project.	Research Buddies	K, MA

<b>Technology Communications Tools</b>		<b>Integration</b>	<b>Grade Level(s)</b>
1	Identify procedures for safely using basic telecommunication tools (e.g., email, phones) with assistance from teacher, parents, or student partners	Social Science	MA, C
2	Know how to use age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates, families and others	Language Arts, Research Buddies	K, MA
3	Know how to select media formats (e.g., text, graphics, photos, video), with assistance from teacher, parents, or student partners, to communicate and share ideas with classmates, families and others	LA, SS, Research Buddies	K, MA

<b>Technology Research Tools</b>		<b>Integration</b>	<b>Grade Level(s)</b>
1	Know how to recognize the Web browser and associate it with accessing resources on the Internet	Research Buddies	MA

2	Use a variety of technology resources (e.g. CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners	Research Buddies	MA
3	Interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents or student partners)	Research Buddies	MA
4	Provide a rationale for choosing one type of technology over another for completing a specific task	Research Buddies	MA

Technology Problem-Solving and Decision-Making Tools		Integration	Grade Level(s)
1	Discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems	Research Buddies	MA, C
2	Identify ways that technology has been used to address real-world problems (personal or community)		

## Ezra Eby Elementary/NCS Integration of Technology Benchmarks Michigan Educational Technology Standards 3 - 5

*Assessment Method at the end of Fifth Grade will be three fold:*

- 1) WPM assessment using Mavis Beacon, minimum 5 AWPM/ 85% Accuracy
  - 3rd Grade: minimum 10 AWPM, 85% Accuracy
  - 4th Grade: minimum 15 AWPM, 85% Accuracy
  - 5th Grade: minimum 20 AWPM, 85% Accuracy
- 2) Curricular Technology Projects
  - 3rd Grade: Language Arts, Science, or Social Science Word Project
  - 4th Grade: Language Arts, Science, or Social Science PowerPoint Project
  - 5th Grade: Language Arts, Science, or Social Science Brochure Project
  - 3rd-5th Grade: Math Excel Project
- 3) Assessment of Technology knowledge (see attached)

***By the end of Grade 5 each student will:***

Basic operations and concepts		Integration	Grade Level(s)
1	Discuss ways technology has changed life at school and at home	Social Studies	3,4,5
2	Discuss ways technology has changed business and government over the years	Social Studies	3,4,5
3	Recognize and discuss the need for security applications (e.g., virus detection, spam defense,	Social Studies	3,4,5

	popup blockers, firewalls) to help protect information and to keep the system functioning properly		
4	Know how to use basic input-output devices and other peripherals (e.g., scanners, digital cameras, video projectors)	LA, Science, SS	5
5	Know proper keyboarding positions and touch-typing techniques	Keyboarding	3,4,5
6	Manage and maintain files on a hard drive or the network	LA, Science, SS	3,4,5
7	demonstrate proper care in the use of hardware, software, peripherals, and storage media		3,4,5
8	Know how to exchange files with other students using technology (e.g., email attachments, network file sharing, diskettes, flash drives)	LA, Science, SS	4,5
9	Identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences	LA, Science, SS	3,4,5
10	Identify search strategies for locating needed information on the Internet	LA, Science, SS	3,4,5
11	Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar references, writing references) and grade level appropriate checklists both individually and in groups		3,4,5

<b>Social Ethical and Human Issues</b>		<b>Integration</b>	<b>Grade Level(s)</b>
1	Identify cultural and societal issues relating to technology	Social Studies	3,4,5
2	Discuss how information and communication technology supports collaboration, productivity, and lifelong learning	LA, Science, SS	3,4,5
3	Discuss how various assistive technologies can benefit individuals with disabilities	Social Studies	3,4,5
4	Discuss the accuracy, relevance, appropriateness, and bias of electronic information, sources	LA, Science, SS	3,4,5
5	Discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use	LA, Science, SS	3,4,5
6	Discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws	LA, Science, SS, Media Skills	3,4,5
7	Use age-appropriate citing of sources for electronic reports	LA, Science, SS	3,4,5
8	Identify appropriate kinds of information that should be shared in public chat rooms	Social Studies	3,4,5
9	Identify safety precautions that should be taken while on-line	Social Studies	3,4,5
10	Explore various technology resources that could assist in pursuing personal goals	Social Studies	5
11	Identify technology resources and describe how those resources improve the ability to communicate increase productivity, or help achieve personal goals	Social Studies	3,4,5

<b>Technology Productivity Tools</b>		<b>Integration</b>	<b>Grade Level(s)</b>
1	Know how to use menu options in applications to print, format, add multimedia features, open, save, manage files, and use various grammar tools (e.g., dictionary, thesaurus, spell-checker	LA, Science, SS	3,4,5

2	Know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents presentations, or web documents	LA, Science, SS	3,4,5
3	Use a variety of technology tools and applications to promote creativity	LA, Science, SS, Art, Music	3,4,5
4	Understand that existing (and future) technologies are the result of human creativity	Social Studies	3,4,5
5	Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project	LA, Science, SS	3,4,5

Technology Communications Tools		Integration	Grade Level(s)
1	Use basic telecommunications tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students	LA, Science, SS	4,5
2	Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	LA, Science, SS	3,4,5
3	Identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents)	LA, Science, SS, Art	3,4,5

Technology Research Tools		Integration	Grade Level(s)
1	Use Web search engines and built-in search functions of other various resources to locate information	LA, Science, SS	3,4,5
2	Describe basic guidelines for determining the validity of information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM)	LA, Science, SS	3,4,5
3	Know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort and interpret information on an assigned topic	LA, Science, SS	3,4,5
4	Perform simple queries on existing databases and report results on an assigned topic	LA, Science, SS	3,4,5
5	Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource	LA, Science, SS	3,4,5
6	Compare and contrast the functions and capabilities of the word processor, database, spreadsheet for gathering data, processing data, performing calculations, and reporting results	LA, Math, Science, SS	3,4,5

Technology Problem-Solving and Decision-Making Tools		Integration	Grade Level(s)
1	Use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	Social Studies	4,5
2	Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize and evaluate information to assist with solving real-life problems (personal or community)	Math, Science	4,5

## Michigan Educational Technology Standards Napoleon Middle School – Grades 6th-8th

	<b>Basic operations and concepts</b>	<b>Class/Grade</b>	<b>Activity(s)</b>
1	Use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	Computers- 6th	<i>Observe behavior/Typing Time/Timed Test</i>
2	Use appropriate technology terminology	Multi-Media 6-8th Social Studies 7th Literature 7th	<i>Daily discussions, Unit quizzes Research Projects Research Projects</i>
3	Use a variety of technology tools(dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	Multi-Media 6-8th Social Studies 7th Literature 7th Language arts 7th Math 7th Language Arts 6th Writing-8th Grade	<i>Unit project rubrics/ daily unit, Activities in Word, PP, Excel During Research projects During Research projects During Research projects Calculator-graphing Talking dictionary, Alpha Smart Research Paper</i>
4	Understand that new technology tools can be developed to do what could not be done without the use of technology	Multi-Media 6-8th Science 7th	<i>Hardware Unit (7th)(Physics Card)/Quiz/Discuss-Old hardware vs New Powerpoints</i>
5	Describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday use	Multi-Media 7th	<i>Hardware/maintenance Unit Quiz/Discussion- virus/spyware prot./Defrag</i>
6	Identify changes in hardware and software systems over time and discuss how these changes affected various groups (Individual users, education, and business)	Multi-Media 6-8th	<i>Hardware/maintenance Unit Quiz/Hardware Checklist/Window Upgrades Improvements in removable storage devices</i>
7	Discuss common hardware and software difficulties and identify strategies for troubleshooting and problem solving	Multi-Media 7th Tech Ed. 8th Tech Ed. 7 & 8th	<i>Model windows explorer/Hardware/maintenance Unit Quiz CAD Unit JCISD MTL Unit</i>
8	Identify characteristics that suggest that the computer system hardware or software might need to be upgraded	Multi-Media 7th PE 8th	<i>Hardware/maintenance Unit Quiz/Discussion Activities Pedomator Lesson- conditioning and fitness awareness</i>
9	Identify a variety of information storage devices (floppies, CDs, DVDs, flash drives, tapes) and provide rationale for using a certain device for a specific purpose.	Multi-Media 7th Tech Ed. 7 & 8th	<i>Hardware Checklist/Hardware/Maintenance Unit Quiz JCISD MTL Unit</i>
10	Identify technology resources that assist with various consumer-related activities (budgets, purchases, banking transactions, product descriptions)	Multi-Media 6-8th	<i>Building a computer on the net.(2 ways)/Excel act.Excel Quiz,e-shopping</i>
11	Identify appropriate file formats for a variety of applications	Multi-Media 6-8th Language Arts 7th	<i>All unit quizzes (Excel, word, power-point, publisher, Hyper-studio,PS) Documents saved for different computers</i>
12	Use basic utility programs or built-in application functions to convert file formats	Multi-Media 6-8th Language Arts 7th	<i>PrintshopS-Convert .gif to .Jpg or .bmpScan photos and convert to .jpg Documents saved for different computers</i>

13	Proofread and edit writing using appropriate resources (dictionary, spell check, grammar check and references, writing references) and grade level appropriate checklists both individually and in groups.	Multi-Media 6-8th Language Arts 6th Literature 7th Language Arts 7th Social Studies 7th Writing-8th Grade	<i>Mc Word activities/Newspaper with and without student editors</i> <i>Spell-check on word/ dictionaries</i> <i>Papers/Writings</i> <i>Perfect Copy</i> <i>Projects</i> <i>Research Projects &amp; Book Projects</i>
<b>Social, Ethical, and Human Issues</b>		<b>Class/Grade</b>	<b>Activity(s)</b>
1	Understand the potential risks and dangers associated with on-line communications	SIMS 6th Language Arts 6th Street Law 6th Spanish 7-8th	<i>Gaggle</i> <i>Read &amp; Discuss articles in Scope Magazines</i> <i>Missing Program</i> <i>Gaggle</i>
2	Identify security issues related to e-commerce	Multi-Media 7th Street Law 6th Spanish 7-8th	<i>Tear-Share and Ethics Quiz</i> <i>Missing Program</i> <i>Gaggle</i>
3	Discuss issues related to acceptable and responsible use of technology. (Privacy security, copyright, plagiarism, spam, viruses, file sharing)	Multi-Media 7th Street Law 6th Social Studies 6th Language Arts 6th	<i>Tear-Share and Ethics Quiz</i> <i>Missing Program</i> <i>All reports, Projects</i> <i>Discussion before using computers &amp; scope Magazine articles</i>
4	Describe possible consequences and costs related to unethical use of information and communication technologies.	Multi-media 7th Street Law 6th	<i>Tear-Share and Ethical Quiz</i> <i>Missing Program</i>
5	Discuss the societal impact of technology in the future.	Multi-Media 7th-8th Science 7th Science 6th Social Studies 6th	<i>Tear-Share and Ethical Quiz/ Technology articles</i> <i>Electricity &amp; Magnetism</i> <i>Through Discussions</i> <i>Discussions of history/Culture</i>
6	Provide accurate citations when referencing information from outside sources in electronic reports.	Street Law 6th Multi-Media 7-8th Language Arts 7th Band/Choir 6-8th Language Arts 6th Social Studies 6th	<i>Missing Program/Cyber Crime</i> <i>Cite e-sources in Media projects</i> <i>Research paper</i> <i>Copyright Discussion</i> <i>MLA format for biographies (Jan-Feb)</i> <i>Country Projects</i>
7	Use technology to identify and explore various occupations or careers	Multi-Media 8th Life Manage. 8th	<i>Hyper-Studio (Restaurants and career) Apply online/Benefits</i> <i>Career Cruising</i>
8	Discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning.	Multi-Media 7-8th Life Manage. 8th	<i>8th Hyper-Studio (Restaurants and career) 7th-Technology articles</i> <i>Career Cruising</i>
9	Identify uses of technology to support communication with peers, family, or school Personal	Life Manage. 8th SIMS 6th All core Areas 7th	<i>Career Cruising</i> <i>Gaggle</i> <i>Updates with parents/Email</i>

		Spanish 7-8th Multi-Media 6-8th	<i>Gaggle discussion on checking grades online/Parents emailing me/Hardware unit</i>
<b>Technology Productivity Tools</b>		<b>Class/Grade</b>	<b>Activity(s)</b>
1	Apply common software features (Thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	Multi-Media 6-8th Language Arts 6th Science 6th Math 8th	<i>Use features in Word,PP,Excel,Hyper-Studio Thesaurus for stories, graphics when writing poems Science Project #2 Quiz lab for test/Math content using math web-sites/Smartboard w CDs</i>
2	Use a variety of technology resources, including the internet, to increase learning and productivity.	Multi-Media 6-8th Math 8th Street Law 6th Tech. Ed 6th Social Studies 6th Science 6th Language Arts 6th Social Studies 7th Social Studies 8th Science 7th	<i>Research Projects, digital cameras/Internet,microphones,Headphones Quiz lab for test/Math content using math web-sites/Smartboard w CDs School Safety Glacier Nat. Park-Trip Unit Book Web Site Science Project #2 Research Biographies Brochures Various Assignments and projects Projects/Research, On-line Quizzes</i>
3	Explore basic applications that promote creativity. (Graphics, presentation, photo-editing, programming, video editing)	Multi-Media 6-8th Math 8th	<i>Yr-book(8th),Adobe Photoshop(8th), PP( 6-8th), Hyper-studio(6-8th) Quiz lab for test/Math content using math web-sites/Smartboard w CDs</i>
4	Use available utilities for editing pictures, images, or charts.	Multi-Media 6-8th Math 8th Social Studies 7th	<i>Yr-book,Adobe Photoshop, Cropping Smartboard w CDs, Math Content using math web-sites Projects</i>
5	Use collaborative tools to design, develop, and enhance materials, publications, or presentations	Multi-Media	<i>Using sound recorder for various applications./Paint .net creations Pics from net into projects/copy &amp; paste/Clip art and sound sharing</i>
<b>Technology Communications Tools</b>		<b>Class/Grade</b>	<b>Activity(s)</b>
1	Use a variety of telecommunication tools (e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.	SiMS 6th Spanish 7-8th All core/Encore Street Law 6th	<i>Jill-Gaggle (Spanish, SIMS) English-Spanish Translator Parent/Student Communications (Email) Missing CD computer program</i>
2	Create a project (presentation, web page, newsletter, information brochure) using a variety of media and formats (graphs, charts, audio, graphics, video) to present content information to an audience.	Multi-Media 6-8th Social Studies 7th Social Studies 6th Language Arts 6th Science 6th	<i>Newspaper, Yr-book, PP, Hyper-Studio, Publisher, Printshop/Sound Rec. Brochure-Canada East Asian Country Projects Class Newspaper Science Project #2</i>
<b>Technology Research Tools</b>		<b>Class/Grade</b>	<b>Activity(s)</b>
1	Use a variety of Web search engines to locate information.	Life Manage. 8th Street Law 6th	<i>Linda-Career Cruising Search/Locate information on school violence</i>

		Science 6th Language Arts 6th Social Studies 6th Social Studies 7th Literature 7th Science 7th Writing-8th Grade Social Studies Multi-Media 6-8th	<i>Cell Project and Science Project #2</i> <i>Research Biographies</i> <i>Country Reports/Projects</i> <i>Research Projects</i> <i>Research Projects (Area of Dust Bowl, Famous African American)</i> <i>Research Projects (Wave Interaction)</i> <i>Research Paper</i> <i>Various assignments and projects</i> <i>Various Research Projects in all three grades</i>
2	Evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness	SIMS 6th Life Manage. 8th Writing-8th Grade Multi-Media 6-8th Social Studies 6th	<i>Internet Quiz/Nancy Bennet Presentation</i> <i>Career Cruising</i> <i>Research paper</i> <i>Research Projects</i> <i>Current Events Research</i>
3	Identify types of internet sites based on their domain names (.edu,.com,.org.gov)	SIMS 6th Multi-Media 6-8th Tech. Ed 6th	<i>Internet Quiz</i> <i>Discussion, Introduction to Researching before doing 1st research Proj.</i> <i>Glacier Nat. Park-Compare Unit</i>
4	Know how to create and populate a database.	Multi-Media 7-8th	<i>Access Quiz /Access activities</i>
5	Perform queries on existing databases	Multi-Media 7-8th Social Studies 6th Writing-8th Grade	<i>Access Quiz /Access activities</i> <i>Reports/Projects/Current Events Research</i> <i>Research paper</i>
6	Know how to create and modify a simple database report	Multi-Media 7th-8th Social Studies 6th	<i>Access Quiz /Access activities</i> <i>Charts for reports</i>
7	Evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	Multi-Media 8th Science 7th	<i>8th Grade Portfolio Projects (Office Package, Inspiration, Hyper-Studio)</i> <i>Scientific Tools</i>
<b>Technology Problem-Solving and Decision-Making Tools</b>		<b>Class/Grade</b>	<b>Activity(s)</b>
1	Use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem.	Multi-Media 7th-8th Social Studies 6th	<i>Excel and Access Activities and quizzes</i> <i>Current Events/Controversial Question</i>
2	Describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems.	Life Manage. 8th Multi-Media 6-8th  Social Studies 6th Math 7th Science 7th	<i>Career Cruising</i> <i>Protecting Endangered Animals-6th, Portfolio Projects- 8th, Disaster Project 7th</i> <i>Current Events/Controversial Question</i> <i>Problem Solving</i> <i>Scientific Method</i>

## Appendix B: Inventory

# INVENTORY



### SCHOOL HARDWARE RESOURCE SURVEY

School: Napoleon Community Schools      Type: Entire District All Buildings  
 District: Napoleon      Date of Survey: March, 2008

SCHOOL WIDE INFORMATION			
Number of Buildings	6	Ethernet Hubs	40
*with Acceptable Electrical Power	6	Routers/Switches	31
*on Network	6	Multiplexers (Newbridge)	0
Rooms Served by Network	162	PBX/Key Systems	1
Communications Closets (IDF/MDF)	10	Main Data Lines to Site	1

<b>Networking Equipment</b>						
Dedicated Internet Access	Fiber from ISD			1		
Vintage III: File Sharing	Networking-NOS Server (Novell, WIN NT)			2		
Vintage II: File Sharing	Networking-Dedicated File Server			4		
Vintage I: File Sharing	Networking-Peer to Peer			0		
Vintage III: Network Wiring	Fast Ethernet			Yes		
Vintage II: Network Wiring	Ethernet			Yes		
Vintage I; Network Wiring	Local Talk/Baseband			0		
Phone System PC=1	Cajun Switch = 2					
Voice Mail PC = 1						
Lucent Fiber = 3						
<b>Vendor</b>	<b>Model</b>	<b>Cent/Trans</b>	<b>EB Y</b>	<b>ACK</b>	<b>MS</b>	<b>HS</b>
3Com 4228G Switch	Series 3C13704	2		2	2	2
3Com 4900 Switch	Series 3C17700		1		1	
3Com 422GT Switch	Series 3C17300		8		4	6
3Com Supestack 4	Series 3CR17161-91					1
Net Gear Pro Safe 16	JfS516 10/100 Port		1			
Lucent Cajun Switch	P333R			1	1	
Cisco Catalyst 3750	POE-48				1	
3Com Baseline Switch	10/100 3C16465C				1	

EQUIPMENT & DEVICES IN ROOMS <i>ACKERSON</i>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms		5	3		5	
Computers	Description					
Dell Gx280	PENTIUM 4, XP Pro	20			6	
Dell Gx270	Pentium 4, XP Pro	5	4			
Other Computer Devices	Description					
Epson Projectors	Epson Powerlite	3				
Laser Jet 4050n	Monochrome Laser		1			
Laser Jet 2300n	Monochrome Laser	1				
Color Deskjet 3800	Color Inkjet Printer		1			
Kyocera Mita KM 2550	Printer/ Copier		1			
EQUIPMENT & DEVICES IN ROOMS <i>Elementary School</i>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms		38	2	1	1	1
Computers	Description					
Dell GX270	Pentium 4, XP Pro	38	7	12	10	1
Dell GX760	AMD 64, XP Pro			30		1
Dell GX620	Intel Pentium D 326	14				
Dell Lat D505 Laptops	Celeron M, XP Pro			5		
Dell Lat D520 Laptops	Centrino Duo, XP Pro			16		
Dell Inspiron 2600	Celeron, XP Pro			5		
Other Computer Devices	Description					
Digital Camera	Cannon SureShot			3		
HP Color Laser 4650n	Color Laser printer			1		
Alphasmart	Alphasmart			40		
Epson Projectors	Powerlite			3		

HP Laserjet 2430 N	Monochrome Laser	1				
Kyocera Mita KM 5050	Printer/Copier					1
Kyocera Mita FS1010	Monochrome Laser			1		
Kyocera Mita KM 2550	Printer/ Copier		1			
Samsung FS C5015N	Color Printer		1			
HP Laserjet 2300n	Monochrome Laser		1			
<b>EQUIPMENT &amp; DEVICES IN ROOMS Middle School</b>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms		24	2	1	2	1
<b>Computers</b>	<b>Description</b>					
Dell GX740	AMD 64, XP Pro	26	4			
Dell GX620	Intel Pentium D 326	26				
Dell Gx280	PENTIUM 4, XP Pro			30		
Dell Deminsion 2300	Pentium 4, XP Pro	32				
Dell Inspiron 2600	Celeron, XP Pro			16		
Dell GX270	Pentium 4, XP Pro	32				
<b>Other Computer Devices</b>	<b>Description</b>					
Epson Projectors	Epson Powerlite	3				
HP Laserjet 2430 N	Monochrome Laser			1		
Samsung CPI 550N	Color Laser			1		
Krocera Mita FS3800	Monochrome Laser			1		
Alphasmart	Alphasmart			25		
Xerox Phaser 3500	Monochrome Laser	1				
Samsung Clp 510N	Color Laser	1				
HP Laserjet 2300n	Monochrome Laser	1				
HP Scanjet 5300	Doc Scanner	6				
SmartBoard	Interactive Display system			1		
<b>EQUIPMENT &amp; DEVICES IN ROOMS High School</b>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms		32	2	1	1	1
<b>Computers</b>	<b>Description</b>					
			Pentium 4, XP Pro			
Dell GX270	Pentium 4, XP Pro	40	6	16	1	1
Dell Inspiron 2600	Celeron, XP Pro			15		
Dell Deminsion 2300	Pentium 4, XP Pro			20		
Dell Gx280	PENTIUM 4, XP Pro	30				

Dell GX620	Intel Pentium D 326	22				
Dell GX760	AMD 64, XP Pro	8				
<b>Other Computer Devices</b>	<b>Description</b>					
Epson Projectors	Epson Powerlite	3		1		
HP Scanjet 5300	Doc Scanner	10				
HP Laserjet 4050n	Monochrome Laser			1		
Laser Jet 2300n	Monochrome Laser	1	2			
Color Deskjet 3800	Color Inkjet Printer		1			
Samsung CLP 550N	Color Laser	1				
HP Color Laser 4650n	Color Laser printer			1		
HP Laserjet 2430 N	Monochrome Laser	1				
Krocera Mita FS3800	Monochrome Laser					1
<b>EQUIPMENT &amp; DEVICES IN ROOMS</b> <i>Central Office/Transportation</i>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms			2			
<b>Computers</b>	<b>Description</b>					
Dell GX270	Pentium 4, XP Pro		7			
HP Proliant ML350	Xeon Processor		1			
<b>Other Computer Devices</b>	<b>Description</b>					
HP Laserjet 4050n	Monochrome Laser		3			
Kyocera Mita KM 2550	Printer/ Copier		1			
<b>EQUIPMENT &amp; DEVICES IN ROOMS</b> <i>Tech Office</i>		Class-rooms	Office Areas	Library	Resource Rooms	Teacher Work Areas
Total Number of Areas and Rooms			1			
<b>Computers</b>	<b>Description</b>					
Dell Precision 350	Pentium 4, XP Pro		2			
HP Proliant ML350	Xeon Processor (Novell)		2			
Dell Poweredge 2600	Xeon Processor (Novell)		1			
Dell GX270	Pentium 4, XP Pro (Ubuntu)		2			
Dell GX740	AMD 64, XP Pro		1			

Dell Gx280	PENTIUM 4, XP Pro		2			
Dell Poweredge 840	Celeron D (Windows Server 2003)		1			
<b>Other Equipment</b>						
TV's		51		18		
VCR's		51		16		
Video Camcorder				4		
Phones		89	64	9		
<b>Broadcasting Equipment</b>	<b>Description</b>					
TV Broadcasting System				1		
Video Broadcasting System		6	2			
Cable Access		46		3		
Dedicated FAX Lines	Component Broom Box, etc.		7	2		