Vandercook Lake Public Schools

Technology Plan

(July 1, 2006 – June 30, 2009)

Web URL – Http://scnc.vandy.k12.mi.us/tech/techplan current.htm
School District Code = 38020

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Section Two - **Introductory Material**

District Mission Statement

Vandercook Lake Public Schools, in partnership with our community, will provide a quality education empowering all students to become independent, life-long learners, and productive citizens.

High School/Middle School Mission Statement

The staff of Vandercook Lake High School/Middle School, with the support of our students, community, and other agencies, will provide a safe, positive environment which will encourage students to reach their individual potential.

We will guide, facilitate, and motivate our students toward progressive growth in academic, physical, social, and emotional development. As a result, students and society will benefit.

Townsend School Mission Statement

The Vandercook Lake elementary school community working with families and supporting resources will provide a nurturing learning environment for our students to establish developmentally appropriate skills and positive attitudes that will build a firm foundation for continuing the learning process.

Description of District (District Profile)

- District established in 1848, fractional school district #10 of Jackson and Leoni.
- First classic wooden school building constructed in 1858 (used till 1891)
- First permanent (Brick) school building (Draper School) built in 1891
- The University of Michigan first accredited Vandercook High School in 1934.
- First graduating class of 6 in 1926.
- Largest graduating class was 109 in 1974.
- Senior class of 2006 has 94 members.
- School census rose from 24 in 1850 to a high of 1,519 in 1972.
- Current k-12 enrollment is 1,357.
- Current Professional Teaching Staff is 84.
- K-12 Enrollment of 1,357 contains 473 school of choice students and 884 district residents.

The Vandercook Lake Public Schools is a small district located in Jackson County in south central Michigan. The community is primarily single-family housing with a few small businesses. The Vandercook Lake area 2000 census showed 4,809 residents. School age census figures showed 1,325 persons age three and older that attended school. (Preschool thru college) About 1,028 residents attended district schools in grades kindergarten through 12th grade; the balance of our school enrollment is made up of “School of Choice “students. The district serves approximately 1,300 students and provides a comprehensive curriculum and complete athletic program. A few high school students attend the Jackson

Area Career Center (JACC) which provides career and technical education programs for Jackson county students and adults.

The Vandercook Lake Public Schools has both its High School / Middle School and Elementary buildings fully certified by the North Central Association. (North Central Certification requires that schools meet certain high standards for curriculum, staffing and services that it provides.)

Per capita income in year 2000 was $17,359. There were 1,820 households with a median earning level of $40,238. (This data is for an average household size of 2.60 and average family size of 3.07.) Census racial data shows the district is about 97.5 % white.

We currently support three educational facilities

Vandercook Lake High School/Middle School
Houses 630 students in grades 6-12

Offices for the High School, Middle School and Central Administrative Offices
1000 Golf Avenue
Jackson, MI 49203

Townsend Elementary School
Houses approximately 631 students in grades K-5
1005 Floyd Avenue
Jackson, MI 49203

McDevitt School
Houses approximately 51 students in preschool and Basic Kindergarten
Houses approximately 15 students in an Alternative Education Program.
Serves approximately 180 children in a Latchkey Program
800 E. McDevitt
Jackson, MI 49203

Technology Committee Membership

Central Office Representation
Anthony Hollow – Superintendent
Phil Garrison – Technology Director / district resident /graduate of Vandercook Schools / parent of district graduates

High School Representation
Marcia Bigger - Media Specialist
Tammie Neeley -Teacher (Computers / Technology)
OK-Karen Benson – Teacher (HSMS Special Education)
Dan Hyliard–Science Teacher /graduate of Vandercook Schools

Middle School Representation
Renee Rudloff – middle school Principal
June London-Support staff / district resident / graduate of Vandercook Schools

Deb Long – PASS Classroom Teacher

Townsend School Representation
Paul Chilcote – Building Principal
Jennifer French – Media Specialist / district resident
Joy Cichy – LMC Technology Aide / district resident / parent of district students
Sheryl Waite – Elementary Teacher
McDevitt School Representation
Scott Koziol – Building administrator / District Curriculum Director
Donna LeFaive – Building Secretary / district resident / parent of district students
School Board Representation
Delinda Woods – School board member / District Resident / parent of district graduates

Consortium Acknowledgements

JCISD - Jackson County Intermediate School District**,**
All School districts in Jackson County http://www.jcisd.org

TACC Technology Area Coordinating Council **(**All Jackson County Districts)
http://scnc.jcisd.k12.mi.us/remc/tacc.htm

REMC 15 - Region 15 Media Center (Districts in Jackson and Hillsdale County)
http://jcisd.k12.mi.us/remc/remc.htm

MERIT K-12/Community Dial-in Project (Merit Dial-in page)
http://www.merit.org/mn/support/remote/local.html

SCNC Project (Southeast Central Networking Consortium)
Approximately 100 school districts working collaboratively to provide Internet service.

1. Southeast Central Networking Consortium website http://serv1.scnc.k12.mi.us/
2. SCNC member list http://scnc.jps.k12.mi.us/~dialstat/scnc.htm
3. Overview of SCNC Project http://serv1.scnc.k12.mi.us/overview/

MSU Computer Laboratory - Contracted Services for SCNC server
http://www.msu.edu/unit/complab/aboutcl.html

Section Three – **Vision and Goals**

Introduction-Technology Mission

Vandercook Lake Public Schools is keenly aware of the valuable role that technology can play in the improvement and enhancement of K-12 education. This technology plan is a living document, which outlines the ways in which Vandercook Lake Public Schools will implement and utilize technology to advance its educational mission and outcomes. The primary intent of this plan is to improve the instruction and education of students through the integrated use of technology in the classrooms and curriculum.

Technology provides many tools, which are useful in the daily lives of students, teachers and administrators. It facilitates the creation, location, organization, manipulation, and presentation of information. It fosters communication and information exchange among teachers, parents, students and administration. The goal is for the students of Vandercook Lake Public Schools to learn to effectively use technology as self-directed, life-long, learners and information navigators and explorers, prepared for life in the 21st century.

Technology Vision Statement

We believe that technology is becoming an integral part of our lives. Educationally, technology serves as a tool, which enhances lifelong student learning at all levels, and expands the scope of the curriculum. Technology is a vital component of all curriculum areas. The use of technology prepares students for careers in today's fast paced global society.

Technology Goals

1. Every student will become competent in the use of varied technologies to move beyond rote learning towards analytical thinking, problem solving, self-directed, and project-based learning.
2. The integration of technology will be included in all appropriate curriculum areas to enhance teachers' ability to assess student learning in critical and creative thinking skills, tailor learning experiences to learners' needs and abilities, and to help them become self-directed and cooperative learners.
3. Appropriate technological resources, support and training will be provided for students and staff to maximize their effectiveness and efficiency.
4. Students and staff will have equitable access to technological resources.
5. Every student will acquire the necessary skills to use and evaluate sources of information.
6. All staff, when appropriate will utilize technology to enhance and expand their curriculum areas.
7. All students and staff will be required to have an understanding of their obligations concerning compliance with acceptable use policies.
   (Student AUP Appendix D), (Staff-AUP Appendix E)
8. Effort will be made to help students, teachers, administrators and other staff make progress toward the International Society for Technology in Education National Educational Technology Standards.
   a. (ISTE NETS for Students) (appendix A)
   b. (ISTE NETS for Teachers) (appendix B)

c. (ISTE NETS for Administrators) (appendix C)

9. Effort will be made to help students meet the current Michigan Educational Technology Standards. Local and ISD staff are currently working on creating methods of evaluating progress toward meeting the standards.

a. METS grades K-2 (Appendix F) http://techplan.org/metskto262305.pdf
b. METS grades 3-5 (Appendix G) http://techplan.org/mets3to562305.pd
c. METS grades 6-8 (Appendix H) http://techplan.org/mets6to862305.pdf
d. METS grades 9-12 (Appendix I) http://techplan.org/mets9-12TechStandardsv3Proposed.doc
e. METS Grade Level Checklist - http://www.techplan.org/METS2005Checklist.doc

10. The district will make more efficient use of radio communication between administrators, playground supervisors and bus drivers to ensure the safety of students and to improve response time in meeting parental requests.

Technology and the School Improvement Plan

Our current district school improvement plan goals deal with student outcomes

1. In grades 3, 4, 5, 6, 7, 8 ,9 and 11, all Vandercook Lake students will strive to achieve level 1 in all content areas on the MEAP test.
2. All Students will be able to read at or above grade level when they leave 3rd grade and 6th grade and continue to develop reading and vocabulary skills throughout high school

The Vandercook Schools have committed all school resources to achieving these goals. The long range technology plan of the district provides a framework through which school improvement goals and other missions and goals can be met.

Section 4 **(Curriculum) A. Curriculum Integration**

(Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.)

Integration of Technology into Curriculum
Enhancing teaching, training and student achievement

Introduction of computer, voice, data and video communications into each classroom enables technology to become an integral tool in the exploration of curriculum topics and projects. As teachers become familiar and comfortable with the new network and technology tools available, they will individually and collectively explore ways in which to utilize these resources to enrich and enhance the education of their students. Vandercook Lake Public Schools is working to progressively see that:

Curriculum Integration Goals

1. Student-centered learning will be fostered through the use of the technology by enabling self-paced learning and information exploration.
2. Teachers and students will realize the benefit of increased productivity through the use of easily accessible computer hardware and software tools.
3. The network will expand the breadth of information and human resources that are accessible to the students. The Internet will enable students and teachers to exchange information with distant experts and mentors, increasing the significance of curriculum topics to students.
4. The networks will be used to encourage collaboration and information exchange among peers.
5. Students, teachers and administration will more creatively and effectively present and share information with each other through the aid of the classroom computers and networks.
6. The potential for daily parent-teacher communication will be possible through the use of voice mail, email, and the school's web site, thereby supporting the students' learning process.
7. Ongoing improvements in the curriculum will incorporate the use of technology as an integral part of the classroom lesson plans, as both a specific learning center and as a tool for the location, organization, manipulation, creation, and presentation of information by teachers and students.
8. Teachers will model the use of technology for students, using it as a productivity tool to create classroom materials. They will use both the video and networked computer technology as additional vehicles for engaging the students in the exploration and investigation of curriculum subjects and topics.
9. Students, teachers, administrators, staff and parents will have remote access to the school's web site around the clock to enable distributed and flexible learning to occur at anytime and from anywhere.
10. Web-based technology will be utilized as a powerful storage and navigational tool for locating information within the school and from remote locations around the world via the Internet. It will be used by teachers, students, and administration to store, present, and

catalog information regarding class assignments; curriculum related resources, administrative and social information, and student work portfolios.

11. The web will be used to provide an effective training and resource tool for the use of the technology itself.
12. Teachers will use web technology to create interactive learning modules.
13. Students can use web access to take advantage of enhanced curriculum offerings via distance learning technologies.

Section 5 **(Curriculum) B. Student Achievement**

(Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.)

Current Examples of Integrating Technology in the Curriculum

With networked computers and internet availability in all offices and classrooms technology has become a very important tool for most district teachers. Technology use is ubiquitous in most district classrooms.

Elementary Level

- Keyboarding program at Townsend School
  Computer Lab at Townsend School is use to teach keyboarding using the Network version of "Type to Learn" by Sunburst Communications. Specific technology needs change over time but keyboarding ability remains one of the most important acquired skills.
  1. Using correct posture and hand position.
  2. Program is set to require 10 wpm with 80% accuracy before moving to the next lesson. Program automatically increases or decreases goals based on student average speed.
  3. Students occasionally use the Windows notepad and Microsoft Word program to learn how to format text (change fonts and font attributes and how to cut and paste, etc.)
- Computer lab usage – (Townsend Elementary computer lab has fifteen computers to accommodate classes for individual projects.)
  1. Kindergarten, 1st and 2nd grade classes come to the lab once a week to work with Learning software on CD's.
  2. Grades 2, 3, 4 and 5 are given pretests at the beginning of the year using Renaissance Learnings Star Math.
  3. Grade 3 students are tested several times a year with Renaissance Learnings STAR Math.
  4. Grade 3 classes use Knowledge Adventures Kidworks Deluxe to write stories and learn basic word processing concepts.
  5. Grades 3, 4 and 5 classes have used the lab to write letters and do other projects and activities using Microsoft Word. Emphasis on file management (naming, saving, etc.) simple editing (copy, cut, paste, changing fonts, etc.) and printing.
  6. Students in all grades use lab to take Renaissance Learnings Accelerated Reader Quizzes.
  7. Grades 4 and 5 come to the lab to do research on the Internet for class projects.
  8. Computer lab teacher uses Microsoft Excel to help teachers make lists and to keep grades.
  9. Computer lab teacher emphasized technology terminology such as desktop, icons, curser, etc. with all classes that visit lab.
  10. Computer lab teacher uses digital camera pictures of building events to provide content for a slideshow screen saver that runs on all building computers.
  11. Teachers and staff use Microsoft Publisher and other programs to print photos and banners.

12. Computer lab teacher works with teachers to scan photos, graphics, etc to use in class projects.
13. Computer lab teacher works with teachers to administer Renaissance Learnings Accelerated Reader, Star Math and Star Reading. (Enrolling and unenrolling students, printing reports, unlocking student records, etc.)

- Elementary Classroom Activities-
    1. Kindergarten classes use a "Web Cam" website to monitor marine life.
    2. One classroom uses web site used to monitor North Pole weather during holiday season.
    3. MECC's Oregon Trail program used to study westward expansion in Social Studies.
    4. Map Puzzle programs used to study countries (capitals) and states (capitals) recognition
    5. Renaissance Learning's Accelerated Reader is widely used by students for taking quizzes after reading books. Teachers use the "Accelerated Reader" management program to monitor classes and reading levels.
    6. Grades 3 and 4 make use of the Renaissance Learning's "STAR Math" and "STAR Reading" programs.
    7. Students are encouraged to use standard, scientific and graphing versions of calculator programs.
    8. "Microsoft Word" is used in writing projects at an early level. Students learn basics of Word as early as possible and skills continue to build through grade 12.
    9. Microsoft PowerPoint is used by students and teachers to develop integrated presentations.
    10. Network Login and basic file management are taught by teachers at Townsend schools, all classroom computers k-12 require login before they can be used. Each elementary class has a network directory where students can save files. Each teacher and staff member has a personal home directory. (Grades 6 through 12 students have their own network storage directory which can be accessed from any computer on our network or any building in our district.)
    11. Microsoft Office professional is installed on all classroom and office computers. Students can use and update office skills as they progress through the grades.
    12. In the Resource room students use an online resource to track a migrating sea turtle. Students use the internet to search for supplementary information on their reading subjects, practice keyboarding and to publish their work. Computer skills are integrated into almost all projects.
    13. Teachers use Houghton Mifflin CD ROMS to supplement textbook activities.
    14. In the Music classroom the Harmonic Visions Music Ace program is used to help students understand music theory and ear training. The program allows students to learn at their own pace.
    15. One classroom uses digital cameras and PowerPoint to create math problem books which include the students own picture.

Middle School Level

- Middle School Classroom Activities
    1. Renaissance Learnings Accelerated Reader software has been installed on all computers and is widely used in middle school classrooms.
    2. Microsoft PowerPoint is widely used to assemble presentations and speeches. Microsoft Word used to assemble written projects. Internet access via Microsoft Internet Explorer is provided on all district computers.
    3. Students, staff and faculty frequently make use of LCD projectors to make presentations visible to large groups.
    4. Keyboarding in Computer Lab (30 computers, nine weeks) – required class for all middle school students. Network Version of South-Westers Micro type Multimedia edition is used for this class.
    5. English – 8th grade English classes use Middle School Computer lab (12 stations) to prepare the "Junior Jayhawk Journal". (student newspaper) Stories written with Microsoft Word, other content created on computer with graphics and puzzle programs, digital cameras used to take photos for use in paper.
    6. English – 8th grade English classes use computer word processing in computer lab for "Collins Writing". Student uses Internet to do research and cut and paste into word processor.
    7. Eighth grade English class use Microsoft PowerPoint to create presentations during an interdisciplinary unit on the Bermuda Triangle.
    8. Special education classes do presentations on continents using "Microsoft PowerPoint" and prepare informative brochures using Microsoft Publisher. The CIA world information website is extensively used by students to collect information.
    9. Special education classes use various computer programs to do correspondence, write thank you notes, create invitations, birthday cards, etc.
    10. Special education classes use word processing and Web to do reports on current events and weather.
    11. Many middle school classes also use the Career Cruising website for career studies.
    12. Summer school teachers use web sites to take "MEAP like" practice tests in preparation for school year MEAP test.
    13. Career Education – 8th grade Careers class uses the internet for career exploration and to begin development of their On-Line Educational Development Plan. (EDP)
    14. Social Studies – 8th grade classes do a unit on "Inventions", the Internet is used to do research, and data is assembled using Microsoft Word.
    15. Special Education –Uses assistive technology software. Kurzweil 3000 reading software and the Premier Assistive Technology Suite.
    16. Technology Lab – Middle school learning modules – CAD, Robotics, CNC Mill, CNC Lathe, Computer Animation, Meteorology, Virtual reality, Graphic design, Engineering structures, Digital photography. (7th grade, nine-week session using 1 of 15 available technology-learning modules.) (8th grade, nine-week session using 1 of 15 available technology-learning modules.)

17. Middle school yearbook is created using Taylors Tempo page creation software, Adobe Pagemaker, Microsoft Word, Olympus Camedia , Nero Burning ROM and digital cameras.

High School Level

- High School Classroom Activities
    1. Biology classes use online textbook supplement.
    2. PowerPoint Presentations used by many classes and departments.
    3. LCD Projectors in conjunction with Video Cassette Players and DVD players are utilized to present to large groups in classrooms.
    4. Accounting Class – Uses networked accounting software, "Automated Accounting" from South-Western Publishing and Peachtree Accounting.
    5. BST (Business Services Technology) classes stress typing with speed and accuracy, formatting business documents, use of Career Cruising website and other sites in careers unit, emphasis on learning Microsoft Office Applications with a final integrated unit.
    6. Students in grades 9-12 are required to update their online Educational Development Plan (EDP) each year.
    7. Finance/Career Prep – Students participate in online stock market game, build electronic portfolios, build personal budgets, and use Career Cruising software for career research, post online resumes and do college research. Students learn how to use online loan calculators in conjunction with units on financial responsibility. There is extensive use of wireless networked laptop computers in all activities.
    8. Computer Applications I and II – training in word processing, spreadsheets, presentation, data base structure and graphics. (Microsoft Office Professional Suite)
    9. Computer Applications II has unit in structure and assembly of computers. (common repairs, replacements, etc.)
    10. English and Science classes collaborate on a "Chrysler Project". Students create a 4-color brochure and a PowerPoint or video presentation on a selected topic involving infectious diseases.
    11. Media Center – Follett Library automation software is used for inventory and checkout of library media. Computers available for student use. LMC catalog is available online on all high school/middle school computers.
    12. World Studies uses Internet to research Supreme Court cases, world leaders, world religions, and various topics for research papers. "Microsoft Word" and "Microsoft PowerPoint" used to assemble and present the information.
    13. Special Education - Special Education classroom use Kurzweil 3000 reading software and Premier Assistive Technology Suite to facilitate student learning.
    14. Journalism classes – Use the Microsoft Office Suites in addition to EliteVision page creation and layout software supplied by Taylor Publishing the yearbook publisher along with Adobe Pagemaker, Adobe Photoshop Elements, Sony Camedia Suite, Lexmark scanning software and Nero Burning ROM CD burning software to create the student newspaper and yearbook.

15. Technology Lab Classes – High school learning modules - Electronics, 3D modeling, Digital imaging, Vinyl sign making, Non linear video, Electronics 2, Robotics 2, CNC Mill 2, CNC Lathe 2, Computer animation 2, 3D modeling 2. Technology I class - full year, elective 9-12, using 6 out of 15 technology learning modules plus drafting unit. Technology II class - full year, elective 10-12, using remainder of technology learning modules. Advanced Technology class - full year, elective 11-12, project based using all available modules.
16. Adult Education and Literacy – Adult community members are counseled to participate in programs at nearby school districts. We have had close ties with the Napoleon School district program at Ackerson Lake School.

Future Integration Plans and timetables

1. We plan to contract with United streaming through the ISD and State REMC bid arrangement to access their video library, clips and images for the 2006-2007 school year. Jackson ISD member schools make extensive use of this service. Performance is maximized through a Video streaming server located at the ISD and by delivery over the ISD fiber network.
2. Administration is currently studying and planning implementation of computerized attendance taking in High School / Middle School buildings during the 22005-2006 school year. If successful the same software will also be used in the elementary grades.
3. Administration is currenty studying and planning implementation of computerized gradebook that interfaces with Student management system. (SDS)
4. Selection committee is currently studying web interface products for delivery of information to parents and committee through web portal.
5. The Technology Committee will maintain a schedule of current efforts to integrate technology and accumulate data on their progress.
6. The Technology Committee will annually evaluate success and failure of integration efforts and revise and update plans/methods/timetables as appropriate.

Section 6 (Curriculum) C. Technology Delivery

(Strategies for the delivery of Specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.)

Vandercook Lake Public Schools will employ alternate methods of instructional delivery through distance learning using various technologies when available. All district offices and classrooms have access to our LAN via building Ethernet and/or wireless connections and all computers have access to the Internet. The Jackson County ISD has an available distance learning classroom.

Options include:

- All Offices and Classrooms have internet access via our network and the JCISD fiber network. All school districts and buildings in the Jackson ISD are interconnected.
- Michigan Virtual High School - http://www.mivhs.org classes offered via the web. Students have access to classes not available in our district.
- Video Streaming - Web resources like United Streaming (http://www.unitedstreaming.com) and Discovery Educations Digital Curriculum http://digitalcurriculum.com can be used to enhance and supplement the content available to district teachers and students.
- Virtual Field Trips – Websites such as http://www.efieldtrips.org/ offer either video, slideshow or PowerPoint presentations on specific locations and subjects.
- Subject Videos – a resourceful teacher can find many content and objective appropriate videos for download and playing. Most play on either Windows Media player or QuickTime media player which are available at no charge to users.
-

Section 7 **(Curriculum) D. Parental 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.)

The Vandercook Lake Schools will make every effort to communicate technology plans and policies to the community.

- A link to the district technology plan will be posted on the district web page (http://scnc.vandy.k12.mi.us) to give members of the community access to its contents.
- The district web page will contain information for parents and the community regarding general news, policy changes and informational bulletins.
- A "District Technology" column will appear in each issue of the district newsletter "News and Views" which is sent to each household in the district and also posted in PDF format on the district home page. An archive of past issues of the "News and Views" can also be accessed from the web page.
- Periodic presentations on technology projects are made at public school board meetings
- The district Technology committee is carefully structured to include administrators, teaching staff, and non teaching staff from each school building. In addition to school board members, parents, alumni and other community members.
- The district will implement a secure online information system that allows parents access to student grades, attendance and other relevant data.
- The district will encourage teachers and staff to use the existing email system to facilitate communications between staff, parents and community members.

Section 8 **(Curriculum) E. Collaboration**
(Strategies for developing the program, where applicable , with adult literacy providers.)

Collaborations

- Past and future benefits to the technology level of the district has come about through membership in the JCISD. Many goods and services that we could not provide or afford on our own are supplied through group purchase and collaboration.
- When available, outside funding through grants and awards will be utilized to support and enhance the districts technology. The technology committee will take the lead in applying for available federal and state grants and to local organizations such as the Jackson Community foundation.
- Participation in the FCC E-rate program also provides funding for district telecommunication.
- Adults in the community and students who desire or need adult education alternatives such as GED are usually counseled to contact the Adult programs coordinator at the Ackerson Lake program which is part of the Napoleon School system. Ackerson Lake school is the closest venue to our district which provides these services.
- The Vandercook schools support an Alternative high school program housed at the McDevitt school. This program accommodates up to 15 of our students and they have access to the same computer network and technology as all students in the district enjoy.

Section 9 **(Professional Development) F. Professional Development**
(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.)

Areas of emphasis for Professional Development

- Lab based training sessions will be offered to provide a general orientation to the capabilities of available technologies.
- The Jackson ISD offers many training opportunities during the school year and summer. Teachers and staff will be made aware of and encouraged to participate in any such opportunities.
- Periodic teacher in-service training sessions will be provided throughout the school year to familiarize teachers with the technology resources, which are available for daily integration into and enhancement of the curriculum. These training sessions will be provided by the on site technical support staff, by contracted specialized trainers, or by peers who have developed particular expertise or experience in specific applications of the technology. Effort will be made to schedule these sessions during our weekly professional development time on Wednesday mornings.
- Teachers and staff should be alerted when online training becomes available, and they should be counseled in how to take advantage of it.
- The demands on teacher time grow every year and it gets very difficult to bring together large groups in a lab for training. Much professional development may have to take place in small groups that can gather when time permits. Emphasis will be on sharing the information gathered at these sessions with others.
- Professional Development should be scheduled so that that all administrators, teachers and staff can take advantage of it.
- Professional Development should always emphasize how to integrate the knowledge and skills acquired into the curriculum.

Possible topics for lab based professional development include (Staff should be surveyed annually to determine what staff is interested in. When prioritizing what Professional Development will occur consideration will be given to skills and procedures mentioned in state and national standards (NETS)(METS)

1. Use of Vandy email system, using mail programs, sending, receiving, etc.
2. Using Office Professional applications
    a. Microsoft Word
    b. Microsoft Excel
    c. Microsoft PowerPoint
    d. Microsoft Publisher
3. Using the local area network - file management, directory management, accessing resources and programs.
4. Use of specialized programs available on network.
    a. Accelerated Reader

   b. Accelerated Math
   c. Star Math
   d. Star Reading
   e. Premier Assistive Technology Suite)
5. Photo editing / Digital Photography / Using digital cameras.
6. Use of Scanner / scanning software / file management
7. Use of the Internet in the classroom.
8. Computerized Grading Software
9. Computerized Attendance Software

Section 10 **(Professional Development) G. Supporting Resources**
(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

- **Jackson Country Intermediate School District –**
    1. Technology Staff at JCISD provide technology support for all Jackson county districts.
    2. REMC-15 housed at JCISD provides the district with video lending library and other REMC materials

- **Web resources available on the district website** (http://scnc.vandy.k12.mi.us)
    1. School District Calendar
    2. Email Access link to district web server
    3. Contact information for all district personnel
    4. School Board – membership and meeting schedules
    5. District Policies and bylaws in all areas
        a. District Bylaws and Policies (Searchable Web Link)
        b. Acceptable Use policies for students and staff
        c. District Technology Policies and Administrative Guidelines
            i. Software and hardware, and consumable policies
            ii. Network procedures, privacy, telephone and website
            iii. Technology Consumables
            iv. Network organization
            v. Web Filtering
            vi. Telephone
    6. History and Traditions of the district
    7. District Maps
    8. District "News and Views" Newsletter Archive,
    9. Alumni contact and reunion Information
    10. Technology Help and information pages
    11. Counseling Department information pages
    12. Individual school building pages (policies, pictures, information)
    13. Athletic Department schedules/information/records
    14. Music Department information
    15. Technology Department information
    16. JCISD Links
        i. Professional Development Registration page
        ii. Link to JCISD classes and workshops schedule
        iii. Link to JCISD Career prep k12 plans
    17. Link to Career Cruising Web site

- **Subscription Resources**

1. School Calendar (Calendarwiz.com)
2. Streaming Video (UnitedStreaming.com)
3. Internet Filtering (N2H2.com)
4. School Office (Specdatasys.com)
5. Finance Office (Specdatasys.com)
6. Online Software updates (Premier-programming.com)
7. AntiVirus Signature Updates (F-Prot.com)

Section 11 **(Infrastructure, Hardware, Technical Support and Software) H. Infrastructure Needs / Technical Specification, and Design**

(Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services , and strategies to determine interoperability among the components of the technologies to be acquired.)

Current Status of District Technology

The Main Distribution Frame for the network is located in the High School building at the point of access for outside phone and communication lines. The MDF is connected via Fibre Optic Cable to Intermediate Distribution Frames (IDF) at Townsend and McDevitt Schools and by 100 megabit Ethernet links to IDF's in the Middle school wing, High School Office and Technology Office. All distribution switches are Cisco and the MDF is connected to the internet via gigabit Ethernet through the Intermediate school district fiber network. The ISD contracts with Merit Networks as the Internet Service Provider.

A video network connects all offices and classrooms in all three of our buildings to cable television feeds provided by ComCast. The High School Middle School building also accesses Channel One programming through a dish located above the library.

Novell network servers are located in the Technology Directors office. Approximately 300 computers are hooked to the network through Ethernet jacks installed in all classrooms and offices. All classrooms and offices have internet access. The district has standardized on the Windows platform with approximately 230 of the computer running Windows 98 and 70 Windows XP. All central and building office computers now run on Windows XP.

Classroom, Office and lab Windows desktops are standardized and regulated with security software. Changes to standards must be negotiated through the Technology Director.

Plans to Upgrade

- A plan should be developed to upgrade district computers on a regular basis. Approximately 25% of desktop computers should be replaced annually.
- Evaluation of equipment needs should be reviewed annually by technology staff and the Technology Committee, budgets and plans change quickly in technology.
- A plan should be developed to replace and upgrade peripherals such as printers, classroom hubs, network switches, etc. on a regular basis and newer, faster, more reliable technology becomes available.
- As hardware is replaced to support it all workstations should be upgraded to latest available version of Windows Operating System software. These upgrades should be done first in computer labs so as to impact the greatest number of students.

- Computer Lab setup and potential for upgrade
  1. High School computer lab , 31 computers, all Windows XP
  2. High School BST lab, 29 computers, all Windows 98 (upgrade summer 06)
  3. High School Portfolio Lab, 10 computers, all Windows 98 (upgrade summer 06)
  4. High School Business Lab, 30 computers, 15 Windows 98, 15 Windows XP
  5. High School LMC Lab, 22 computers, all Windows 98 (upgrade summer 06)
  6. Middle School Lab, 12 computers, all Windows 98 (new equipment required)
  7. Townsend School Lab, 15 computers, all Windows 98 (new equipment required)

Basic Strategies for ensuring interoperability

All new technology equipment purchases must be approved by the Technology Director. The Technology Director will assess in each case if new purchases will enhance and coexist with current equipment. Purchases will be in accordance with existing hardware and software policies, both of which address interoperability. Consideration of interoperability is not just internal to the district, we are part of a county wide network and consideration and consultation with JCISD should be done before making network additions.

District Technical support

Technical support is supplied by one full time Technology Director, one part time technology assistant at Townsend School and contracted outside help for computer, printer and network repair and support. Technical support can be minimized by standardizing on a minimum number of brands. (computers/Printers/ Servers/Switches)and supporting a minimum number of desktop configurations which can be imaged and quickly replaced.

Section 12 **(Infrastructure, Hardware, Technical Support and Software)**

I. Increase Access

Strategies to increase access to technology for all students and all teachers.

1. The district will monitor the use of technology in the district and make adjustments for changes.
2. Adequacy of internet access speed and volume
3. The district will add to existing data, video and telephone wiring infrastructure when changes in resource utilization occur.
4. The district will add to existing Assistive Technology accommodations when needed.
5. The district will ensure that teachers have the needed computers to implement new web based attendance policies. (i.e. A computer on every teacher desk, currently all classrooms have computers but easy teacher accessibility will be needed for online hourly attendance.

Section 13 (Funding and Budget) J. Budget and Timetable

Proposed Budget for years 2006-2009

Item	2006-2007		2007-2008	3% inc	2008-2009	3% inc
Tech Staff Wages		subtotals		subtotals		subtotals
Tech director salary	$69,163		$71,238		$73,375	
Tech Dir Ins PAC	$15,357		$15,357		$15,357	
Tech Dir Retirement	$11,301		$11,640		$11,989	
Tech Dir FICA	$5,291		$5,450		$5,613	
Elem Tech Sarary	$16,044		$16,525		$17,021	
Elem Tech Retirement	$2,622		$2,700		$2,781	
Elem Tech FICA	$1,227		$1,264		$1,302	
Hardware (new)	$30,000		$30,900		$31,827	
Computers		$20,000		$20,600		$21,218
Printers & peripherals		$10,000		$10,300		$10,609
Licensing & fees	$27,000		$27,810		$28,644	
Internet Connectivity		$7,000		$7,210		$7,426
software licensing		$19,000		$19,570		$20,157
Fees		$1,000		$1,030		$1,061
Software & support	$10,000		$10,300		$10,608	
Purchase		$6,000		$6,180		$6,365
Upgrade		$4,000		$4,120		$4,243
Professional Dev	$5,000		$5,150		$5,305	
Technical support	$15,000		$15,450		$15,913	
networking		$6,000		$6,180		$6,365
service & parts		$9,000		$9,270		$9,548
Totals	**$208,005**		**$213,784**		**$219,736**	

Section 14 (Funding and Budget) K. Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

- Individuals or groups in the district that apply for outside funding or grants for technology resources will coordinate with the technology committee and the director of technology to make sure maximum benefit is derived for the district and maximum impact on the curriculum is achieved.
- The district will work with the Jackson County ISD and the Michigan Department of Education to keep informed regarding funding and collaborative technology opportunities.
- The district Technology Committee will review potential funding sources, apply for grants when appropriate with the approval of the administration.
- The district will apply annually for all available discounts through the Universal Service Fund (USF)(Erate) Current free and reduced lunch counts result in approximately %50 reduction in telecommunications and Internet access charges.

Section 15 (Monitoring & Evaluation) L. Evaluation

Evaluation Philosophy

Technology in the schools is no longer considered a separate entity. Technology is integrated into the functions of the school district in all areas. Maintenance, administration, business functions, student services, counseling, and student learning all make extensive use of technology. As such the efficiency of the technology infrastructure is monitored, evaluated and adjusted as needed by normal operational processes.

Vandercook Lake Public Schools has established a Technology Committee who along with the Technology Director and Administration will oversee the implementation and evaluation of the Technology Plan. The committee will meet periodically to consider this evaluation and implementation. The committee will consist of the Technology director and representation from the administration, teachers, staff and community members with representation from each district building. (Current Technology Committee members are listed in section two of this document)

The Technology committee will be charged with seeing that the technology goals of the district are implemented. They will measure the impact and effectiveness of our goals by surveying those affected by the technology and make appropriate adjustments. By carefully monitoring the implementation of goals adjustments can be made that may produce maximum benefit to the district.

At periodic meetings of the Technology Committee goals that are not achieved or cannot be met can be reevaluated and if necessary altered. Such new or altered goals can be reflected in the next update of the Technology Plan.

Things to consider while monitoring and evaluating this document

- 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?

An evaluation worksheet like the following should be used by the Technology Committee Annually to evaluate progress.

Vandercook Lake Public Schools – Technology Plan (2006-7)(2007-8)(2008-9)

Required Component	**Indicators of Success**	**Progress Towards Goals**	**Focus Areas for Improvement**	**Data Accumulated by**
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Impact on Student Achievement				
Cost/Funding				
Timetable				
Supporting Resources				

Section 16 (Monitoring & Evaluation) M. Acceptable Use Policy

CIPA, Monitoring and Student Safety on the Internet

The district, in conjunction with the Local Intermediate School District contracts with Secure Computing to install the Smartfilter BESS Edition to filter the Internet traffic into the schools network. In addition the district uses the Squid Proxy installed on our SCNC FreeBSD Internet server by the Michigan State University Computer Lab to filter traffic. The Squid Proxy gives some flexibility in blocking sites at the local level.

The district has developed an Acceptable Use and Safety Policy for Students and Staff. Students/parents/guardians must sign this policy when they enroll in the district or change buildings. (I.e. moving from elementary to middle school)

See Appendix D, Student Acceptable Use and Safety Policy

The district has developed an Acceptable Use Policy for Staff. Employees of the district must sign and abide by this agreement as a condition of employment.

See Appendix E, Staff Acceptable Use Policy

Appendix A – ISTE NETS*T for Teachers
International Society for Technology in Education
National Educational Technology Standards for Teachers
http://cnets.iste.org/teachers/t_stands.html

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Apply current research on teaching and learning with technology when planning learning environments and experiences.
- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Plan for the management of technology resources within the context of learning activities.
- Plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- Facilitate technology-enhanced experiences that address content standards and student technology standards.

- Use technology to support learner-centered strategies that address the diverse needs of students.
- Apply technology to develop students' higher order skills and creativity.
- Manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- Model and teach legal and ethical practice related to technology use.
- Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- Promote safe and healthy use of technology resources.
- Facilitate equitable access to technology resources for all students.

Appendix B – ISTE NETS*S for Students
International Society for Technology in Education
National Educational Technology Standards for Students
http://cnets.iste.org/students/s_stands.html

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

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

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

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

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

5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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

Appendix C ISTE NETS*A for Administrators

International Society for Technology in Education
National Educational Technology Standards for Administrators
http://cnets.iste.org/administrators/a_stands.html

NETS for Administrators

Educational Technology Standards and Performance Indicators for Administrators

1. LEADERSHIP AND VISION.
Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- Use data in making leadership decisions.
- Advocate for research-based effective practices in use of technology.
- Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

2. LEARNING AND TEACHING.
Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

3. PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- Model the routine, intentional, and effective use of technology.

- Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- Engage in sustained, job-related professional learning using technology resources.
- Maintain awareness of emerging technologies and their potential uses in education.
- Use technology to advance organizational improvement.

4. SUPPORT, MANAGEMENT, AND OPERATIONS.
Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- Implement and use integrated technology-based management and operations systems.
- Allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

5. ASSESSMENT AND EVALUATION.
Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- Use technology to assess, evaluate, and manage administrative and operational systems.

6. SOCIAL, LEGAL, AND ETHICAL ISSUES.
Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- Ensure equity of access to technology resources that enable and empower all learners and educators.
- Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- Promote and enforce privacy, security, and online safety related to the use of technology.
- Promote and enforce environmentally safe and healthy practices in the use of technology.
- Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Appendix D

STUDENT ACCEPTABLE USE AND SAFETY POLICY

Vandercook Lake Public School District Policy 7540.03

Students are encouraged to use the Board's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Students must codex themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the Student Handbook and/or civil or criminal liability. Prior to accessing the Internet at school, students must sign the Student Network and Internet Acceptable Use and Safety Agreement. Parent permission is required for minors.

Smooth operation of the Board's Network relies upon users adhering to the following guidelines. The guidelines outlined below are provided so that users are aware of their responsibilities.

A. Students are responsible for their behavior and communication on the Internet.
B. Students may only access the Internet by using their assigned School Network account. Use of another person's account/address/password is prohibited. Students may not allow other users to utilize their passwords.

C. Students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.
D. Students may not use the Internet to engage in "hacking" or other unlawful activities.
E. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
F. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited.
G. Students are expected to abide by the following generally accepted rules of network etiquette.
    1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through the Board's computers/network. Do not use obscene, profane, vulgar, sexually explicit, defamatory, or abusive language in your messages.
    2. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet.
    3. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
    4. Never agree to get together with someone you "meet" on-line without prior parent approval.
    5. Diligently delete old mail on a regular basis from the personal mail directory to avoid excessive use of the electronic mail disk space.
H. Use of the Internet to access, process, distribute, display or print child pornography and other material that are obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently

offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or stimulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited

I. Malicious use of the Board's computers/network to develop programs that harass other users or infiltrate a computer or computer system and /or damage the software components of a computer or computing system is prohibited. Students may not use the Board's computers/network in such a way that would disrupt their use by others. Students must avoid intentionally wasting limited resources.
J. All communications and information accessible via the Internet should be assumed to be private property (i.e. copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected.
K. Downloading of information onto the Board's hard drives is prohibited; all downloads must be to floppy disk. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or software program that infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational.
L. Students must secure prior approval from a teacher or the Director of Technology before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."
M. Students are prohibited from accessing or participating in online "Chat rooms" or other forms of direct electronic communication (Other than email) without prior approval from a teacher or the Director of Technology. All such authorized communications must comply with these guidelines.
N. Privacy in communication over the Internet and the Network is not guaranteed. To ensure compliance with these guidelines, the Board reserves the right to monitor, reviews, and inspect any directories, files and/or messages residing on or sent using the Board's computers/network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
O. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. The Board is not responsible for the accuracy or quality of information obtained through its services. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects should be cited the same as references to printed materials.
P. Disclosure, use and /or dissemination of personal identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Network and Internet Acceptable Use and Safety Agreement Form."
Q. Proprietary rights in the design of web sites hosted on the Board's server's remains at all times with the Board.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934 as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

Appendix E

Staff Network and Internet Acceptable Use and Safety

Vandercook Lake Public School District Policy 7540.04

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 staff. The Board encourages the staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Boards policy on Instructional Materials.

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and /or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or designees may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

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. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

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

Staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in the 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 user privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Boards computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

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

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

Appendix F

Michigan Educational Technology Standards (METS grades k-2)

- **BASIC OPERATIONS AND CONCEPTS**

By the end of Grade 2 each student will:

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

- **SOCIAL, ETHICAL, AND HUMAN ISSUES**

By the end of Grade 2 each student will:

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

- **TECHNOLOGY PRODUCTIVITY TOOLS**

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)

3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

- **TECHNOLOGY COMMUNICATIONS TOOLS**

By the end of Grade 2 each student will:

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

- **TECHNOLOGY RESEARCH TOOLS**

By the end of Grade 2 each student will:

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

- **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

By the end of Grade 2 each student will:

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

Appendix G

Michigan Educational Technology Standards (METS grades 3-5)

- **BASIC OPERATIONS AND CONCEPTS**

By the end of Grade 5 each student will:

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

- **SOCIAL, ETHICAL, AND HUMAN ISSUES**

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. discuss how various assistive technologies can benefit individuals with disabilities
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, .le sharing, spam, viruses, plagiarism) and related laws
7. use age-appropriate citing of sources for electronic reports
8. identify appropriate kinds of information that should be shared in public chat rooms
9. identify safety precautions that should be taken while on-line

10. explore various technology resources that could assist in pursuing personal goals
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

- **TECHNOLOGY PRODUCTIVITY TOOLS**

By the end of Grade 5 each student will:

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

- **TECHNOLOGY COMMUNICATIONS TOOLS**

By the end of Grade 5 each student will:

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

- **TECHNOLOGY RESEARCH TOOLS**

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results

- **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**

By the end of Grade 5 each student will:

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

Appendix H

Michigan Educational Technology Standards (METS grades 6-8)

- **BASIC OPERATIONS AND CONCEPTS**

  By the end of Grade 8 each student will:

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

- **SOCIAL, ETHICAL, AND HUMAN ISSUES**

  By the end of Grade 8 each student will:

  1. understand the potential risks and dangers associated with on-line communications
  2. identify security issues related to e-commerce

3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)
4. describe possible consequences and costs related to unethical use of information and communication technologies
5. discuss the societal impact of technology in the future
6. provide accurate citations when referencing information from outside sources in electronic reports
7. use technology to identify and explore various occupations or careers
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
9. identify uses of technology to support communication with peers, family, or school personnel

- **TECHNOLOGY PRODUCTIVITY TOOLS**

By the end of Grade 8 each student will:

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

- **TECHNOLOGY COMMUNICATIONS TOOLS**

By the end of Grade 8 each student will:

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

- **TECHNOLOGY RESEARCH TOOLS**

By the end of Grade 8 each student will:

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

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

- **TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS**
  By the end of Grade 8 each student will:
  1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
  2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world

Appendix I

Michigan Educational Technology Standards (METS grades 9-12)

- **Basic Operations and Concepts –**

  By the end of Grade 12 each student will:

  1. discuss emerging or advanced technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).
  2. identify the capabilities and limitations of emerging communication resources.
  3. identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role of a lifelong learner.
  4. understand the relationship between infrastructure, electronic resources and connectivity.
  5. understand the importance of both the predictable and unpredictable impacts of technology.
  6. routinely apply touch typing techniques with advanced accuracy, speed, and efficiency.
  7. know how to use advanced utilities (e.g., compression, antivirus, searching, security settings) with computer files in a variety of different formats.
  8. know how to identify, assess, and solve advanced hardware, software, and network problems by using online help or other user documentation and support.
  9. identify common graphic, audio, video file formats (e.g., jpeg, gif, bmp, mpeg, wav).
  10. demonstrate how to import/export text, graphics, or audio files.
  11. proofread and edit a document using an application's built-in thesaurus and spell/grammar checking functions.

- **Social, ethical, and human issues**

  By the end of Grade 12 each student will:

  1. identify legal and ethical issues related to use of information and communication technology.
  2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
  3. discuss possible long-range effects of ethical and unethical use of technology on cultures and society.
  4. demonstrate knowledge of electronic crimes such as: virus spreading, file pirating, or hacking.
  5. analyze the consequences and costs of unethical use of information and computer technology.
  6. identify ways that individuals can protect their technology systems from the unethical or unscrupulous user.
  7. explore and participate in online communities and online learning opportunities.
  8. explain the difference between freeware, shareware, and commercial software.

9. adhere to fair use and copyright guidelines.
10. create appropriate citations for resources when presenting research findings.
11. adhere to the district acceptable use policy as well as other state or federal laws.
12. explore career opportunities and identify their related technology skill requirements.
13. design and implement a personal learning plan that includes technology to support their lifelong learning goals.

- **Technology productivity tools –**
  By the end of Grade 12 each student will:
  1. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
  2. apply advanced software features such as templates and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
  3. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.
  4. locate and use an online tutorial and discuss the benefits and disadvantages of this method of learning.
  5. develop a document or file for inclusion into a web site or web page.
  6. use a variety of applications to plan, create and then edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).

- **Technology communications tools**
  By the end of Grade 12 each student will:
  1. use basic desktop or video conferencing equipment.
  2. identify and define various telecommunications or online technologies and concepts (e.g., bandwidth, distant learning, satellite communications, desktop conferencing, list serves, blogs, desktop teleconferencing, virtual reality).
  3. know how to use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, Web sites) to communicate original ideas to multiple audiences.
  4. plan and implement a collaborative project using advanced telecommunications tools (e.g., groupware, interactive web sites, simulations, joint data collection, videoconferencing) to support curriculum concepts.
  5. collaborate in content related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.
  6. use available technologies (e.g., desktop conferencing, email, groupware, instant-messaging) to communicate with others on a class assignment or project.

- **Technology research tools –**
  By the end of Grade 12 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information resources.
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.
3. determine if online sources are authorative, valid, reliable, relevant, and comprehensive.
4. distinguish between, fact, opinion, point of view, and inference.
5. evaluate resources for stereotyping, prejudice, and misrepresentation.
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).
7. formulate a hypothesis or research question and select and use appropriate information and communication technology tools and resources for collecting and analyzing information and reporting results to multiple audiences.
8. collaborate in teams to evaluate software, hardware, and networking systems to inform the development of a technology plan for a specific real-world business, educational entity, industry, organization, or other group.

- **Technology problem-solving and decision-making tools –**
  By the end of Grade 12 each student will:
  1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.
  2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, field experts.
  3. integrate information and communication technologies to analyze a real-world problem, design and then implement procedures to gather relevant information, set timelines, and evaluate progress toward the solution of a real-life problem and present possible solutions to various audiences.

Appendix J