

NORTHWEST COMMUNITY SCHOOLS TECHNOLOGY PLAN SUMMARY SHEET

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MDE Technology Planning Web Site:

<http://techplan.org>

NORTHWEST COMMUNITY SCHOOLS

District Mission Statement

The Mission of Northwest Community Schools, in partnership with the community, is to provide a learning environment, which will challenge and inspire all students to become self-sufficient, independent thinkers, and lifelong learners.



School Buildings

Northwest High School
4200 Van Horn Rd
Jackson MI 49201

R.W. Kidder Middle School
6700 Rives Junction Rd
Jackson MI 49201

Northwest Alternative and
Community Education
4100 Van Horn Rd
Jackson MI 49201

Northwest Elementary School
3757 Lansing Avenue
Jackson MI 49202

Parnall Elementary School
3737 Lansing Avenue
Jackson MI 49202

Flora List Elementary School
6900 Rives Junction Rd
Jackson MI 49201

District Profile

Established in 1954, Northwest Community Schools is one of the largest districts in Jackson County. Northwest provides some of the most outstanding educational and extra-curricular programs in the area. The district includes approximately 144 square miles and serves 3,200 students in kindergarten through twelfth grade and another 600 children and adults through an extensive Childcare and Adult & Community Education Programs. The district was among the first five K-12 school districts in the state to have all of its schools fully certified by the [North Central Association](#). North Central requires member schools to meet certain levels of excellence with regard to curriculum, staffing and services. These standards give assurance to the community that the district is doing the very best to offer superior education within the given resources of the community.

More than 400 experienced, dedicated teaching and support staff members provide professional learning experiences and services. The majority of the teaching and administrative staff have obtained advanced degrees and continue to upgrade their professional skills. All staff members are provided opportunities for in-service and self-improvement activities.

Northwest Community Schools proudly serves more than 25,000 residents with quality programs, excellent services and expectations for high achievement.

TECHNOLOGY PLAN INTRODUCTION

Background:

Northwest Community Schools has been involved in technology planning since 1995. We believe that as a tool, technology must be applied to all areas. It is fundamental to communication, creative expression, knowledge and skill acquisition, problem solving, and information management.

The purpose of this document is to enhance curriculum, not to determine curriculum. The Technology Curriculum is reviewed every three years at which time changes are made and approved. It is the duty of the individual curriculum areas to determine appropriate learner outcomes. Therefore, you will not see any computer programs related specifically to math, social studies, science, etc. The tools we recommend in this document can be used across the curriculum and are to enhance and support all teaching and learning. The selection of instructional materials, or computer software, is not the responsibility of the District Technology Committee. The decision to purchase these types of programs will be made by committees for each curricular area.

We believe that by integrating technology with all curricular areas, students will become technologically literate individuals. Such an individual:

- Understands the role and impact of technology upon society.
- Accepts the responsibilities associated with living in the technologically oriented Information age.
- Identifies when to use technology to solve a problem or accomplish a task and then selects and utilizes the appropriate technological system.
- Uses technology as a tool for obtaining information, organizing, and creative expression.
- Recognizes the ever-changing nature of technology and is flexible in adapting these changes to new tasks.

Technology Vision/Mission Statement

The Mission of the Technology Department is to assure that all learners are prepared to adapt to the challenges of the future as global citizens through the access and effective use of technology in gathering and using information, communicating effectively and making responsible informed decisions.

How the technology plan ties in with the district mission and school improvement plan:

Goals of the technology plan:

- Keep technology current within the district and in support of the curriculum.
- Facilitate the use of technology into all grades and subjects.
- Provide direction in professional development opportunities.

Goals for staff and students:

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

Guiding Documents For The Technology Plan

1. Michigan Educational Technology Standards (METS).
<http://techplan.org/>
2. National Educational Technology Standards Project.
<http://cnets.iste.org/>
3. CEO Forum on Technology and Education.
<http://ceoforum.org/>

CONSORTIUM ACKNOWLEDGMENT

Northwest Community Schools is a member of the Jackson Intermediate School District. The Jackson Intermediate School district provides twelve public school districts and two charter school districts with educational program support and technology support.

Technology Planning Team

Name:

Position:

Emily Kress	Superintendent
Cari Bushinski	Curriculum Director
Mike Tucker	Technology Coordinator
Valerie Shelters	Parnall Elementary Principal
Ivan McKenna	Northwest Elementary Principal
Lorri McAlpine	Flora List Elementary Principal
Dan Brooks	R.W. Kidder Middle School Principal
Erik Bergh	Northwest High School Principal
Paul Scholz	Alternative Education Principal
Tom Blodgett	Northwest High School Teacher
JoAnn Kosiniski	R.W. Kidder Middle School Teacher
Paula Louagie	Northwest Elementary Teacher
Denise Engel	Parnall Elementary Teacher
Jan Chomic	Flora List Elementary Teacher
Joy Miller	Alternative Education Teacher
Connie Sayles	School Board Member
Pete Jancek	School Board Member

Infrastructure

Northwest Community Schools currently has a district-wide fiber optic network that connects all buildings. Within each building, there is fiber running from the MDF of that building to each IDF closet. CAT 5 cable runs from the wiring closets to the classrooms for a 100TX connection to the desktop computer. All classrooms are connected to the district data network.

The network infrastructure consists of a Gigabit Ethernet backbone between all buildings and extends into each building data closet.

The core switch of our network is a Cisco 4507 with the Supervisor V router blade located in the Central Office. The network currently supports more than 900 computers. Network traffic is managed by several VLAN's.

High speed Internet access is provided via fiber-optic cable using a Gigabit Ethernet link to the Jackson County Intermediate School District.

Through the Internet connection, students, staff and community members have access to a diverse variety of on-line classes from [Michigan Virtual University](#), [Michigan Virtual High School](#) and dual-enrollment offerings from area colleges.

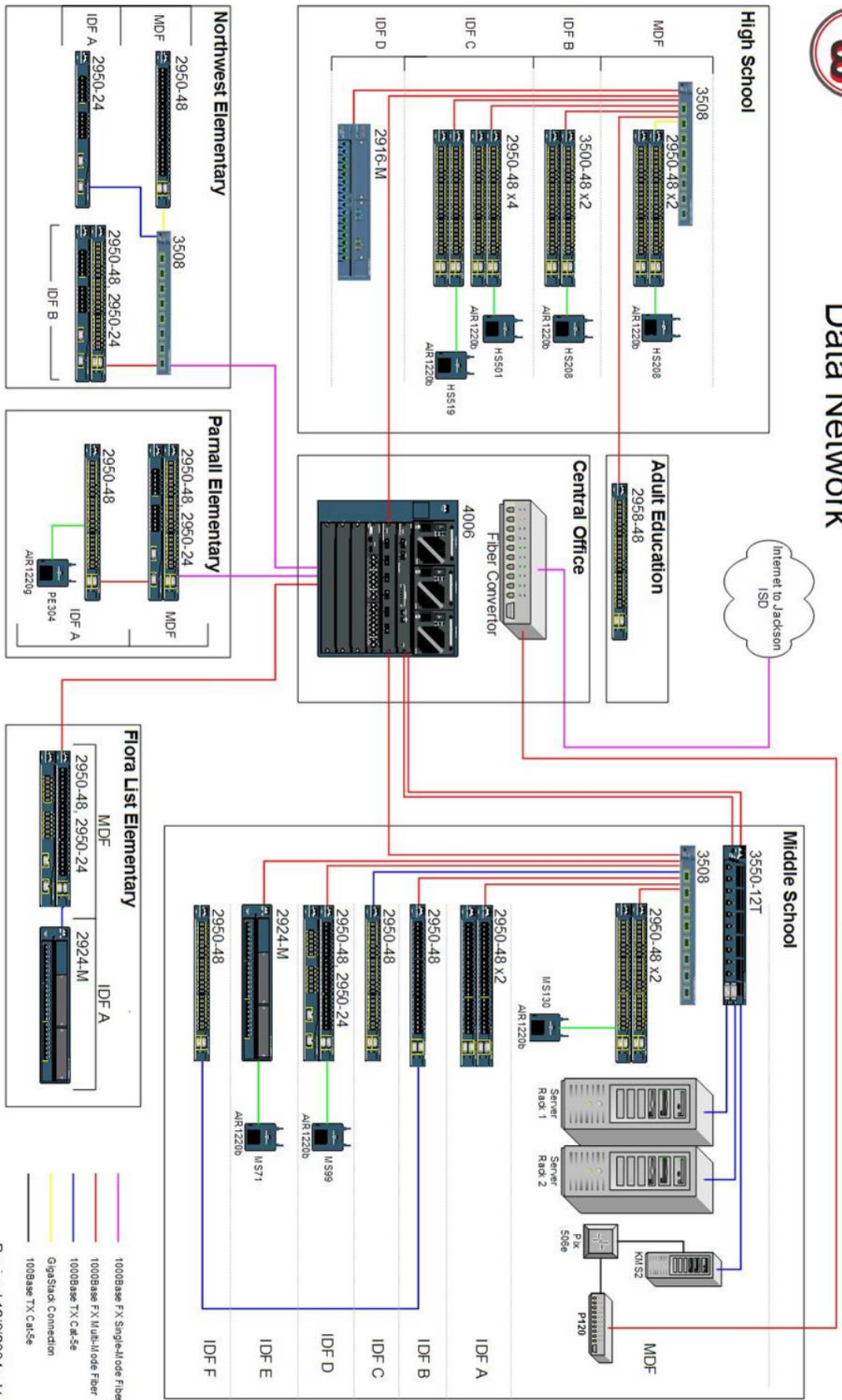
Northwest Community Schools has adopted several technology standards to maintain a quality network and computer systems district wide. These standards include but are not limited to the following:

- Common student management software district wide.
- Total cost of ownership program designed to keep our hardware and software current.
- Multimedia system with sound and CDROM installed on all computers.
- High speed Internet access on the district network.
- Content filtered Internet access.
- Regular computer replacement.
- Network storage space provided for every student grades 6-12.
- E-mail accounts for all school employees and classroom level e-mail accounts where curriculum requires.

New technologies are evaluated for potential use in the district. The first prerequisite for consideration is compatibility with existing systems.



Northwest Community Schools Data Network



Curriculum Integration

Grades DK-2

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

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

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

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

families, and others.

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

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

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

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

Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. Identify cultural and societal issues relating to technology.
2. Discuss how information and communication technology supports collaboration, productivity, and lifelong learning.
3. Discuss how various assistive technologies can benefit individuals with disabilities.
4. Discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.
5. Discuss scenarios describing acceptable and unacceptable uses of technology (e.g.,

computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.

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

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

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

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

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

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

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

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. Use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).

2. Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).

Grades 6-8 (By the end of Grade 8)

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. Apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.

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

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

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

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. Use a variety of Web search engines to locate information.
2. Evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.
3. Identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)
4. Know how to create and populate a database.
5. Perform queries on existing databases.
6. Know how to create and modify a simple database report.
7. Evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

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

Grades 9-12 (By the end of Grade 12)

DISTANCE LEARNING

The State Board of Education has recommended that all students take an online course or have an online learning experience before graduation. Students must understand that to be successful in an online course, you should:

- Be self-motivated and self-disciplined.
- Be committed to the course—online courses are at least as time-consuming as face-to-face courses.
- Take responsibility for your own learning and plan to be a self-directed learner.
- Expect to log on daily for updates, messages, and communication among participants.
- Anticipate being at the computer for extended amounts of time.
- Speak up immediately if you are having technical difficulties or are having problems understanding.
- Be ready to participate in online classroom discussions.
- Be able to read and follow written directions—at this time, reading is a critical skill in online learning.

- Be comfortable and competent with instructional technologies, using computers, the Internet, e-mail, office applications, and other applications appropriate to the learning situation.
- Possess the skills and knowledge needed to locate, differentiate, and evaluate various sources of information, and why, when, and how to use them.

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. Complete at least one online credit, or non-credit, course or online learning experience.
2. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
3. Have access to and utilize assistive technology tools.

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

Strategies to support goals include:

- √ Students will analyze sources of information via technology, and use technology to communicate throughout various curricular areas, including language arts and social studies.
- √ Students will use technology resources to explore career paths and evaluate various job opportunities, including those in technology fields.
- √ Students will demonstrate proper care of technological systems and components.
- √ Students will input and retrieve information from technology sources; interpret and analyze that information, and apply it to problem solving techniques and situations.
- √ Students will critically evaluate information gathered through technology sources.
- √ Students will use a variety of technologies to express ideas (voice, data, video, graphics, etc)
- √ Students will use technologies to communicate for a variety of purposes and to a variety of audiences.
- √ Students will use technology to organize thoughts in a logical process.

Identifying and Promoting Curricula and Teaching Strategies

For our teachers, the District currently provides and will continue to seek out professional development opportunities that integrate technology into curricula and instruction. Specific examples include Early Release Professional Development sessions on topics such as Power Point, Excel, Word, GroupWise, Interactive White Boards and Video Streaming.

Student Achievement

The elementary schools focus on curriculum integration using products such as Accelerated Reader and Accelerated Math, S.T.A.R. Math, S.T.A.R. Reader, Math Facts in a Flash, Study Island, Science MEAP Challenge, GroupWise (our email program) and Webster.

With the use of the Achieve Data Director data warehouse, teachers use technology to record and report student achievement data on a continuous basis. The use of online pre and post assessments in the core academic areas are a focus in the district.

Career Pathways explorations are done using an on-line forum in the middle school and high school. The Internet is used district wide as a tool for teaching and learning. Language arts classes' use word processing to write young author books, short stories, plays, reports, and essays. Yearbook classes use graphics editing software to create yearbooks. Students use presentation software to deliver reports in Social Studies, Language Arts, Science, Health, Business and exploratory classes.

High School: Students use a variety of technology in all curricular areas. All students have network accounts and personal file storage space is provided to every student. Students demonstrate knowledge using presentation, spreadsheet, word documents and graphics editing software as well as web page design software.

Time Line for Integration: Our integration time line remains flexible to meet changes in the State Standards and Benchmarks in all curricular areas. New software and technology is purchased as the curriculum is revised.

The timeline below demonstrates our current integration effort.

2008-2011

Administrators and teaching staff will be using data to improve instruction and boost student achievement in all schools.

Interactive Whiteboard technology will be the area of focus for technology integration into the classroom.

Technology Delivery

The district will provide all teachers with access to the Discovery Channel's United Streaming content. United Streaming is an Internet resource that provides video content related to classroom instruction in all curricular areas.

The district reinforces the delivery of curriculum with the use of [Plato Pathways](#) learning software. Plato Pathways provides supporting instruction to all curricular areas and includes an assessment component that documents student achievement. This software is available grades K-12.

Elementary Schools:

Flora List Elementary:

Uses a variety of Internet based early elementary learning software that addresses all core curricular areas. There is a fourteen-station computer lab in the school and all classrooms have Internet access. Three classrooms have Interactive Whiteboards in use.

Parnall and Northwest Elementary schools:

All students use Accelerated Reader, Accelerated Math and other products from Renaissance Learning to assess and individualize learning. Plato Pathways is used to reinforce classroom instruction. Plato Pathways is aligned with the Michigan Curriculum Framework and the Grade Level Content Expectations. Every classroom has Internet access with at least one computer available to students in every classroom. There is one 30-station computer lab in each school where students take part in at least one 40-minute session of computer instruction every week. Websites such as [Study Island](#) are used to prepare students to deliver their best effort on assessments. Three classrooms have Interactive Whiteboards in use in each school.

R.W. Kidder Middle School:

Uses Renaissance Learning products to reinforce instruction in Math, Language Arts and Social Studies courses. Plato Pathways is used to reinforce classroom instruction in all curricular areas. There is one 24-station computer lab available. The middle school participates in the [Channel One](#) Network allowing and students participate in Channel One

content daily. Channel One Network features stories on breaking news and in-depth issues that affect the world, the nation and specifically, America's teenagers. [Study Island](#) is used to prepare students to deliver their best effort on assessments. We have a 20-station modular technology lab in use where students learn how technology is used in various careers. By the start of the 2008-2009 school year twelve classrooms will be using Interactive Whiteboards to deliver instruction.

Northwest Alternative High School:

Uses Plato Pathways to reinforce classroom instruction. There is one 20-station computer lab available for students to use. Students use the Internet to research their classroom assignments.

Northwest High School:

Has a large and comprehensive technology curriculum. Students have elective opportunities in Computer Aided Drafting; Web Page Design; Digital Communication arts; Desktop Publishing and Manufacturing Technology. The science instruction is highly integrated with technology and includes the use of mobile wireless computer labs in all science classes. The high school participates with [Michigan Virtual High School](#) and [Michigan Virtual University](#) to provide students with additional distance learning opportunities where the use of technology is required. Three classrooms have Interactive Whiteboards in use.

Parent Communications and Community Relations

Our Technology Plan is available to the community via the district web site.

The Northwest Community School website has a [Parent Involvement](#) section that promotes parent involvement in their child's education.

The parent involvement web page includes resource information available to families relating to child development stages. Northwest Community Schools Early Childhood Task Force and Title I Team have included information regarding Parent Nights, Parenting and Curriculum on this web site.

Currently, parents of students who wish to use the Internet must read and sign the district Technology and Safety Policy prior to their students' Internet use. Also technology is used to print report cards and progress reports which are distributed to parents periodically throughout the school year. Parents are informed both by computer-generated reports and telecommunications about their children's academic progress and attendance.

Many teachers in the district have their own web page and email account. The teacher web page contains information specific to their classroom such as classroom rules, home work assignments, specific learning objectives and course syllabus.

Involvement of the community with the tech plan:

Our District School Improvement Team including school board representation and parents participated in the development of this technology plan.

Building administrators gather information from parents at open houses and other school events about the availability and use of technology in the home. This information is used in both the development of technology policy/planning and in the evaluation process of the technology plan.

Collaborations

Northwest has established a dual enrollment program with [Baker College](#).

Other collaborative relationships include the [Jackson Intermediate School District](#), [Jackson Area Career Center](#), [Wayne County RESA](#) and professional organizations such as [MACUL](#).

Northwest Community Education

Northwest Community Schools supports a Community Education program. As part of that program, we offer coursework in a wide variety of technology skills. Through this program the District makes its facilities available to people who would like to offer their technology talents to teach adults.

Community Outreach

The District's website serves as a resource for the community. The website is a valuable tool for parents, students and the community at large. This resource links to other community websites containing information on social programs, community-based services, and other educational services.

Current Technology Use

At the district level Northwest Community Schools has subscribed to a data warehouse provider. This service is helping teachers and administrators identify areas where academic improvement is needed and where to best allocate financial and personal resources to boost student achievement

Flora List Elementary School (grades Pre-K - 1)

Parnall Elementary School (grades 2 and 3)

Northwest Elementary School (grades 4 and 5)

All elementary schools are connected to the district network. All teachers, building administrators and clerical support staff use computers in support of instruction and building operation. All teachers, building administrator and clerical staff members use the district email system to communicate with colleagues and parents, as they need to.

Flora List has at least one computer in every classroom available for student use with software appropriate for lower elementary age students. There are three computers available in the media center for student use. There are three classrooms equipped with Interactive Whiteboards in use.

Parnall elementary has one 30-station computer lab and Northwest Elementary has one 30-station computer lab. Both labs are connected to the district network. Parnall and Northwest Elementary students are scheduled into their computer lab for two 30-minute sessions each week. There is opportunity for additional lab time for classroom project work when the labs are available. Both labs are staffed with paraprofessional employee with extensive computer skills. Classroom teachers have the opportunity to update their skills while their students are learning under the direction of the lab supervisor. All Parnall and Northwest Elementary students use Accelerated Reader and Accelerated Math as well as other Renaissance Learning software to measure student achievement in these core curricular areas.

Parnall Elementary has three classrooms equipped with Interactive Whiteboards.

Northwest Elementary has three classrooms equipped with Interactive Whiteboards. Northwest Elementary School teachers have completed transition to the district electronic grade book software.

R.W. Kidder Middle School (grades 6 - 8)

All rooms are connected to the district network. There are four labs used for Instruction; keyboarding and word processing; and classroom projects as determined by the teachers. There is one 20 station wireless notebook lab available for classroom projects. There is also one computer in every classroom available for student use. The media center has eight computers available for student use. All teachers, building administrators and clerical support staff use computers in support of instruction and building operation. Every teacher, building administrator and clerical staff member use the district email system to communicate with colleagues and parents as they need to. Teachers use a computer to report student attendance every class period as well as grade book software to report student grades. There are twelve classrooms equipped with Interactive Whiteboards.

Northwest High School (grades 9 - 12)

All rooms are connected to the district network. The high school has an extensive offering of technology classes across the curriculum. There are four 30-station computer labs in the in the business department; three 15-station wireless notebook computer labs dedicated to

science department; one 23-station lab dedicated to Computer Aided Drafting; one 15-station modular technology lab; the Media Center has 10 computers available for student use. All teachers, building administrators and clerical support staff use computers in support of instruction and building operation. All teachers, building administrator and clerical staff member use the district email system to communicate with colleagues and parents, as they need to. All teachers use a computer to report student attendance every class period. Teachers also use grade book software to report student grades.

Northwest Alternative and Community Education (grades 9 - 12+)

The Alternative school has one 18-station computer lab and every classroom as one computer reserved for student use. All teachers, building administrators and clerical support staff use computers in support of instruction and building operation. All teachers, building administrator and clerical staff member use the district email system to communicate with colleagues and parents, as they need to. Teachers use grade book software to report student grades.

Future Plans

The district has a proposal to use bond money to enhance classroom instruction by adding Interactive White Boards, LCD Projectors and classroom sound fields to all classrooms in all schools.

Professional Development

Professional development is scheduled every school year and delivered at a series of delayed starts and full day In-Service activities. The use of technology in the curriculum is part of these professional development days.

Northwest Community Schools technology professional development plan is based on the philosophy and foundation that technology will be integrated into the curriculum as a tool to engage students in learning, maximize use of resources, aide in research, promote best practices in teaching and learning, and increase student achievement in all content areas.

The Jackson Intermediate School District has partnered with Northwest Community Schools and offers an extensive array of technology classes, which are taught in the district outside of school hours. Teachers and support staff can take these classes can take for college credit toward their certification.

Each building in the district has a school improvement team that meets several times each year to plan professional development activities. Plans for professional development days are developed at least one term prior to the scheduled dates. Building members of the District Technology Committee serve as members of the professional development planning committees.

Funding for professional development activities is a joint effort of the district technology department and the district curriculum department. These two departments share a secretary and an office. Money for professional development is included in the budget of the Curriculum Department. Individual building budgets also include professional development funds that can be used for technology.

Staff is encouraged to use [Michigan Virtual University](#) and [Michigan Learn Port](#) as professional development additional resources.

Technical Assistance and Support

Northwest Community Schools hosts a web site with a technical-support component:

<http://www.nsd.k12.mi.us/dp/detail.php?pageID=42>

This technology support website is available 24 hours a day to assist our staff.

Technical Support Staffing

Northwest Community Schools currently provides several layers of support for staff.

The district employs:

- One district Technology Director.
- Two full-time technicians.
- Two technology aids.

In addition to labor, there are many procedures in place that help maintain the highest state of operations, including:

- A database that tracks technology and logs all support requests.
- Computer equipment scheduled for replacement at regular intervals.
- Network hardware under a support contract.
- Computer equipment cleaned annually and inspected for operational readiness.
- A anti-virus program in place to intercept viruses before they become a bigger problem.
- A managed desktop environment which limits students from modifying the computer settings.

These practices provide timely cost-effective support to our district.

Supporting Resources and Funding

Northwest Community Schools currently provides annual funding to acquire and support district technology, including software. This funding is secured through a Capitol Outlay budget. Desktop and notebook computer equipment is obtained using a lease/purchase program where 20% of computer inventory is replaced annually. Computer and software licenses are purchased concurrently to maintain compliance with established copyright laws.

A full-time technical staff supports network hardware, computer systems and printers. Additional support is provided through contractual means as necessary.

In addition, teachers and administrators continually seek a variety of local, state and federal grants to improve curricular areas at all grade levels.

Because of the nature of grant funding, a decision is made to not rely on grants to support operations. Grant funding is sought for special projects as needed. Northwest has won a series of grants funded by the Jackson Community Foundation, the John George foundation and other civic minded philanthropy agencies. Teachers and administrators continually seek grant funding to support special projects throughout the year.

Northwest Community Schools applies every year for Universal Service Funding and generally receives funding for telephone service and Internet access.

Professional development activities are funded from the district Curriculum Budget.

MONITORING AND EVALUATION

Northwest Community Schools has a District Technology Committee that meets regularly. This committee reviews progress and provides oversight regarding the integration of technology into the classroom. One area of focus includes strategies that the district will use to evaluate which activities are effective in integrating technology into curricula and instruction. The goal is to improve the ability of teachers to teach, and enabling students to reach challenging State academic standards.

Goal:

A continuous monitoring and evaluation process that reviews the use of technology to ensure such use best enhances teaching and learning. To meet this goal we use two strategies:

Staff Needs Assessment Survey:

A Staff Needs Assessment will be updated and implemented by the Technology Director and will be completed by all instructional staff on an annual basis. The results will be shared with the Curriculum Department and allow the district to:

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

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

STaR Chart Self-Diagnostic Tool:

Referenced from the CEO Forum on Technology and Education's Website.

The STaR Chart will help our district answer three critical questions:

1. Is our district using technology effectively to ensure the best possible teaching and learning?
2. What is our district's current education technology profile?
3. What areas should our district focus on to improve its level of technology integration?

The Technology Director will complete the STaR Chart once each year and present the results to the district technology committee and the superintendent.

Feedback from Technology Director

The technology director has one-on-one contact with other teachers while working with the integration of technology in the classroom. Feedback from director provides vital information as far as what is actually working in the classroom, as well as to how technology incorporation is being accepted by our teaching staff. Our mentors can also suggest alternatives to meet goals when existing methods are not working.

The District Technology Committee meets occasionally during the school year to provide planning, direction, and evaluation of instructional technology in the district. The Technology Committee plays an increasingly vital role in identifying needs and strategies for integrating technology into the curriculum.

Evaluation Timeline

YEARS 2008 - 2011				
Required Components	Accomplishments	Progress Toward Goals	Focus Areas For Improvement	Notes
Infrastructure	Ongoing	10%	Interactive Whiteboard Technology	
Curriculum Integration	Ongoing	100%		
Collaboration	Ongoing		Seek additional companies to partner with	
Professional Development	Ongoing	100%	Determine needs	
Technical Support	Ongoing		Train additional staff	
Supporting Resources	Ongoing			
Timetable	Ongoing			
Cost/Funding	Identified		Pass bond issue	
Coordination of Funding Resources	Ongoing			
Acceptable Use Policy	Ongoing	Complete		
Communications (Optional)	Identified		Add a local access cable channel	
Impact on Student Achievement	Ongoing		Use of data warehouse to identify areas for improvement	

District Technology Budget

Northwest Community Schools

PROJECTED COST 2008

Item	Local District
Technology Staff Salaries, Insurance, Retirement, Professional Development	\$191,928
Technology Capitol Outlay	\$261,500
District Internet Access	\$9,900
Student Management Software	\$44,500
Student Application Support	\$11,000
Technology Repair	\$24,000
District Telephone Services	\$30,600
Total Operating	\$584,828

PROJECTED COST 2009

Item	Local District
Technology Staff Salaries, Insurance, Retirement, Professional Development	\$212,685
Technology Capitol Outlay	\$398,500
District Internet Access	\$9,900
Student Management Software	\$22,500
Student Application Support	\$11,000
Technology Repair	\$24,000
District Telephone Services	\$30,600
Total Operating	\$708,585

PROJECTED COST 2010

Item	Local District
Technology Staff Salaries, Insurance, Retirement, Professional Development	\$219,185
Technology Capitol Outlay	\$535,500
District Internet Access	\$9,900
Student Management Software	\$22,500
Student Application Support	\$11,000
Technology Repair	\$24,000
District Telephone Services	\$30,600
Total Operating	\$852,085



NORTHWEST COMMUNITY SCHOOLS Technology Use and Safety Administrative Guidelines

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

I. Foreword

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

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

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

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

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

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

Each user shall be held personally, civilly and criminally responsible for any violations of the law. Each user of technology shall read and sign the Statement of Understanding or the Staff Summary, before using District technology. Use of District technology shall constitute

agreement and consent to abide by the terms set forth in the Technology Use and Safety Policy.

A violation of the Technology Use and Safety Policy will be documented in a District Incident Report, and processed according to District procedures.

II. Hardware

A. User Privileges

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

B. USER RESPONSIBILITIES

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

C. DISTRICT RESPONSIBILITIES

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

III. Software

A. User Privileges

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

B. User Responsibilities

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

C. District Responsibilities

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

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

IV. Network/Internet

A. User Privileges

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

B. User Responsibilities

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

15. Users are responsible for any costs or fees for information services or repair costs for damages to the Network as outlined in Section VII.

16. Any misuse will result in disciplinary action as stated in Section VII, and may also result in legal action if appropriate.

C. DISTRICT RESPONSIBILITIES

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

V. Electronic Mail

A. User Privileges

Users have the conditional privilege to use electronic mail for which they are authorized and

have received training. Staff may send e-mail to any member on the Network or the Internet; prior approval is not required. Use of District technology shall constitute agreement and consent to abide by the terms set forth in the Technology Policy.

B. User Responsibilities

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

C. DISTRICT RESPONSIBILITIES

1. The District blocks students access to e-mail, chat rooms, and other forms of direct electronic communications (e.g. Instant Message Services).
2. The District does not warrant that the functions of the system will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or indirect, incidental or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.
3. The District does not warrant any system to be absolutely secure.
4. The primary purpose of the District electronic mail system shall be in support of the academic program and shall take precedence over professional support, general information, and recreation.
5. The District reserves all rights to material stored in files on its e-mail system that are generally accessible to others and will remove any material that the District, at its sole

discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable educationally unsuitable or materially and substantially disruptive.

6. The Superintendent or his/her designee will periodically decide whether specific uses of e-mail are consistent with this policy. The District reserves the right to log e-mail use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access any time for any reason.
7. District staff will demonstrate good faith efforts to supervise the students' use of the Network under their charge, as appropriate to the age level.
8. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

VI. Security

A. User Privileges

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

B. User Responsibilities

1. Users experiencing harassment must report the problem immediately to the designated staff member.
2. Users identifying a security problem must notify the technology facilitator in charge. The problem is not to be shown to anyone.
3. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
4. Any relocation, removal, or modification of the technology equipment must have the permission of the facilitator.
5. Users must use only the accounts and account numbers assigned to them. They are responsible for the use of those accounts and access privileges. They are not to share accounts or leave accounts unattended. They are not to publish, share, or discuss passwords.
6. Users must use real names. Anonymity and pseudonyms are not allowed.
7. Users will not abuse the rights and property of others by intentionally seeking information on, or modifying, the files of others; nor will users place unauthorized information, computer programs or viruses in either the public or private files of others or the Network.
8. Users must comply with the Districts' policies dealing with sexual, racial, or other types of harassment. Users will not divulge personal data to which they have access without explicit authorization to do so.
9. Users must not access pornographic material, inappropriate text files, or files dangerous to the integrity of the network.

10. Users are responsible for any costs or fees for information services or repair costs for damages as outlined in Section VII.

11. Any misuse will result in disciplinary action as stated in Section VII.

C. District Responsibilities

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

VII. Discipline

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

1. Intentionally seeking information on, obtaining copies of (misappropriating), or modifying files, other data, and passwords belonging to other users.
2. Misrepresenting others on the Network, or representing others without being explicitly authorized to do so.
3. Disrupting the operation of the Network through alteration or abuse of the hardware or software.
4. Malicious use of the Network through hate mail, profanity, vulgar statements, discriminatory remarks or other noncompliance with the Districts' policies dealing with sexual, racial, or other types of harassment.
5. The placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages, or otherwise interfering with others' use of the Network.
6. Illegal installation of copyrighted software.
7. Unauthorized downloading, copying (transmission), or use of licensed or copyrighted software.
8. Transferring files, shareware, or software from information services and electronic bulletin boards without permission.
9. Using a computer I.D. or account, other than his/her own.
10. Allowing anyone to use another's account.

11. Access to the Network and Internet without permission.

STUDENT USERS VIOLATING ANY OF THE ABOVE REGULATIONS WILL BE SUBJECT TO THE FOLLOWING DISCIPLINARY ACTION:

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

Additional Action:

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

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

VIII. Copyright

A. User Privileges

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

A. User Responsibilities

1. The use of copyrighted software without authorization is prohibited. Users are further prohibited from installing any copyrighted software or materials on the District hardware without proper authorization.
2. Users are prohibited from copying copyrighted materials from software, networks or other electronically accessible sites, without proper authorization.
3. Users must follow these copyright guidelines in the use of hardware and software, and in the transmission or copying of any text or files. Plagiarism rules apply to the electronic medium and to print materials.
4. Users must assume that **NOTHING ON THE INTERNET IS IN THE PUBLIC DOMAIN** unless the author specifically puts notice there, or if the information is used after the expiration of the copyright. If any use is found to be illegal, the user is responsible.

C. District Responsibilities

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

Communications / Public Relations

Northwest Community Schools publishes a district newsletter four times each year that addresses numerous school issues, including a technology column as a regular feature.

Northwest Community Schools also operates a own web server that contains technology-related information to share with the public.

The district also has a public relations committee that is responsible for determining communicating needs with external audiences on timely and topical issues.

Curriculum/Technology Review Timeline

Phase	Tasks And Activities	2008-2009	2009-2010	2010-2011
1. Research and Study	<ul style="list-style-type: none"> • Form Curriculum Content Committee • Review and analyze student assessment and achievement data • Research Trends and Issues • Review and discuss State and National standards pertaining to content area • Determine Vision Statement and broad Goals for process • Identify strengths in the curriculum • Identify and discuss gaps and shortcomings in the curriculum • Establish curriculum and instruction goals; set timeline for implementation action plan and “roll out” process for new curriculum • Review current and Best Practices and educational literature 	Social Studies (K-12)	Science (k-12) English H.S. 11-12 Math H.S.	Science 9-12 Technology K-12 Physical Education k-12
2. a) Development b) Pilot	<ul style="list-style-type: none"> • Consider Vertical and Horizontal Alignment • Determine Instructional Strategies • Research Models, Techniques, Resources and Differentiation strategies • Review Instructional Materials; Determine District Needs • Determine proposed Budget • If appropriate, recommend instructional changes and materials • Document alignment to standards • Develop Grade Level/ Course Level Pacing Guides • Determine Assessment Tools 	English Language Arts – Elem. & MS and 10th Grade English	Social Studies (k-12)	English Language Arts 9-12 Math 9-12
3. Pre-Implementation	<ul style="list-style-type: none"> • Purchase Instructional Materials • Report to Northwest Community Schools Professional Council and Northwest Community School Board • Communicate implementation to all stake holders; • Provide Professional development for all staff involved in implementation in content, instruction, strategies, assessments of revised curriculum • If appropriate, provide orientation for staff in the use of new materials 	Mathematics- Elem. & MS	English Language Arts – Elem. And MS Monitoring 9-	Social Studies K-12
4. Implementation	<ul style="list-style-type: none"> • Full Staff Implementation • Conduct mid-year and end-of-year feedback (i.e., survey) • Review and analyze student assessment and achievement data • Identify strengths in the curriculum • Make adjustments as needed and provide on-going PD at all levels 		Mathematics- Elem. & MS	English Language Arts – Elem. And MS Monitoring

**5.
Evaluation**

- Evaluate curriculum goals utilizing staff surveys, student achievement data and feedback regarding materials
- Meet regularly with Building Curriculum Representative to gather data and assess the impact of the implementation process
- Determine specific needs as related to implementation of revised curriculum
- Assess and coordinate further professional development needs
- If needed, Create Revision Committee of appropriate staff as determined by curriculum department
- Any and all curriculum changes made during this phase will go before the revision committee for study and approval then the substitution will be submitted to the Professional Council and the Board of Education

**Mathematics-
Elem. & MS**

Technology Integration Into Content Areas

English Language Arts	Mathematics	Social Studies	Science	World Languages
<p>Interactive White Board technology and SMART™ Notebook software is incorporated in many classrooms.</p> <p>Word processing, spell check, thesaurus and grammar checking software used in writing process.</p> <p>Database on online resources for research and communications. Organize, track, investigate and communicate progress in reading with databases and spreadsheets.</p> <p>Intervention, remediation, and reinforcement of language arts skills.</p> <p>Implement Units within the Language Arts Curriculum that include a technology component that will be assessed on the technology skills as well as Language Arts Concepts.</p> <p>Research Units are included in the ELA curriculum K-12 that utilize online resources.</p> <p>Multimedia reports and productions with graphics, text and sound. Create timelines of events. Desktop publishing of documents, reports and other published materials.</p>	<p>Interactive White Board technology and SMART™ Notebook software is incorporated in many classrooms</p> <p>Intervention, remediation, and reinforcement of software for skill development such as Study Island™, Renaissance Learning™, and Plato™, and other learning software.</p> <p>Simulation software used in problem solving.</p> <p>Basic calculator used for problem solving.</p> <p>Computer and calculator generated graphs.</p> <p>Database and online resources for research and communications.</p> <p>Downloaded to calculator.</p> <p>Instructional resources on videotape, videodisc and instructional television.</p>	<p>E- Textbooks and Software and online resources for map skills. Interactive White Board technology and SMART™ Notebook software is incorporated in many classrooms</p> <p>CD-ROM and online resources for research. Multimedia software and hardware used in student reports and productions. Instructional resources on videotape and instructional television. Still video and digitizing equipment used in student projects. Desktop publishing of student projects and reports. Simulation software for problem solving. Individual and cooperative learning involving computer-based resources.</p>	<p>E-Textbooks, Database and online resources (Web) for research. Multimedia software and hardware use in student reports and productions.</p> <p>Interactive White Board technology and SMART™ Notebook software is incorporated in many classrooms</p> <p>Computer-based laboratories for measurement & analysis. Optical technologies for research and analysis. Simulation software for problem solving. Instructional resources, on videotape and instructional television (i.e. United Streaming) Download and analyze data from weather satellite via Internet resources. Review of basic skills and concepts using computer-based.</p>	<p>World language word processors for writing. Vocabulary review via computer. Introduction to languages via digitized voice. Digitized audio for language development. Online resources (Web) and database resources for research.</p> <p>Interactive White Board technology and SMART™ Notebook software is incorporated in many classrooms</p>