

Fennville Public School District

Technology Plan

July 1, 2010 -June 30, 2013

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Allegan Area Educational Services Agency

(AAESA) 03000

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Section 1. Introduction:

In many ways Fennville is an analogy for contemporary society facing a future filled with mixed societal opportunities, challenges, hopes and aspirations. Like many communities the school has become a model for action; a de facto solution for the future. Fennville has turned to technology to provide a vehicle for changes in the 21st Century.

In 1996 Fennville Schools formed a Technology Planning committee. This committee, made up of many community members and school staff, charted the initial course for technology in the district. This included a development plan to provide access to computers and the school's network, now available to students and staff.

The first District Technology Plan focused on a nascent technology infrastructure. Cabling, wiring, computers and network software were all placed into service, by and large for administrative needs, although an integral part of the plan called for computers to be available for teachers in their classrooms.

In 2005, after a passage of a community bond proposal for renovation and building, a new Elementary School was built and the High School and Middle School renovation plan was instituted which included re-cabling all buildings. The campus was connected via fiber optic cable. In 2009, Fennville Schools were connected via fiber to other districts in the AAESA, to the AAESA and to surrounding ISDs/ESAs.

The focus of Technology efforts and investments for the period of this plan will be integrating technology into the curriculum; assuring teachers acquire Michigan Educational Technology Skills, using broadband and other technology capacity to change how instruction occurs in the classroom to improve student achievement, and using data to inform instruction.

Section 2. Introductory Materials:

Mission Statement:

In partnership with family and the community, it is the mission of Fennville Public Schools to provide academic excellence and empower students with life-long skills to succeed in our global society.

Profile:

Fennville Public Schools, is a rural district (approximately 130 square miles), with a diverse population. The district itself is comprised of 3 school buildings: Fennville Elementary School, (constructed 2007), Fennville Middle School, and Fennville High School. There are approximately 1,475 students and 100 staff members. The student population is approximately 64% white, 35% Hispanic/Latino and 1% African American. The mixture of geography, (250,000 bus miles per year) diversity and low socioeconomic

status (a 42% at risk population, and a large free and reduced lunch count) directly affect student learning, achievement, progress and delivery of instruction. Given Fennville’s unique composition and challenges, technology plays a critical role in delivering student and instructional services, enabling varied instructional delivery and connecting the wide flung community to common educational goals.

School Buildings : Fennville High School 5 Memorial Drive, Fennville 49408, Fennville Middle School 1 Memorial Drive, Fennville 49408, Fennville Elementary School 8 North Drive, Fennville 49408

Section 3. Vision and Goals:

Planning Team: Dirk Weeldreyer – Superintendent, Wendy Dubisson, Curriculum Coordinator and Special Education Supervisor, Amber Lugten– High School Principal , Kevin Kolk, Matt Schmidt and Bill Craft - Technology Staff and Mike Klosner, Ed/Tech consultant. The Technology Plan charts a course for changing learning methods for both students and staff through use of various technologies. It is linked to the School Improvement Plan and the Report and Recommendations of the District-Wide Planning Committee, submitted to the Fennville School Board. The plan will be used for direction in building a learning community that extends beyond the physical location and customary perception of “school”.

We envision technologies that will promote, enhance, and encompass problem solving, critical thinking and decision making for the entire K-12 student body.

We envision a learning environment where students and educators will have access to technology, acquire skills to utilize technology, achieve technological literacy, and develop flexibility to apply technology in adapting to our changing society.

We envision a technology infrastructure that...

- affords maximum efficiency use of resources for students and staff

- assures equal access to technology

- promotes a high quality, integrated services that support our districts and student achievement.

We envision a continuous improvement process in which the Fennville Schools will:

- Continually re-evaluate its role in education and respond to the changing needs of the education community and how technology supports this role.

- Facilitate a wide variety of educational opportunities and supporting technologies to prepare all students with the knowledge and skills to be productive members of the 21st century.

- Help assure equity in access to technology for all staff and students and use technology to accommodate different learning needs of students through instructional strategies such as UDL.

Goals:

1. Technology will support the Fennville Schools mission. Technology resources will be used where effective to support and advance the mission of the Fennville Schools: administration, teaching, learning.
2. IT investment will be a strategic resource. Given IT's role in supporting the Fennville Schools mission, it will be managed as a strategic resource using effective allocation. Allocation decisions will be solicited and be considerate of constituent input.
3. IT investment will be valued as an operating cost and a capital investment.

Because of the short life span of technology equipment and software, IT investment(s) will be treated as both an operating cost and a capital investment. Furthermore, the human resources costs of providing adequate IT support are an increasingly larger portion of the overall cost of IT. Investment decisions will consider overall operating costs including maintenance, upgrade, support and management.

4. Staff will have the right to a core of shared IT services. Specific and localized needs will be reviewed within the framework of promoting the common good. Users of shared resources will understand and respect the impact their use will have on other users.

5. IT use will be ethical. The use of IT at Fennville Schools will be guided by a code of ethics which addresses the laws and practices of safe and responsible behavior concerning fair use, privacy, intellectual property rights, and safety.

6. Technology costs and complexity will be managed with reasonable adherence to Fennville technology architecture. Technical standards will be identified and supported. Distinctive needs may require nonstandard approaches. Administrative data will be managed in accordance with legal and privacy requirements. Shared services will be considered where feasible.

7. New technologies entail risk that will be managed. Risks are inevitable in the introduction and use of new IT. Risk-taking in the use of advanced technologies will be encouraged and supported in the areas of teaching and learning. Fennville Schools will be exploring a variety of instructional strategies that use technology to improve teaching and learning. These strategies include:

- An online learning platform that addresses anywhere/anytime learning, and integrates 21st century learning techniques with time tested learning methodologies.
- One to One learning tools such as student use of:
 - o Net books, Cellular Phone, IPOD and other mobile computing devices.
 - o Web Hosted applications for anywhere/anytime access

8. Student Goals

- To give students the opportunity to build their computer literacy skills and to become technologically literate
- To give students multiple ways to learn and be successful life-long learners
- To make it possible for students to learn at their own rate of speed and with tools that fit their individual learning needs
- To motivate students to have a continuing desire to learn
- To empower the teacher and the student putting them in control of learning
- To help students develop a positive attitude toward learning
- To help students work toward the mastery and application of essential concepts and skills
- To help students increase their understanding of their basic language skills
- To cultivate positive work habits and behaviors that permeates each student's life - at school and at home
- To expand the capabilities of teachers and students to enhance the learning environment
- To develop and emphasize the use of higher-order thinking skills
- To develop and emphasize the use of problem-solving skills
- To provide state-of-the-art technology experience for students of all ages
- To help students develop the necessary skills for the 21st Century

Curriculum Section 4

Use of Information Technology in Teaching and Learning & in Support of School Improvement: Fennville Schools instructors will infuse technology into the curriculum and use teaching methods enhanced by technology (such as UDL) to improve student learning. Fennville is committed to connecting its learners to the global learning environment. Fennville will continue purchasing on line services such as the Michigan Virtual High School which expands the High School Curriculum to include more than 80 courses, including Spanish, French, German, Latin and recently Mandarin Chinese. E2020, another tool, is mainly directed towards credit recovery, but these standards based courses may be used with all students as supplementary materials. The District's commitment to broadband enabled online learning and other resources means this district is not restricted by its rural setting and is only limited by the imagination of its educational leadership.

A. Curriculum Integration

Staff will integrate technology and electronic methods into their courses when the methods can be used to enrich the educational experience and support creativity and innovation. As with traditional methods, the highest value of new teaching methods to students comes from an integrated approach. Instructors will collaborate to revise curriculum using focusing on new delivery of media rich content rather than the mechanics of the supporting technology. Professional Development will assist Instructors in using technology appropriately and integrating technology methods across curricula.

Goals:

- Expand the Information Literacy of every teacher/student through internet research and multimedia presentations.
- Use computer software and assistive technology devices to meet the unique learning needs of at risk and special education students.
- Challenge students to use Critical Literacy, thinking/problem-solving skills, through computer simulations and authentic applications in core disciplines. (School Improvement Goal-Thinking)
- Use technical communication for student writing and publication in all disciplines. (School Improvement Goal-Writing)
- Develop electronic portfolios to collect students' publications and document their progress through secondary years. (School Improvement Goals- Writing/ Thinking/Responsibility)

Teach pupils in all classes at every grade responsible and safe use of technology including social networking. (School Improvement Goal-Responsibility)

- Give all students the opportunity to explore career pathways and set personal goals using MI Dream. (Career Pathways)
- Ensure that each student prepares an EDP based on their personal career plan. (Career Pathways)
- Provide adult learners in the community basic computer skills training.
- Support local library and community organizations in technical access and literacy.

B. Student Achievement:

Designed to meet state and national standards and the needs of staff and students, the technology courses offered at Fennville Schools provide students with the opportunity to master various technology

skills applicable outside of the classroom environment. The program stresses various aspects of technology applications, as well as ethical and proper/safe use. Course options will be expanded using on-line learning. Our hope is

- To assist every student by promoting multiple means of broadband access to anywhere, anytime learning outside of the traditional school building
- To establish, promote, and support statewide utilization of videoconferencing, including Internet Protocol (IP)-based technology solutions, to increase asynchronous anywhere, anytime learning.
- To build capacity for off-hours support and maintaining sufficient technical staff at the ESA and Fennville School District level to support innovative educational opportunities in and out of the classroom.

The core curriculum of Fennville Schools will address the use of technology as an integral part of student learning in each content area, including specific technology knowledge and skills needed by students. Technology will be addressed in a school assessment plan to evaluate learning about technology and the use of technology to enhance learning. Fennville Schools will increase classroom technology activities that support the core curriculum and the State of Michigan benchmarks (for example, use websites such as Michigan Teacher Network for access to a bank of activities tied to curriculum).

Early and Later Elementary: These courses introduce students to the basic concepts of technology. Students learn basic components of the computer and its various uses, the essential building block for further education in this area. After learning these skills, they apply their knowledge to “real life” tasks that simulate those possibly found in the home and their other classes. The computer is used as a tool to assist with the teaching of the core curriculum. Students master and acquire skills and knowledge of technology that are applied in other subjects and outside of school.

Middle school students further their knowledge of and experience with basic computer skills and extend into computer applications. These skills include basic research, word processing and desktop publishing, which are basic requirements not only in the school setting, but in many careers as well. In addition, students explore possible career paths with the MI Dream program and prepare an electronic Educational Employment Development Plan. The mechanics of using technology will receive attention in the earlier grades and become more integrated with instruction as student’s progress

Grade: 1

Beginning computer

Awareness of the Internet and World Wide Web

Grade: 2

Local Standard

Use CD-ROMs and computer-assisted instruction for subject integration and to gather information

Beginning Keyboarding ; Home row hand position , Key/finger accuracy ,Keys: delete, return, arrow ,Font selection/size

Beginning multi-media production

Create text, image, and use existing sound for multi-media production

Use the Internet for communication

Use CD-ROMs and computer-assisted instruction for subject integration and to gather information

Keyboarding 15 words per minute with 80% accuracy

* Score printed ; Left/right hand position; Home row hand position; Word Processing File menu: new, open, close, save, save as, print, Edit menu: copy, cut, paste, select all; Justification/alignment and style; Font type and size

Advanced multi-media production

Organize and arrange information for a multi-media presentation

Create and import images from a variety of sources

Create and use sound from a variety of sources

Knowledge of currently available software

Use the Internet to communicate and conduct research and evaluate

Advanced desktop publishing and graphic design; Text menu: font, alignment , style

Grade: 5

Use CD-ROMs and computer-assisted instruction for subject integration and to gather information

Keyboarding 20 words per minute 90% accuracy

. Score printed Word Processing

. Edit menu: copy, cut, paste, select all

. Justification and style

. Set margins and tabs Advanced multi-media production

Organize and arrange information for a multi-media presentation

Create and import images from a variety of sources

Create and use sound from a variety of sources

Knowledge of currently available software

Use the Internet to communicate and conduct research

Advanced desktop publishing and graphic design ; Text menu: font, alignment , style

Problem solving with use of self directed software

Grade: 6-8

Use CD-ROMs and computer-assisted instruction for subject integration and to gather information

Keyboarding

25 WPM/90% accuracy (6th) 30 WPM/95% accuracy (7th) 35 WPM/95% accuracy (8th)

Grade: 9-12

Internet

- . Ethics

- . Selection & Evaluation

- . Search Strategies Technology Education

- . Computer-Aided Design

- . Engineering

- . Architecture High School Objectives and Goals reflect district philosophy for continuation of skills established K-8. This approach is more holistic instead of specific. Technology is integrated into K-12 curriculum when appropriate for the lesson and technology is accessible. Teachers are encouraged to use CD-ROMs and the Internet to integrate with their class objectives and goals. For example the use of student portfolios, written documents, digital photographs, etc.

Timeline for integration

1. Empower teachers with instructional software programs that directly align with the local academic standards. Our fiber connection will enable teachers and administrators to interact with other districts in a collaborative, collegial manner to improve our curriculum. Operational in 2009

2. Promulgate successful teaching models; support the transition to new methods of instruction such as UDL. Fennville Schools will support information exchange and idea sharing between instructors and

between students. It will also provide support to assist instructors to acquire METS skills and the application of these skills in instructional delivery. 2010-2013

3. Provide all instructors with basic access and support services to information technology tools.

Fennville Schools will provide full and ready access to technology-based teaching tools so that instructors can explore methods and develop new materials. Support for instructors will be easy to use and reliable so that they may take full advantage of the technology as it matures.

4. Provide all students with basic access to information technology tools and support use of technology skills in life roles. Fennville Schools will provide students full and ready access to facilities that support technology-based independent learning and collaboration activities and application in life roles. 2010-13

5. Provide students with training and support for the use of instructional software. Fennville Schools will enable student use of instructional software, and ensure that technology learning goals will be aligned with Michigan Technology Educational Standards (METS) and National Technology Educational Standards (NETS).

6. Equip classrooms with tools for technology-based teaching and learning. Fennville Schools will equip classrooms with new tools to encourage the integration of technology into the curriculum and instruction.

7. Create specific support infrastructure for online or distance education offerings. The broadband connection will be used to support distance learning and media rich instructional content to improve academic achievement. 2011

8. Create data informed instructional strategies with data accessible at the teacher level to support personal learning plans, assessments and feedback to students and parents. Regional Data 2010-2012

C. Technology Delivery

Future Technology Practices: We believe that one to one mobile technology will be more widely used in the near future. These technologies will be explored as resources permit.

Future Technology Programming: The Michigan Virtual High School (MVHS) is an online resource that enables Michigan high schools to provide courses that students would not otherwise have access to. Fennville Public Schools will explore MVU and Gen Net distance learning resources in addition to web based E2020 courseware that is available. The Fennville School District will be expanding instructional strategies that use technology to improve teaching and learning. These strategies include:

- An online learning platform that addresses anywhere/anytime learning, and integrates 21st century learning techniques with time tested learning methodologies.
- One to One learning tools such as student use of:

- Net books, Cellular Phone, IPOD and other mobile computing devices.
- Web Hosted applications for anywhere/anytime access
- students will have multiple means of broadband access to anywhere, anytime learning outside of the traditional school building
- Establish, promote, and support statewide utilization of videoconferencing, including Internet Protocol (IP)-based technology solutions, to increase synchronous anywhere, anytime learning.
- Build capacity for off-hours support and maintaining sufficient technical staff at the ESA and district level to support innovative educational opportunities in the classroom
- Professional Development in Assistive Technology and UDL strategies that support learning.
- Curriculum Technology Integration to assure METS Standards are embedded in the curriculum

D. Parental Communication

Fennville Schools Web page: The District offers a web page for school and community use. Information such as staff names, school phone numbers, and school schedules are all located on web pages. The Technology Plan is also posted on this site. A few teachers have links to their class web pages on the schools web page posting assignments and class work. Any information that would be helpful to parents will be posted. This will help us to keep parents informed and involved in the technology to be used with students, staff and community. Fennville Schools will work to involve others within the community to aid in accomplishing our vision for technology. The community connection is necessary to take advantage of the resources available in the community and to gain community support. Issues regarding the opening of the school's computer labs for staff and community members and providing evening training opportunities will be reviewed and considered as well. Fennville Schools also has invested in the Pinnacle Suite of Products including a web based Parent Viewer that allows parents ready access to student grades and progress information. The Honeywell Instant Alert is also employed to keep parents informed of important situations at the district.

E. Collaboration

Community Education:

Fennville Schools Adult Ed program is one of the largest in the County. The program uses PASS: Portable Assisted Study Sequence (PASS) Program which consists of self contained, semi -independent study courses that enable students to earn secondary-level semester credits for high school graduation. The district also supports an Adult Reading Program, provided by the school district staff with enhanced modules available in the computer lab. GED Preparation is offered to the community including the area's migrant workers.

Fennville Public Schools envisions a community of literate adults. The ability to become literate members of society extends beyond primary and secondary schools. With technology, the connection between school and home is available anytime, anywhere opening our doors to citizens that previously were unable to connect to educational resources. Teachers of adult literacy are involved in the selection of software and training programs. Professional development activities include adult literacy teachers. Activities will also be coordinated with the local library and the Allegan AESA.

Professional Development Section 9.

F. Professional Development

Professional Development is extremely important for implementing and expanding the use and integration of technology into all classrooms to enhance the learning of Fennville students. If the district does not provide opportunities for staff to become proficient in strategies and techniques for the implementation of educational technology, it will be unable to effectively utilize that technology to its fullest extent. In an effort to provide a framework to ensure technological competence by students, staff, and administration, standards established by the ISTE (International Society for Technology in Education) and METS will guide the District's professional development initiatives. Professional Development needs are also determined by recommendations from the Superintendent, Curriculum Director, Administration, Staff, Technology Coordinator and upon surveys of teacher needs.

Professional development will focus on using technology to enhance classroom instruction to improve student learning; developing and implementing lesson plans that use the multimedia resources existing in their classrooms (e.g., scanners, sound cards, video, projectors, one to one mobile technology); and training to infuse existing plans with technology.

Goals

- Promote Michigan's Professional Standards for Teachers and Administrators to include NETS-T/A, 21st Century Skills and the principles of Universal Design for Learning (UDL); provide teachers and administrators with the opportunity to develop and/or demonstrate proficiency, especially in the areas of information and media technology
- Develop rubric-based assessment that measures the use of technology to deliver instruction, including assistive technology and principles of UDL
- Provide training to teach METS for instructor assessment of proficiency

An example of technology that instructors will be trained in during 2010 -13 is Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is a course management system (CMS) - a free, Open Source software package designed to help educators create effective online learning communities. Moodle is specifically designed to help educators create effective online learning communities. Its main functions include course management and content management. Educators create a course profile and then add activities and content to their course schedules. Course

management includes settings like a schedule of events, access privileges, grades, attendance, and course backups. Content management includes dozens of gradable activities, such as forums, chats, and journals, a question bank to store questions for exam creation, resource management for informational documents like syllabi, and project instructions.

Moodle provides a full variety of activities that teachers can add to a course. Communication and collaboration may take place using Chats and Forums. Adding Wikis to courses is an excellent way to allow students to work together on a project. Work can be submitted by students and marked by teachers using Assignments or Workshops. Surveys and Databases are also very powerful additions to any course. Pinnacle Curriculum and Assessment coupled with the Pinnacle data analyzer will be tools to support an emphasis in professional development for using data to inform learning. As a participant in the Regional Data Initiatives grant with the Allegan AESA and several surrounding ISDs, Fennville Instructors, students and parents will have access to real time access to curricular and performance data.

G. Supporting Resources

Fennville Schools provides many resources to assist in every aspect of technology implementation. Broadband connectivity available with the new fiber connections will build capacity for expanding supporting resources. Using webinars and other distance means of communication, AAESA services will be available to staff remotely as they develop means of timely return of “connected” data to all education stakeholders, as well as support and sponsor professional learning opportunities to help instructors understand how to use data to improve student achievement. Resources are also available through AAESA which provides Network Support through a shared services agreement, and Ottawa ISD REMC to assist district personnel with instruction and technology support. These resources include video lending library, instructional material, technology classes and in-services. Resources for providing professional development also include Michigan Virtual University which offers online training ranging from basic use of an application such as Microsoft Word to integration of technology tools into the classroom. Staff members can also take advantage of the various technology offerings for Professional Development through Fennville Schools, AAESA (such as UDL and use of data). Additional professional development opportunities are provided by various district staff members.

Infrastructure Section 11.

H. Infrastructure Needs

Fennville Schools Local Area Network (LAN) runs an Active Directory system using Microsoft Windows 2007. Additional Windows and Linux servers provide Gradebook, Library, and email services. The Main Distribution Frame (MDF) is located at the Technology Office in the High School. All district computers have access to the Active Directory services. Electronic hardware such as switches and hubs in the MDF and IDF rooms are Dell and Cisco products. With these switches the District’s network is capable of 100

megabit speed to the classrooms. The network hardware has ability to be upgraded to fiber between closets. Fennville has 802.11a/b/g wireless service available in all buildings.

Each classroom is connected with CAT 5e and then connects by a switch to the building's LAN. There are provisions for up to four computers in each classroom to be connected to the LAN. Teachers are able to use these labs for whole classroom instructional purposes to work on challenging, long-term, technology based, authentic assignments, individualized instructional courseware or broad student access to the Internet and other on-line resources. Technology will be upgraded through bond resources and will include laptops, one to one student tools; document cameras; programs and various productivity software tools at both the instructional and administrative level.

Fennville Public Schools is a member of a consortium on a fiber optic network connected to all AAESA local districts, the AAESA and to KRESA and Ottawa ISD. The fiber optic project will benefit Fennville Schools by using a centralized shared approach for many educational applications including the following: Blackboard – Instructional Systems, United Streaming - Video Programming, Shared Student and Financial Management Packages, Remote Backup and Disaster Recovery Planning, Centralized Helpdesk and Remote Monitoring and Support, Distance/Collaborative Learning, Records Management Document Imaging, Internet Access/Carrier Services, VOIP .

The AAESA and local districts, as part of our county-wide long range planning, identified the need to design and implement an educational and administrative information system within each of the constituent Districts and connecting with KRESA and Ottawa ISD.

Needs:

1. Consolidation of services (sharing services with others in the region)
2. Infrastructure: Strategies Utilizing a Wide Area Network leased fiber optic network to maximum potential.

A. 2010

- Upgrade classrooms using available resources
- Migrate to new Pinnacle SIS
- Adopt web-based IEP
- Train instructors using Regional Data Initiatives grant
- Pilot data initiative Pinnacle curriculum and assessment
- Integration of Technology into the curriculum

B. 2011

- Full rollout of Pinnacle suite
- One to one pilot as resources are available
- Integration of technology into curriculum

C. 2012

- Full rollout of Pinnacle suite
- One to one pilot
- Integration of technology into curriculum

The District's technology assets require sufficient maintenance capacity to ensure operation. Technology support is provided by two part time support staff and shared network and data support provided by the AAESA.

I. Infrastructure Technical Support

Instructional strategies such as UDL will be included in professional development of staff. Assistive technology support is available through the AAESA.

Funding Section 13

J. Budget and Timetable

COST PROJECTIONS

2010: \$40,000 -75,000 plus Staff Training through Regional IID Grant

TOTAL \$40,000-75,000

2011: \$40,000-75,000 plus Staff Training through Regional IID Grant

TOTAL \$40,000-75,000

2012: \$40,000-\$75,000

Staff Training through AAESA consortium

TOTAL \$40,000-75,000

Funding: Funding will come from the following sources as need arises and funds can handle

General fund, Principal's operation accounts, Grant opportunities and Partnership.

2010-12 Line item budget estimates

Salary and Benefits– Technology \$40,000

License costs and Other Professional/Technical support \$29,725

Repair & Maintenance \$1,000

Miscellaneous Supplies/Materials \$2,000

Professional Development \$2000

Capital Outlay – Equipment \$4000

K. Coordination of Resources: AAESA centrally files USF applications for local districts and area charter schools. There is significant cost savings for broadband connectivity, telephone, and Internet services. Shared services is another strategy that is being employed to address sustainability.

Monitoring and Evaluation Section 5

L. Evaluation

Fennville Schools will continuously evaluate the successful achievement of our goals and objectives. Evaluations will include both formative and summative components. Analysis of student-generated products, student achievement, and observations will also be used. District teacher assessment of METS proficiency will occur annually. Staff development: monitoring and evaluating training and staff development. All teachers will have the following skills: Knowledge of and access to state and district curriculum standards; 2) knowledge of and ability to use basic technology applications, e.g., internet, e-mail, word documents, etc. 3) knowledge of and the ability to use district and student administrative software; 4) knowledge of and the ability to use communication tools such as web pages, homework paging and parent information applications as part of their teaching duties; 5) knowledge of and the ability to integrate Michigan's Technology Content Standards, into their own disciplines and subject areas. The Technology Advisory Committee will maintain an oversight role. It will act as a sounding board for both procedures and paths into the future. It will seek to widen its informational and visionary nature to include both community and school members. As part of its evaluative function the following questions will be answered. 1) What evidence supports the goal that the online activities engaged in by students contribute to the mastery of curriculum objectives? 2) What evidence shows that teachers who have used the Internet have found Internet resources useful? 3) What is the degree of parent, teacher

and student comfort and satisfaction with the technology available? 4) Has the equipment, software, and level of connectivity been sufficient to enable teachers, students and parents make effective use of technology tools? 5) What evidence exists that the professional development provided to the teachers and staff has been adequate to enable them to assimilate this complex curriculum enhancement? Has the level and type of communication provided to parents been adequate to enable them to participate in supporting the learning of their child? Developing inquiries into technology usage and effectiveness will help fashion technology implementation both now and in the future.

M. Fennville Public Schools Acceptable Use Policy

Fennville Public Schools in keeping with Federal Law (H.R. 4577) (Public Law 106-554) and in compliance with Library Services and Technology Act, Title III of the Elementary and Secondary Education Act, recognizes the need to protect students from harmful material that may be found on the Internet. Fennville Schools has purchased blocking and filtering software solutions. Internet access is available to students and teachers at Fennville Public Schools to promote educational excellence in schools by facilitating resource sharing, innovation and communication. With access to computers and people all over the world also comes the availability of material that may not be of educational value. On a global network it is impossible to control all materials, and users may discover controversial information. The District believes the value of information available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

The operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines.

FENNVILLE PUBLIC SCHOOL DISTRICT

STUDENT ACCEPTABLE USE POLICY FOR INTERNET ACCESS

User Name (please print): _____

Student ID#: _____

It is the policy of the Fennville Public Schools to permit students to have Internet access under established guidelines. In general, the user’s responsibilities require responsible, decent, ethical, polite, efficient, and legal use of the network resources. Teachers will instruct and supervise the student on acceptable use of the Internet resources and proper network etiquette. An Acceptable Use Contract must be signed by the student and his/her parent or guardian.

General Regulations

The Internet and other on-line resources provided by the district are intended to be used to support the instructional program and further student learning. The FPS network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance of the mission of the FPS District.

Acceptable Use Agreement

Because the Internet contains an unregulated collection of resources, the district cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Therefore, before using the district's on-line resources, each user shall sign and return an Acceptable Use Agreement. This agreement shall specify user obligations and responsibilities and shall indemnify the district from any damages. The user/parent/guardian shall agree to not hold the district responsible for materials acquired by the student on the system, for violations of copyright restrictions, users' mistakes or negligence or any costs incurred by users.

Supervision

FPS staff shall supervise students while using on-line services at the school site, and may ask instructional assistants and student aides to assist in this supervision.

The building administrator or designee shall oversee the maintenance of each facility's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper use.

User Obligations & Responsibilities

Students are authorized to use the district's on-line services in accordance with user obligations and responsibilities specified below and in accordance with policy.

The building administrator or designee shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke, or suspend a user's access at any time. The decision of the principal or designee shall be final.

The district's system shall be used only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited. This includes Internet games, MUD' (multi user dungeons),

FENNVILLE PUBLIC SCHOOLS-Student Acceptable Use Policy

1 The district reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials.

- 2 The use of the district's system is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges.
- 3 Users are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, defamatory, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, gender, height, weight, sexual orientation, age, disability, religion, or political beliefs.
- 4 Users shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.
- 5 Copyrighted, trademarked, or licensed material may not be placed on the system without the correct administrator's permission.
- 6 Vandalism will result in the cancellations of user privileges. Vandalism includes abusive overloading of data onto the servers, the intentional uploading, downloading, or creating viruses, and/or malicious attempt to harm or destroy district equipment, materials, or data or attempting to gain unauthorized access or launching of denial of service attacks.
- 7 Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail.
8. Users shall report any security problem or misuse of the services to the teacher or building administrator. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.
9. Both student and parent or guardian must sign the Acceptable Use Policy before a minor student can use the network.
10. Users who fail to abide by district rules shall be subject to disciplinary action, revocation of the user account and legal action as appropriate.

Network Etiquette:

Users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- 1 Be polite.
- 2 Do not be abusive in your messages to others.
- 3 Use appropriate language.
4. Do not swear, use vulgarities or any other language inappropriate in a school setting.

Security:

Security is a high priority on computer networks. If a security problem is identified, the user must notify the system administrator immediately. Do not demonstrate the problem to other users. Users may not use the Internet to discuss or disseminate information regarding security problems or how to gain unauthorized access to sites, servers, files, etc.

- 1 Passwords should not be shared with or disclosed to other users and should be changed frequently.
- 2 Do not leave a workstation without logging out of the network.
- 3 If you believe the filtering software is not filtering a site or sites that should be filtered under this agreement, notify the administrator.

Student Acceptable Use Agreement for Internet Access

I agree to allow my child to have access to the Internet through the FPS Network. I have read and agree to the FPS Student Acceptable Use Policy for Internet Access, and to be responsible for the behavior of my child. I understand that the district cannot guarantee the accuracy or appropriateness of information or material that my child may encounter on the Internet.

I shall not hold the district responsible for materials acquired by my child on the system, for violations of copyright restrictions, users' mistakes, or negligence or any costs incurred by my child. I understand that the following is a non-exhaustive list of activities that will not be tolerated, and that violations may result in the loss of privileges, as well as other disciplinary and/or legal action:

Sending or displaying offensive pictures or graphics. Posting anonymous messages. Using material, which may be deemed to violate any district policy or student code of conduct. Downloading music or video files, or any other files, such as games, that are not directly related to school assignments and/or education. Accessing or using services on the Internet that impose fees or charges. Using the network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea. Using obscene language Harassing, insulting, threatening, or abusing other network users. Violating copyright laws. Using another user's account and password. Damaging computers, personal, or network files. Attempting to circumvent network security. Using the FPS Network for commercial purposes or individual financial gain

Online Safety Guides

Do not give out personal information, such as address, telephone number, parent's work address or telephone number or the name and location of your school without your parents' permission.

Tell your parents right away if you come across any information that you feel uncomfortable with.

Never agree to get together with someone you “meet” online without first checking with your parents. If your parents agree to the meeting, be sure that it is in a public place and bring your mother or father along.

Do not respond to any messages that are mean or in any way make you feel uncomfortable. It is not your fault if you get a message like that. If you do, tell your parents right away so that they can contact the appropriate authorities.

Talk with your parents so that you can set up rules for going online. Decide upon the time of the day that you can be online, the length of time you can be online, appropriate areas for you to visit. Do not access other areas or break these rules without permission.

Taken from “Child Safety on the Information Highway” brochure from the national Center for Missing and Exploited Children and the Interactive Services Association.

Parent or Guardian Signature: _____ Date: _____ User/Student
Signature: _____ Date: _____ School Representative
Signature: _____ Date: _____

Purpose: Users who access or attempt to access inappropriate, unauthorized, or illegal Internet sites are subject to discipline, including the possibility of termination. The signature at the end of this Acceptable Use Agreement is legally binding. The signature indicates the party has carefully read and understood the terms and conditions of appropriate use, and agrees to abide by them.

Authority: Authorized by Superintendent

Continuance: Agreement provided to each employee annually as part of the Employee Manual

EMPLOYEE ACCEPTABLE USE AGREEMENT FOR FENNVILLE PUBLIC SCHOOL DISTRICT ELECTRONIC INFORMATION RESOURCES

Introduction: Electronic information resources are available to employees of Fennville Public School District (sometimes referred to herein as “FPS”). These resources include access to the Fennville Public School Local Area Networks, and Internet services (sometimes referred to in this document collectively as the “Network”). Goals in providing electronic service to FPS employees are to promote efficiency and excellence in the classroom and the workplace by facilitating resource sharing, information availability, innovation, communication, cooperation, and collaboration.

Scope: Internet access is coordinated through a complex association of government agencies, regional, state, and commercial networks, and equipment. Access to computers and people all over the world would provide the possibility of access to materials that may be considered to be inappropriate, illegal, or of no professional or education value in the context of the school or office setting. On the global network, it is extremely difficult to control all content/materials. However, the Fennville Public School District has taken reasonable precautions to restrict access to inappropriate materials. Despite these precautions, FPS does not represent or warrant that it has been successful in precluding access to inappropriate materials, and users must agree not to access or attempt to access inappropriate materials as a precondition to use FPS Network resources. Users who access or attempt to access inappropriate, unauthorized, or illegal Internet sites are subject to discipline, including the possibility of termination.

Terms and Conditions of this Agreement: The signature at the end of this Acceptable Use Agreement is legally binding. The signature indicates the party has carefully read and understood the terms and conditions of appropriate use, and agrees to abide by them.

1. Privilege: The use of electronic information resources at FPS is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action, including the possibility of termination, and/or referral to legal authorities. The Fennville Public School District may limit, suspend, or revoke network and/or Internet access for any reason or for no reason.

2. Acceptable Use: The use of an assigned account must be consistent with the educational or professional goals, roles, responsibilities and objectives of the Fennville Public School District. Each user is required to comply with this provision when using the Network. The knowing transmission or receipt of any inappropriate material in violation of law or FPS district policy is prohibited. Inappropriate material includes, but is not limited to:

- a material protected by copyright, trademark, or a license (transferred without authorization) or which constitute trade secrets;
- b harassing, abusive, threatening, indecent or obscene, or defamatory material or correspondence;
- c communications which constitute an invasion of personal privacy or are discriminatory on the basis of race, national origin, height, weight, gender, sexual orientation, age, disability, or religion or political beliefs;
- d the design of or detailed information pertaining to explosive devices, criminal activities, or terrorist acts;
- e material communicated in connection with gambling, illegal solicitation, employee advertising or political lobbying (although receipt of incidental advertising in connection with receipt of other information is permissible); any other material, which is illegal to transmit or receive.

The district's network and related systems shall be used only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.

The sending of mass E-mail or posting of the same message to multiple news groups (commonly known as "spamming") is prohibited. The use of SSH or other encryption without prior approval of the department head is also prohibited. All FPS workstations employ blocking/filtering software. Staff who needs the blocking function lifted for educational purposes must obtain written approval from the Superintendent. Approved requests to lift blocking should be sent to the (Director of Technology).

Security: Users are advised to not reveal personal or private information such as home addresses, phone numbers, credit card numbers, or social security numbers; this also applies to others' personal information or that of organizations. Users shall not reveal their passwords for Network access to anyone or allow anyone to use their password without express authorization from the system administrator. Users shall not use another individual's account or log onto the system as the systems administrator. Users shall not install, or allow to be installed, any software on any networked computer without the systems administrator's knowledge and permission. No network computers or workstations are to be left on 24 hours without the knowledge of the system administrator.

Network Monitoring/Privacy: Users have no legitimate expectation of privacy when using the FPS Network. All transactions are monitored and logged, including Email and Web browsing activity. In addition, users should be aware that all users and others with access to the Network have potential access (authorized or unauthorized) to any data on the system. The FPS reserves the right to monitor any on-line communications for proper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials.

Network Etiquette: Each access holder is expected to abide by the generally accepted rules of user etiquette.

Vandalism: Vandalism is defined as any malicious attempt to harm or destroy property or data of the user, another user or of any other agencies or networks that are connected to the Network. Vandalism includes, but is not limited to: abusive or overloading of data on the server, the intentional uploading/downloading or creation of computer viruses, attempting to gain unauthorized access, or launching denial of service attacks.

Service Disclaimer: The Fennville Public School District makes no warranties of any kind whether expressed or implied regarding the Network services. The Fennville Public School District will not be responsible for any damages you may suffer while on this system, including, but not limited to: loss of data as a result of delays, non deliveries, mis-deliveries, or service interruptions caused by the system or damages caused by user errors or omissions. Use of any information obtained via the electronic information system is at your own risk. Fennville Public School District specifically denies any responsibility for the accuracy of information obtained through electronic information resources. The system should not be used for any use in which privacy or confidentiality is required.

User Signature of Agreement:

I understand any violations of the above provisions may result in the loss of my user account and/or in disciplinary and/or legal action, including but not limited to the loss of employment in accordance with FPS policy or the provisions of the Master Agreement as applicable. I agree to report any misuse of the electronic information resources to my site systems administrator.

I have read this agreement and understand that Network use is being monitored. I hereby agree to comply with the above described conditions of acceptable use.

User Name (please print): _____

User Signature: _____ Date: _____