



TECHNOLOGY PLAN

July 1, 2011 to June 30, 2014

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MARSHALL PUBLIC SCHOOL DISTRICT

100 E. Green St.

Marshall, MI 49608

Calhoun County

Phone: (269) 781-1250 Fax: (269) 781-7757

District School Code: 13110

Technology Plan:

www.marshall.k12.mi.us/tech/docs/techplan.pdf

Intermediate School District: Calhoun

Dr. Randy Davis, Superintendent

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TECHNOLOGY COMMITTEE MEMBERS

Central Administration

Dr. Randall K. Davis, Superintendent
Barry L. Shackelford, Director of Technology
Don Pierce, Technology Operations Director
Saundra Hainline, Curriculum Director

Building Administrators

Paul Holbrook, Principal Walters Elementary
David Turner, Principal Marshall Middle School

Media Specialist

Shannon Clark, Media Specialist Marshall High School

Teaching Staff

Tim Rupp, Third Grade – Gordon Elementary
Christine Davis, Technology Teacher – Marshall High School
Chris Bowhuis – Technology Teacher Marshall High School
Sarita Shetenhelm – Elementary Technology Teacher

Parent

Matthew Hagerty

DISTRICT PROFILE

Marshall is a community of approximately 15,000 residents located at the intersection of I-69 and I-94 in south central Michigan. Marshall is an aggressive 21th century community possessing an historic heritage, of which it is proud. Marshall Citizens are passionately involved in community activities ranging from the annual Historic Home Tour, to the Scarecrow Festival, to the Cruise to the Fountain, to the Civic Players productions at the historic Center for the Arts.

The School District, located in the Calhoun County, serves approximately 2500 K-12 students. Marshall Public Schools consists of three elementary schools, a middle school serving grades 5-8, a high school accredited by the North Central Association of College and Secondary Schools and an alternative high school. The district employs a staff of 147 teachers, 32 instructional support staff, 14 administrators, and 84 operations personnel (bus drivers, maintenance, grounds, supervisors, secretaries and food service). As a member of the Calhoun Intermediate School District, Marshall receives services and participates in consortium programs including those provided for technology. The District is not a high needs district based on free and reduced lunch counts or MEAP scores. Marshall is located within 60 miles of the campuses of Western Michigan University, Michigan State University, the University of Michigan, Kalamazoo College, Albion College, Olivet College, Kellogg Community College, Kalamazoo Valley Community College, and Spring Arbor University.

According to the mission statement of the Marshall Public Schools:

Marshall Public Schools is a partnership of school employees, parents, community members and students working together to develop life-long learners who have the knowledge, skills, abilities and habits necessary to succeed in the larger world.

<u>SCHOOLS</u>	<u>ADMINISTRATOR</u>	<u>PHONE</u> (Area code - 269)	<u>ENROLLMENT</u>
Gordon Elementary 400 North Gordon Street Grades RK – 4 th	Principal: Linda Bennink	781-1270	268
Hughes Elementary 103 West Hughes Street Grades RK-4 th	Principal: Andrea Nessel	781-1275	264
Walters Elementary 705 N. Marshall Ave. Grades RK-4 th	Principal: Paul Holbrook	781-1280	390
Marshall Middle School 100 East Green Street Grades: 5 th – 8 th	Principal: Dave Turner	781-1251	704
Marshall High School 701 N. Marshall Ave. Grades 9 th – 12 th	Principal: Dan Luciani Ass't Principal: Nicholas Dent Athletic Director: Tom Duffey	781-1252 781-1337 781-1314	793
Marshall Alternative High School 624 W. Mansion St.	Director: Bob Vaught	781-1298	91

VISION

The Technology Vision of the Marshall Public Schools is to provide all staff and students the opportunities and resources to become life-long learners in a technology rich world.

MISSION

Marshall Public Schools is a partnership of school employees, parents, community members and students working together to develop life-long learners who have the knowledge, skills, abilities and habits necessary to succeed in the larger world.

TECHNOLOGY GOALS

Goal One: To integrate technology and the District K-12 technology curriculum with the K-12 curriculum in order to improve teaching and learning, thus providing the best educational and enrichment opportunities for students.

Goal Two: To utilize technology to deliver specialized classes and expand experiences for students.

Goal Three: To increase communication with parents and the community through the use of technology.

Goal Four: To provide technology staff development opportunities to ensure the use of technology for learning, teaching and management by all staff.

Goal Five: To provide the resources required to implement the Technology Plan goals.

Goal Six: To provide the infrastructure, hardware, software, resources, and support required to ensure that all staff and students are given the opportunities and resources necessary to become life-long learners in a technologically rich world.

TECHNOLOGY GOAL ONE

To integrate technology and the District K-12 technology curriculum with the K-12 curriculum in order to improve teaching and learning, thus providing the best educational and enrichment opportunities for students.

INTRODUCTION

According to the National Educational Technology Standards for Students, “*Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze, and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions-as accessible as all other classroom tools.*”

The ISTE Technology Foundation Standards for Students are:

1. Basic operations and concepts

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

2. Social, ethical and human issues

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

3. Technology productivity tools

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

4. Technology communications tools

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

5. Technology research tools

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

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.

- Students employ technology in the development of strategies for solving problems in the real world.

MARSHALL SCHOOLS K-12 TECHNOLOGY CURRICULUM

The Marshall School District has adopted the Michigan Education Technology Standards (METS), which are based on the ISTE Technology Standards, as the Marshall K-12 technology standards and basis of the technology classes when appropriate.

TECHNOLOGY INTEGRATION

In order for integration of technology to be successful as a method for improving student achievement, the teachers that will be using the technology need to be involved and the following should be available:

1. Hardware and software need to be available.
2. A staff development program emphasizing basic operation and usage needs to be implemented.
3. Support needs to be available as teachers begin using computers and other technologies with their classes.
4. Teachers need to have an opportunity to attend workshops, seminars and conferences to learn the value of and the methods for integrating technology into their curriculum.
5. Teachers need to be comfortable with technology, and have learned methods for integration.
6. Teachers and curriculum committees need to be part of the integration development process.

THE INTEGRATION PROCESS

The Marshall Schools believe that integration includes the following uses of technology:

- Integration of the technology curriculum with all curricular areas in order to improve academic achievement using technology and to ensure that students become technologically literate;
- Use of technology as a teaching tool to improve teaching;
- Use of technology for administrative purposes including attendance, grade reporting assessment, data warehousing and parent communication; and
- Use of technology as a communication tool: all teachers will use Moodle.

The following three year plan has been developed to meet the goals on integrating technology and utilizing technology to increase student achievement:

Year One (2011-12):

The elementary schools will be the focus of the work during the first year of this technology plan. As such, the development of methods for technology integration and staff development will be the primary technology goals of the school district for the year for the elementary schools. Specifically,

- Teams of teachers will correlate the METS which have been adopted to the district core curriculum. They will determine in what grade and how each of the METS will be taught and integrated. The Elementary Technology Teacher will develop curriculum and teach the core technology curriculum.
- The elementary curriculum committees will be organized and will discuss/determine specific methods that technology can be integrated into the curricular areas. This will include the integration of the technology curriculum and the use of technology as a teaching tool.
- Curriculum committees will be required to include technology integration during curriculum studies and the textbook/materials adoption process.
- Specific integrated lesson plans will be developed or chosen from available lesson plans for each grade level that teachers will be required to teach. The Marshall Learning Design Model of unit lesson plan development will be utilized to develop new lessons plans integrating technology into the grade level curriculum. The State of Michigan Integrated Lesson Plan template may be used as a tool to assist in the development of new lessons.
- Teachers will receive staff development on the appropriate software, internet websites and other technologies that will be used in the integration process.

Year Two (2012-13):

The middle school will be the focus of the work during the second year of this technology plan. A new Technology Teacher will be hired for the 2011-2012 school year. As such, the development of methods for technology integration and staff development will be the primary technology goals of the school district for the year for the middle school. Specifically,

- Each core curriculum department will correlate the METS, which have been adopted, to the district core curriculum. They will determine how each of the METS will be taught and integrated. This process has begun.
- The middle school curriculum committees will be organized and will discuss/determine specific methods that technology can be integrated into the curricular areas. This will include the integration of the technology curriculum and the use of technology as a teaching tool.

- Curriculum committees will be required to include technology integration during curriculum studies and the textbook/materials adoption process.
- Specific integrated lesson plans will be developed or chosen from available lesson plans for each grade level that teachers will be required to teach. The State of Michigan Integrated Lesson Plan template will be used to develop new lesson plans.
- Teachers will receive staff development on the appropriate software, internet websites and other technologies that will be used in the integration process.

The District Technology Director will continue to work with the elementary curricular teams as they are in the second year of the integration process.

Year Three (2013-2014):

The high school will be the focus of the work during the third year of this technology plan. As such, the development of methods for technology integration and staff development will be the primary technology goals of the school district for the year for the high school. Specifically,

- Each curriculum department will correlate the METS, which have been adopted, to the district curriculum. They will determine how each of the METS will be taught and integrated. This process has begun.
- The high school curriculum committees will be organized and will discuss/determine specific methods that technology can be integrated into the curricular areas. This will include the integration of the technology curriculum and the use of technology as a teaching tool.
- Curriculum committees will be required to include technology integration during curriculum studies and the textbook/materials adoption process.
- Specific integrated lesson plans will be developed or chosen from available lesson plans for each grade level that teachers will be required to teach. The State of Michigan Integrated Lesson Plan template will be used to develop new lesson plans.
- Teachers will receive staff development on the appropriate software, internet websites and other technologies that will be used in the integration process.

The District Technology Director will continue to work with the elementary and middle school curricular teams as they continue the integration process.

USE OF TECHNOLOGY FOR MANAGEMENT

Zangle

The Student Service Management package, Zangle, is used by Marshall Public Schools and other local school districts in Calhoun, and Branch counties Through this package, school districts are able to manage student data for the purposes of:

- Attendance and Attendance History
- Behavior Information
- Class and Student Schedules
- Fees and Fines
- Food Service
- Grade Book
- Graduation Requirements
- Health and Immunization
- Master Schedule Builder Assistant
- Records Access and Office Visits
- Schedule Loader using student course requests
- Special Education
- State Reporting
- SRSD (equivalent current program)
- SIRS (Immunization)
- Student Activities/Awards
- Student Enrollment
- Student Lockers
- Student Photos
- Student Report Cards/Transcripts
- System Security and Preferences
- Test History (MEAP and ACT)
- Transportation (PolyPlot)
- Walk In Scheduling
- Work Experience Tracking

Data Director

Assessment storage

Currently housing historical and current MEAP and ACT data.

Districts have ability to create/import local assessment data.

Dynamic Reporting Capabilities

- Create a report on any student data stored in Data Director including MEAP and ACT data, sub-group information, attendance, behavior, assessments, etc...

- Link student demographic data to any other data in the system (grades, special ed, behavior, etc...)
- PIVOT table report that compares grades to grades, grades to assessments, or assessments to assessments
- The MEAP Strand and GLCE Analysis identifies student performance on the MEAP strands and takes the report one level deeper in identifying performance on specific GLCEs.
- The MEAP Percent Proficient Report shows MEAP proficiency levels by content, year, district, school, and grade along with multiple NCLB grouping options.
- The MEAP Performance Summary Report allows you to identify the percentage of students that scored within a given performance band from one year to the next.
- One click data download to desktop in Excel and PDF file formats

Exams

- Exam reports provide statistical reporting: item analysis, response matrix, point bi-serial, etc.
- The Exams section allows integration of exam data with all other data in the system
- Use exam data to identify patterns and trends and generate reports
- Test scanning using paper scanning and bubble sheets
- Link State Standards directly to teacher/administrator created assessments or exam questions
- Generate reports showing student achievement as it relates to Michigan standards

Programs

- Tracking of Professional and Student development, attendance/participation, and intervention program development.
- Link program data to any data in Data Director including exams and assessments.
- User/Permission Management
- Manage system usernames and passwords
- Integrated password retrieval system Permission for Teachers and administrators only has access to the sections and data that the district allows.

Finance

The Finance packages used by Calhoun ISD and its constituent school districts are WISE and SMART. Through these packages, districts are able to manage financial data for the purposes of:

- Accounts Payable
- Budget Reporting
- State Reporting
- FID Submission
- GASB34 Requirements
- Cash Receipts/Journal Entry Recording
- Electronic Requisitions/Purchase Orders
- General Ledger and Trial Balances
- Financial Statements
- Year End Processing and 1099's
- Transaction Analysis Lookup
- Standardized and Custom Reports
- Exporting data to various spreadsheets/databases

The **Simplified Management Analysis and Reporting Tool (SMART-XL)** program is a user friendly, PC-based query and reporting tool that uses a Graphical User Interface (GUI) for queries from the finance, requisition and payroll systems. The SMART-XL system provides a self-balancing, double-entry, multi-fund accounting system that is compliant with the revised 1022 Michigan School Accounting code for K-12 public schools. The software utilizes six interactive files: ledger, transaction, invoice, requisition, purchase order and vendor. It has 24 fully interactive funds.

Payroll and Human Resources

The Payroll and Human Resource package used by Marshall Public Schools is Cyborg. Through this package, school districts are able to manage staff data as well as track history on all vital information for the purposes of:

- Human Resources
- Payroll
- Time and Attendance
- Benefits
- Applicant Tracking
- State Reporting
- MIP
- Retirement Affidavit
- MESC
- TDP Reporting
- City, State and Federal Tax Reporting

Key abilities of the Cyborg Payroll software include:

- Earnings and deductions
- Tax Calculations
- Check processing
- Direct Deposit
- Check Reconciliation
- General Ledger Interface
- Time and Attendance
- Pretax earnings
- Retirement
- W2 Processing

The Basic Human Resource Information gives Marshall Public Schools the ability to maintain essential information pertinent to all employees. Some of these are:

- Employee Demographics
- Personal Data
- Health and Safety
- Contracts
- Training Administration
- Professional Development

TLC Library Automation Program

The library automation was purchased and implemented in the spring and summer of 2006. All buildings are connected via the WAN and a dedicated server manages the collections. A web-based connection allows for remote access and the KC web interface meets the needs of the K-5 students. Advantages that Marshall Schools viewed regarding the TLC automation system are:

- Web-based
- Hundreds of preformatted reports
- Daily updates from your Student Information System
- Acquisitions
- Media Booking
- Serials
- Authority control
- Z39.50
- Spanish and French OPAC interfaces
- RFID

TECHNOLOGY GOAL TWO

To utilize technology to deliver specialized classes and expand experiences for students.

Specialized Classes

The District now utilizes the on-line courses provided through Nova Net and GenNet, to provide specialized courses not offered in the District, credit recovery, and summer-school options for both in-district students as well as consortium districts.

- In the year January 2008 through December 2008, we had 57 students take advantage of the NovaNet course offerings.
- In the year January 2009 through December 2009, we had 60 students enrolled and taking classes.
- For the same period of 2010, we have had 98 students take classes and advantage of the course offerings.

Classes students are enrolled in include Economics, Advanced Placement Chemistry, Journalism, HTML, Human Space Exploration, World History, U.S. Government-Politics, American Film, Anatomy and Astronomy.

Students are made aware of the availability of the courses by their counselors. Courses will continue to be made available through the three years of this technology plan.

Additional courses that the district plans to make available are through TWICE: *Two Way Interactive Connections in Education (TWICE) is Michigan's organization for videoconferencing in K-12 education. TWICE promotes and supports collaborative connections for the benefit of all students.*

Expanded Experiences for Students

In addition to the online courses available to students, Marshall Schools believe that the technology should be utilized to expand the experiences of students. The Curriculum Council formed a Technology Committee to investigate solutions for offering the 20 hours of online experience, a new requirement for students graduating 2011. Efforts are being made to provide the necessary tools for teachers to integrate technology into all aspects of the curriculum. This process includes the continued delivery of Windows Microsoft Office applications and adding new experiences in open source applications, distance education opportunities, and exploring “cutting edge” technologies that will play an important role in our students acquiring the 21st Century employability skills needed for the global economy.

Distance education experiences such as virtual field trips, classroom to classroom connections, virtual trips to Colonial Williamsburg, the Indianapolis Zoo, etc. will be broadcast over the fiber optic connections at each of the buildings.

TECHNOLOGY GOAL THREE

To increase communication with parents and the community through the use of technology.

Technology and the Community

The parents and school community need to be brought along as technology is integrated into the school environment. In order to do this, the following activities will be pursued:

- Expanded Website and additional on-line functionality. Currently the website is utilized for:
 - Superintendent’s message
 - Parent Connection
 - School Closings
 - Annual Reports
 - School and Sports Schedules
 - Library Interface
 - Building Newsletters
 - Staff Communication
 - Posting of the district Technology Plan
- Zangle Parent Connection provides access to student progress at the middle school and high school.
- Moodle – A classroom management program is currently being integrated as a teaching/learning tool for middle school and high school students.

- Regularly published newsletters highlighting the events at each building are posted on the district web page.
- A survey has shown that 88% of the Marshall residents own computers. More web-based programming generated through Marshall Public Schools will facilitate better community awareness of the vision for technology.
- The Technology Director represents the Marshall Public Schools on the Marshall Community Committee for Advanced Telecommunications.
- The Cronin Foundation, Success Funds, and other local philanthropic organizations continue to fund district projects that directly affect student learning and achievement. The following projects were funded through the generosity of the Cronin Foundation: Computer labs at Walters Elementary, Hughes Elementary, and Gordon Elementary.
 - The pilot project for multimedia carts for the high school, alternative high school, middle school, and all the elementary buildings.

TECHNOLOGY GOAL FOUR

To provide technology staff development opportunities to ensure the use of technology for learning, teaching and management by all staff.

Staff Development

Staff development is the basis of the success of technology integration and usage. Because technology is constantly changing, staff development becomes a continual process. What is most important is the approach that is taken. According to Jamie McKenzie in How Teachers Learn Technology Best,

*This challenge is not about **training**. It is about **learning**. If we expect teachers to turn around and use technologies daily with students they need to discover personally the power of the new technologies when combined with rich information. We also need to provide more informal support structures such as mentors, coaches and “just in time help” that often do more to promote risk taking and growth than formal class offerings.*

The Marshall Technology Committee has determined to develop an on-going, changing and growing staff development program based on learning. The program is being built on the following basic facts:

- In order to use the technology, the individual must know how to operate it. Therefore, skill training will continue to be needed with the introduction of new technologies.
- The integration of technology is dependent on teacher learning as described by Jamie McKenzie.
- A solid program must include mentoring, coaching, and support.

- Identified needs must be met in order for an individual to feel comfortable with and therefore utilize the technology. Once this happens, the technology will be integrated into the student learning process.

The staff development program is built on the need for educators to be able to integrate technology throughout the curriculum, to utilize technology as a teaching tool and to utilize technology for management. Ultimately, this will guarantee the use of technology for student achievement.

In order to guarantee that the District is fulfilling its technology mission and meeting the integration goals, the following ISTE Standards for Teachers will be utilized as the basis for staff development:

Educational Technology Standards and Performance Indicators for All Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
- B. apply current research on teaching and learning with technology when planning learning environments and experiences
- C. identify and locate technology resources and evaluate them for accuracy and suitability
- D. plan for the management of technology resources within the context of learning activities
- E. plan strategies to manage student learning in a technology-enhanced environment

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards
- B. use technology to support learner-centered strategies that address the diverse needs of students
- C. apply technology to develop students' higher order skills and creativity
- D. manage student learning activities in a technology-enhanced environment

IV. ASSESSMENT AND EVALUATION.

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

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

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

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

- A. use technology resources to engage in ongoing professional development and life-long learning
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
- C. apply technology to increase productivity
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

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

- A. model and teach legal and ethical practice related to technology use
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
- C. identify and use technology resources that affirm diversity
- D. promote safe and healthy use of technology resources
- E. facilitate equitable access to technology resources for all students

TECHNOLOGY PROFESSIONAL DEVELOPMENT PROCESS

The District believes that staff development is an ongoing process and requires the staff to develop both skills in the use of the technology being provided as well as in the integration of technology both of which may vary by level and curriculum/department. Therefore, the following process will be implemented:

1. A technology needs assessment will be administered to all staff members. This will determine both the skill level as well as the integration use by each teacher.
2. The District, with the aid of the Calhoun ISD Instructional Technologist, vendors of newly purchase hardware and outside trainers when needed, will provide skill development workshops, small group sessions, and individual sessions based on the results of the needs assessments. This includes hardware, software, telephone, internet and other technological needs that may be implemented during the three years of this technology plan.
3. The grade level and/or curriculum committees that are developing methods for integration into specific curricular areas will include training of course specific technologies and required lesson plans as they are identified. The PD plan will be developed by each of the committees and will include a timeline, strategies, and resources.

ADDITIONAL STAFF DEVELOPMENT OPPORTUNITIES

In addition to the staff development provided through the integration process, the following opportunities will be made available:

- Staff will be encouraged to attend regional ISD and state conferences and workshops.
- As needed, training in the use of management systems will be provided.
- School teams will be encouraged to apply for and participate in the MI Champions project.
- School teams, with support from the building administration, may attend MACUL Conferences and training in their areas of interest.

TECHNOLOGY GOAL FIVE

To provide the resources required to implement the Technology Plan goals.

SUPPORTING RESOURCES

The following resources either are currently being used or will be implemented during this three year Technology Plan:

- Moodle – Classroom management tool.
 - The Moodle server is hosted by CISD and training for administrator and teacher use is provided through CISD staff.
- DataDirector
 - Continued implementation of DataDirector .
 - Assessment storage
 - Dynamic Reporting Capabilities
 - Exams
 - Programs
 - User/Permissions Management
- Zangle – Student Services System
- United Streaming
 - Subscriptions expanded to all buildings.
- Curriculum based resources determined by curriculum committees
- GenNet
- NovaNet
- CISD
 - Technical Support
 - Professional Development
 - REMC bid
 - Technology Consulting Services
 - Videos
- Online subscription resources available through the media centers
- LearnPort
- MEL – Michigan Electronic Library
- MDE

- Web 2.0
- Continued staff development targeted for K-12 teachers and administrators will be accessed through connections to the existing Internet and the proposed connections to Internet 2. These will be included as part of the annual technology report.

TECHNOLOGY GOAL SIX

To provide the infrastructure, hardware, software, resources, and support required to ensure that all staff and students are given the opportunities and resources necessary to become life-long learners in a technologically rich world.

TELECOMMUNICATION AND INFORMATION TECHNOLOGIES

Technology Assessment

Network Assessment

A **Wide Area Network** connects all the District buildings with fiber to the middle school, which is then connected to an Gigabit Ethernet WAN that includes the districts in Branch and Calhoun counties. The main closet of the WAN is located in the middle school. Switches in each building are used for routing. The Local Area Networks in each building include CAT5 cabling and two data drops in each classroom. Buildings have also been cabled with coax for video. The District has decided to install Windows Servers networked throughout the District. An Intranet, including a help desk and a Service Request form have been included on the network.

Network Configuration

Head End:

- Primary Domain Controller (MMagic)
 - Operating System – Windows 2003 Advanced Server
 - Student Services
 - Deep Freeze Console
 - Ghost Imaging Console
- Application Server (Raptor 2)
 - Operating System – Windows 2003 Advanced Server
 - Printing Services
 - Student Accounts
 - Classroom Accounts
- Library Server (MPS-LSSVR)
 - Operating System – Windows 2003 Advanced Server
 - Library System
 - Anti-Virus Distribution
- Application Server (LRC-Mail)

- Operating System – Windows 2003 R2 64bit Server
- Exchange Server

- Application Server (Laciel)
 - Operating System – Network Storage Server
 - Ghost Images
 - Backups

- Application Server (LRC04)
 - Operating System – Windows 2003 Advanced Server
 - Instructional applications
 - Accelerated Reader
 - Star Reading
 - Accelerated Math
 - Accounting and Business Applications
 - Math (High School)
 - Keyboarding
 - Staff Accounts

- Snap Server
 - Backup of all district servers

- Proxy Server (ISA)
 - Operating System – Windows 2003 Advanced Server
 - Firewall
 - Internet Filtering
 - Web Proxy Services

Elementary – Walters:

- Single mode fiber (6 strands)
- Five 3Com 4210 Switches – 48 port
- Three 3Com 4210 Switches 24 port
- Category 5 cabling throughout the building with two drops per classroom
- Three multimedia computers per classroom
- One 30 workstation computer lab
- TLC circulation system
- Eight media center computers
- Soundfield audio enhancement systems installed in each classroom
- Multimedia Teaching Stations (document camera, data projector, DVD/VCR, laptop computer, speaker) per classroom
- Internet connection to CISD
- Internet provider - Merit

Elementary – Hughes, Gordon:

- Single mode fiber (6 strands)
- One 3Com 4210 Switch – 48 port
- Two 3Com 4210 Switches 24 port
- Category 5 cabling throughout the building with two drops per classroom
- Three multimedia computers per classroom
- One 30 workstation computer lab
- TLC circulation system
- Eight media center computers
- Soundfield audio enhancement systems installed in each classroom
- Multimedia Teaching Stations (document camera, data projector, DVD/VCR, laptop computer, speaker) per classroom
- Internet connection to CISD
- Internet provider - Merit

Middle School:

- Single mode fiber (6 strands)
- Multimode fiber to connect middle school and the LRC and unified arts
- Eleven 3Com 4210 Switches – 48 port
- Ten 3Com 4210 Switches- 24 port
- Sixteen media center computers
- Soundfield audio enhancement systems installed in each 5th and 6th grade classroom
- Multimedia Teaching Stations (document camera, data projector, DVD/VCR, laptop computer, speaker) per classroom
- TLC circulation system
- Category 5 cabling throughout the buildings with two drops per classroom
- Three multimedia computers per classroom in 5th grade classrooms
- Two multimedia computers per classroom in the 6th – 8th grade classrooms
- Three (30) workstation computer labs
- Internet connection to CISD via DIAL fiber
- Internet provider – Merit

High School:

- Single mode fiber (6 strands)
- Cisco 3000 series Switch (owned by CISD)
- Six 3Com 4210 Switches – 48 port
- Seven 3Com 4210 Switches – 24 port
- Category 5 cabling throughout the buildings with two drops per classroom
- One multimedia computer per classroom
- Multimedia Teaching Stations (document camera, data projector, DVD/VCR, laptop computer, speaker) per classroom
- Five multimedia computer labs
- Sixteen media center computers
- TLC circulation system
- Internet connection to CISD via fiber
- Internet provider – Merit

Administrative/Transportation:

- Single mode fiber (six strands)
- One 3Com 4210 switch – 24 Port
- 28 Multimedia Computers
- Six networked digital copiers

Hardware Assessment

<u>Computers</u>	<u>Count</u>	<u>Location</u>	<u>Specifications</u>
HP DC5800	218	All Buildings	Intel Core 2 Duo 2.4Ghz, 2 GB memory, 80 GB Hard Drive
Gateway 2500S	158	High School, Middle School, Hughes El., Gordon El., Media Centers, Transportation Center	Pentium 4 630 3GHz, 512 MB memory, 40 GB Hard Drive
Gateway 2600S	70	High School, Middle School, Alternative High School	Pentium 4 630 3GHz, 1 GB memory, 80 GB Hard Drive
Gateway 2610	10	Multimedia Presentation Carts	Pentium 4 631 3GHz, 2GB memory, 80 GB Hard Drive
Compaq E - 400	260	High School, Middle School, Hughes El., Gordon El, Media Centers, Transportation Center	Pentium III 933MHz, 128 MB memory, 20 GB Hard Drive
Dell Dimension GX60	125	Walters	Celeron 2.2 GHz, 256 MB, 20 Gig HD

HP Compaq	8	Central Administrative Offices	Pentium 4 3GHz, 512MB memory, 80 GB Hard Drive
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<u>Printers</u>	<u>Count</u>	<u>Location</u>	<u>Specifications</u>
HP 2100 Laser	8	All buildings	
HP 4050 Laser	14	All buildings	
HP 8150	3	MS/HS/CO	
Konica Bizhub	5	All Buildings	

<u>Laptops</u>	<u>Count</u>	<u>Location</u>	<u>Specifications</u>
HP Compaq 6710b	160	All Buildings	Intel Centrino, 2.10GHz, 2 GB memory, 80 GB Hard Drive
HP 550	30	HS Media Center	Intel Centrino, 1.40GHz, 2 GB memory, 80 GB Hard Drive

Dell	2	Food Service Director, Community Room	Pentium III, 1GHz, 20Gig HD
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Projection Units

Epson PowerLite 83+/ Epson PowerLite 83c	150	HS, MS, Walters, Gordon, Hughes	2200 lumens
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Document Camera

Elmo TT-02S	150	HS, MS, Walters, Gordon, Hughes	
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DVD/VCR

JVC-HR-XVC15S	150	HS, MS, Walters, Gordon, Hughes	
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Digital Cameras

Olympus	3	Gordon El., Hughes El., Walters El.	
Sony Mavica	5	Tech Dept., High School, Middle School	
Kodak	1	Administrative offices	

Digital Camcorders

Cannon Z-10	5	Middle School, High School, Walters El., Gordon El., Hughes El.	
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Network Infrastructure

Fiber Optic Backbone	6 strands		6.5 miles of multi-mode and single mode fiber
3Com Switches	28	All buildings	4210 model
HP Compaq Servers	5		Compaq Proliant ML 380
Network Cards	684		10/100
Network Drops	520		Category 5

Software

Networked Software:	High School	Middle School	Walters Elementary	Hughes Elementary	Gordon Elementary	Admin Bldg
Microsoft Suite	X	X	X	X	X	X
Accelerated Reader		X	X	X	X	
Star Reading			X	X	X	
Algebra	X					
Careers (Mois)	X	X				
Business Accounting Simulation	X					
SOS Reading		X				
Inspiration	X	X				
AutoCad	X					
Paxton/Patterson Modules		X				
Norton Anti-Virus	X	X	X	X	X	X
Accelerated Math			X	X	X	
Star Math			X	X	X	
Deep Freeze	X	X	X	X	X	X
Read Naturally				X		

Assistive Technology

Calhoun ISD and the Special Education staff are utilizing this suite of products which address "reading and information transfer" needs for individuals with visual and mobility challenges. Applications for learning disabilities, general literacy and English as a second language can also be served using existing and emerging assistive technologies. The ISD continues to license the

newest version of Premier Assistive Technology Software Suite v8.5 and maintain the Unlimited Site License Agreement so that updates and technical support are available. Included in the Premier Assistive Technology Software Suite v8.5:

- Universal Reader Plus
- Scan & Read Pro,
- Text-to-Audio,
- Talking Word Processor,
- Text Cloner Pro,
- Talking Calculator,
- Scan and Read Pro,
- Universal Reader Plus,
- OFF Limits The Talking Web Browser,
- PDF Magic Pro,
- The Ultimate Talking Dictionary,
- Predictor Pro Word Prediction,
- The Talking Checkbook,
- E-Library
- E-Text Reader
- Magnify It
- Complete Reading System – A stand-alone system for blind users that can scan and read a wide variety of text placed on a standard scanner
- Multimedia Carts – Provide multimedia video and audio through several media sources.
- Soundfield Systems: Dedicated audio enhancement system installed in all K-6 classrooms

Technology at the Alternative High School

Currently, each classroom has a teacher workstation with two additional machines for student use. One classroom has the teachers workstation with four additional machines used primarily for on-line learners. There is a classroom that is set up as a lab with twenty workstations and one shared printer. The total numbers of the various technologies is:

10 – Gateway 2500S Computers

5 – Multimedia Carts, with:

- Document Camera
- Data Projector
- DVD/VCR
- Wireless Remote Desktop Slate
- Laptop w/ Internet connection

1 – Multifunction Printer/Copier/Scanner

3 – Dell Scanner/Copier/Printers

1 – Shared HP Laser Printer

Technology Needs

The ultimate goal is for students and staff to have available those technology and telecommunication resources that are needed for maximum learning and communication. This includes the following configuration:

Classrooms:

- Every classroom cabled for voice, data and video with at least three student data drops and a teacher station
- At least three student computers
- A teacher station with a computer and phone
- Multimedia Teaching Station including:
 - Data Projector
 - Document Camera
 - DVD/VCR
 - Laptop with WAN/LAN connection
- Wireless Access for 802.11 A, B, G

Computer Labs:

- At least one wireless portable 30 station lab in each elementary and 3 at the Middle School and High School
- Additional Laptops/portable computing devices for student checkout
- A data projector, document camera, DVD/VCR and printer in each lab

Per Building:

- At least one digital camera per 10 classrooms
- An equipped media center with student computers, scanners, and a data projector for check out
- Video Production facilities
- Polycom 7000e Video Conferencing equipment
- Additional specific curriculum oriented technology
- Offices equipped with computers, printers, copiers
- A Voice over IP Phone System
- The District would like to provide increased bandwidth with the installation of 1000mps switches in all buildings and 10/100/1000 network adapters in all workstations. This will offer each teacher the opportunity to take advantage of many more multimedia instructional tools delivered through online educational services.

TECHNOLOGY COORDINATION AND MAINTENANCE

Technical Support Assessment

Technical Support is presently provided through the following support system:

Director of Technology	Barry Shackelford	Marshall Public Schools
Technology Operations Director	Don Pierce	Marshall Public Schools
Technology Specialist	Matt Garlets	Marshall Public Schools
Technology Specialist	Kandy Slack	Marshall Public Schools
Cabling and Fiber Support	Marty Merit	Midwest Communications Inc.

Support, Maintenance and Coordination Needs

The above system provides adequate technical support for the school district. Training is made available to in-house technical staff by contracted services from the outside resources listed. In addition, the Director of Technology and System Administrator attend workshops and seminars provided by CISD, State associations, and vendors.

Weekly reports generated through the firewall and filtering software will be completed by the System Administrator in order to monitor adherence to the Acceptable Use Policy by students and staff. These will be included as part of the annual technology report.

BUDGET AND FUNDING SOURCES**FUNDING SOURCES**

Marshall Schools will coordinate resources from the following sources to implement this Technology Plan:

- Local District funds
- Universal Service Fund (e-rate) reimbursements
- Special Education funds
- Community partnerships
- No Child Left Behind funds
- Participation in CISD programming that provide cost saving opportunities
- Technology bonds passed by the community

In addition,

- It is recognized that traditional methods of funding are inadequate to meet the ongoing technology needs. As a result, the Technology Committee will consider alternative methods.
- The District will evaluate and take advantage when approved of programs, projects and resources.

2011-2014 BUDGET

Description	2011-12	2012-13	2013-14	Source of Funds
Technology Leadership Staffing Costs (1.2 FTEs)	\$ 93,300	\$ 94,440	\$ 95,580	General
Technology Specialists' Staffing Costs	\$ 59,481	\$ 61,381	\$ 63,281	General
Student Technology Assistants	\$ 2,916	\$ 2,916	\$ 2,916	General
Professional Development (See Note 1)	\$ 12,500	\$ 13,000	\$ 13,500	General/Title
Technology Staff Training	\$ 3,000	\$ 3,000	\$ 3,000	General
Distance Learning Services - NovaNet	\$ 7,575	\$ 7,575	\$ 7,575	Bldg. Budget/At Risk
Contracted Services-Network & Web	\$ 21,000	\$ 21,000	\$ 21,000	General
Capital Outlay/Upgrade Hardware and Infrastructure	\$ -	\$ 25,830	\$ 25,830	General
District-Wide Technology (See Note 2)	\$ 400,000	\$ 400,000	\$ 400,000	2010A and 2010B Bonds
Software Licensing	\$ 12,350	\$ 12,350	\$ 12,350	General
Student Services/Administrative Services/Internet Connection: CISD	\$ 79,913	\$ 79,913	\$ 79,913	General
Job Applicant Software	\$ 800	\$ 800	\$ 800	General
Mileage	\$ 1,175	\$ 1,175	\$ 1,175	General
Supplies	\$ 3,325	\$ 3,325	\$ 3,325	General
Equipment Repair and Maintenance	\$ 8,920	\$ 8,920	\$ 8,920	General
Leased Equipment	\$ 1,280	\$ 1,280	\$ 1,280	General
Security Hardware/Software	\$ 4,150	\$ 4,275	\$ 4,400	General
Telecomm: SBC and cell phones	\$ 54,000	\$ 54,000	\$ 54,000	General
Totals	\$ 765,685	\$ 795,180	\$ 798,845	

Note 1: E-rate reimbursement is used to supplement the Professional Development and software budgets.

Note 2:

Technology	Wide Area Network (WAN)			\$ 25,000
Technology	Structured Cabling System (SCS)			\$ 240,000
				\$ 265,000
Technology	Desktops	\$ 1,100	263	\$ 289,300
Technology	Laptops	\$ 1,600	80	\$ 128,000
Technology	Laptop Carts	\$30,000	8	\$ 240,000
Technology	B/W Networked Printers	\$ 1,000	38	\$ 38,000
Technology	Color Networked Printers	\$ 1,500	3	\$ 4,500
Technology	Color Stand Alone Printers	\$ 900	20	\$ 18,000
Technology	Data Projectors	\$ 3,500	35	\$ 122,500
Technology	Misc. Digital & Document Cameras	\$ 1,000	6	\$ 6,000
Technology	Projection Cart w/ PC, DVD, etc.	\$ 5,000	8	\$ 40,000
Technology	Copiers / Scanners	\$12,500	6	\$ 75,000
Technology	Classroom Assessment Systems	\$ 2,500	12	\$ 30,000
Technology	Ultra-Portable Devices	\$ 1,000	63	\$ 63,000
				\$ 1,054,300
Technology	H.S. 6 Closets / 529 ports / Core Switch	\$ 188	529	\$ 99,350
Technology	M.S. 5 Closets / 412 ports / Core Switch	\$ 174	412	\$ 71,800
Technology	Gordon 1 Closet / 113 ports / Core Switch	\$ 194	113	\$ 21,950
Technology	Hughes 1 Closet / 130 ports / Core Switch	\$ 188	130	\$ 24,500
Technology	Shearman 1 Closet / 112 Ports / Core Switch	\$ 195	112	\$ 21,800
Technology	Walters 2 Closets / 123 Ports / Core Switch	\$ 191	123	\$ 23,450
Technology	Uninterruptible Power Supplies (UPS)			\$ 25,000
Technology	Network Security			\$ 50,000

Technology	Wireless Access Points / Qty 25			\$	37,500
Technology	6 Additional Servers	\$ 8,000	6	\$	48,000
Technology	United Streaming Server		1	\$	20,000
Technology	Network Attached Storage w/ Back up (MS)		1	\$	100,000
Technology	Remote Site Back up (HS)		1	\$	40,000
					<hr/>
				\$	583,350
Equipment	Access Control System			\$	93,000
Equipment	Intrusion Alarm System			\$	134,000
Equipment	Video Surveillance System			\$	80,000
					<hr/>
				\$	307,000
Technology	Cellular Wireless			\$	77,000
Technology	Video Production HS / MS			\$	160,500
Technology	Classroom Sound Enhancement Systems	\$ 1,500	38	\$	57,000
				\$	217,500

Technology Needs and Implementation Timeline
Year One: 2011-2012

1. Multimedia Carts in all classrooms
 - a. Data Projector
 - b. Document Camera
2. Computer Lab Replacement
 - a. High School Info-Tech Lab
 - b. High School Career Resource Center Lab
 - c. High School CAD Lab
3. New Computer Labs and New Technology Equipment
 - a. High School Media Center Lab
 - b. Video Editing Equipment for Middle School Technology Classroom, Middle School Media Center, and High School Media Center

CISD Partnerships:

1. Moodle: Teacher and Student Accounts
2. Data Director Data Warehousing
3. Zangle Student Services
4. SMART District Finances
5. CYBORG Payroll/HR Services

Staff Development:

1. Moodle
2. METS
3. Technology Integration with focus on the elementary schools

4. New technologies

United Streaming : All Buildings licensed

Year Two: 2012-2013

1. Infrastructure
2. Security
3. Expanded Distance Education
4. Additional Storage Servers
 - a. Podcasting
 - b. Backups
5. Web 2.0
6. Open Source
 - a. Network Applications
 - b. Workstations/ Applications

Staff Development:

1. Moodle
2. METS
3. Technology Integration with focus on the middle school
4. New technologies
5. Open Source
6. Distance Education needs

Year Three: 2013 – 2014

1. Continue Lab/Student Computer replacement schedule: Elementary Buildings
2. One-to-One Laptop Initiative at MHS

Staff Development:

1. Moodle
2. METS
3. Technology Integration with focus on the high school
4. New technologies
5. Distance Education

EVALUATION

This Technology Plan is a living, on-going, changing document. The Technology Committee, therefore, must be an on-going body whose work is never totally completed. In order to be able to adapt, change, add and subtract from this Plan, the committee will be charged with evaluating

the progress of its implementation on an annual basis. It is difficult to evaluate the use of technology as it is used to increase student achievement. Did the technology make the difference or did something else? However, as the world is changing, technology is a tool that students must know how to use and have the opportunity to use it. Therefore, the evaluation needs to focus on how technology is integrated, whether students have the opportunity to become technologically literate, and whether teachers know how to use the technology and to integrate it as a tool across the curriculum.

Therefore, since the District will focus on a different level during each year of this Technology Plan, the following will be used as part of each year's evaluation. This will be done not only with that year's focus, but also with the levels that have been the focus in previous years.

1. A test to determine if students are attaining the skills included in the technology curriculum. This will be done at the end of fifth and eighth grades. The results at the end of 8th grade will be used to determine the percentage of students who are technologically literate.
2. Staff needs assessment
3. Evaluation of professional development activities
4. Curriculum committee integration of technology as curriculum is developed
5. Number and quality of integrated lesson plans developed or chosen from various resources
6. Number and quality of integrated lesson plans implemented by each teacher: teachers will be surveyed at the end of each year
7. Use of technology by students: random survey done each year
8. Parental surveys
9. Implementation of updating/replacing hardware and software

The Technology Director will be charged with the collection of the evaluation data. The Technology Department will develop and present a multi-media presentation to the Board of Education each spring, describing the use of technology and its integration across the curriculum. This presentation will then be made available for principals to utilize during fall building level Open Houses.

ACCEPTABLE USE POLICIES

Staff AUP

Student AUP: Grades 1-5

Student AUP: Grades 6-12

Children's Internet Protection Act: The following filtering devices are being used by Marshal School District:

- **Dans Guardian – Open Source web content filter**
- **AVG Internet Security Network Edition**

MONITORING PROCESS

Student Handbook Contents Pertaining to Technology

High School:

COMPUTER INTERNET/WEBPAGE INFORMATION: Permission forms for those students who wish to use the Marshall Public Schools computer network to access the Internet will be available at registration. A usage agreement will accompany the permission form. This agreement must be read and accepted before the permission form is signed by a parent or guardian and returned to the high school office. Only students who have a signed agreement form on file will be allowed to use the Internet at school. In addition, as the Marshall Public Schools' web page develops, staff members may desire to publish students' artwork or writing samples or to post photos showing groups of students involved in a class project or extra-curricular activity. In order to place a student's work or photo on the web page, a parent or guardian must sign a form granting permission to do so. This permission form will be available at registration

Middle School:

- All students will be required to sign and abide by the internet/intranet access and use agreement. Students that violate this signed agreement will face suspension.
- Students not signing the agreement will not be allowed to use the internet at school. The agreement will be filled out at student registration. Teachers will be given a list of students who have not signed the agreement.
- Students will not knowingly damage, disable, or introduce viruses to any technology equipment. Students determined to have done so will face suspension and will be charged for labor and materials to repair the equipment.

Elementary Schools:

PERSONAL ELECTRONIC DEVICES: It is a violation of school policy for a student to use personal electronic devices **during school hours**. This includes pocket pagers, cellular phones, and personal digital assistants. If used improperly these items will be confiscated and returned at the discretion of the building administration. The Marshall Public Schools are not responsible for lost or stolen personal electronic devices.

Note: Statements similar to that at the Middle School and the High School are being developed and will be included in elementary student handbooks.

**ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of MPS Technology Resources
Employees, Board Members, Persons other than Students**

_____/_____
Building/Program Name Name

This agreement is entered into this _____ day of _____, 20____, between _____ ("Employee" or "User") and Marshall Public Schools ("MPS"). The purpose of this agreement is to grant access to and define acceptable use of MPS's Technology Resources for legitimate educational purposes consistent with MPS's mission statement. "Technology Resources" include, but are not limited to: (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems. These resources may be provided to users to: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

In exchange for the use of MPS's Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the MPS's Technology Resources is a privilege that may be revoked by the MPS at any time and for any reason.
- B. The MPS reserves all rights to any material stored on MPS Technology Resources. You have no expectation of privacy when using MPS Technology Resources. MPS reserves the right to monitor all use of its Technology Resources, including, without limitation, personal email and voice mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. MPS also reserves the right to remove any material from the Technology Resources that the MPS, at its sole discretion, chooses to, including, without limitation, any information that MPS determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- C. The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to lobby or solicit political positions or candidates unless expressly authorized in advance by a supervisor as part of a MPS activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- D. The MPS's Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other

disciplinary consequences (for employees, up to and including termination), as determined by the MPS, for both you and the person(s) using your account/password,

- E. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by MPS) to engage in cyberbullying. Cyberbullying means “the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.” [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca>.]

- F. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action (for employees, up to and including termination), as determined by the MPS. Misuse, includes, but is not limited to:

1. Accessing or attempting to access educationally inappropriate materials/sites, including, without limitation, material that is unlawful, obscene, pornographic, profane, or vulgar. The determination of a material's "appropriateness" is based on both the material's content and intended use.
2. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate MPS's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
3. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the MPS's Technology Resources from any means, including over personally owned devices.
4. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of MPS's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
5. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.
6. Unauthorized copying or use of licenses or copyrighted software.
7. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is copyrighted), or material written by someone else, without permission of, and attribution to, the author.
8. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.

9. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 10. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 11. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 12. Misusing equipment or altering system software without permission.
 13. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 14. Using the Technology Resources in any way that violates any federal, state, or local law or rule (including the MPS's employee code of conduct for employees)
- G. It is the policy of MPS, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. MPS staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- H. The MPS does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will MPS or its Internet provider 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 Technology Resources.
- I. When utilizing the MPS Technology Resources, you may use only MPS authorized messaging and communication systems, which include, to a limited extent, personal email accounts. There is no expectation of privacy in electronic communications when using Technology Resources. The MPS reserves the right to monitor electronic communications.
- J. As soon as possible, you must disclose to your supervisor any message you receive from a colleague or student that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by an Assistant Superintendent of Human Resources or Regional Technology Services.
- K. Any violation of this Acceptable Usage Policy or inappropriate use of MPS technology while accessing personal communication accounts will subject the user to discipline, including the possible termination of access to Technology Resources and for employees including the possibility of termination from the MPS as an employee
- L. The MPS and/or the Internet provider will periodically determine whether specific uses of the MPS's Technology Resources are consistent with this acceptable-use policy. The MPS or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The MPS reserves the right to remove a

user account on the MPS's Technology Resources to prevent further unauthorized activity.

- M. You may not transfer intellectual property or software belonging to MPS without the permission of the MPS Superintendent or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- N. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.
- O. You acknowledge that you may receive or have access to student education records and other data subject to confidentiality requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, Individuals with Disabilities Education Act ("IDEA"), the Michigan Mandatory Special Education Act ("MMSEA"), and the National School Lunch Act and their underlying regulations (collectively, the "Acts"). You acknowledge that, to the extent you receive and have access to such data and records, you are subject to the provisions of those Acts and their regulations, and will not re-disclose student data or other education records except as permitted by law.
- P. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The MPS is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
- Q. The user acknowledges and understands that correspondence sent or received over the MPS's network may be subject to retrieval under the State of Michigan Freedom of Information Act, MCL 15.231 – 246. The user agrees to cooperate fully and promptly with the MPS when responding to FOIA requests concerning communications over the MPS's computer network.

In consideration for the privileges of using the MPS's Technology Resources and in consideration for having access to the information contained therein, I release the MPS, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from time-to-time by the MPS and its Internet provider as well as MPS's Internet Safety Policy. All additional rules, regulations, and policies are available in the Human Resource office. I agree to pay for, reimburse and indemnify the MPS, its Board of Education, individual Board members, administrative employees and agents for damages including any fees, expenses, liability or other damages of every sort and nature incurred as a result of my use, or misuse, of these Technology Resources.

I have read this Acceptable Use Policy and Agreement of Acceptable Use of Technology Resources and sign it knowingly and freely.

Employee Signature

Date

Please initial if you give permission:

_____ I give permission for my photo and name to be published on web pages.

Revised: August 2010

BOARD OF EDUCATION

MARSHALL PUBLIC SCHOOLS

ACCEPTABLE USAGE POLICY

Agreement for Internet Access, Email, and use of MPS networks and other technology

Grades K – 4

<i>Building/Program Name</i>	/	<i>Student Name</i>
------------------------------	---	---------------------

- I will work on computers only with a teacher or a teacher’s aide.
- I will use the computer only for schoolwork.
- I will treat all computer equipment and the work of others with respect.
- If I damage equipment or software or cause problems on purpose, I will be disciplined.
- I will not change, add, delete, or download any programs or software. I will not change the icons, screensaver, background, or other settings on the computers.
- If I mistakenly enter a bad website or bad materials, I will immediately inform my teacher or teacher’s aide.
- I have had proper use of technology and the Internet explained to me.
- I know that everything I do on the computer or with other school technologies can be watched by my teacher or another school employee.
- I will follow these rules and any other rules that may be added by the school. If I do not, I may be disciplined, and I may lose my Internet and/or technology privileges.

Student Signature

Date

As the student’s parent or legal guardian, I acknowledge that I have read the School MPS’s policy or policies and administrative regulations pertaining to the Internet and technology systems. In consideration for the privilege of my child using MPS technology resources and the MPS’s Internet and wide area connections, I hereby release and covenant not to sue the MPS, its Board of Education, individual Board of Education members, its administrative employees and agents from any and all claims, causes of action and damages of any nature arising from my child’s use of, or inability to use, MPS technology resources and the MPS s’ Internet and wide area connections including, without limitation, the types of damages identified now, or in the future, in the MPS s’ applicable policies and regulations. I further agree to indemnify the MPS, its Board of Education, individual Board members and administrative employees and agents for any fees, ex-

penses or damages incurred as a result of my student's use, or misuse, of the MPS s' technology resources and the MPS's Internet and wide area connections and to pay or reimburse the MPS for any such fees, expenses or damages. I understand and agree that my student will not be able to use MPS technology resources and the MPS's Internet and wide area connections until this Agreement has been signed by both my student and me.

Check one:

- I hereby _____ Give _____ Expressly withhold (Parent/Guardian Check one) permission for my child's individual photo, or any personal or directory information to be published on web pages.

Check one:

- I _____ Do _____ Do Not (Parent/Guardian Check one) give permission for my child's photo and name to be published on web pages as part of a "team" or other large group photo.

*With approval of either of the above statements MPS will never provide more than just the first name and photo of a student when used on the school website. At no time will a student's full name or personal information be revealed on the MPS Website.

Parent/Guardian Signature

Date

Principal Signature

Date

**ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of MPS Technology Resources
Students Grades 5 – 12**

_____/_____
Building/Program Name Student Name

This agreement is entered into this _____ day of _____, 20____, between _____ (“Student” or “User”) and the Marshall Public Schools ("MPS"). The purpose of this agreement is to grant access to and define acceptable use of MPS's Technology Resources for legitimate educational purposes consistent with MPS’s mission statement. “Technology Resources” include, but are not limited to: (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems. These resources may be provided to users to: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

In exchange for the use of MPS’s Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the MPS’s Technology Resources is a privilege that may be revoked by the MPS at any time and for any reason.
- B. The MPS reserves all rights to any material stored on MPS Technology Resources. You have no expectation of privacy when using MPS Technology Resources. MPS reserves the right to monitor all use of its Technology Resources, including, without limitation, personal email and voice mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. MPS also reserves the right to remove any material from the Technology Resources that the MPS, at its sole discretion, chooses to, including, without limitation, any information that MPS determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- C. The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to lobby or solicit political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class program or activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- D. The MPS’s Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other disciplinary consequences for both you and the person(s) using your account/password.

- E. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by MPS) to engage in cyberbullying. Cyberbullying means “the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.” [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca.>]
- F. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action, up to and including expulsion, as determined by the MPS. Misuse includes, but is not limited to:
1. Accessing or attempting to access educationally inappropriate materials/sites including, without limitation, material that is "harmful to minors," unlawful, obscene, pornographic, profane, or vulgar. Material that is "harmful to minors" includes "any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excrement; (2) depicts, describes, or represents, in a potentially offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors." 47 USC§§ 254(h)(7). The determination of a material's "appropriateness" is based on both the material's content and intended use.
 2. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate MPS's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
 3. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the MPS's Technology Resources or by any other means, including over personally owned devices.
 4. Posting personally identifiable information about yourself or others over the internet even if the information is solicited by a website that requests such information.
 5. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of MPS's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
 6. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.

7. Unauthorized copying or use of licenses or copyrighted software.
 8. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is copyrighted), or material written by someone else, without permission of, and attribution to, the author.
 9. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.
 10. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 11. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 12. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 13. Misusing equipment or altering system software without permission.
 14. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 15. Using the Technology Resources in any way that violates MPS's student code of conduct, or any federal, state, or local law or rule.
- G. It is the policy of MPS, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. MPS staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- H. It is the policy of MPS to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; (3) disclosing, using, or disseminating personal information online; or (4) accessing materials that are harmful to minors. It is also the policy of MPS to educate students about cyberbullying awareness and response and about appropriate online behavior, including safely interacting with other individuals in social networking websites, chat rooms, and by email.
- I. MPS does not guarantee that measures described in paragraphs G and H will provide any level of safety or security or that they will block all inappropriate material from MPS's minor students. You agree that you will not intentionally engage in any behavior that was designed to be prevented by paragraphs G and H.
- J. The MPS does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will MPS or its Internet provider 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 Technology Resources.

- K. When utilizing the MPS Technology Resources, you may use only MPS authorized messaging and communication systems. There is no expectation of privacy in electronic communications. The MPS reserves the right to monitor electronic communications.
- L. As soon as possible, you must disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- M. The MPS and/or the Internet provider will periodically determine whether specific uses of the MPS's Technology Resources are consistent with this acceptable-use policy. The MPS or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The MPS reserves the right to remove a user account on the MPS's Technology Resources to prevent further unauthorized activity.
- N. You may not transfer intellectual property or software belonging to MPS without the permission of the MPS Technology Director or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- O. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.

In consideration for the privileges of using the MPS's Technology Resources and in consideration for having access to the information contained therein, I release the MPS, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from time-to-time by the MPS and its Internet provider as well as MPS's Internet Safety Policy and its Student Code of Conduct. All additional rules, regulations, and policies are available in hardcopy in the Principal's office.

I have read this Acceptable Use Policy and Agreement and sign it knowingly and freely.

Student Signature

Date

As the student’s parent or legal guardian, I acknowledge that I have read this Acceptable Use Policy and Agreement. In consideration for the privilege of my child using MPS Technology Resources, I hereby release and covenant not to sue the MPS, its Board of Education, individual Board of Education members, and its administrative employees and agents for any and all claims, causes of action, and damages of any nature arising from my child’s use of, or inability to use, MPS's Technology Resources. I agree to pay for, reimburse and indemnify the MPS, its Board of Education, individual Board members, administrative employees and agents for damages including any fees, expenses, liability or other damages of every sort and nature incurred as a result of my child's use, or misuse, of these Technology Resources.

I also authorize the MPS to consent to the sharing of information about my child to MPS authorized website operators as necessary to enable my child to participate in any program, course, or assignment requiring such consent under the Children's Online Privacy and Protection Act. I understand and agree that my child will not be able to use MPS Technology Resources until this Agreement has been signed by both my child and me.

I have read this Acceptable Use Policy and Agreement and sign it knowingly and freely:

Parent/Guardian Signature

Date

Principal Signature

Date

Parent/Guardian: Please initial one, both or neither of these:

_____ I give permission for my child’s photo, or any personal or directory information, to be published on web pages.

_____ I give permission for my child’s photo and name to be published on web pages only as part of a “team” or other large group photo.

Revised: August 2010

cc: parent/guardian, student file