



Technology Plan

July 1, 2009 to June 30, 2012

**100 N. Goetze Rd.
Carsonville, MI 48419
Sanilac County**

**A member school of the Sanilac Intermediate School District
District – 76070**

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View our Technology Plan at www.carsport.k12.mi.us

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Section 2 - Introductory Material

District Mission Statement

The mission of Carsonville-Port Sanilac Schools is to educate all students to reach measurable goals. Staff, students, families, and the community are responsible for the success of each student. Together we will provide students with academic, physical, emotional, interpersonal and thinking skills. With these skills, students will develop a sense of self-worth and become responsible citizens contributing to the well-being of their families, community, and the world.

District Profile and Background:

The Carsonville-Port Sanilac School District includes the agricultural community of Carsonville, the resort village of Port Sanilac, 112 square miles of farmland located within six Sanilac County Townships, and ten miles of residential frontage on Lake Huron. Although the district includes excellent recreational and shopping facilities, residents are only 45 minutes from Port Huron and Sarnia (Ontario), 60 minutes from Saginaw, and 90 minutes from suburban Detroit. The current high school, which houses grades 7-12, was first occupied in October 1975. The 65,000 square foot structure is one of the better equipped smaller high schools in the Michigan "Thumb" area. The elementary building was constructed in the 1950's and 1960's, with additions in 1991 and 2001. Major renovations of both buildings were completed in fall 2001. Total enrollment averages 650 students.

School Buildings

Carsonville-Port Sanilac Elementary
4115 E. Chandler St.
Carsonville, MI 48419
810-657 -9318
Grades K-6
Building Code# 55700
Enrollment: 312
65% Eligible for NSLP
Teaching Staff - 17

Carsonville-Port Sanilac High School
100 N. Goetze Rd.
Carsonville, MI 48419
810-657 -9394
Grades 7-12
Building Code#55701
Enrollment: 279
46% Eligible for NSLP
Teaching Staff - 17

Carsonville-Port Sanilac Learning Center
100 N. Goetze Rd.
Carsonville, MI 48419
810-657-9394 Ext 170
Grades 9-12
Building Code# 16050380
Enrollment: 54
48% Eligible for NSLP
Teaching Staff - 2

Technology Committee

Harold Titus	_____	Superintendent
Brenda Cutler	_____	Elementary Principal
Ann Binienda	_____	High School Principal
Nancy Rich	_____	Technology Coordinator
Bonnie Erbe	_____	Elementary Computer Teacher
Jackie Houle	_____	High School Computer Teacher
M. A. Magri	_____	School Board Member
Susan Cole	_____	Administrative Assistant
Margie Christenbery	_____	Parent

Section 3 - Vision and Goals of the Technology Plan

Vision:

We are determined that all CPS students, staff and community will have access to modern technology that can be used to support learning and instruction. Furthermore, we plan to use technology in innovative ways to improve communication between school and community. We will seek out and adopt emerging technologies that support our technology goals and standards that meet NCLB and Education YES plus MI-SAS.

Technology Mission Statement:

A primary mission of the CPS School District shall be to incorporate technology into the educational program in order to ...

Prepare students and staff to excel in a technological world

- Improve student and staff productivity to enhance education
- Make technology an integral part of each student's daily education
- Connect CPS students and community to the outside world
- Improve communication between school and community.

Goals & Strategies

Goal #1- Establish a program of ongoing training for staff in the use of district technology.

Strategy #1- Annually set aside a portion of in-service time for technology training. Offer voluntary technology training after hours.

Goal#2- Establish a procedure and an annual budget that allows for the procurement and support of hardware and software.

Strategy#2- The superintendent will propose an annual budget for the support of technology based upon recommendations of the building administrators, technology coordinator and others.

Goal#3- Improve communication with the CPS community.

Strategy#3- Expand the use of the district's website as a communications tool. Use email and Zangle, a student management program, to communicate with parents. Provide parents with the ability to look at their child's grades and attendance on-line. Continue the use of periodic printed newsletters to support on-line materials.

Goal#4- Make the use of district technology available to community members.

Strategy#4- Provide adult technology literacy classes after hours. Allow access from home to student information, general school information and instructional materials (ex. Study Island and Key-Train.)

Goal #5- Use technology to enhance student learning.

Strategy#5- The district will review software and internet resources and provide students with technology-based options to support learning. Such resources will be made available for home use when possible.

Evaluation:

The major responsibility for evaluating the success of this technology plan will fall upon the district's administrators, technology coordinator and technology committee.

The technology coordinator will monitor the implementation of the plan and advise the administration and the technology committee on its progress. The technology committee will evaluate the success of the technology plan on a regular basis and provide the administration with recommendations on how to best continue implementation. Building principals will monitor the performance of staff and students in the use of technology and recommend where changes or improvements should be made.

I. Curriculum -Element A-Section 4 - Curriculum Integration

The school district is refining a K-12 Scope and Sequence process which will establish standards, expectations and suggested applications for the integration of the District's technology into the learning process of our students. Many of the necessary skills that our students will need in the future will be introduced in the elementary school, practiced in the middle school, mastered in the high school, and offered to community residents. By the time students exit high school, they will have increased their learning in the areas of keyboarding, word processing, database and spreadsheet applications, desktop publishing, multimedia, video productions/broadcasting and telecommunications. They will also master techniques for efficient data retrieval from the internet. They will also understand the ethical use of technology and it's impact on society. This Scope and Sequence will also be the framework upon which teacher in-services and training will be developed so that teachers can integrate these skills into their curricular areas.

Curriculum Goal – Graduate students from Carsonville-Port Sanilac Schools are able to :

1. Basic operations and concepts

- * Demonstrate a sound understanding of the nature and operation of technology systems.
- * Be proficient in the use of technology.

2. Social, ethical, and human issues

- * Understand the ethical, cultural, and societal issues related to technology.
- * Practice responsible use of technology systems, information, and software.
- * Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

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

4. Technology communications tools

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

5. Technology research tools

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

6. Technology problem-solving and decision-making tools

- * Use technology resources for solving problems and making informed decisions.
- * Employ technology in the development of strategies for solving problems in the real world.

Teachers can use the standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills. Our Curriculum will emphasize meeting the Michigan Educational Technology Standards, with the use of the METS checklists:

Technology Standards and Expectations –				
1. Basic Operations and Concepts. a. Students demonstrate a sound understanding of the nature and operation technology systems.	K	1	2	3
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).	x	x	x	x
2. Students identify common uses of technology found in daily life.	x	x	x	x
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).			x	x
4. Students identify the functions of the major hardware components in a computer system.			x	x
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).			x	x

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6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.			x	x
b. Students are proficient in the use of technology.	K	1	2	3
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).			x	x
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).			x	x
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).			x	x
2. Social, ethical, and human issues.				
a. Students understand the ethical, cultural, and societal issues related to technology.	K	1	2	3
1. Students identify common uses of information and communication technologies.			x	x
2. Students discuss advantages and disadvantages of using technology.			x	x

b. Students practice responsible use of technology systems, information, and software.	K	1	2	3
1. Students recognize that using a password helps protect the privacy of information.		x	x	x
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.	x	x	x	x
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.	x	x	x	x
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	K	1	2	3
1. Students understand that technology is a tool to help them complete a task.	x	x	x	x

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2. Students understand that technology is a source of information, learning and entertainment.	x	x	x	x
3. Students can identify places in the community where one can access technology.	x			
3. Technology productivity tools. a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	K	1	2	3
1. Students know how to use a variety of productivity software to convey ideas and illustrate concepts. For example:				
a. Basic keyboarding		x	x	x
b. Drawing tools (Paint)		x		
c. Word processing (Word)			x	x
d. Presentation Software (PowerPoint)				x
2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing).				x
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	K	1	2	3
1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.				x
4. Technology communications tools a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	K	1	2	3
1. Students will identify procedures for safely using basic telecommunication tools with assistance from teachers, parents, or student partners. For example:	x			
a. phones				
b. email			x	x

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b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	K	1	2	3
1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others. a. Word processors (Word)			x	x
b. Presentation software (PowerPoint)				x
2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others. For example: a. Text and graphics			x	x
b. Photos and video				x
5. Technology research tools	K	1	2	3
a. Students use technology to locate, evaluate, and collect information from a variety of sources.				
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.			x	x
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.				x
b. Students use technology tools to process data and report results.	K	1	2	3
1. Students will interpret simple information from existing age-appropriate electronic databases) with assistance from teachers, parents, or student partners. (e.g., dictionaries, encyclopedias, spreadsheets)				x
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	K	1	2	3
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.				x

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6. Technology problem-solving and decision-making tools				
a. Students use technology resources for solving problems and making informed decisions.	K	1	2	3
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.				x
b. Students employ technology in the development of strategies for solving problems in the real world.	K	1	2	3
1. Students identify ways that technology has been used to address real-world problems (personal or community).			x	x

Technology Curriculum: Grades Four and Five

ELA (Lang. Arts), **M** (Math), **Sci** (Science), **SS** (Social Studies), **Lib** (Library), **TE**(Tech, Exploratory), **Coun** (Counselor)

Grades 4 & 5 – Technology Standards and Expectations		
1. Basic Operations and Concepts.		
a. Students demonstrate a sound understanding of the nature and operation of technology systems.	4th	5th
1. Students discuss ways technology has changed life at school and at home.	TE/SS	TE/SS
2. Students discuss ways technology has changed business and government over the years.	SS	SS
3. Students recognize and discuss the need for security applications to help protect information and to keep the system functioning properly. (e.g., virus detection, spam defense, popup blockers, firewalls)	TE	TE
b. Students are proficient in the use of technology.	4th	5th
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).	TE/Lib	TE/Lib

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2. Students know proper keyboarding positions and touch-typing techniques.	TE	TE
3. Students manage and maintain files on a hard drive or the network.	TE	TE
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.	TE	TE
5. Students know how to exchange files with other students using technology (e.g., diskettes) (did not include e-mail attachments, network file sharing, flash drives)	TE	TE
6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.	ELA/TE	ELA/TE
7. Students identify search strategies for locating needed information on the internet.	TE/LiB	TE/LiB
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	ELA	ELA
2. Social, ethical, and human issues. a. Students understand the ethical, cultural, and societal issues related to technology.	4th	5th
1. Students identify cultural and societal issues relating to technology.	SS	SS
2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.	TE	TE
3. Students discuss how various assistive technologies can benefit individuals with disabilities.	TE	TE
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.	TE/LiB	TE/LiB

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b. Students practice responsible use of technology systems, information, and software.	4th	5th
1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.	TE/ELA	TE/ELA
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.	TE/ELA	TE/ELA
3. Students use age-appropriate citing of sources for electronic reports.	SS/ELA	SS/ELA
4. Students identify appropriate kinds of information that should be shared in public chat rooms.	TE	TE
5. Students identify safety precautions that should be taken while on-line.	TE	TE
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	4th	5th
1. Students explore various technology resources that could assist them in pursuing personal goals.	COUN	COUN
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.	COUN	COUN
3. Technology productivity tools.		
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	4th	5th
1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).	ELA/TE	ELA/TE
2. Students know how to insert various objects into word processing documents and presentations. (Did not include web documents.) For example: a. Photos, graphics (Word documents)	ELA/TE	ELA/TE
b. Sound, video (PowerPoint)	TE	TE
3. Students use a variety of technology tools and applications to promote [their] creativity.	TE	TE

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4. Students understand that existing (and future) technologies are the result of human creativity.	SS	SS
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	4th	5th
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.	ELA/SS	ELA/SS
4. Technology communications tools		
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	4th	5th
Students use basic telecommunication tools (e.g., WebQuests) for collaborative projects with other students. (Not included: e.g., e-mail, IM, blogs, chat rooms, web conferencing)	TE	TE

b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	4th	5th
1. Students use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.	TE/LiB	TE/LiB
2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).	ELA/TE	ELA/TE
5. Technology research tools		
a. Students use technology to locate, evaluate, and collect information from a variety of sources.	4th	5th
1. Students use Web search engines and built-in search functions of other various resources to locate information.	TE	TE
2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).	ELA/TE	ELA/TE

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b. Students use technology tools to process data and report results.	4th	5 th
1. Students know how to independently use existing databases (e.g., library catalogs, electronic reference sources, encyclopedias) to locate, sort, and interpret information on an assigned topic.	TE/LiB	TE/LiB
2. Students perform simple queries on existing databases and report results on an assigned topic.	TE/LiB	TE/LiB
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	4th	5th
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.	ELA/LiB	ELA/LiB
2. (Not included: Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.)	na	na
6. Technology problem-solving and decision-making tools		
a. Students use technology resources for solving problems and making informed decisions.	4 th	5th
1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).	TE/ COUN	TE/ COUN
b. Students employ technology in the development of strategies for solving problems in the real world.	4 th	5 th
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).	ELA ,SS,M, TE,Sci	ELA ,SS,M, TE,Sci

Technology Curriculum – Grades 6-8

ELA (Lang. Arts), **M** (Math), **Sci** (Science), **All** (All Core Subjects), **ML**(Media Literacy), **MSC** (Middle School Computers), **TE** (Tech Exploratory)

Grades Six - Eight – Technology Standards & Expectations – (by end of Grade 8)			
1. Basic Operations and Concepts.			
Students demonstrate a sound understanding of the nature and operation of technology systems.	6th	7th	8th
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.	ALL	ALL	ALL
2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.		MSC	MSC
3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).		MSC	MSC
4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.		ALL	ALL
5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.		MSC	MSC
b. Students are proficient in the use of technology.	6th	7th	8th
1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	ALL	ALL	ALL
2. Students use accurate technology terminology.	ALL	ALL	ALL
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	ALL	ALL	ALL
4. Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.	TE	MSC	MSC
5. Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).		MSC	MSC
6. Students can identify appropriate file formats for a variety of applications.	TE	MSC	MSC
7. Students can use basic utility programs or built-in application functions to convert file formats.			MSC
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	ALL	ALL	ALL

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2. Social, ethical, and human issues.	6th	7th	8 th
a. Students understand the ethical, cultural, and societal issues related to technology.			
1. Students understand the potential risks and dangers associated with on-line communications.	TE	ALL	ALL
2. Students identify security issues related to e-commerce.		ALL	ALL
3. Students describe possible consequences and costs related to unethical use of information and communication technologies.	TE	ALL	ALL
4. Students discuss the societal impact of technology in the future.	ALL	ALL	ALL
b. Students practice responsible use of technology systems, information, and software.	6th	7th	8th
1. Students provide accurate citations when referencing information from outside sources in electronic reports.		ELA MSC,ML	ELA MSC,ML
2. Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).	TE	MSC,ML	MSC,ML
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	6th	7th	8th
1. Students use technology to identify and explore various occupations or careers.	TE	MSC,ML	MSC,ML
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.		MSC,ML	MSC,ML
3. Students identify uses of technology to support communication with peers, family, or school personnel.		MSC	MSC
3. Technology productivity tools	6th	7th	8th
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.		ALL	ALL
2. Students use a variety of resources, including the internet, to increase learning and productivity.	TE	ALL	ALL
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	TE	TE, MSC,ML	TE, MSC,ML
4. Students use available utilities for editing pictures, images, or charts.		MSC	MSC
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	6th	7th	8th
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.		MSC	MSC
4. Technology Communication Tools	6th	7th	8th
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			

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1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences. Not safe.		na	Na
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	6th	7th	8th
1. Students create a project (e.g., presentation, web page, information brochure) using a variety of media and formats (e.g., graphs, charts, graphics, video) to present content information to an audience.		MSC	MSC
5. Technology Research Tools Students use technology to locate, evaluate, and collect information	6th	7th	8th
a. from a variety of sources.			
1. Students use a variety of Web search engines to locate information.	ALL	ALL	ALL
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.	ALL	ALL	ALL
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).		MSC, ML	MSC, ML

b. Students use technology tools to process data and report results.	6th	7th	8th
1. Students know how to create and populate a database.		MSC	MSC
2. Students can perform queries on existing databases.		MSC	MSC
3. Students know how to create and modify a simple database report.		MSC	MSC
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	6th	7th	8th
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.		ALL	ALL
6. Technology problem and decision-making tools Students use technology resources for solving problems and making	6th	7th	8th
a. informed decisions.			
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.		MSC	MSC
b. Students employ technology in the development of strategies for solving problems in the real world.	6th	7th	8th
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.		ALL	ALL

Curriculum - Element B - Section 5 - Student Achievement

The Carsonville-Port Sanilac School District will use a multifaceted approach to using technology to deliver educational content. In addition to software used in the classroom, an increasing advantage will be taken of available web-delivered learning materials. CPS is fortunate that the basic infrastructure to support technology is in place, with core curricular materials already in use. Following are examples of strategies that will be used in the elementary, high school and learning center to integrate technology into the delivery of curriculum.

Strategies for Integrating Technology into the Curriculum - Secondary

Science	Social Studies	Mathematics	Language Arts	Arts
<ul style="list-style-type: none"> - Use prepared databases electronic references, and internet for research - Multimedia programs : used for student reports or teacher lessons - Computer probes for measuring / analyzing data - Use of weather information obtained via Internet. - Electronic field trips. - Simulation software that allow students to perform Experiments & do problem solving - Scanning images into Files for projects. - Use word processing, desktop publishing or multimedia for science projects. 	<ul style="list-style-type: none"> - Electronic field trips to all parts of the world. - Use of outside resources downloaded via the Internet - Online reference software for map skills. - Using prepared databases, electronic references, and internet for research. - Multimedia programs will be used for student reports or teacher lessons. - Use word processing, or desktop publishing, for reports - Simulation software that will reinforce concepts covered in the curriculum. - Creating timelines for historical events 	<ul style="list-style-type: none"> - Expanded course offerings via Internet or TV - Graphing and three dimensional geometrical forms - Drill and practice software - Enrichment software - Simulation software used in problem solving (probability) - Spreadsheets used in problem solving 	<ul style="list-style-type: none"> - Word processing (incl. spelling and grammar checking, etc.) - Multimedia reports - Desktop publishing (yearbook, newspaper, etc.) - Accelerated Reader - Internet resources for writing 	<ul style="list-style-type: none"> - Computer Drawing software (Illustrator, Photos hop, etc.) - Art appreciation via electronic field trips - Student art displays posted to school web page - Scanning and importing images for projects/reports - Digitizing photographs <p style="text-align: center;">Video Arts</p> <ul style="list-style-type: none"> - Video production techniques - Linear and nonlinear video editing - Transferring scanned art to video - Closed Circuit TV display of Projects - Web publishing

Strategies for Integrating Technology into the Curriculum – Secondary (Con't)				
Foreign Language	Business Education	Music	Technology Education	Special Education
<ul style="list-style-type: none"> - Drill and practice vocabulary software for the learning of Spanish - Use of the internet to visit Spanish-language sites - Use of distance learning to broaden student's language experience - Rosetta Stone Learning 	<ul style="list-style-type: none"> - Computerized record keeping and accounting - Word Processing - Advanced Database and spreadsheet applications - Desktop publishing - Scanning - Internet use/information systems 	<ul style="list-style-type: none"> - Use of composing software - Software for planning marching band formations - MIDI interface to control a music synthesizer - CD's for music appreciation 	<ul style="list-style-type: none"> - Principals of technology - Robotics - CAD - CAM (Micro Mill) - Monitoring and feedback devices - Multimedia reports and advertising - Key-Train - Career exploration software 	<ul style="list-style-type: none"> - Drill and practice software for remediation - Word processing (Voice) - Assistive devices and software for special needs - Internet use (Voice) - Key-Train - Accelerated Reader - Compass Learning

Strategies for Integrating Technology into the Curriculum - Elementary

<p>Science</p> <ul style="list-style-type: none"> - Use prepared databases electronic references, and internet for research - Multimedia programs will be used for student reports or teacher lessons - Cooperative learning between Grade and building levels on Identified topics of interest in Science. - Use of weather information obtained via Internet. - Electronic field trips. - Simulation software that will allow students to perform experiments and do problem solving. - Scanning images into reports Or projects. - Use word processing 	<p>Social Studies</p> <ul style="list-style-type: none"> - Electronic field trips to all parts of the world. - Use of outside resources downloaded via the Internet - Online reference software for map skills. - Using prepared databases, electronic references, and internet for research. - Multimedia programs will be used for student reports or teacher lessons. - Use word processing, or desktop publishing, for reports. - Simulation software that will reinforce concepts covered in the curriculum. - Creating timelines for historical events 	<p>Mathematics</p> <ul style="list-style-type: none"> - Instructional resources downloaded via Internet - Learning graphing using Appleworks and Excel. - dimensional geometrical forms - Drill and practice software - Enrichment software - Simulation software used in problem solving. - Introductory Spreadsheets used in Research. 	<p>Language Art</p> <ul style="list-style-type: none"> - Word processing (incl. spelling and grammar checking, etc.) - Multimedia reports - Drill and practice for language Arts skills - Accelerated Reader - Internet resources for writing - Desktop publishing - Read Naturally 	<p>Art</p> <ul style="list-style-type: none"> - Computer Drawing software Appleworks,KidPix) - Art appreciation via electronic field trips - Student art displays posted to school web page - Digital Pictures
<p>Foreign Language</p>	<p>Computer Education</p>	<p>Special Education</p>		
<ul style="list-style-type: none"> - Drill and practice vocabulary software for the learning of Spanish - Use of the internet to visit Spanish-language sites - Use of distance learning to broaden student's language experience 	<ul style="list-style-type: none"> - Keyboarding - Word Processing - Databases - Desktop Publishing - Multimedia - Internet use 	<ul style="list-style-type: none"> - Drill and Practice software - Word Processing (Voice) - Assistive devices and Software for special needs - Internet use (Voice) 		

I. Curriculum - Element C - Section 6 – Technology Delivery

Carsonville-Port Sanilac, like many small rural schools, is unable to provide the broad selection of courses that might be available in a large school setting. We have sought to compensate for this deficiency thru the use of online instruction.

Upon consultation with the guidance counselor, students may be enrolled in remedial, elective or advanced courses from the North Dakota Division of Independent Study.

For Junior High and Elementary students, we have contracted to provide Study Island, an online program designed to reinforce the benchmarks and standards of our curriculum. Study Island can be used at home as well as in a school setting.

Secondary Learning Center students use Study Island Online for study questions in reading, writing, math, social studies and science.

Secondary and Learning Center Students use KeyTrain Online which is a complete interactive training system to master basic workplace skills.

Students in grade 5-12 have available Compass Learning for online courses, a total of 20 plus courses covered, plus individual activity assignments are also available for teachers to incorporate in their lesson plans.

Carsonville Port Sanilac Elementary and Secondary Schools IMC has current Follett Software for accessing all materials in the media center at a click of a button from all district student and staff computers.

A wealth of information is available to our students at Michigan Electronic Library web site. Thousands of newspaper, magazine, and journal articles for research, the Funk and Wagnalls New Encyclopedia, and 10,000 e-books are available free to Michigan residents.

Regional Educational Media Center –REMC10 delivers educational media such as videos or Ellison dies every week.

Accelerated Reading Program– Affectionately known as the “green dot” program, this supplements to our secondary English classes’ and all elementary students which tests students over books they have read. Students may choose from thousands of different books for these assignments and readily access the web based tests at all grade levels.

Read Naturally - is used at the elementary school and high school to help determine the reading levels and progress of each student at the being and throughout the school year. Read Naturally also helps develop excellent reading skills.

To facilitate the use of distance learning, small clusters of computers are provided where students can work in a quiet, supervised environment. A qualified school employee is present in a supervisory capacity.

Technology in the area of distance learning is advancing rapidly. The technology committee will continue to monitor available technology and make recommendations to the administration for adoption when appropriate.

I. Curriculum - Element D – Section7 -

Parental Communication & Community Relations

Recognizing the importance of parents and the community in technology planning, the CPS Technology Plan will be readily available for public scrutiny and comment. The CPS technology plan may be downloaded (PDF) at www.carsport.k12.mi.us or a paper copy may be obtained by calling the central office at 810-657-9393. To insure parent and community are represented during technology planning, the technology committee will include at least one school board member and one parent / community member.

In the past, CPS has relied on printed newsletters and the like for communicating with parents. We will continue to do so, on a limited basis, but will place more emphasis on the use of technology as a communications tool. Our efforts in this area shall include (but not be limited to):

- Broadcast email newsletters.
- Direct email / voicemail communications between staff, teachers and parents.
- Increase the use of the school's web pages to disseminate timely information and the ability to leave public suggestions or comments.
- Giving parents direct access to the district's student management web server – Zangle software with the authority to review their child's current grades, teacher comments and attendance.
- Individual teacher web pages accessible on the internet, where class information and assignments are posted.

I. Curriculum-Element E-Section 8-Collaborations

The Carsonville-Port Sanilac School District is determined to use its technology for the maximum benefit of the residents of the district. To this end, we have developed programs within the district along with collaborations with outside service providers.

Computer labs in both buildings are available upon request after school for educational enhancements and technology training. Staffed by CPS employees, these labs will offer both simple computer access and structured coursework.

Collaborations exist between CPS and the following organizations:

- Sanilac Intermediate School District
- Sanilac County Adult Literacy Volunteers
- Sanilac District Library
- St. Clair County Community College
- CPS Academy of Alternative Learners
- REMC 10
- COMCAST CABLE
- Local Businesses

II. Professional Development - Element F-Section 9

The CPS School District has attained technology implementation at all levels. We recognize, however, that all the technology in the world is useless unless our staff understands how to use it effectively in their classrooms. Emphasis will be on developing technology skills. We hope to close the gap between highly skilled and under skilled technology users.

GOALS:

- Improving student achievement
- Improving staff and student competence with technology
- Implementing technology tools into new and existing curriculum and instruction
- Improved technology planning within individual schools as well as district-wide
- Creating pilots and model projects for utilization of technology in learning
- Creating a learning community with respect to technology and education
- Enabling students and staff to become quality users of technology
- Helping staff to meet the National Educational Technology Standards for Teachers - Information available at <http://www.iste.org/AM/Template.cfm?Section=NETS> (See the summary on the following page.)

STRATEGIES:

1. The Technology Committee will plan technology training activities throughout the year.

This committee will:

- solicit input on needed training from the staff
- assess need and assure a sound planning process
- coordinate with the administration to assure adequate time and resources are made available - maximize use of in-service days built into the calendar
- provide continuity of training over time
- provide access to online training resources
- provide clear expectations for program participants
- provide effective trainers and presenters
- evaluate the effectiveness of training programs and develop effective follow-up strategies

2. Provide personnel in both buildings that have time in their daily schedules to work with individual staff in improving their technology competency.

3. Encourage staff to participate in outside technology training activities and conferences and facilitate their sharing what they learned with other staff.

4. Insure adequate funds are available to provide needed training

TIMELINE:

1. This program shall be ongoing throughout the period of this plan and beyond.

Activity	2009-10	2010-11	2011-12
Scheduled In-service Days -Technology	2 days	2 days	2 days
Out of school training	4 Sessions	4 Sessions	4 Sessions
In classroom Assistance (total)	100 Hours	100 Hours	100 Hours

National Educational Technology Standard for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators.

TECHNOLOGY OPERATIONS AND CONCEPTS.

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

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

PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

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

TEACHING, LEARNING, AND THE CURRICULUM.

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

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

ASSESSMENT AND EVALUATION.

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

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

PRODUCTIVITY AND PROFESSIONAL PRACTICE.

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

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

SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

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

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

II. Professional Development-Element G-Section 10 – Supporting Resources

SOFTWARE ACQUISITION -In order to maximize use of the district's technology resources, the following policies and procedures shall be enacted to expedite the evaluation, selection and purchase of appropriate software that will support the district's curriculum goals

- All software adoption requests will be reviewed by the technology coordinator or the technology assistant for the building to insure compatibility with the district's equipment. • Software selection will be based primarily on whether the software supports the district's curriculum goals.
- Software that is proposed for district-wide use shall be reviewed by the technology committee as a whole before recommendations are made to the administration.
- Sufficient software licenses will be purchased to meet the intended use
- To Assure newly adopted software is effectively used, supporting print or visual media resources will be purchased when needed to train staff and students. Furthermore, staff will be encouraged to attend training workshops or trainers will be brought on site. • When practical the district will take advantages of volume purchasing agreements negotiated through REMC (Regional Educational Media Center.)
- The district shall participate with REMC and make use of shared resources such as their video lending library.
- Increased use shall be made of the school website to disseminate information to staff and students and to aid in instruction when practical.
- Program master disks and their documentation will be stored with the building technology assistant. If this is not possible the technology assistant will inventory the materials and record their location in the building and the person responsible for them.

Guiding Documents used in the preparation of the Carsonville-Port Sanilac School District's Technology Plan

State of Michigan technology plan: <http://www.techplan.org/STP2006.pdf>

National Educational Technology Standards Project: <http://www.iste.org/AM/Template.cfm?Section=NETS>

Michigan's K-12 Curriculum and Standards: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

Michigan Curriculum Framework :
http://www.michigan.gov/documents/MichiganCurriculumFramework_14058_7.pdf

Instructional Technology Across the Curriculum (IT AC): http://www.michigan.gov/documents/ITAC-mde-1996_58223_7.pdf

Technology Content Standards and Benchmarks: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html

III. Infrastructure, Hardware, Technical Support & Software

Element - H-Section II-Needs, specification & design

• Infrastructure

Existing:

ELECTRICAL – Part of the renovations of both high school and elementary buildings in 2001 included new electrical circuits to support technology, all include built in surge protection. Electrical backup for essential technology (phones, servers, etc.) was provided.

DATA - The high school, elementary and Learning Center buildings have a Local Area Network which consists mainly of switched 10/100 Base T Ethernet utilizing category 5E twisted pair cabling. Limited use has been made of multimode fiber optic cable and gigabit switches to connect each building's MDF to IDF's that are located in areas that are too far away to run cable to directly. Every classroom and staff area has receptacles to allow devices to be connected to the network. The elementary building is connected to the high school building via a leased T -1 line. Both buildings gain access to the internet through a dedicated T3, Internet content is scanned for objectionable content by an Internet Filtering Appliance.

VOICE - Every classroom and staff area has a multi-line telephone. Each staff member has their own extension and voicemail. The telephones utilize the Ethernet network to connect to their master controller.

VIDEO - Each building has a closed-circuit television distribution system. Each classroom has a wall mounted television set. The system can be used to distribute cable channels, tapes or live school productions. Both systems have the ability to back-feed video from any location (where a TV is installed) which can then be distributed to the rest of the school.

Recommendations:

ELECTRICAL - No major needs are foreseen at this time.

DATA , TELECOMMUNICATIONS, INTERNET - When finances allow, we would like to replace the leased T-1 line that connects our *two* buildings with a fiber optic cable or wireless connection, increased usage causes this connection to be inadequate for the students and staffing needs. There is a need to increase our internet access bandwidth since both schools are using the same T3 line and with more video streaming and advanced internet usage the internet access is limited. We would also like to participate in the creation of a system of fiber optic cable that could link all schools within our intermediate school district and through them to other ISD's across the state.
Data and Voice

VOICE - The NBX100 phone system installed in 2001, is on a maintenance contract which is still being supported by 3Com. The NBX system will need to be upgraded to the newer operating version.

Current Infrastructure

District Computers Utilized:

District Wide

Quantity	Computer Type	Location
3	Dell PC	Administration
2	Dell Laptop	Administration
5	Dell and IBM PC	Special Services, Athletic, Transportation, Maintenance
2	Dell Laptop	Special Services, Athletic, Curriculum
3	Tangent Touch Screen PC	Food Services

Learning Center

Quantity	Computer Type	Location
2	Dell PC	Alternative Ed. Staff
35	Dell PC	Alternative Ed. Students

Elementary School

Quantity	Computer Type	Location
31	Dell Multimedia	Computer Lab (general use)
51	Apple Multimedia	3 per classroom
2	Apple OS X Server	Computer Lab / Library Software
1	Dell Windows 2003 Server	Elementary Students and Staff, Title I, Read Naturally
10	Laptop Computers	Assigned to individual teachers - TTI Program*
20	DELL PC	Teachers and Special Education
6	NET VISTA PC	5 th & 6 th Grade Classrooms
7	DELL PC/ IMACS	Office, Library, Reading Recovery
1	Dell Laptop	Counselor

Junior and Senior High School

Quantity	Computer Type	Location
31	Dell Multimedia	BST Computer Lab
15	Apple Multimedia	Art / Video Arts
4	Dell Multimedia	Instructional Media Center
22	Dell Multimedia	Teacher work stations
1	Apple Multimedia	Teacher workstation
28	Dell P4 1.0ghz	Keyboard Computer Lab
6	Dell Multimedia PC's	Special Needs Classroom
6	Dell Multimedia PC's	Special Ed. Classroom
5	Dell Multimedia PC's	Counseling, Office Staff
1	Apple OS X Server	MDF - PowerSchool
1	Windows 2003 Server	MDF – Accelerated Reader and Staff
1	Windows 2000 Server	MDF – Students and Data
2	Dell PowerEdge Server	MDF - Internet and Email, Zangle
10	Laptop computers	Assigned to individual teachers - TTI Program*
2	Dell PC	MDF -Antivirus, Rosetta Stone, Filter Admin

TOTAL : 316 Computers

COMPUTER PERIPHERALS - Since CPS operates a multiplatform computing environment, Great emphasis has been placed on equipment compatibility. With few exceptions, peripheral devices will work with either platform.

ELEMENTARY SCHOOL

Quantity	Item	Location
6	Scanners	Classrooms and administrative areas
2	Digital Video Cameras	Shared
1	Digital Still Camera	Shared
17	Inkjet Printers	Each classroom and administrative area
6	Laser Printers (1 Color)	Office and Computer lab and classrooms
4	Video Projectors	Portable Carts
1	Copy Machine, Scanner, Printer, Email	Main Office

JUNIOR/HIGH SCHOOL

Quantity	Item	Location
10	Scanners	Classrooms and administrative areas
4	Digital Video Cameras	Video arts program / athletics
1	Digital Still Camera	Art / Video Arts
4	Inkjet Printers	Classrooms / administrative areas
12	Laser Printers (2 Color)	Classrooms / administrative areas
6	Art tablet input devices	Art / Video Arts mini-lab
7	Video Projectors	Portable Carts
2	Copy Machine, Scanner, Printer, Email	Main Office and Administration Office

LEARNING CENTER

Quantity	Item	Location
2	Laser Printers	Each Room
1	Time Clock	Main Room

VOICE COMMUNICATION - Part of the renovation of 2001 included providing telephones to all classrooms and work areas of both buildings. The system chosen was a 3 Com NBX 100, which operates over the 10/100 Base T ethernet network which was installed at the same time. Each phone is programmed specifically to an individual staff member. Voicemail and the ability to record special messages (school closings, etc) Currently the system supports 70 phones, but is capable without modification of handling 200.

VIDEO PRODUCTION & DISTRIBUTION EQUIPMENT - CPS has established a closed circuit TV system in each building. These systems distribute cable channels provided by COMCAST Cable as well as programming of local origin. The high school has an actual production studio that is capable of producing broadcast quality programming.

VIDEO PRODUCTION EQUIPMENT:

ELEMENTARY SCHOOL

<u>Quantity</u>	<u>Item</u>
1	VHS VCR/DVD (at video head end)
2	Broadband video amplifier and Six – Position Switcher

Elementary (continued...)

<u>Quantity</u>	<u>Item</u>
1	Character generator
1	Remote broadcast unit consisting of: <ul style="list-style-type: none"> · Subchannel Modulator / demodulator · Audio Mixer · Wireless Microphone · Tripod · Two 13 inch monitors

VIDEO PRODUCTION EQUIPMENT

HIGH SCHOOL:

<u>Quantity</u>	<u>Item</u>
3	Sony Mini-DV Camcorders (previously listed)
4	Video Playback decks for VHS, SVHS, Hi-8, Mini-DV and DVD. (Two are capable of linear editing.)
1	Broadband video amplifier
1	12 Position Switcher 6 Combo VHS / DVD players (on carts with video projectors)
1	Professional quality computer-based nonlinear editing system.
8	iMac Computers with basic video editing capability (shared with Art- previously listed.)
1	Videonics DV production switcher
1	Videonics DV character generator
5	Intercom stations (headset and control box)
6	Studio Lights with dimmer controller and three light stands
4	Tripods - two with dollies
4	Wired mics with cables
2	Camera mounted XLR convertor with cables
2	Wireless mics
1	Studio audio mixer
7	13 inch monitors
1	Remote broadcast unit consisting of: <ul style="list-style-type: none"> · Subchannel Modulator / demodulator · Audio Mixer · Wireless Microphone

Recommendations - Hardware

COMPUTERS –The renovation project in 2001 consisted of replacement of computers, data and web servers, phone and network equipment. The district continues to replace technology equipment as needed and within the school's budget.

Laptop computers for all teachers are necessary for replacement to keep teachers flexible with new technology and access student information when and where necessary.

COMPUTER PERIPHERALS - With technology advancing so quickly, it is hard to pinpoint exactly what our needs are in this area at a given point in time. We are leaving this area open to any new technology that may arise in the future. Following is a list of some items that have been suggested by our staff for purchase during the years covered by this plan.

Elementary:

- USB Microscopes
- SmartBoards (Large projection computer touch screens)
- Additional Digital Cameras
- Projectors mounted in every classroom

High School:

- USB Microscopes
- Computer assisted chemistry lab
- Computer assisted biology lab
- High-resolution digital still camera
- MIDI - (Digital interface for computer & music keyboard)
- Video Projector suitable for large audiences (auditorium)
- Complete Multimedia Classrooms
- Wide carriage color inkjet printer for graphic arts
- Projectors mounted in every classroom

NETWORK AND INTERNET: Needed improvements in network speed, internet access and access ports will require more and advanced network switches. Increased internet bandwidth for the entire school is in demand, resulting from more internet based learning techniques that are evolving with technology. Advanced email server, internet web filtering, archiving, battery backup devices plus firewall equipment continue to need updates and replacing. Networking, Data and Tele-Communications between schools need improvements by either wireless, fiber, or other means which is affordable by the school district. Connection with the ISD is in great need plus with the St. Clair County RESA.

• Computer Software

Existing: This listing is by no means all-inclusive and does not include system software on individual PC's.

Staff Workstations:

- MS Office - (high school/elementary) - Word Processing / Database/ Spreadsheet /Presentation
- Zangle - grading program
- Internet browser - Explorer
- DVD Conversion Software
- Library Software
- Adobe Acrobat Reader

Elementary Classrooms & Labs:

- Appleworks - Word Processing / Database/ Spreadsheet / Drawing / Painting / Presentation
- MS Office
- Internet Browser - Explorer
- iMovie2 - Video editing program
- Adobe Acrobat Reader
- Each K-6 classroom will have *two sets* of Apple Learning Series program *CD's* appropriate to the grade level taught.
- Typing program - Computer Lab
- Misc. single programs purchased by classroom teachers.
- Library Automation Software
- Accelerated Reader
- Study Island
- Read Naturally Series
- Compass Learning

High School and Learning Center Classrooms and Labs:

- Microsoft Office
- Internet Browser - Explorer
- iMovie2 - Video Arts program
- Final Cut Pro - Video Arts Program
- Adobe Illustrator / Photos hop / Pagemill - Art / Video Arts
- Adobe Acrobat Reader
- Adobe Pagemaker - Journalism & Administrative areas
- Pasco Physical Science Lab Interface - Physics/Physical Science Lab
- Misc. single programs purchased by classroom teachers.
- Keyboard Typing
- Geometry Computing
- Assistive Learning- hearing impaired
- Library Automation Software
- Accelerated Reader
- Study Island
- Key-Train
- Rosetta Stone – Spanish
- Compass Learning

Recommendations - Software:

Do to the fact that all computers were purchased at the same time software upgrades are to be determined as needed and financially feasible. Upgrades to all programs will be an ongoing process usually with computer upgrades.

Consider enhancements to curriculum software at all levels.

Technology Training Help Desk software for teachers to access for quick answers or solutions to questions that arise day to day will be considered for both schools.

Lab Monitoring Software for all labs to help instructors manage and improve individual student learning on each workstation.

Advanced online learning programs for additional courses not offered at the district and alternative learning opportunities.

II. Infrastructure, hardware, technical support & software – Element I- Section 12 –

Strategies To Increase Access To Technology For All Students and Teachers

The following policies are currently in place:

Teachers:

- Each teacher has been provided a desktop computer with productivity software, library software and student management software installed, plus various course study software.
- Multimedia equipment available for classroom instruction.
- Color Printer and All-in-One Printer/Copier available.
- School Computer Labs are available for teachers to utilize with their lesson plans.

Students:

- Three computers in each elementary classroom and in process of one computer in each classroom for the high school.
- Networked computer labs are provided in each building. In addition, clusters of computers throughout the buildings in monitored areas.

Technical Support

GENERAL - With over 300 computers in the CPS school district it is understood that timely and appropriate technical support must be available. To this end the following positions have been created:

District Technology Coordinator - this individual will have the following responsibilities:

- Advise the administration on technology-related issues
- Provide assistance in the preparation of grant applications and Universal Service Fund filings
- Work with the technology committee in examining technology issues and assessing technology training needs
- Coordinate technology training events

- Model the use of technology and assist in the training of others
- Oversee the maintenance of technology using either district employees or outside contractors.
- Manage the district's LAN's & WAN and Internet service
- Manage the district's network security, content filtering and email services
- Coordinate the activities of entities contracted to maintain phone, video and data services
- Makes purchase recommendations and documents new equipment as it is received
- Maintains a master database of all district technology

Building Technology Assistant - this individual will have the following responsibilities

- Advise the building principal on technology -related issues
- Represent their building on the technology committee
- Model the use of technology and assist in the training of others
- Assist others with technology related questions

Technology Leader - Volunteers who have received additional technology training and who are willing to share their expertise with other staff.

Technology Aide – Assisting the Technology Coordinator to help maintain computers as well as assisting with staff requests to meet technology needs in the district.

WHEN REQUESTING SUPPORT

To insure a timely and appropriate response, please follow these steps:

- Record as much information about the problem as possible. Include what you have done or tried to do. See sample form below:

<p><u>Technology Assistance Request</u></p> <p>Person making request: _____ DATE: _____</p> <p>Make / Model of Equipment: _____</p> <p>Location: _____</p> <p>Describe the problem: _____</p> <p>What were you doing when the problem occurred? _____</p> <p>Did you do anything to try to fix it? _____ If YES, what happened? _____</p> <p>_____</p> <p><u>Tech use only</u></p> <p>Resolution: _____</p> <p>Date returned to service: _____</p>

IV. Funding & Budget-Element J -Section 13-Budget & Timetable

Technology to be Acquired	Est. Cost	2009-10*	2010-11 *	20011-12 *
<i>* any budgeted items go to next year if funds are not available.</i>				
Infrastructure				
DATA				
- Wireless hubs - high school & elementary	\$6,000	\$2,000	\$2,000	\$2,000
- Fiber Optic link between buildings	\$50,000	Funding	?	?
-Connect to county-wide fiber system	\$???	Not Scheduled		
-Web/Filter and Email Server	\$16,000	\$6,000	\$10,000	
- Firewall Appliance	\$5,000		\$5,000	
- Network Switches/ network replacements	\$40,000	\$10,000	\$15,000	\$15,000
- Network Cabinet and Accessories	\$4,000		\$4,000	
COMMUNICATIONS				
- Phone System (upgrade system)	\$40,000		\$40,000	
- Internet Access (speed inadequate)	\$60,000	\$15,000	\$20,000	\$25,000
Technology Hardware				
COMPUTERS				
- Replace Workstations	\$108,000	\$36,000	\$36,000	\$36,000
-2 25 -laptop portable wireless labs	\$50,000		\$35,000	\$15,000
- Student/ Staff Server	\$10,000		\$10,000	
- 40 Laptops for teachers	\$40,000		\$20,000	\$20,000
- Battery Backups	\$6,000	\$2,000	\$2,000	\$2,000
COMPUTER PERIPHERALS				
-USB Microscopes / science aids	\$2,000		\$1,500	\$500
-SmartBoards / Classroom aids	\$10,000	\$3,000	\$3,000	\$4,000
-Digital Cameras (2)	\$1,600		\$800	\$800
-Video Projectors	\$10,000	\$2,000	\$4,000	\$4,000
-MIDI	\$1,000		\$1,000	
-Color Laser Printers	\$3,000	\$1,500	\$1,500	
Technology Software				
- Upgrade Microsoft Office and misc.	\$10,000	\$2,500	\$5,000	\$2,500
- Video Arts and Graphics	\$10,000	\$5,000	\$2,500	\$2,500
- Upgrade Elementary Education Apple	\$10,000	\$2,500	\$5,000	\$2,500
GENERAL TECHNOLOGY EXPENSES				
Maintenance Contracts				
Hardware	\$27,000	\$8,000	\$9,000	\$10,000
Software	\$21,000	\$6,000	\$7,000	\$8,000
Telecommunications/Internet	\$94,800	\$31,600	\$31,600	\$31,600
Professional Development	\$15,000	\$5,000	\$5,000	\$5,000
Tech Support Personnel and Contracted	\$140,000	\$40,000	\$50,000	\$50,000
Misc. Technology Supplies	\$45,000	\$15,000	\$15,000	\$15,000
TOTALS:	\$835,400	\$193,100	\$340,900	\$251,400

IV. Funding & Budget-Element K-Section 14

Coordination of Resources

GENERAL - In order to implement this technology plan, the CPS school district will actively seek funding from a variety of sources both inside and outside of its general operating budget.

In the past, grants have allowed us to purchase technology when it would not have been possible otherwise. Following is how we propose to fund technology at CPS.

-General Operating Budget

- Budget as possible for technology acquisition
- Budget as possible for Professional Development
- Budget as possible for technology support
- Budgeted as possible for technology support personnel

-Universal Service Funds - We will continue to apply for these funds to help support our telecommunications expenses. Annually we expect to receive \$25 000 to \$35 000 plus from USF.

-Technology Literacy Challenge Fund - We will continue to apply for these grants.

-Consortium Grants - CPS hopes to work with other schools in the ISD to find funding for an ISD-wide fiber optic network and possible other Sanilac District projects.

Donations - Some donations from the community are greatly utilized and appreciated.

Federal Grants - We will continue to apply for these grants.

Other grants/foundations - MACUL, Runkle, etc.

V. Monitoring & Evaluation Element L - Section 15 - Evaluation

GENERAL ~ In order to insure the effectiveness of this technology plan, a manageable approach to evaluating its implementation is an absolute necessity. Overall responsibility will be placed with the district technology committee, while day-to-day monitoring will rest with the technology coordinator and technology assistants.

The technology committee will meet once each semester to evaluate the progress made in implementing the technology plan. At these times they will be expected to advance recommendations to the administration as to how to continue. In evaluating the implementation of the technology plan the following will be considered:

- Is the timeline established for the implementation of each recommendation reasonable? Does it allow for a sustained effort to insure that each recommendation can be fully implemented?
- Have sufficient resources been allocated to support implementation of each recommendation?
- Which recommendations have been accomplished? Are there any recommendations which we need to improve on or add to?
- Which recommendations have been deleted or modified? Why?
- Are there any new recommendations that were not envisioned when the plan was written?
- Have there been any surprises? If so, what lessons have been learned?

V. Monitoring & Evaluation - Element M-Section 16

Acceptable Use Policy

INTERNET USE GUIDELINES - The Internet is an incredible resource for obtaining up to date information, but its use also includes some risk. In the midst of all the wonderful and information-rich sites lurk those that are inappropriate for student use. Carsonville-Port Sanilac Schools has implemented a program of electronic filtering, education, surveillance and enforcement to protect our users. Students and staff should be aware that: 1.) The CPS School District owns the computers and pays for their connection to the Internet so they have the right to determine what is an acceptable use. 2.) The district has the right to monitor users of the system to insure that district policies are being followed. 3.) The district has the right to examine any files placed on its computers. 4.) The district has the right to suspend Internet privileges for anyone who fails to abide by these policies.

CPS ACCEPTABLE USE POLICY

• The Internet shall not be used to visit websites that:

1. Promote the use of tobacco or alcohol products.
2. Promote the use of illegal drugs or advertise or display drug paraphernalia. This includes the abuse of prescription or "over the counter" medications as well as any substance that has been linked to substance abuse.
3. Advocate illegal acts of any kind.
4. Contain information on how to construct or obtain explosives or illegal weapons.
5. Promote or display acts of violence against persons or animals (except hunting/ fishing).
6. Promote the occult, Satanism, etc., except when studied as part of a class project approved by a teacher.
7. Could be deemed as promoting religious, racial or ethnic hatred or intolerance.
8. Display inappropriate material of a sexual or pornographic nature.
9. Includes language that would be considered obscene or profane.
8. In the view of the supervising teacher is inappropriate for the age of student under their care .

• **Other Prohibited Uses:**

1. Students may not use the Internet to enter or participate in "Chat Rooms."
2. Students may not have direct communication with other individuals via the Internet unless approved by and monitored by a teacher.
3. Students may not download programs or documents from the Internet. Teachers may download such items for students but they must be educationally appropriate and scanned by anti-virus software during the download. Copying pictures or text for educational use is permitted if done with teacher approval.

Printing is permitted with teacher permission.

4. Students must not attempt to install any software on any school computer.
5. Students must not attempt to change the settings on network or system software. "Hacking" in any form will not be tolerated.
6. Students may not use school computers to access web-based Email services such as Hotmail.

• **STUDENT CONSEQUENCES OF VIOLATING THE CPS ACCEPTABLE USE POLICY**

1st Offense: Loss of Internet privileges for six weeks.

2nd Offense: Loss of Internet privileges for 12 weeks.

3rd Offense: Loss of Internet privileges for 18 weeks or the balance of the school year, whichever is longer.

4th Offense: Permanent suspension of Internet privileges. Student may petition the administration for reinstatement after one calendar year .

• **Children's Internet Protection Act / Internet Content Filtering**

The district has enacted procedures that insure that all provisions of the Children's Internet Protection Act [CIPA] are complied with. As part of that compliance we have installed an internet content filtering appliance. The district maintains and updates the database of blocked sites on a daily basis. In addition, a procedure is in place whereby teachers advise the technology coordinator of "missed" sites that need to be blocked as well as legitimate sites that should be unblocked. Knowing that no filtering system is 100% effective, teachers continue to monitor internet use by their students.

Computer Policy Scope and Applicability:

The computing and network facilities of the Carsonville-Port Sanilac School District are limited and should be used wisely and carefully with consideration for the needs of all authorized users. As with any resource, it is possible to misuse computing resources and facilities and to abuse access to the internet. The following statements address, in general terms, the District's philosophy about computing use.

This policy is applicable to all individuals using District owned or controlled computer and computer communications facilities or equipment, whether such persons are students, staff, faculty, or authorized third-party users of District computing information resources. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, word processing equipment, personal electronic mail accounts, regardless of whether used for administration, research, teaching, or other purposes.

Computer User Responsibilities and Expectations:

Access to the networks and to the information technology resources at the Carsonville-Port Sanilac School District is a privilege granted to the District's students, faculty, staff and any others who have been granted special permission to use such facilities. Access to the District's information resources must take into account the following factors: relevant laws and contractual obligations, the requestor's need to know, the information's sensitivity, and the risk of damage or loss by the district.

The District requires that members of its community act in accordance with these responsibilities:

- Respect software copyrights and licenses
- Respect the integrity of computer-based information resources

- Respect the privacy of other computer users.
- Refrain from using District technology equipment for any personal use during the work day other than during assigned lunch periods or hours before and after the designated school day.
- Refrain from use of district equipment, software, and internet use for business unrelated to the District, without prior permission from the administration and Board of Education.
- Refrain from seeking to gain unauthorized access

The School District reserves the right, to limit, restrict, or extend computing privileges and access to its information resources. Failure to comply with this policy will be viewed as conduct that is unethical and unacceptable and will subject violators to disciplinary action by the District, including possible termination from employment, expulsion as a student, and/or loss of computing systems privileges.

The District reserves the right to view or scan any file or software stored on the computer or passing through the network, and will do so periodically to verify that software and hardware are working correctly, to look for particular kinds of data or software (such as computer viruses), or to audit the use of District resources.

Consequences of Misuse of Computing Privileges:

Users, when requested, are expected to fully cooperate with system administrators in any investigations of system abuse. Failure to cooperate may be grounds for cancellation of access privileges or disciplinary action including possible termination of employment.

Investigation of abuse of computing privileges may involve:

- Suspension of the user's computing privileges during the investigation.
- Inspection of the user's files, diskettes, CD's, tapes, and/or other computer-accessible storage media.

Appeals:

All appeals to disciplinary action shall follow the most recent CPSEA-Board of Education Contract Grievance procedure.