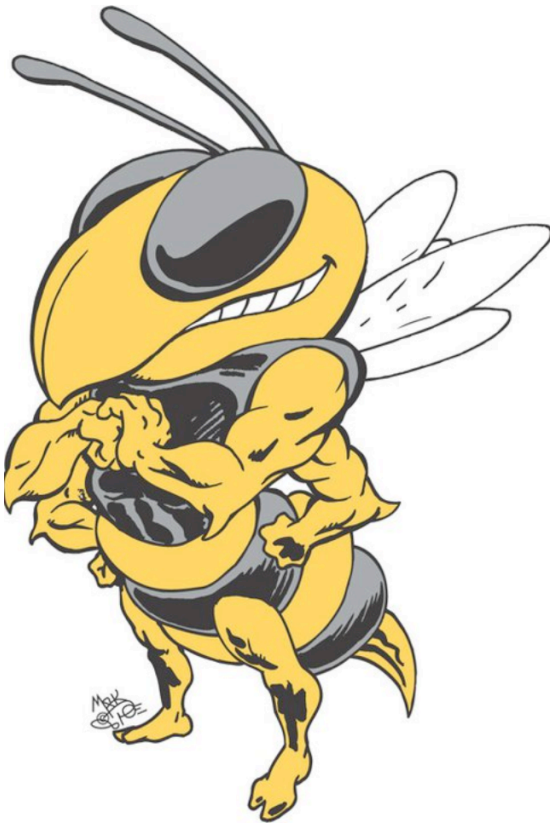
ITHACA PUBLIC SCHOOLS

Plan for Technology Integration



July 1, 2011-June 30, 2014

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ISD: Gratiot-Isabella Intermediate School District
Technology Plan URL: www.ithacaschools.net
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ITHACA PUBLIC SCHOOLS

District Profile

The city of Ithaca is the county seat of Gratiot County. This rural community is ideally located on U. S. 27, one of the major links of the interstate highway system. The freeway provides fast and convenient transportation to all major metropolitan areas in Michigan. Ithaca is within 1½ hours drive from Lansing, Grand Rapids, Midland or Mt. Pleasant.

The City of Ithaca is surrounded by Michigan's richest farmland. Agriculture has long been the backbone of the county's economy and continues to play a major role. Gratiot County ranks first in pickle production in the state, ranks in the top ten in the state for production of corn, soybeans, dry beans, and sugar beets, is known for its unique thick-walled green bell peppers, and has an impressive expanding livestock industry. A branch office of the Michigan State University Cooperative Extension Service is located in Ithaca as is a branch office of the United States Department of Agriculture.

		2000	2010
POPULATION:	City of Ithaca	3,098	2910
2010 Est.	Gratiot County	42,285	42,476

		2000	2010
INCOME:	Per Capita Personal	$17,118	$18,759
By District	Median Household Income	$37,262	$36,770 (Greater Gratiot, 2009)

Ithaca has three school buildings in the district. South Elementary houses pre-kindergarten through second grades; North Elementary houses 3rd through 6th grades; Ithaca Junior/Senior High houses 7th through 12th grades. The buildings were extensively renovated in 1992 to house expanded classroom space, additional computer labs, and new media centers. In the summer of 2011 updated computer labs and iPod Touch labs were added to the high school, junior high, and North elementary. All classrooms in the district contain networked computers. In 2010, South, North and the Jr./Sr. High School were granted accreditation by the North Central Association of Colleges and Schools. North Central Accreditation means that each school had met or exceeded 161 quality standards of effective schools and has committed to a process of continued improvement and evaluation.

Ithaca Community Education offers a variety of enrichment programs for all ages. Ithaca Public Schools also sponsor alternative and adult education programs.

Educational Facilites January 2011

Type	*Number*	*Enrollment*
South: PreSchool – 2nd grades 400 Webster St., Ithaca	1	317
North: 3rd – 6th grades 201 E. Arcada St., Ithaca	1	434
Junior/Senior High School: 7 – 12 710 N. Union St., Ithaca	1	665

Gratiot-Isabella Regional Service District (GIRESD), located in Ithaca, provides educational services to assist students and employees in nine local school districts, business/industry, government and other human service agencies in improving performance and increasing the efficiency and effectiveness of their program. GIRESD offers administrative services, business, services, career technical services, instructional services, special services, and the Regional Educational Media/Technology Center (REMC 5).

2010-2011 Enrollment:

Total Student Enrollment	1,350
PreSchool	37
Grades K-2	303
Grades 3-6	400
Grades 7-8	202
Grades 9-12	445

2010-2011 Staff:

Instructions Staff	83
Support Staff	35
Administrators/Supervisors:	
Superintendent	1
Directors/Managers/Supervisors	3
Principals & Assistant Principals	4
Technology Department	1

Student Statistics:

Average Daily Attendance:	96%
Average Class Size:	19.81
Graduates Attending College:	75%
Students Attending Voc. Ed.	66
Professional Staff-to-Student Ratio:	1 to 30.69
Drop Out Rate:	5%

School Buildings

- Ithaca Public Schools
  Superintendent's Office
  710 N. Union St.
  Ithaca, MI 48847

- Ithaca Jr./Sr. High School
  710 N. Union St.
  Ithaca, MI 48847

- North Elementary School
  201 E. Arcada St.
  Ithaca, MI 48847

- South Elementary School
  400 Webster St.
  Ithaca, MI 48847

Ithaca Public Schools is committed to excellence in learning for every student by providing a supportive, educational community where each individual strives to reach his or her maximum potential.

District Mission Statement

Ithaca Public Schools is committed to excellence in learning for every student by providing a supportive, educational community where each individual strives to reach his or her maximum potential.

District Values Statement

The Board and Administrative leadership of Ithaca Public Schools is committed to the education and well-being of each student. We have identified the following values in order to guide the policies, procedures, programs, priorities, and day-to-day decisions of the District. We will honor, advance, and protect these values.

In order to advance our shared vision of an exemplary school district, we will:

- Commit to student achievement and well-being as our top priority.
- Actively promote the District's mission, vision, values, and goals.
- Demonstrate a commitment to high achievement and lifelong learning through the development of curricular and co-curricular programs and diverse educational experiences.
- Develop and implement policies, programs and procedures to monitor and support individual student success.
- Recognize and celebrate individual and collective efforts and achievements.
- Model, monitor and enforce student and adult behaviors which contribute to a safe and orderly environment while respecting the rights of others within our community.
- Develop positive relationships with school, staff and community.
- Base instructional decisions upon current research and best practices to improve achievement.
- Empower leadership at all levels.
- Commit to working in high-performing collaborative teams.
- Unite to achieve a high level of mutual support and trust among all members of the learning community.
- Commit to lifelong learning through ongoing professional development.

District Vision Statement

Ithaca Public Schools strives to become a professional learning community encompassing our families, schools, and community.

In our vision of a Professional Learning Community…

I. Students
- Demonstrate a desire to learn.
- Accept responsibility for their learning.
- Strive to reach their highest potential.
- Conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere.
- Become actively involved in school activities.
- Become lifelong learners and productive members of society.

II. Staff
- Have high expectations for student achievement and accept responsibility for helping students meet those expectations.
- Are guided by shared goals and a common purpose.
- Are committed to working in high-performing collaborative teams.
- Build caring relationships with students, family and community.
- Model the importance of lifelong learning by their commitment to professional growth.

III. Family and Community
- Provide the basic needs to ensure children are ready to learn.
- Play an active role in the education of their children.
- Model a commitment to lifelong learning.
- Provide the resources that enable the district to offer exemplary programs.
- Have ready access to the district's resources and facilities.

IV. Leaders
- Promote and protect the district's vision.
- Are developed at all levels.
- Are committed to continuous improvement.
- Are decisive and fair in dealings with staff, students, and parents.
- Empower their staff and pursue excellence.
- Are of high integrity.
- Model problem solving and continuous learning.

V. The Learning Environment
- Is safe and supportive.
- Provides a challenging curriculum.
- Is based on research and best practice to drive instruction.
- Promotes instructional strategies that recognize individual learning styles.
- Closely monitors the academic progress of each student.
- Promotes respect for all.

- Promotes open communication among all.

District Goals

To improve communication internally and externally

Information about the changing educational environment and its relation to school district goals and priorities will be continuously and effectively shared with members of the staff and community.

To create collaborative partnerships that strengthens the educational program

The school district seeks to continue working with the City of Ithaca, other governmental agencies and others who are interested in improving education and the quality of life in the community.

To more effectively engage the community in the educational process

At all levels – school board to school – members of the community will be more actively engaged in determining and developing support for the school district's future.

To develop and implement a plan for improving school district facilities

School district facilities must be improved and updated to assure that the learning environment in each school is safe, secure, and capable of supporting the technology that has become an integral part of school programming.

To enhance student achievement by strengthening the curriculum

The district will encourage and nurture curriculum innovation and work to expand the educational program and enhance student achievement by providing more access to on-line, community college, and advanced placement classes.

School Board Goals

To improve the School Board's decision-making process

Board members will work to improve the efficiency with which decision-making information is processed, the community is informed, and decisions are implemented.

Objective #1 – Meetings that are conducted using appropriate structure and organization.

1. Use of Roberts Rules of Order as a guideline for conducting Board business.
2. Project a positive message/image – value others' opinions.

Objective #2 – Opening statement to public.

1. Statement by Board President explaining rules governing public participation and function of meeting.

Objective #3 – Increase number of work sessions.

1. More in-depth information on issues coming before the Board.
2. Keeping Board informed on district finances.

To improve the knowledge base and decision-making capacity of School Board Members

All School Board members will model life-long learning by pursuing information and training that improves their policy-making capacity.

Objective #1 – Better understanding the roles of Board members.

1. Provide perspective Board members an opportunity for boardmanship training.
2. Training for newly elected Board members conducted by current Board members and the Superintendent.

Objective #2 – Training Current Board Members

1. Develop a reading/video library for member use.
2. On-going Board member in-service and training sessions. (minimum of two per year)

District Technology Vision Statement

We believe that technology is a valuable educational tool, one which can enhance student learning at all levels and expand the scope of the curriculum in many innovative ways.

We further believe the understanding of and access to technology is vital in the educational plan for all students. Students must be given the opportunity to learn competencies in using technology as a tool for gathering, using and manipulating information, as well as for communication and creative expression. Students also must understand the impact of technology upon society and accept the responsibilities associated with living in today's Information Age.

District Technology Goals Statement

All goals are aligned with METS and ISTE Standards.
Therefore, we believe the goal of the Technology Plan is to ensure:

1. That every student has competency in basic technological skills as listed in the MET Standards.
2. That every student has competency in basic technological skills as listed in the ISTE Standards.
3. That every student will become competent in the use of varied technologies to move beyond rote learning towards analytical thinking, problem solving and project-based learning.
4. That the integration of technology be designed and studies in all curriculum areas to enhance teachers' ability to assess student learning in critical and creative thinking skills and help students adopt a life-long learning attitude.
5. That sufficient technological resources and training be provided for students and staff to maximize their effectiveness and efficiency.

Curriculum

- Integrate updated technology standards and benchmarks into existing content standards and applied to established district curricular content.
- Increase academic performance across the curriculum through technology.
- Increase students' technology proficiencies.
- Utilize assessment software to measure student achievement in order to make data-driven decisions.

- Increase online methods of communication between students, teachers, and parents.

- Teachers and staff will become aware of the importance of technology integration, including assistive technology, to promote learning.

Professional Development

- Increase educators' effectiveness in using technology by providing professional development on integrating technology into teaching and learning, instructional management, professional development, and administration.

- Provide ongoing training and support necessary for teachers to use technology effectively in the classroom and to integrate technology-enhanced methods into their teaching.

Infrastructure

- Maintain an up-to-date system that will be accessible to all teachers, staff, and students in order to provide a technology-rich learning environment.

Technical Support

- Support and assist teachers and staff to ensure that all hardware, software, and network resources can be utilized into the learning environment.

Monitoring and Evaluation

The effectiveness of the Technology Plan and the use of technology to improve the academic performance of all students in our schools will be evaluated on an on-going basis. The following are some of the tools and methods, which will be used to determine the program's effectiveness:

- Yearly formal survey/needs assessment of the staff in regards to their use of technology in the classroom
- On-going informal evaluations done by the technology staff
- Number of students taking technology courses
- Number of students obtaining jobs in the technology field
- Number of staff members taking part in technology staff development
- Number and type of internet projects participated in
- Monitoring of internet usage as to types of websites visited
- Monitoring of district web pages
- Eighth grade technology competency test

Guiding Documents for Technology Plan

1. Michigan Educational Technology Standards & Expectations
   www.michigan.gov/mde

2. Required Technology Plan Components for MDE Approval
   www.techplan.org

3. Michigan's Five-Year Technology Plan
   http://www.michigan.gov/documents/STP2006

4. National Educational Technology Standards (NETS)
   http://cnets.iste.org

5. Michigan Curriculum Framework
   www.michigan.gov/mde/

6. Instructional Technology Across the Curriculum (ITAC)
   http://michigan.gov/documents/ITAC/

7. NSSE Indicators for Quality for information systems in K-12 schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996

8. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium – 1996

9. Planning Resources from National Education Service (NES)
   www.solution-tree.com

10. Reviewing Educational Technology Plans in the Michigan Electronic Grants system (MEGS) www.solution-tree.com/PublicOnlineResources.aspx

District Technology Planning Team

Nathan Bootz, Chairperson	Superintendent
Bonnie Abell	Parent
Sharyn Root	High School Teacher
Adam Lincoln	High School Teacher
Ashley Patton	North Elementary Teacher
Jason Marcy	High School Teacher
Jen Fogelsong	North Elementary Teacher
Patty Davey	District Technology Department Staff
Mark Falzon	High School Teacher
Nick Herblet	Athletic Director
Val Melow	1st Grade Teacher, South Elementary
Steve Netzley	High School Principal
Nancy O'Brien	South Elementary Title 1
Kathy Paul	North Elementary Principal
Bob Peet	District Technology Coordinator
Tammy Wilson	North Elementary Teacher

Our Future Vision

Ithaca Public Schools has been improving in providing our students with a technology-enriched learning environment. We were faced with a struggling economy but successfully passed a bond issue in August of 2010 for facility improvements as well as more technology hardware. Updated computer labs, smartboards in classrooms, and projectors for most teachers are the new reality. This section details the broad vision of Ithaca Public Schools relative to technology.

CLASSROOMS

All classrooms will have at least five network drops located at locations where computers can be placed without violating local building codes (not near exterior exits or under windows that double as emergency escapes). There should be at least one network drop on each interior classroom wall to accommodate a computer on any side of the room.

Each classroom should have at least two locations containing a network drop, overhead monitor/projector connection (including audio), and electrical outlets in order to accommodate a teacher's desk that may be located away from the wall facing toward the classroom. Two drops give the teacher the option of having his/her desk on either side of the room.

All classrooms will have either a ceiling mounted overhead projector or ceiling/wall mounted large monitor connected to the teacher's computer. If a projector is used, a standardized location for a pull-down screen must be determined.

Student computers will be placed on a counter that is specifically designated for student computer usage (as opposed to tables or carts). This will prevent the computers from having to be moved for floor cleaning and maintenance, and allow for a more stable/secure environment. The computer counter will have concealed cable placement.

Where appropriate, SMART boards should be used for presenting and capturing interactive lessons. SMART boards enable seamless links to be made between the technology and the subject material.

Interactive Response systems for student feedback will be utilized where appropriate. These systems allow teachers to receive immediate feedback from students in order to get an immediate measurement of student comprehension.

Handheld computers, such as iPods, will begin to be integrated into the curriculum. Handhelds can be used for data retrieval and analysis, report recording, viewing eBooks, peer editing (by students beaming each other their writing activities), concept mapping, etc.

All classroom computers should be arranged in a configuration that enables the teacher to view all computer screens from a central location.

Each classroom should also have:

- At least one networked printer
- Scanner
- Document camera
- Adequate electricity for existing and future technology
- Phone with access to voice-mail
- Wireless access capability

As technology advances, we expect computer labs to be replaced with classroom and individual desk workstations. Planning should incorporate growth in this direction.

COLLABORATION SYSTEM

The district will continue to use a collaboration system to provide:

- Internal and external e-mail
- Personal, group and shared calendars
- Shared folders
- Distribution groups
- Group scheduling
- E-mail tracking

COMPUTER LABS

As computers become more common in the everyday life of students at school and at homes, students become more dependent on technology. It is the district's responsibility to provide the technology resources that accommodate and encourage the increasing technology proficiency of today's students.

All lab computers should be arranged in a configuration that enables the teacher or instructional leader to view all computer screens from a central location. All stationary labs should have computers placed on tables or counters specifically designed for computers, allowing for proper concealed cable placement.

All portable labs should have appropriate storage and recharging locations, as well as a method to transport the machines safely from location to location.

High School/Middle School: An "open" lab that teachers can reserve for a time period to work with their students on any type of course work that requires direct one-to-one student computer access is desired. One open lab for the building is not adequate.

- Each department should have their own "lab", with enough computers to accommodate the class size (approximately 30 computers) (Math, Language Arts, Social Studies, Science). This could be accomplished with a portable laptop lab.
- 1 Drafting/CAD lab
- 1 Modular Technology Lab (as utilized by Industrial Arts)
- Business Department stationary labs as necessary for curriculum delivery as scheduled within the master schedule
- Each stationary lab should have a scanner, video projector, document camera and a printer with mobile labs needing a printer

North Elementary (3^{rd}-6^{th}): An instructional lab, media center access, a keyboarding lab, and a portable lab are desired.

- Technology instructional lab, stationary with a scanner, video projector, document camera and two printers for student use
- Media center workstations for student access, one printer
- Keyboarding lab, either portable or stationary, for staff/student use in curricular areas, "open lab", possible utilization of alpha smart devices as student stations
- Portable lab (enough computers to accommodate class size, approximately 25), with a printer, that teachers can reserve for a time period to work with their students on any type of course work that requires direct one-to-one student computer access is desired

South Elementary (PreK-2^{nd}): An instructional lab, media center access, and a portable lab are desired.

- Technology and curriculum exploration instructional lab, stationary with a scanner, video projector, document camera and two printers for student use, "open lab"
- Media center workstations for student access, one printer
- Portable lab (enough computers to accommodate class size, approximately 25), with a printer, that teachers can reserve for a time period to work with their students on any type of course work that requires direct one-to-one student computer access is desired

DISASTER RECOVERY

The district will review and implement the disaster recovery plan that will ensure:

- All crucial data is backed up on a regular basis
- Data can quickly and reliable be restored on a timely basis at any time
- Vital operations will be disrupted as briefly as possible
- The entire system can resume normal operation as soon as possible

The technology department will be responsible for maintaining backup servers and for storage devices that are located off-site from the server being backed up. This will assure that if an entire building, or an area of a building, is destroyed, the data on that server can be retrieved from the remote location.

FOOD SERVICES

The food services department will continue to have software and hardware available to allow for individual student deposits. A scanning system will be utilized at all locations to record breakfast and lunch information by individual student and building. The central location at the high school will continue to be the primary location for management of student breakfast/lunch accounts and will be maintained by the food services director. Appropriate hardware (computer, scanner, printer) will be available in each building with wireless access capability.

INTERCOM SYSTEM

Update voice intercom systems in all buildings. Contact to specific classrooms as well as hall and gym area is extremely important to the safety and well-being of our educational environment.

LOCAL AREA NETWORKS (LAN)

Each building will have a central location to house the head-end equipment with additional locations where needed. All network drops will be properly identified at both the MDF/IDF and drop locations.

MEDIA CENTERS

The district's media centers have always served as the "information center" of each building. These areas contain a limited number of computers available for student research and projects plus computers used specifically for the library automation system.

At the elementary level the student computers are used for instructional programs and student testing/assessment such as Accelerated Reader.

Each Media Center should have:

- Adequate student computers, a scanner, video projector, document camera, printer and a color printer
- Computers designated exclusively for the library automation system
- One computer designated for automated library circulation functions
- One computer designated for the media specialist

- At least one computer designated exclusively for teacher/staff use

The computers in the media center should be arranged in a configuration that enables the teacher or media staff to view all computer screens from a central location. All media center computers should be placed on tables or counters specifically designed for computers, allowing for proper concealed cable placement.

ONLINE ACCESSESSIBILITY BY STUDENTS, PARENTS, AND STAFF

Students, parents and staff will have on-line access to public and private information via the internet. Grades, attendance, report cards, class schedules, assignments and other school-related information will be on-line and updated on a regular basis. Computers located in the media centers may be designated at each school building so that parents and students without home internet connectivity are able to access the system as needed.

PHONE SYSTEMS

The district will utilize a modernized phone and voice mail system. The phone system should link all buildings. Phone drops will be available in all classrooms, offices and other essential areas. The phone system includes voice mail access for all teachers, administrators and office staff. The phone system and voice mail system will be managed by the technology department. (Staff desires a phone with a lighted message alert system.)

SCHOOL MANAGEMENT SYSTEM

The district's vision is to have a stable, user-friendly and effective management system that administers student, financial, human resource, employee, and payroll functions that meet the district's needs. The management system must be capable of creating reports by the end-user without needing assistance from administrative or technical staff. The management system will be accessible to all teachers with designated access being granted depending on needs and security.

Data analysis and benchmark assessment software will also be implemented in order to measure student achievement across the district and allow data-driven decisions regarding the curriculum to be made. The software should be capable of integrating into our current or future system.

Electronic grading and attendance will be mandated at every grade level giving letter grades across the district. Grades, attendance, and other relevant information will be available on-line for parent, student, teacher, and administrative access.

Management software will also include use of bus routing software by the transportation system.

SERVERS

Two servers are located within the district. All servers will have the ability to be accessed and administered remotely from a central location by the district's technology staff in order to provide efficient support and maintenance. All users have private folders on building servers specifically designated for secure storage of files. Users should store all important files on file servers (which are backed up nightly) rather than local hard drives to prevent the loss of files due to hard drive failure.

The district will maintain its own web and e-mail servers which will be located in the Technology department.

All servers will have a backup system that is tested on a regular basis to ensure proper restoration if required. The district will rotate backup materials at a location off-site in case of a disaster.

All servers and supporting equipment will be contained in a clean, secure, air-conditioned room, with adequate power surge protection. All servers and supporting equipment will be connected to UPS in order to keep all systems up and running as long as possible in case of a power failure.

SPECIALIZED "TECHNOLOGY-ENRICHED" CLASSROOMS

Ithaca Public Schools has successfully implemented specialized technology-enriched classrooms (labs) in the past that has allowed the instructional staff various methods of instructional delivery. The district will continue to integrate these types of classrooms that are intended to deliver a highly interactive learning experience. Since there are several models of these classrooms available with varying levels of technology integration, the district will determine the type of room that best suits the desired level of interactive teaching and learning experience.

STAFF ACCESS TO COMPUTERS

All staff will have access to computers. To accommodate this, all staff lounges will have at least one computer with network access. Itinerant teachers will have their own laptops or will use designated workstations if these teachers have their own office or workspace. At least one computer will be available in each media center exclusively for staff use.

VIDEO BROADCAST STUDIO

Each school building will have a dedicated video broadcast studio enabling students to learn to create and produce live broadcasts addressing curricular topics. The studio will have mobile capabilities to allow for producing and broadcasting events outside of the physical studio.

VIDEO STREAMING TECHNOLOGY

Video streaming capabilities are available throughout the district. We will continue to integrate video streaming into the curriculum.

- Video streaming will be available in all buildings via an internet-based service containing thousands of educational videos available on demand, including the ability to sort and select by state-aligned standards
- Distance learning capabilities will be available in order to provide video conferences, virtual field trips, and shared-learning classrooms
- Appropriate storage for video streaming clips will be available to staff so live streaming will be limited
- Video viewing building-wide will be available in all buildings which will allow broadcasting to individual rooms or throughout the entire building

VIDEO SURVEILLANCE & BUILDING SECURITY SYSTEM

Ithaca Public Schools currently has a video surveillance and building security system. The district will maintain and expand these systems as necessary. The security system includes:

- Fixed-position cameras located at strategic areas inside and outside the buildings
- Digital Video Records (DVR's) located in each building will record and store several days' worth of video from each camera and have playback and exporting abilities
- A card-reader system has replaced the use of all keys for internal and external doors
- An alarm system that monitors all doors and thermal sensor equipment will be installed
- The ability for the security in all buildings to be configured and managed from a central server in the Technology Department will continue

WIDE AREA NETWORK (WAN)

Fiber will connect all district buildings. All buildings will have identical equipment driving the fiber providing a backbone of at least 1 Gbps. Identical equipment will guarantee proper compatibility and more efficient troubleshooting and technical service. Each building will have an adequate UPS to keep vital network systems running in the case of a power failure.

The district's technology department will ensure that spare equipment is on hand in order to immediately re-establish a building's connectivity in the case of equipment failure.

The WAN will be routed to provide a private IP addressing scheme that is unique to each building for proper IP allocation and identification. A DHCP server may be utilized to manage the allocation of IP addresses.

WIRELESS TECHNOLOGY

The use of wireless technology within each building will be expanded to allow wireless accessibility in all classrooms, offices, and other areas where wireless connectivity would be

beneficial. Fixed access points will be utilized to transmit information. All portable-computing devices will have the capability of wireless connectivity to the school network.

CURRICULUM

A. Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

As stated in our mission statement, technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving.

Technology Curriculum Goals

I. Technology standards and benchmarks are to be integrated into existing content standards and applied to established district curricular content.

II. Technology skills need to be demonstrated in curricular areas throughout the K-12 experience of *all* students.

III. Grade level teachers will apply technology standards and benchmarks

IV. Technology integration will result in increased achievement for *all* students.

V. Utilize assessment software to measure student achievement in order to make data-driven decisions.

VI. Increase online methods of communication between students, teachers, and parents.

VII. Teachers and staff will become aware of the importance of technology integration, including assistive technology, to promote learning.

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

I. Grade level teachers will be provided with the appropriate training and resources to incorporate technology standards into the curriculum.

II. Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following timeline will be used to incorporate technology standards into the student's K-12 educational experience:

Technology Content Standards and Expectations

To be used as developmentally appropriate

The district will adhere to the Michigan Education Technology Standards and Expectations (METS) for integrating technology into the curriculum.

Early Elementary K – Grade 2

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1) Understand that people use many types of technologies in their daily lives (e.g. computers, cameras, audio/video players, phones, televisions)

2) Identify common uses of technology found in daily life

3) Recognize, name, and will be able to label the major hardware components in a computer system (e.g. computer, monitor, keyboard, mouse, and printer)

4) Identify the functions of the major hardware components in a computer system

5) Discuss the basic care of computer hardware and various media types (e.g. diskettes, CDs, DVDs, videotapes)

6) Use various age-appropriate technologies for gathering information (e.g. dictionaries, encyclopedias, audio/video players, phones, web resources)

7) Use a variety of age-appropriate technologies for sharing information (e.g. drawing a picture, writing a story)

8) Recognize the functions of basic file menu commands (e.g. new, open, close, save, print)

9) Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1) Identify common uses of information and communication technologies

2) Discuss advantages and disadvantages of using technology

3) Recognize that using a password help protect the privacy of information

4) Discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, phones, 911, internet, email) at home or at school

5) Discuss the consequences of irresponsible uses of technology resources at home or at school

6) Understand that technology is a tool to help complete a task

7) Understand that technology is a source of information, learning, and entertainment

8) Identify places in the community where one can assess technology

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1) Know how to use a variety of productivity software (e.g. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts

2) Be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g. word processing, drawing, and web browsing)

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

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1) Identify procedures for safely using basic telecommunication tools (e.g. email, phones) with assistance from teachers, parents, or student partners

2) Know how to use age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates, families and others

3) Know how to select media formats (e.g. text, graphics, photos, video) with assistance from teachers, parents, or student partners to communicate and share ideas with classmates, families and others

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1) Know how to recognize the Web browser and associate it with accessing resources on the internet

2) Use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners

3) Interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners

4) Provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1) Discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems

2) Identify ways that technology has been used to address real-world problems (personal or community)

<u>Upper Elementary Grade 3-5</u>

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1) Discuss ways technology has changed life at school and home

2) Discuss ways technology has changed business and government over the years

3) Recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly

4) Know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)

5) Know proper keyboarding positions and touch-typing techniques

6) Manage and maintain files on a hard drive or the network

7) Demonstrate proper care in the use of hardware, software, peripherals, and storage media

8) Know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)

9) Identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences

10) Identify search strategies for locating needed information on the internet

11) Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1) Identify cultural and societal issues relating to technology

2) Discuss how information and communication technology supports collaboration, productivity, and lifelong learning

3) Discuss how various assistive technologies can benefit individuals with disabilities

4) Discuss the accuracy, relevance, appropriateness, and bias of electronic information sources

5) Discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use

6) Discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws

7) Use age-appropriate citing of sources for electronic reports

8) Identify appropriate kinds of information that should be shared in public chat rooms

9) Identify safety precautions that should be taken while on-line

10) Explore various technology resources that could assist in pursuing personal goals

11) Identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1) Know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker)

2) Know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents

3) Use a variety of technology tools and applications to promote creativity

4) Understand that existing (and future) technologies are the result of human creativity

5) Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOL

By the end of Grade 5 each student will:

1) Use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students

2) Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3) Identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parent)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1) Use Web search engines and built-in search functions of other various resources to locate information

2) Describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)

3) Know how to independently use existing data bases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic

4) Perform simple queries on existing databases and report results on an assigned topic

5) Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource

6) Compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

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

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

Middle School Grade 6-Grade 8

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1) Use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer

2) Use appropriate technology terminology

3) Use a variety to technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products

4) Understand that new technology tools can be developed to do what could not be done without the use of technology

5) Describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use

6) Identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses)

7) Discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving

8) Identify characteristics that suggest that the computer system hardware or software might need to be upgraded

9) Identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose

10) Identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)

11) Identity appropriate file formats for a variety of applications

12) Use basic utility programs or built-in application functions to convert file formats

13) Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1) Understand the potential risks and dangers associated with on-line communications

2) Identify security issues related to e-commerce

3) Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing)

4) Describe possible consequences and costs related to unethical use of information and communication technologies

5) Discuss the societal impact of technology in the future

6) Provide accurate citations when referencing information from outside sources in electronic reports

7) Use technology to identify and explore various occupations or careers

8) Discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning

9) Identify uses of technology to support communication with peers, family, or school personnel

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

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

2) Use a variety to technology resources, including the internet, to increase learning and productivity

3) Explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)

4) Use available utilities for editing pictures, images, or charts

5) Use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1) Use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences

2) Create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1) Use a variety of Web search engines to locate information

2) Evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness

3) Identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au)

4) Know how to create and populate a database

5) Perform queries on existing databases

6) Know how to create and modify a simple database report

7) Evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

1) Use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem

2) Describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

<u>High School Grade 9 – Grade 12</u>

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 12 each student will:

1) Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software)

2) Identify the capabilities and limitations of emerging communication resources

3) Understand the importance of both the predictable and unpredictable impacts of technology

4) Identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner

5) Understand the purpose, scope, and use of assistive technology

6) Understand that access to online learning increases educational and workplace opportunities

7) Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills

8) Understand the relationship between electronic resources, infrastructure, and connectivity

9) Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency

10) Assess and solve hardware and software problems by using online help or other user documentation and support

11) Identify common graphic, audio, video file formats (e.g., jpeg, gif, bmp, mpeg, wav)

12) Demonstrate how to import/export text, graphics, or audio file

13) Proofread and edit a document using an application's spelling and grammar checking functions

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

1) Identify legal and ethical issues related to use of information and communication technology

2) Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses

3) Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

4) Discuss the possible consequences and costs of unethical uses of information and computer technology

5) Identify ways that individuals can protect their technology systems from unethical of unscrupulous users

6) Demonstrate the ethical use of technology as a digital citizen and lifelong learner

7) Explain the differences between freeware, shareware, and commercial software

8) Adhere to fair use and copyright guidelines

9) Create appropriate citations for resources when presenting research findings

10) Adhere to the district acceptable use policy as well as state and federal laws

11) Explore career opportunities and identify their related technology skill requirements

12) Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1) Complete at least one online credit or non-credit course or online learning experience

2) Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

3) Have access to and utilize assistive technology tools

4) Apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations

5) Identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project

6) Use an online tutorial and discuss the benefits and disadvantages of this method of learning

7) Develop a document or file for inclusion into a web site or web page

8) Use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentations, publication, or other creative work)

9) Have the opportunity to participate in real-life experiences associated with technology-related careers

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 12 each student will:

1) Identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual realty)

2) Use available technologies (e.g., desktop conferencing, e-mail, groupware, instant messaging) to communicate with others on a class assignment or project

3) Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences

4) Collaborate in content-related projects that integrate a variety to media (e.g., print, audio, video, graphic, simulations, and models) with presentations, word processing, publishing, database, graphics design, or spreadsheet applications

5) Plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 12 each student will:

1) Compare, evaluate, and select appropriate internet search engines to locate information

2) Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings

3) Determine if online sources are authoritative, valid, reliable, relevant, and comprehensive

4) Distinguish between fact, opinion, point of view, and inference

5) Evaluate resources for stereotyping, prejudice, and misrepresentation

6) Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING

By the end of Grade 12 each student will:

1) Use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning

2) Describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts

3) Formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences

C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

- Michigan Virtual High School
  Classes via web access which offer courses not currently available in our district.

- Video-Streaming
  Where sufficient network bandwidth allows, video-streaming resources such as United Streaming will be used to enhance existing curricular areas at all grade levels. The "play now" or "download and play later" service provided by United Streaming satisfies all four reform principals designated by the "No Child Left Behind Legislation".

- Virtual Field Trips
  Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.

- ITV (Interactive TV)
  Classes are available through the Gratiot-Isabella RESD and their ITV lab which is located just minutes away from Ithaca Public Schools.

- On-Line Classes – Internet
  New high school graduation requirements mandate one on-line class before high school graduation. This can be accomplished through the internet, Michigan Virtual High School, or ITV classes at the local RESD.

  In order to expand the curricular offerings to all of our students, Ithaca Public Schools offers access to the Michigan Virtual High School and on line college courses that meet

dual enrollment qualifications. Ithaca Public Schools provide access to an internet connected computer lab for all online courses.

D. Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Ithaca Public Schools will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

- Expanding the use of home/school communications utilizing a secure online information system that allows parents and students access to student grades, attendance, homework, and other relative data. An online system is an excellent way for teachers to keep parents informed on a daily basis.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.
- Maintaining Voice Mail systems to buildings.
- Continuing to maintain our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.
- Reporting progress annually to the school board on the meeting of goals and objectives.
- Continuing to include parents and community members in district-level and building-level technology committees.
- Providing on-line access to the district's technology plan.
- Developing and posting forms on-line for parent and educational community use.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

Continued collaboration with agencies listed below in an effort to provide continued services and training. Representatives from these service providers will continue to contribute to the implementation and assessment of the district technology plan.

Michigan Virtual High School

Michigan Virtual High School provides an alternative to classes that are not offered by our high school. This distance-learning option allows students to have an expanded selection of courses they would otherwise not be able to take.

Gratiot Isabella County Intermediate School District

Gratiot-Isabella Regional Service District (GIRESD), located in Ithaca, provides educational services to assist students and employees in nine local school districts, business/industry, government and other human service agencies in improving performance and increasing the efficiency and effectiveness of their program. GIRESD offers administrative services, business, services, career technical services, instructional services, special services, and the Regional Educational Media/Technology Center (REMC 5).

Michigan eLibrary (MEL)

The Michigan eLibrary is a project of the Library of Michigan, giving access to several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases. These databases include: OCLA FirstSearch; Galegroup Infotrac; SIRS Discoverer Deluxe; Electric Library Elementary.

MIClimb

Teachers will continue to utilize the MIClimb resource to support instruction. Training and support will be provided on an ongoing basis.

United Streaming

United Streaming is an internet based video streaming service made available through the ISD and our local REMC. Implemented this year in buildings currently on our WAN, it features:

- The largest and most current K-12 digital video/video clip library currently available
- The only standards-based video-on-demand application shown to increase student achievement
- Practical teacher and student learning resources
- Access to a wide variety of producers—Discovery Channel School, United Learning, Standard Deviants, Weston Woods, and many more
- Options for customization and local control
- New content and features continuously added throughout the year

PROFESSIONAL DEVELOPMENT

F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Ithaca Public Schools recognizes the need for ongoing professional development for its staff. In the past, training and professional development has taken place through the following:

1. All-staff technology in-service during student released time
2. Staff participation in workshops and conferences sponsored by other organizations and groups
3. Staff participation in workshops sponsored by the Gratiot-Isabella RESD and G-Tech
4. Individual staff training by the technology staff and Tech Committee members
5. Small group staff training by the Tech Committee and Cool Tool Workshops
6. Informal peer training
7. All staff trained in integrating technology into the curriculum

Ithaca Public Schools will continue the above types of professional development activities for the next three-year period and into the future. In addition, a professional development subcommittee will be formed in 2011-2012, which will explore new alternative ways of training and staff development. These may include:

1. Increased use of video and instructional materials from the Gratiot-Isabella RESD
2. Formalized self-paced individual training
3. Increased use of peer instruction
4. Increased time for all staff professional development

Trainings will be offered based upon the Personnel Skilled in Technology survey (REMC) and set-up by each building administrator for their particular building or by the superintendent. Training may occur on the professional development days before students attend school in the fall, during extended work days, offered after school as additional training or on professional development days offered throughout the school year. The top five areas of highest concern will be addressed in the upcoming two school years (see Appendix E, pages 68-74).

The state and national standards for technology competencies for teachers, administrators, and other relevant educators will be reviewed yearly by the professional development subcommittee and reported to the district technology committee. A plan for implementation and continued growth will be developed annually by the district technology committee.

G. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Resources in both Print and Web Format:

Board Policy
- Student cell phones and electronic communication devices
- Staff use of cellular telephones
- Computer technology and networks

Acceptable Use Policy
Technical Support Procedures
Application for E-Mail Account
District Technology Guidelines
Request for Off Site Use of Computer Equipment
Process for Building-Level Technology Acquisition
Minimum Standards for Technology Acquisition (New & Donated)

Resources in Web Format Only:

District Informational Web Site
State of Michigan Department of Education Web Site
United Streaming
Software Research Sites
Media/Tech Notes (Tech Department Newsletter)
REMC Video Check-Out System
REMC Online Bid Catalog
Integrated Pro

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

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

Infrastructure

External Connections

The district installed fiber to connect all buildings in the district forming a WAN.

Internal Network

Ithaca Junior/Senior High School:
LAN is a fast ethernet and is connected to the WAN.

North Elementary School:
LAN is a fast ethernet and is connected to the WAN.

South Elementary School:
LAN is a fast ethernet and is connected to the WAN.

Hardware

The latest inventory of current technology available for student use in the Ithaca school district is given in the chart below. Only current, non-obsolete student computers are listed. The list does not include administrative computers, file servers, or staff workstations.

Campus	Number of Students	Total Computers	Student to Computer Ratio
Jr./Sr. High School	647	160	4:1
North Elementary	400	55	7:1
South Elementary	303	40	8:1
Grand Total	1,350	255	5:1

Technical Support

Ithaca Public Schools is committed to providing adequate and ongoing technical support. The district employs a full time technology coordinator who is responsible for maintaining, upgrading and installing new hardware and software as well as assisting staff members in dealing with technology-related problems. We also have a technology assistant for the technology coordinator who is responsible for software, some training, and trouble-shooting. This person also assists with major installations and projects.

At Ithaca Junior/Senior High School full time media personnel offer first line assistance with various technology problems. Two staff members in the computing department also offer expertise and assistance.

North and South Elementary schools have an employee designated as a technology resource person (paid on Schedule B) to offer first line assistance. North Elementary also has a part-time technology teacher who assists with integrating technology into the classroom and provides staff training in each building.

Ithaca Public Schools regularly contract with outside suppliers for technical assistance that cannot be done in-house. This includes phone and electrical system work as well as computer applications. District computers are covered by extended warranties where it has been determined to be cost efficient to do so. Recent computer purchases have included 3 year comprehensive warranties.

Besides in-house technical support training, the technology coordinator and other staff regularly attend conferences, workshops, classes and other training to keep up-to-date.

Software

We have a solid foundation of software for student and staff use. Consistent software from building to building is maintained. We utilize SASI for management of student records, Integrated Pro for grade reporting at North Elementary and the Middle/High School, Accelerated Reader at North and South Elementary, Tungsten assessments for grades 3-8 in the areas of reading and math, as well as various curriculum-specific software programs.

Windows and the Office programs are utilized across the district as well as common e-mail and internet options.

New software purchases should be discussed with the Technology department and District Technology committee before implementation to assure compatability and consistency.

The district has implemented and currently supports the following software packages:

-Microsoft Office Professional
-Typing Master
-KidPix
-SIRS Researcher
-MOIS
-Automated Accounting
-Internet Explorer
-Deep Freeze
-Apple native software
-Various other curricular software
-Publisher
-Follett
-Accelerated Reader
-Study Island (on-line)
-EdMark Programs
Bailey's Book House
Trudy's Time and Place
Sammy's Science House

Ithaca is not a novice of technology and presently has many constructive technology programs in place. These programs include the following:

- Computers used for a wide range of studies
  - Multiple software packages
  - Photography equipment
  - Scanner technology
  - Printing
  - Sharing resources on local area network and internet
- Technology hardware and software are located in K-12 classrooms, labs and offices
- We connect our internet to the local RESD to share resources

- All PC's are connected to LAN in each building and are all connected to the internet
- All internal connections are in place K-12. Fiber optics connect all of our buildings forming a high speed WAN
- A K-12 IP phone system is in place. All staff now have voice mail and each classroom has a phone
- Training is an ongoing task that accompanies any new technology put in place
- Current maintenance for the most part is taken care of by internal technical staff
- Current electrical infrastructure is currently updated to handle existing needs

DISTRICT-WIDE - K-12

* Fiber between buildings
* Direct connection to the Internet via T1 DSL line to Crystal Micro-Systems.
* District-provided global electronic mail for staff
* District web pages in place providing district information
* Written policies in place on acceptable use of the internet, world wide web content, network management and equipment.
* Technology staff development program in place for all staff and community members.
* Technology department staff (2) to provide in-house technology repair and maintenance.
* Accelerated Reading program and computerized testing and management components implemented in the Junior High and Elementary schools.
* Networked SASI student accounting program to provide student information from K-12
* SDS7 program is utilized and networked for financial accounting in the district
* Multi-media stations located in each school which contain laptop computers, digital cameras, scanners, black & white and colored printers

HIGH SCHOOL - 7-12

* Direct connection to the internet via T1 DSL line
* Fiber-backbone, Ethernet-to-the-desktop connected through out the school connecting each computer to create labs for advanced technology classes, including desktop publishing, advanced word processing, and computerized accounting
* Web page with middle/high school information and projects
* Networked online card catalog. Reference CD's, internet access
* Networked computers in all classrooms for large-group presentations, reference, internet access, student accounting and demonstrations
* Internet library connection to research publications in the library

NORTH ELEMENTARY - 3-6

* Direct connection to the internet via T1 DSL to Crystal Micro-Systems.
* Web Page with information and projects.
* Ethernet-connected computers in labs for classes in computer literacy, multimedia and desktop publishing
* Networked computers in all classrooms for large-group presentations, reference, internet access and demonstrations
* Reference CD's and multimedia resources
* Electronic card catalog library checkout

SOUTH ELEMENTARY - PREK-2

* Direct connection to the internet via T1 DSL line to Crystal Micro-Systems
* One desktop computer lab
* Networked online card catalog. Reference CD's and Internet access
* Web page with elementary information and projects
* One networked computer in each classroom for large-group presentations, reference, internet access and demonstrations

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

Building websites
Classroom websites
Building e-mail
Sign up labs
Portable laptop labs
Staff (sign-out) laptops
Tech Committee meetings
Podcasting workshops
iPad / iPod workshops

FUNDING AND BUDGET

J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.

Ithaca is committed to sustaining and improving the use of technology to improve the academic performance of all students. Beyond the state technology allotment, the district has contributed local funds in the past for technology enhancements and will continue to do so in the future. The technology staff is also active in working to ensure that all technology equipment functions well and to seek additional funding sources for equipment and services.

	2011-2012	2012-2013	2013-2014
Workstations - replacement	$30,000	$25,000	$25,000
Labs - replacement	$60,000	$30,000	$30,000
Lab - new hardware	$15,000	$15,000	$15,000
Video Projectors (3500 each)	$14,000	$14,000	$14,000

Infrastructure - servers, electronics, wiring	$7,500	$7,500	$7,500
Telecommunications - Internet, phone	$5,000	$5,000	$5,000
Software	$5,000	$5,000	$5,000
Supplies	$5,000	$5,000	$5,000
Maintenance and Service costs	$5,000		
Salaries & Benefits	$30,000		
Professional Development	$2,500		
Technical Support/License Agreements	$45,300		

Replacement cycle of Hardware

In an attempt to remain current and cost effective, we plan for a maximum 5-year replacement cycle. Some of the older computers may be migrated to areas where software requirements are not as demanding. Every three years we replace switches at the high school.

2008-2009
Fiber to GI-RESD completed
Development of individual teacher web pages
Replacement of North staff workstations – 25
Replacement of middle/high school staff workstations – 30
Replacement of fiber switches
Relocation of Alternative Education lab to high school for math department – 12 stations
Upgrade Inspiration to 70 licenses (have 35 now) = 70 ($910)
Purchase of keyboarding lab North Elementary – AlphaSmart (30)
Storage of videostreaming clips – hardware/process

2009-2010
Replacement of Lab 2 high school
Replacement of South Elementary staff workstations – 30
Purchase of portable lab high school – 25 (1 core area)
Purchase of video projectors high school – 4
Converters for TV's analog to digital

2010-2011
Replacement of South laptop lab - 30
Replacement of high school lab 3
Purchase of portable lab North Elementary - 25
Purchase of portable lab high school – 25 (2nd core area)
Purchase of projectors high school – 4
Update intercom systems at South, North, and MS/HS buildings

2011-2012
Replacement of North Elementary Tech Lab
Replacement of high school Lab 1
Purchase of portable lab high school – 25 (3rd core area)
Purchase of projectors high school - 4

2012-2013
Replacement of high school Media Center Lab
Purchase of portable lab high school – 25 (4th core area)
Purchase of portable lab South Elementary – 25
Purchase of projectors high school - 4

Ithaca Public Schools is pursuing a two pronged strategy for the long term funding of technology. One strategy is the pursuit of U.S.F. Funds and technology literacy grants. At the present time we have not been awarded any grant money for technology but will continue to pursue this option.

The second possibility is the pursuit of a millage proposal. A sinking fund millage would allow money to be raised for technology infrastructure and building maintenance. A smaller amount of money will be budgeted for out of the general fund for some software and hardware purchases.

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

- The District K-12 Technology Committee, in cooperation with the technology department and administration identify future technology goals, along with the infrastructure and other resources needed to meet the goals
- These goals are prioritized in order of greatest impact upon instruction
- Costs are associated with each project
- The Superintendent develops a plan including budget and timeline for completing each project for the upcoming school year with the Technology coordinator and District K-12 Chairperson
- The district K-12 Committee evaluates and approves the plan
- If necessary, the school district initiates a bidding process for technology acquisitions
- The Board of Education evaluates the plan, approves the budget and awards any bids

Ithaca Public Schools has been successful in developing partnerships with other schools and coordinating various funding sources to implement their technology plan. Ithaca Public Schools accesses the internet through a frame-relay to Crystal Micro-Systems. Ithaca students and staff can obtain home internet and e-mail access for a fee through the RESD. Ithaca has applied for and received career prep, Title 1, Eisenhower and other grants used to implement technology. Ithaca receives audio and visual materials and software rental through the Gratiot-Isabella RESD.

Ithaca Public Schools will continue these collaborations. Additional emphasis will be placed on

securing funding from additional sources such as the Universal Service Fund, other state and federal government granting organizations, and private for-profit and non-profit corporations.

MONITORING AND EVALUATION

L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

The technology plan will be evaluated each year by the categories identified as required components. The results will be used to refine the plan and make adjustments as necessary. The evaluation results will be communicated to staff, Board of Education, administration, students and community members.

A staff needs assessment will be updated and implemented by the Technology Department and completed by all instructional staff on an annual basis. The results will be shared with the administration and District Technology committee. This will allow the district to

- verify that technology integration goals are being met
- that hardware and software needs are being met
- identify weaknesses in current strategies and allow time for improvement
- determine if strategies are improving standardized test scores
- plan for future professional development

The District Technology committee meets occasionally during the school year to provide planning, direction, and evaluation of instructional technology in the district. The committee plays a vital role in identifying methods of integrating technology into the curriculum and to guide technology within the district.

M. Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies.

Ithaca Public Schools will utilize the District K-12 Committee to continually review all policies regarding technology use by staff and students. Appendix A includes all of the district's technology-related policies.

Appendix A:

BOARD POLICIES

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES

Effective July 1, 2004, a student may possess a cellular telephone or other electronic communication devices (ECD) in school, on school property, at after school activities and at school-related functions, provided that during school hours and on a school vehicle the cell phone or other ECD remains off.

Also, during school activities when directed by the administrator or sponsor, cell phones and other ECDs shall be turned off and stored away out of sight.

The use of cell phones and other EDCs in locker rooms is prohibited.

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action against the student which may result in confiscation of the cellular telephone or ECD.

The student who possesses a cellular phone or ECD shall assume responsibility for its care. At no time shall the District be responsible for preventing theft, loss or damage to cell phones or ECDs brought onto its property.

NOTE: This policy provides a framework that has been developed for districts wishing to allow students to have electronic communication devices in their possession during school hours and on a school vehicle but turned off. Your policy may be less restrictive (such as allowing use during certain time in the school day) or more restrictive (no ECDs allowed at all) to meet District needs.

P.A. 132, 2003

Adopted 1/19/04

STAFF USE OF CELLULAR TELEPHONES

The Board of Education will provide cellular telephones to certain employees who by the nature of their job have a routine and continuing business need for the use of same for official Board business. Cellular telephones are provided as a tool to conduct Board business and to enhance business efficiencies. Cellular telephones are not a personal benefit and shall not be a primary mode of communication unless they are the most cost-effective means to conduct Board business (i.e., because cellular telephone accounts are billed on a time-used basis, Board-owned cellular telephones and services should not be used when a less costly alternative method of communication is safe, convenient and readily available).

The Superintendent or his/her designee is expected to see that:

A. the need for each Board-owned cellular telephone and cellular telephone service account is clearly justified for Board business purposes;
B. alternative solutions for work production and communication have been considered;
C. employees provided with cellular telephone service accounts understand the purpose and limitations of usage;
D. cellular telephone service account invoices outlining the details of usage are received and reviewed for conformance with this policy;
E. employees reimburse the Board for non-business use, if required by this policy;
F. use of a cellular telephone service account is terminated when no longer justified by business requirements, the employee leaves the Board's employment, and/or when the employee has by actions demonstrated a disregard for the limitation of this policy.

Since certain staff members are expected to be reasonably accessible beyond the normal working hours to deal with work related issues as the need arises, the Board considers cellular telephones to be essential equipment for the performance of their duties and believes that the provision of cellular telephones to those staff members serves a valid public purpose.

Cellular telephone service accounts are expected to be set at the minimum level that fulfills the business need for the position in question. The cellular telephone contract that is selected for an employee should be the one that provides a combination of services including number of

minutes, coverage, and local call zone most nearly matching the employee's recurring business needs. If the cellular telephone contract is based on minutes used, a minimal plan shall be utilized. In other words, the smallest plan available to accommodate the particular business need shall be utilized.

The Board authorizes the Superintendent to determine the level of cellular telephone service appropriate for each staff member listed above. The Superintendent or his/her designee shall take the steps necessary to secure the most economical and responsible service available.

Thereafter, an annual review of the plans available shall be made to determine if the District's cellular telephone plan is the most economical and responsible available. Additionally, at least once annually, the Superintendent or his/her designee shall review the employee's actual usage (i.e., level of service) with the employee and, if warranted, select a different equipment usage account which more nearly matches the employee's recurring business needs. Any change in provider and/or necessary adjustments to individual staff members' plans shall be recommended for Board approval.

Possessing a Board-owned cellular telephone is a privilege and all employees are expected to use them appropriately and responsibly. Employees are responsible for managing the cost effectiveness of cellular telephone use by utilizing assigned landlines as available and appropriate. Employees should know that calls outside the immediate area might result in roaming charges in addition to long distance and regular charges and that the Board is charged for both outgoing and incoming cellular telephone calls.

Employee safety is a priority of the Board, and responsible use of cellular telephones includes safe use by the employee.

Using a cellular telephone while operating a vehicle is discouraged. Employees should plan calls to allow placement of calls either prior to traveling or while on rest breaks.

Cellular telephone calls are not secure. Therefore, employees should use discretion in relaying confidential information, particularly as it relates to students.

Employees must safeguard any Board-owned cellular telephone in their possession. Reasonable precautions should be made to prevent unauthorized use, equipment loss, damage, theft and vandalism. Upon resignation or termination of employment, or at any time upon request, the employee may be asked to produce the equipment for return or inspection. Employees unable to present the equipment in good working condition within the time period requested (e.g., twenty-four (24) hours) might be expected to bear the cost of a replacement. Employees who separate from employment with outstanding debts for equipment loss or unauthorized charges will be considered to have left employment on unsatisfactorily terms and may be subject to legal action for recovery of the loss.

The Board reserves the right to audit all Board-owned cellular telephones and their use which will include but not be limited to a review of the monthly billing by the Superintendent. Board cellular telephones and cellular service account statements, invoices, and payment documents are

public records and, as such, may be subject to disclosure and review.

For each Board-owned cellular telephone the District will receive a monthly detailed activity statement for all charges.

Use of Board-Owned Cellular Telephones for Personal Calls

The Board will seek reimbursement for any additional charges resulting from personal calls. Misuse of Board-owned cellular telephones may result in loss of the privilege (i.e., revocation) and possible disciplinary action against the employee.

Use of a Personal Cellular Telephone While at Work

Personal calls during work hours can interfere with employee productivity and be distracting to others regardless of whether on a cellular or regular telephone. Employees are expected to use discretion in using personal cellular telephones while at work. Employees are asked to make personal call during breaks and lunch period and to see that friends and family members are aware of the Board's policy.

Board employees may carry personal cellular telephones with them while on Board time and/or while operating Board equipment, but are subject to the following restrictions:

A. Excessive use of a personal cellular telephone for personal business during work hours is considered outside the employee's scope of employment.

B. Employees are responsible for operating Board-owned vehicles and potentially hazardous equipment in a safe and prudent manner, and therefore, employees should refrain from using personal cellular telephones while operating such vehicle equipment.

C. The Board assumes no liability for loss or damage to employees' personal cellular telephones carried in Board vehicles or left on Board property. Employees assume the risk of loss or damage to personal cellular telephones carried by employees during working hours.

Violation of this policy may constitute just cause for disciplinary action up to and including termination.

Adopted 1/17/05

COMPUTER TECHNOLOGY AND NETWORKS

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. It also recognizes that safeguards have to be established to ensure that the Board's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to provide guidance to staff and students concerning making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall establish appropriate procedures to inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner.

Revised 1/21/02

TECHNOLOGY PRIVACY

The Board of Education recognizes its staff members' right to privacy in their personal lives. This policy serves to inform staff members of the Board's position with respect to staff-member privacy in the educational and workplace setting and to protect the Board's interests.

All computers, telephone systems, electronic mail systems, and voice mail systems are the Board's property and are to be used primarily for business purposes. The Board retains the right to access and review all electronic and voice mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the Board's computer system, telephone system, electronic mail system, and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the Board with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the Board retains the right to access information in spite of a password. All passwords or security codes must be registered with the Board. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail are to be used for business and educational purposes. Personal messages via Board-owned technology should be limited in accordance with the Superintendent's guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the Board's computer and voice mail systems are to be used primarily for business and educational purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages.

The Board is interested in its resources being properly used. Review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered. The contents of such discovery will not be reviewed by the Board, except to the extent necessary to determine if the Board's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information in accordance with the Superintendent's guidelines.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the Board. Staff members shall not copy, delete, or remove any information or data contained on the Board's computers/servers without the express permission o the Superintendent or designee or communicate any such information to unauthorized individuals. In addition, staff members may not copy software on any Board computer and may not bring software from outside sources for use on Board equipment without the prior approval of the Superintendent or designee. Such pre-approval will include a review of any copyright infringements or virus problems associated with such outside software.

Revised 1/21/02

DISTRICT WEB PAGE

The Board of Education authorizes the creation of web sites by employees and students of the School District to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such web sites is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

A. Educate

Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

B. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. Communicate

Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the Board's Mission Statement, Educational Philosophy, and the School Improvement Process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330 – Student Records.

All links included on the pages must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act).

Under no circumstances is a web site to be used for commercial purposes advertising, political lobbying or to provide financial gains for any individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

School web sites must be located on Board-affiliated servers.

The Superintendent shall prepare administrative guidelines defining the standards permissible for web-site use.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Adopted 1/21/02

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

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

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

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and /or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to

minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure to personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

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

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

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

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act. of 1965, as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

Adopted 6/25/01
Revised 1/21/02

STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

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

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

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

bona fide research or other lawful purposes.

The Superintendent is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without proper written parental permission.

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

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Assistant Superintendent as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the network and the internet for instructional purposes.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246

Adopted 1/21/02

ELECTRONIC DATA PROCESSING DISASTER RECOVERY PROCEDURE

The Board of Education is committed to maintaining and protecting the District's Information System. The Board believes that a complete and accurate Information System which includes educational, student, fiscal and personnel information is vital to the Board's ability to deliver uninterrupted educational service to the community it represents. To that end, the Superintendent is directed to develop, test and maintain an *Electronic Data Processing Disaster Recovery Procedure* for use in the event a disaster should disable the District's electronic data processing equipment.

The Procedure may include:

A. a reciprocal agreement with a neighboring school district or data acquisition site, which outlines the scope of reciprocal services such as access to the computer facility of the alternative, computer time and personnel assistance, and costs;

B. adequate equipment insurance;

C. a list of the applications that are used by the District;

D. procedures used to backup all programs and data on a daily, monthly, quarterly and year-end basis;

E. backup storage off-site;

F. maintenance agreements for hardware and software (including, but not limited to the operating system);

G. a list a vendor contacts to be called for the immediate replacement of disabled equipment or corrupted software;

H. as a last resort, the procedure to create payroll checks and budgetary checks, and perform other necessary accounting functions, manually.

Adopted 6/27/05

Appendix B:

STUDENT ACCEPTABLE USE POLICY FORM

ITHACA PUBLIC SCHOOLS
ACCEPTABLE USE POLICY OF TECHNOLOGY RESOURCES

STUDENT ACCEPTABLE USE POLICY

General Information

The Internet is made up of an enormous number of computer systems. Some of these systems may, unfortunately, contain defamatory, inaccurate, abusive, obscene, threatening, racially offensive, illegal, or otherwise inappropriate materials on their own. It is not possible to control access to this material without negating the value of connecting to the Internet in the first place. Therefore, it is expected that each individual will accept responsibility for his or her actions on the Internet.

Smooth operation of the network relies upon the proper conduct of all its users who must adhere to strict guidelines. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

For the purpose of definition REMCentral refers to the Regional Media Center Central Michigan University. REMCentral is a joint effort with REMC5 and Educational Central - Central Michigan University to share resources which include: Internet access, Interactive Television, Electronic Mail and more.

Terms and Conditions

Users at Ithaca agree to the Terms and Conditions set forth in this document. Access to REMCentral and the Ithaca Public Schools Information System is a privilege and not a right. Users agree to engage in activity which is legal and non-disruptive to other users of the Internet. Specifically, they agree to the following:

Use of the network must be in support of education and research and be consistent with the educational objective of the Ithaca Public Schools District. Any activity which fosters that purpose is encouraged. Any activity which doesn't is discouraged or in some cases prohibited. Any service accessed which requires a monetary charge or financial commitment shall be the responsibility of the individual users.

Network Rules/Etiquette

You are expected to abide by the generally accepted rules of computer network etiquette. At the present time, these

include (but are not limited to) the following:

1. Be polite. Do not be abusive in your messages to others.
2. Use appropriate language.
3. Do not reveal the personal address and/or phone number of yourself or of any other student(s) or colleague(s).
4. Note that your electronic mail is not guaranteed to be private.
5. Do not use the network in such a way that you would disrupt the use of the network by other users.
6. Vandalism will result in the cancellation of all system privileges.

Security

Security on any networked computer system is critical, especially when the system involves a variety of users.

1. Do not attempt to gain security codes, passwords, or other private information regarding another user or system.
2. Do not share your security codes or passwords.
3. Do not misrepresent yourself on the system in any way.
4. Unauthorized efforts to log on to the network or internet as another user are prohibited and may result in cancellation of all privileges.
5. Ithaca Public Schools reserves the right, at their sole discretion, to suspend or terminate a member's access to the internet and/or the local network upon any breech of the terms. Revocation of privileges may range from a minimum of two weeks up to and including permanent loss of access.

Any action by any user that is deemed to be a threat to the integrity of the system will result in the loss of all privileges and could result in civil or criminal charges being filed.

Warranty

While REMCentral and Ithaca make every effort to maintain an error free system, it makes absolutely no warranties of any kind, neither expressed nor implied for the services it is providing. REMCentral or Ithaca will not be responsible for any damages suffered or caused by any user. This includes, but is not limited to, any loss of data by any means. Any and all use of the information obtained via the internet is at the user's own risk. REMCentral and Ithaca specifically denies any responsibility for the accuracy and/or quality of any information obtained through its internet services. The user (or parent/guardian, if applicable) agrees to indemnify and hold harmless REMCentral or Ithaca, its sponsors, individual board members, agents or employees from and against any claim, lawsuit, cause of action, damage judgment, or administrative complaint arising out of the use of REMCentral or Ithaca hardware, software, and/or network facilities under this agreement.

Contract (this application must be signed and dated before it can be processed):

Applicant
I understand and will abide by the **Terms and Conditions** for the use of Ithaca's computer resources. I further understand that any violation of these regulations may result in the loss of some or all access privileges, school disciplinary action, and/or legal action.

_____
Applicant's name (please print)

_____ _____
Applicant's Signature Date

Parent or Guardian
As the parent or guardian of _____ I have read the **Terms and Conditions**. I understand that this access is designed for educational purposes. I also recognize it is impossible for Ithaca to completely restrict access to all controversial materials, and I will not hold them responsible for such materials accessed on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

_____
Parent/Guardian's Name (please print)

_____ _____
Parent/Guardian's Signature Date

Appendix C:

EMPLOYEE ACCEPTABLE USE POLICY FORM

ITHACA PUBLIC SCHOOLS
ACCEPTABLE USE POLICY OF COMPUTER RESOURCES

EMPLOYEE ACCEPTABLE USE POLICY

Employee Use of Technology

The board recognizes that technology can enhance employee performance by improving access to and exchange of information, offering effective tools to assist in providing a quality instructional program, and facilitating operations. The board expects all employees to learn to use the available electronic resources that will assist them in their jobs. As needed, staff shall receive training in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the district's electronic resources only for purposes related to their employment. Such use is a privilege, which may be revoked at any time.

Employees should be aware that computer files and communications over electronic networks, including e-mail and voice mail, are not private. This technology should not be used to transmit confidential information about students, employees or district affairs.

To ensure proper use, the superintendent or his designee may monitor the district's technological resources, including e-mail and voice mail systems, at any time without advance notice or consent.

The superintendent may establish guidelines and limits on the use of technological resources. S/He shall ensure that all employees using the resources receive copies of related policies and guidelines. Employees shall be asked to acknowledge in writing that they have read and understood these policies and guidelines.

Internet

Users shall not publish on or over the system any information that violates or infringes upon the rights of any other person or any information that would be abusive, profane or sexually offensive to an average person, or which, without the approval of the superintendent, contains any advertising or any solicitations of other members to use goods or services. Users agree not to use the facilities and capabilities of the system to conduct any business or activity or solicit the performance of any activity that is prohibited by law.

Computer Technology and Networks

User Obligations, Responsibilities, and General Operating Procedures

Employees are authorized to use the district's on-line (telephone, e-mail, voice mail, computer network, internet access) services in accordance with user obligations and responsibilities specified below.

A. The employee in whose name an on-line account is issued is responsible for its proper use at all times. Users shall keep personal account numbers and passwords private. They shall use the system only under their own account number and password.
B. Employees shall use the system only for purposes related to their employment with the district. The district reserves the right to monitor any on-line communication for improper use.
C. Users shall not use the system to promote unethical practices or any activity prohibited by law or district policy.
D. Users shall not transmit material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.
E. Copyrighted material may not be placed on the system without the author's permission. Users may download copyrighted material for their own use only and only in accordance with copyright laws and other district guidelines.
F. Vandalism will result in the cancellation of user privileges. Vandalism includes uploading, downloading, or

creating computer viruses and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.

G. Users shall not read other users' mail or files without permission; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify, or forge other users' mail.

H. Users shall report any security problem or misuse of the network to the superintendent.

I. The workstation, associated equipment, software, and the information stored on it provided for an employee and/or an employee's students is the sole property of the district, purchased and created through use of district funds.

J. The software purchased and installed on the district's computers is for the sole use of the district, its employees, and students and is governed by normal copyright laws. Software may not be traded, sold, given away, or otherwise used outside the scope of U.S. copyright law. Illegal reproduction of software is protected by U.S. copyright law and is subject to civil damages and criminal penalties that include fines and imprisonment.

K. Installation of software on district computers and networks shall be done only upon authorization by the principal. The principal will consult with the director of technology to determine software compatibility with the network. This includes, but is not limited to the following:

1. Software written by the employee
2. Software received through the mail
3. Software downloaded from electronic bulletin board or the internet or from any other source

L. All work on district computer equipment will be done by district technical personnel or approved building technology assistants. Authority in this area rests with the superintendent.

M. Connection to district networks must be authorized by the superintendent or designee and accomplished by the technology staff or other approved providers.

N. District computing resources are not to be misused by either district personnel or students. Examples of misuse include but are not limited to the following:

1. Obtaining a password for a computer account without the consent of the owner.
2. Circumventing or attempting to circumvent data protection schemes or uncovering security loopholes.
3. Knowingly interfering with normal operation of computers, terminals, peripherals, or networks.
4. Violating terms of applicable software licensing agreements or copyright laws.
5. Using e-mail to harass/threaten others.
6. Posting materials on electronic bulletin boards or elsewhere that violate existing laws or district policies, guidelines, or regulation.
7. Using district systems for commercial or political activities.

O. Ithaca Public Schools personnel and students, when using district resources, are to access the Internet exclusively through the district's Internet provider.

P. In situations where teachers supervise students in classroom situations involving computers, staff shall be responsible for student use of computer resources consistent with employee use as established under district policies and guidelines.

Q. Employees should be aware that electronic records (including e-mail) are subject to Freedom of Information Act requests as are written records of institutions.

R. In order to better protect your personal computer account and password, the following are suggested procedures:

1. Never share your account and password with another individual unless required by your job.
2. If you must leave your workstation unattended for any length of time, it is best to log off.
3. Never write down account names and/or passwords where others can find it.
4. When creating a password, do not use words found in the dictionary or words someone might be able to guess based on knowledge about you.

ITHACA PUBLIC SCHOOLS
Computer and Network Use and Security Agreement

Employee Name (please print): _____

Work Location: _____

Privacy/Confidential Information

I understand that in the performance of my duties at Ithaca Public Schools, I must hold information for which I am responsible or to which I am granted access, in confidence according to the laws and rules of the United States, the State of Michigan, and the district. I understand that the unauthorized disclosure of such personal/confidential information may result in charges of Invasion of Privacy.

Further, I also understand that it is against the policy of Ithaca Public Schools to seek out or use personal and confidential information for my own interest or advantage.

Protection of Electronic Systems

I understand that under federal law, any person who maliciously accesses, alters, deletes, damages, or destroys any computer system, network computer program, or data or causes these same services or information to be denied to authorized users may be guilty of a felony, punishable by up to $10,000 and/or three (3) years in prison.

Further, violation of specific local, state, and federal statues may carry additional consequences of prosecution under the law, where judicial action may result in specified fines or imprisonment, or both, plus the costs of litigation or the payment of damages, or both.

I acknowledge receipt of Ithaca Public Schools computer address and password(s) and understand that I will be held responsible for all activities performed under that address and password. I understand that my address and password are to be accorded the same significance as my handwritten signature, and that the delegation or user ID and password to another person or persons, or my use of another person's user ID, is not allowed. In cases where sharing of information is critical to Ithaca Public Schools mission and purpose, the foregoing stipulation is waived.

Signature: _____ Date: _____

Appendix D:

INTERNET SAFETY/ CIPA COMPLIANCE

INTERNET SAFETY POLICY

Ithaca Public Schools internet connection has both firewall protection and a filtering service to protect our students from pornography, violence, and other illicit sites. The firewall software is from a company called Sonic Wall. Sonic Wall also provides the Internet filter. Software is regularly updated to maintain the high level of security we expect for our Internet connection.

CIPA COMPLIANCE

Ithaca Public Schools is in compliance with the Children's Internet Protection Act (CIPA) per Schools and Libraries Universal Service Funding. The Children's Internet Protection Act (CIPA) was approved by the Ithaca Public Schools Board of Education on June 25, 2001.

Appendix E:

IPS TECHNOLOGY TRAINING NEEDS ASSESSMENT FORMS

Name **Building** **Jr./Sr. High**

IPS Technology Training Needs Assessment

Item	Low Need	Moderate Need	High Need
General Computer Use			
Storing Files - management of folders and files	25	7	2
Downloading & saving files from the Internet	28	2	2
Burning CD's/Use of Flash Drives	20	8	5
Cleaning files and email	24	5	1
General computer maintenance	21	6	3
Software			
Microsoft Word Basics	25	3	2
Microsoft Word Advanced (newsletters, templates, organizers)	16	13	4
Microsoft PowerPoint	20	8	4
Microsoft Publisher	19	11	2
Microsoft Excel	17	11	4
Inspiration (thinking maps, note taking, presenting info)	13	11	7
Kidspiration (elementary version of thinking maps etc.)	20	2	2
Other: Please list on back			
Obtaining Information via Internet/Online Resources			
How to use Google, other search engines	29	2	
How to use online libraries	23	9	
How to search for research papers	21	9	1
How to find info on MDE's website	20	9	1
Understanding and using "blogs"	14	16	2
Understanding and using "wikis" in the classroom	15	12	4
Understanding and using "pod casts"	9	13	6
How to create webquests	10	14	7
Create a classroom website	8	13	12
Using United Streaming in the classroom	21	9	2
Downloading and storage of United Streaming clips	21	9	2
Assistive Technology (web sites with lesson plans etc.)	20	9	2
Student safety on the Internet	21	7	2
Other: Please list on back			
Hardware			
How to set up a laptop with projector	16	11	5
Digital video/Internet Distribution of Media	16	12	4
Digital camera	22	8	1
Keeping up with the kids - using 'ipods, itunes, and other emerging technologies	15	13	4
Other: Please list on back	6		
Integration and communication			
How to integrate technology to support student learning	3	18	4

How to take a virtual field trip (zoo, museum, NASA, Read Across the Planet, etc.)	7	14	4
How to create a podcast	3	16	9
How to set up a Blackboard Site	3	15	11
How to set up surveys on-line	6	16	5
Media			
How to effectively use media in the classroom	6	21	4
How to book REMC materials online using Web Max	10	13	3
Other Comments: please write on back			

Name **Building** **NORTH**

IPS Technology Training Needs Assessment

Item	Low Need	Moderate Need	High Need
General Computer Use			
Storing Files - management of folders and files	25	2	1
Downloading & saving files from the Internet	18	9	1
Burning CD's/Use of Flash Drives	8	12	6
Cleaning files and email	22	5	1
General computer maintenance	19	8	1
Software			
Microsoft Word Basics	22	5	1
Microsoft Word Advanced (newsletters, templates, organizers)	15	9	4
Microsoft PowerPoint	15	7	5
Microsoft Publisher	14	8	5
Microsoft Excel	18	6	4
Inspiration (thinking maps, note taking, presenting info)	11	8	7
Kidspiration (elementary version of thinking maps etc.)	13	5	7
Other: Please list on back			
Obtaining Information via Internet/Online Resources			
How to use Google, other search engines	28		
How to use online libraries	17	11	
How to search for research papers	22	6	
How to find info on MDE's website	23	4	1
Understanding and using "blogs"	14	10	4
Understanding and using "wikis" in the classroom	15	10	3
Understanding and using "pod casts"	13	11	3
How to create webquests	13	9	5
Create a classroom website	10	9	6
Using United Streaming in the classroom	10	8	10
Downloading and storage of United Streaming clips	13	5	9
Assistive Technology (web sites with lesson plans etc.)	14	11	3
Student safety on the Internet	18	8	1
Other: Please list on back			
Hardware			
How to set up a laptop with projector	13	6	8
Digital video/Internet Distribution of Media	14	8	5
Digital camera	19	5	3
Keeping up with the kids - using 'ipods, itunes, and other emerging technologies	11	8	8
Other: Please list on back			
Integration and communication			
How to integrate technology to support student learning	10	13	5

How to take a virtual field trip (zoo, museum, NASA, Read Across the Planet, etc.)	8	15	4
How to create a podcast	14	7	6
How to set up a Blackboard Site	13	8	5
How to set up surveys on-line	14	6	6
Media			
How to effectively use media in the classroom	11	15	2
How to book REMC materials online using Web Max	12	12	4
Other Comments: please write on back			

Name **Building SOUTH**

IPS Technology Training Needs Assessment

Item	Low Need	Moderate Need	High Need
General Computer Use			
Storing Files - management of folders and files	13	3	2
Downloading & saving files from the Internet	15	3	
Burning CD's/Use of Flash Drives	9	6	4
Cleaning files and email	13	2	2
General computer maintenance	10	6	2
Software			
Microsoft Word Basics	16	1	1
Microsoft Word Advanced (newsletters, templates, organizers)	9	8	1
Microsoft PowerPoint	10	6	2
Microsoft Publisher	10	8	
Microsoft Excel	10	7	
Inspiration (thinking maps, note taking, presenting info)	9	6	2
Kidspiration (elementary version of thinking maps etc.)	5	9	2
Other: Please list on back			
Obtaining Information via Internet/Online Resources			
How to use Google, other search engines	16	1	
How to use online libraries	13	4	1
How to search for research papers	11	4	1
How to find info on MDE's website	13	3	
Understanding and using "blogs"	7	7	3
Understanding and using "wikis" in the classroom	2	9	4
Understanding and using "pod casts"	7	6	4
How to create webquests	9	4	
Create a classroom website	3	5	9
Using United Streaming in the classroom	10	8	
Downloading and storage of United Streaming clips	6	11	1
Assistive Technology (web sites with lesson plans etc.)	11	6	
Student safety on the Internet	15	2	1
Other: Please list on back			
Hardware			
How to set up a laptop with projector	8	6	4
Digital video/Internet Distribution of Media	5	9	4
Digital camera	12	4	1
Keeping up with the kids - using 'ipods, itunes, and other emerging technologies	7	6	3
Other: Please list on back			
Integration and communication			
How to integrate technology to support student learning	7	8	3

How to take a virtual field trip (zoo, museum, NASA, Read Across the Planet, etc.)	5	8	5
How to create a podcast	10	5	3
How to set up a Blackboard Site	9	6	2
How to set up surveys on-line	12	5	1
Media			
How to effectively use media in the classroom	9	8	1
How to book REMC materials online using Web Max	8	7	3
Other Comments: please write on back			