

Technology Plan

Decatur Public Schools

2012 – 2015



TECHNOLOGY PLAN SUMMARY SHEET

District: Decatur Public Schools

District Code: 80050

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Intermediate School District: Van Buren Intermediate

URL for Technology Plan:

<http://www.raiderpride.org/158510121015414540/site/default.asp>

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INTRODUCTORY MATERIAL

District Profile

- Rural, Van Buren County
- 906 Students
- 60% Free and Reduced Lunch



School Buildings

Names and addresses of school buildings in the District

- *Davis Elementary*, 409 Phelps St. 232 students, 20 teachers
- *Decatur Middle School*, 405 North Phelps, 281 students, 18 teachers
- *Decatur High School*, 110 Cedar Street, 293 students, 13 teachers

Mission Statement

We will construct an information access and delivery system that will meet the needs of students both now and in the future. We will implement new instructional and organizational strategies, which will allow staff and students to be more effective, efficient, and attain a higher level of self-fulfillment.

We desire through the use of the "tools of technology" to meet all students at their "readiness level" and to allow them to progress as high and as quickly as their talents will allow through self-paced individualized instruction.

VISION AND GOALS

BACKGROUND:

Over the past decade the Decatur Public Schools have remodeled and rewired its elementary, middle and high school; installed 75 miles of voice, video, and data cable connecting all classrooms to one another and the world; installed 480 computers (5 per classroom plus six computer labs); and installed videoconferencing systems throughout. In addition, the District purchased and installed ClassWorks Gold instructional software for Kindergarten through 8th grade, Accelerated Reader software and materials for K-5, Acellus Math and Reading software for Middle and High School students, SRSD approved PowerSchool Student Information Services software for teachers and administrators, Macromedia Paint software for Art teachers, and CIPA approved iPrism Internet Filtering software.

The tools of information access and delivery have been installed in every classroom to enhance the effectiveness and efficiency of teachers and students.

DISTRICT TECHNOLOGY VISION/MISSION STATEMENT:

We will construct an information access and delivery system that will meet the needs of students both now and in the future. We will implement new instructional and organizational strategies, which will allow staff and students to be more effective, efficient, and attain a higher level of self-fulfillment.

We desire through the use of the "tools of technology" to meet all students at their "readiness level" and to allow them to progress as high and as quickly as their talents will allow through self-paced individualized instruction.

THE DISTRICT MISSION AND SCHOOL IMPROVEMENT PLAN:

The District recognizes that it must educate students to meet the economic challenges of the 21st Century. Therefore, the District's School Improvement Teams are integrating ***Instructional Technology Across the Curriculum*** (ITAC) objectives into their plans. The Teams are ensuring that the District's curriculum aligns with the Math, English/Language Arts, Science, and Social Studies objectives of the Michigan Curriculum Framework.

MAJOR GOALS OF THE TECHNOLOGY PLAN

The following goals have been established for the use of technology across the curriculum in the Decatur Public School District. The sequence in which they are listed is not prioritized.

1. *Maximize the non-print resources available in every classroom.*

The proliferation of educational materials available in non-print format – DVDs, videotapes, educational broadcast programming, curriculum support software, electronic encyclopedias, distance learning etc. -- combined with the desire of teachers and students to make use of these resources obliges the District to place the tools of information access and delivery in every classroom.

2. *Put information access and delivery tools directly into the hands of students and teachers.*

If computers and related technologies are “down-the-hall” or in another building or shared with many people, they are less likely to be used. Regular access is one of the first keys to successful use. This is why the District emphasizes the placement of the tools of educational technology directly in each classroom.

3. *Encourage more active involvement in learning by students.*

The most powerful feature of technology is its ability to put the control of the pace, selection and use of information into the hands of the students. This is why the District has invested in curriculum support software like Classworks Gold. Classworks can assess a student’s readiness level in Math and Language Arts and customize a program a study that will allow a student to progress as quickly as he/she is able.

4. *Enable students to participate in the process of producing materials generated by technological tools.*

Word processing, desktop publishing, video presentations, and interactive displays represent the common means of presenting information in the world today. Students need to learn how to do these things and are eager to do so. The District is providing alternatives to paper and pencil for student presentations. At the elementary and middle school level computer application classes are provided that introduce students to applications like Microsoft Word, Powerpoint, KidPix, and Hyper Studio. At the high school level Business Applications in Technology classes are provided which give a more in depth study of Microsoft Office technologies.

5. *Ensure equity of access to technology across all grade levels and all service areas.*

The distribution of technology equipment and services has been equally distributed across all grade levels.

6. *Improve teacher-student-parent communications.*

Through improved phone and data services, the District is increasing the quantity and quality of communication. With electronic record keeping, voice messaging and email technologies, teachers are better able to keep parents informed on the progress of their children. The District plans to utilize web based technology to give parents access to their children's records at any time.

7. *Improve internal staff communication.*

Voice Messaging, Electronic Mail, WEB technology, and Electronic Bulletin Boards give staff and teachers communication options that reduce annoying interruptions during class time, reduce traditional mail, and eliminate "phone tag."

8. *Increase staff efficiency.*

Time that is devoted to any teacher task that can be done more quickly or easily through the use of technology can be reallocated to students and instruction. Reduction in time spent reporting attendance, preparing lesson plans, record-keeping, and preparing report cards will all be possible through the use of appropriate technology.

9. *Encourage the integration of technology across the curriculum.*

If teachers are not given training on how to integrate the tools of educational technology into their lesson plans, and if administrators do not support and encourage this integration, then the expected results of improved instruction, improved communication, and work efficiency will not occur.

A flexible, but carefully monitored, training program called Teach for Tomorrow has been implemented to help meet teacher needs in this regard. Furthermore, the School Improvement Teams are recognizing the different ways that technology can be used across the curriculum. Administrators are considering the use of technology in the classroom when they conduct their staff evaluations.

GOALS FOR DISTRICT TEACHERS AND STUDENTS:

- Implement ITAC objectives <http://techplan.org/documents/itac-mde1996.pdf> by 2015
-
- Enhance Teaching & Learning with pre and post lesson assessments
- Improve MEAP (*Michigan Education Assessment Program*) scores

DISTRICT TECHNOLOGY PLANNING TEAM

Name	Position
• Dr. Elizabeth Godwin	Superintendent
• Anne Olsen	Davis Elementary Principal
• Geoff Howe	Middle School Principal
• Jeff Kawaski	High School Principal
• Ron Reisterer	Director of Technology
• Rose Emmendorfer	Technology Teacher
• Dave McLeese	Board of Education
• Kate George	Teacher

CURRICULUM

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



Decatur Public Schools K-12 Technology Plan

Curriculum Integration

The curriculum goals listed below are aligned with the State of Michigan Technology Content Standards. Individual standards are referenced following each strategy.

Curriculum Integration Outcome I

All Students will engage in developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies such as project based learning, information literacy skills, problem based learning, and cooperative learning to support the diverse needs of all learners.

In order to accomplish this student outcome the following goals and strategies are outlined:

Goal 1: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

(Michigan Technology Content Standard 2)

Strategy 1: Word processing is integrated into all core curriculum content areas.

(Michigan Technology Content Standards 1,2,3,5)

Strategy 2: Databases and telecommunications are used for research and communication and utilized in all core curriculum content areas.

(Michigan Technology Content Standards 1,2,3,4,5)

Strategy 3: Multimedia presentations are utilized to organize and arrange information.

(Michigan Technology Content Standards 1,2,3,4)

Strategy 4: Multimedia projects are produced with graphics, text, and sound.

(Michigan Technology Content Standards 1, 2, 3, 4, 5)

Strategy 5: Search strategies are used to locate and retrieve information electronically. *(Michigan Technology Content Standard 1,2,3)*

Strategy 6: Spreadsheets are used to organize data and/or solve problems.

(Michigan Technology Content Standards 1, 2, 3, 5)

Strategy 7: Desktop publishing of documents, reports and other published materials.

(Michigan Technology Content Standards 1, 2, 3, 4, 5)

Strategy 8: Computer generated graphs are used to manipulate, communicate, and interpret information. *(Content Standards 1, 2, 3, 5)*

Strategy 9: Computer Information Systems, the Virtual High School, and Distance Learning opportunities are utilized.
(Michigan Technology Content Standards 2, 3)

How these Strategies will improve achievement: The nine strategies listed above will assist students in understanding concepts in all core content areas including Mathematics and Geography, English Language Arts and Science. Knowing how to generate and read graphs, produce spreadsheets, publish reports, access data via research strategies will all be skills that will improve performance on academic testing from the MEAP to the ACT/SAT.

Goal 2: All students will evaluate the societal and environmental impacts of technology; forecast alternative uses, and possible consequences to make informed civic, social, and economic decisions.
(Michigan Technology Content Standard 6)

Strategy 1: List and describe safe and unsafe aspects of technology in relation to oneself and others.
(Michigan Technology Content Standard 6)

Strategy 2: Describe how a technology could be used in a career or occupation.
(Michigan Technology Content Standard 6)

Strategy 3: Students will understand the technology skills that are required for their post high school training in their chosen Career Pathway.
(Michigan Technology Content Standard 6)

How these Strategies will improve achievement: The three strategies listed above will assist and motivate students to investigate careers and understand societal and environment impacts of technology. These explorations will assist students in improving performance in core content areas such as Social Studies, English Language Arts, Economics.

Goal 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills.
(Michigan Technology Content Standard 3)

Strategy 1: Use a variety of technologies to express ideas (voice, data, video, graphics, etc).
(Michigan Technology content Standard 3).

Strategy 2: Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc.)
(Michigan Technology Content Standard 3)

How these Strategies will improve achievement: The two strategies listed above will assist students in improving performance in core content areas such as English Language Arts, Social Studies, Mathematics, and Science. Improving student's critical thinking skills will improve performance on all academic testing from the MEAP to the ACT/SAT.

Curriculum Integration Outcome II

All students will be equipped with the technology skills necessary to lead productive lives in this ever-changing world.

In order to accomplish this student outcome, the following goals and strategies are outlined:

Goal 1: All Students will know, use, and be able to transfer use of a variety of application software.
(Michigan Technology Content Standard 4)

Strategy 1: Show/demonstrate the appropriate use of tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem.
(Michigan Technology Content Standard 4)

Strategy 2: Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
(Michigan Technology Content Standard 4)

Strategy 2: Use technologies to organize thoughts in a logical process.
(Michigan Technology Content Standard 3)

How these Strategies will improve achievement: The three strategies listed above will assist students in improving performance in all core content areas. Improving student's ability to understand and use a variety of technology will improve performance on all academic testing from the MEAP to the ACT/SAT.

Goal 2: All Students will use technology to communicate with the world at large.
(Michigan Technology Content Standard 1,2,5)

Strategy 1: Retrieve, communicate, organize, evaluate, and manipulate information using a technological system (voice, data, video, graphics, etc.).

(Michigan Technology Content Standard 2)

Strategy 2: Evaluate information received through technologies.

(Michigan Technology Content Standard 2)

Strategy 3: Participate in a real world context, which uses a technological system.

(Michigan Technology Content Standard 1)

Strategy 4: All students will apply ethical and legal standards in planning, using, and evaluating technology.

(Michigan Technology content Standard 5)

How these Strategies will improve achievement: The three strategies listed above will assist students in improving performance in all core content areas. Improving student's ability to understand and use a variety of technology will improve performance on all academic testing from the MEAP to the ACT/SAT.

Goal 3: All Students will experience on-line, virtual, voice-video conferencing, and satellite learning opportunities.

(Michigan Technology Content Standard 1,2)

Strategy 1: Retrieve, communicate and input information using a technological system (voice, data, video, graphics, etc.).

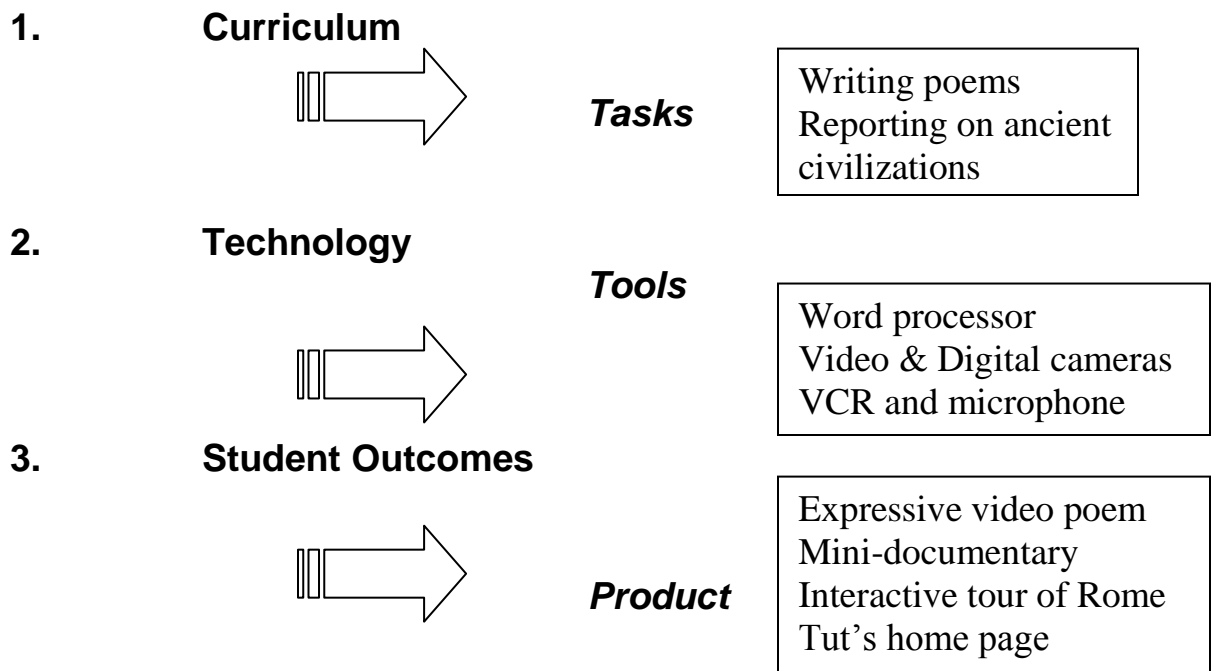
(Michigan Technology Content Standard 2)

Strategy 2: Use technologies to demonstrate skills.

(Michigan Technology content Standard 1)

How these Strategies will improve achievement: The two strategies listed above will assist students in improving performance in all core content areas. Improving students' ability to understand and use a variety of technology will improve performance on all academic testing from the MEAP to the ACT/SAT.

Integration of Technology into the Curriculum Example Outline for Teacher Planning



Identifying and Promoting Curricula and Teaching Strategies

The District will identify and promote the technology curriculum and assure implementation of the teaching strategies by providing and encouraging faculty-to-faculty interaction and teaching exchanges/demonstrations. The District will encourage projects that involve research and reflection. The District will provide for teacher collaborative projects in the area of technology encouraging integrative (multi-source) assignments and collaboration across teaching disciplines. The District will provide full and proactive feedback on teachers' use of technology in the classroom by viewing teaching and examining student work and assignments.

Student Achievement

Assessing the effect of technology on student achievement is a complex issue. Most research on technology and student achievement has used traditional standardized assessments to measure changes in student performance. This research often has focused on students' knowledge of isolated facts but has paid little attention to how well students think. Much has been learned in the last fifteen years about new and meaningful ways to measure what students know and how well they know it. To measure the effect of specific technologies on student achievement, assessment methods and instruments should be appropriate to the learning outcomes promoted by those technologies. Newer standardized tests may be appropriate if they fit in with the school's learning goals and are designed to measure the effects of technology use. In many cases, however, alternative assessment may be more suitable for meaningful research about the relationship between technology and student achievement. Alternative assessments can include short-answer questions, essays, performance assessment, oral presentations, demonstrations, exhibitions, and portfolios.

In order to adequately monitor student achievement, to determine the result of that achievement on test performance, and to assure that students are indeed receiving the technology instruction and opportunities needed to meet the District’s student outcomes the District will:

Goal 1: Develop comprehensive technology curriculum aligned with State of Michigan Technology Content Standards for grades K-12.

The curriculum will be designed to establish standards of performance for students in the area of technology at each level. The curriculum will focus on the Curriculum Integration goals and strategies listed in the earlier section but will be more detailed and will follow this outline:

Grade	Content Knowledge	Application of Knowledge- Examples	Teaching-Learning Time	Assessment
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The curriculum will be developed over the next three years.

Goal 2: Develop Alternative Assessments that measure Achievement.

As part of the curriculum development, appropriate project assessments will be developed to assess student’s ability to use technology available to them.

Goal 3: Develop rubrics for grading alternative assessments and judging student achievement.

Rubrics will be developed for grading alternative assessments.

Technology Integration Timeline:

2012-13 School Year

- Each teacher will develop at least one instructional unit aligned with Michigan Curriculum Frameworks that integrates technology into the curriculum.
- All students will engage in project based learning using the programs or tools listed above.
- Teachers will use a variety of learning materials and teaching strategies to deliver instruction: Document cameras, DVD’s, CD’s, WebQuests, cable TV, graphing calculators, Probeware (Science Dept.), distance learning experiences, and web-based research sites like the Michigan eLibrary.
- On-line instruction will be used to individualize classes (Web page design) by offering students supplementary course materials designed to allow students to work at their own pace.
- Bridges.com is used for Career Interest tests and other career data.
- Internet sites are used for scholarship searches by seniors exploring college choices and to take virtual college campus tours.

- District Technology Team begins process of developing a technology curriculum aligned with MDE Technology Content Standards for grades K-12.

2013-2014 School Year

- 1) Each teacher will develop at least two additional instructional units aligned with Michigan Curriculum Frameworks that integrates technology into the curriculum utilizing available software, Internet sites, and available audio-visual equipment.
- 2) Teachers will design and implement at least one virtual fieldtrip/videoconference.
- 3) All students will apply technology to develop higher order skills and creativity via project based learning in all subject areas.
- 4) District Technology Team continues to develop the technology curriculum aligned with MDE Technology Content Standards for grades K-12 with assessments.
- 5) High School students will enroll in a variety of on-line courses.
- 6) High School students will use on-line or distance learning to access advanced courses.
- 7) Implement a system for students to easily access academic information from our student information system.

2014-2015 School Year

- 1) Teachers will develop and use a class web page as in instructional tool and as a community and parent communication tool.
- 2) Teachers will design and implement at least one (additional from 04-05) virtual fieldtrip / videoconference.
- 3) All students will apply technology to develop higher order skills and creativity via project based learning in all subject areas.
- 4) District technology curriculum aligned with MDE Technology Content Standards for grades K-12 is approved by the Board of Education and used as a living document in classrooms.

Technology Delivery

Decatur Public Schools is located in a rural area. Because of our school's location, traveling field trips are expensive and often take too long. The District is 30 miles from a major university and city. Furthermore, the District is small with only 906 students K-12 with a High School of 293 students. Because of its size, it is often difficult to hire teachers and offer specialized and advanced classes. Technology provides a learning bridge for all of our students and teachers, both in terms of distance and in terms of programs. The District has access to the following in all classrooms: Internet, interactive video, on-line courses, virtual field trips, and satellite program downloads. Students and teachers are beginning to be involved in:

- Virtual Field Trips throughout the world
- Communication with classrooms around the globe via e-mail, websites, etc.
- Distance Learning classes via the Van Buren Intermediate School District.
- On-line instruction from Michigan Virtual High School and Michigan Virtual University. These resources allow students to take Advanced Placement courses, regular courses, and remedial courses, as well as review courses for the MEAP.
- Programs from SouthwestNet Distance Learning Collaborative – virtual field trips and on-line collaborative projects like MysteryQuest: World Geography and Read Across America

- Virtual course work such as Spanish III through on-line sites.
- Dual enrollment courses through area community colleges and the Van Buren Technology Center
- Technology career courses for High School students at the Van Buren Technology Center.

For the first time, access to the Internet allowed a few Decatur High School students during the 2010-2011 school year to take Advanced Placement Classes. This was the first time that an AP class has been offered at Decatur High School.

Although the capability to bridge the gap is here, we are not using our technology to its greatest advantage. The section on professional development will explore the needs of teachers and how we will meet those needs so that we can reach and access distant resources that our students would otherwise never experience.

Parental Communications & Community Relations

The Technology Plan is available on the Decatur Website at www.raiderpride.org . A copy of the Technology plan is available in each building library and Webster Memorial Library. The Technology Plan and its objectives are important components of the School Improvement Plan, which is presented annually to parents and community. The Decatur Republican, our local newspaper, and the District newsletter are available to disseminate information to the community. Parents are provided with additional information on the Raider Website's Parent hyperlink. Parent's Count.net and the Parent Institute are on-line subscriptions that the District provides to our community and our parents.

Parents and community members are part of each School Improvement Team. The Decatur Public School District has Board of Education representatives, community members, and parents involved with the planning, implementation, and assessment of the technology plan.

The District holds parent-teacher conferences twice each year and highlights student projects and use of technology.

The following are additional means in which the Technology Plan and educational activities will be disseminated:

During the 2012 - 2013 School Year

- Update the District Website and the Parent Institute Links continuously
- Contact with parents via telephones and voicemail in all classrooms
- Deliver District, school, and teacher newsletters to parents and community on a regular basis highlighting student technology projects
- Notify parents of absences and special events via the computer based Easy Caller call-out system
- Email parents through Microsoft Outlook regarding progress reports, classroom observations and lesson plans to enable parents to assist their students with classroom work

During the 2013 - 2014 School Year

- Implement the use of Power School - a web site window into teacher record books. It gives parents and students VIEW ONLY access to THEIR assignments and grades in their teachers' record

books. By giving students access to faster and more comprehensive feedback on their own performance, Power School empowers kids to take control of their academic progress.

- Update the District Website, and the Parent Institute Links continuously
- Contact with parents via telephones and voicemail in all classrooms
- Deliver District, School, and Teacher Newsletters to parents and community on a regular basis highlighting student technology projects

During the 2014 - 2015 School Year

- Develop Teacher WebPages for communication with students and parents
- Continue use of K-12 Planet
- Update the District Website, Homework Hero and the Parent Institute Links continuously
- Contact with parents via telephones and voicemail in all classrooms
- Deliver District, School, and Teacher Newsletters to parents and community on a regular basis highlighting student technology projects

Collaboration

At the current time the Decatur Public School District does not provide an adult literacy program. Adult literacy programs are available in a neighboring community, and the District does refer adult literacy requests to that program. We collaborate with Family Links, a program sponsored by the Van Buren Intermediate School District, by providing space, telephone and other technology access to its teachers. Family Links is a free service to all families with young children. The goal of the Family Links program is to help parents be their child's first and best teacher. Family Links assists parents with adult literacy needs by finding classes and assisting and encouraging parents in enrolling in GED programs.

PROFESSIONAL DEVELOPMENT

To optimize the Districts investment in the tools of educational technology and ensure the integration of technology into the curriculum, teachers will be encouraged to use Recipes for Success to enhance their skills in the use of various software packages and to develop technology rich lesson plans.



PROFESSIONAL DEVELOPMENT

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.

Recipes 4 Success is an Internet based resource for supporting classroom project work with students. Recipes 4 Success includes software tutorials and reference guides, online tools, and a step-by-step process for implementing project-building with students. <http://www.tech4learning.com/recipes>

Recipes 4 Success (R4S) is reality-based Internet training for K-12 educators. R4S helps teachers understand how to use technology for instruction, presentation, lesson planning, research, and collaboration. The R4S professional development model is based on the National Staff Development Council's Standards for Staff Development and was designed to build teacher competence and confidence with Internet technology. Decatur's implementation of the R4S model is a hybrid of independent online work and site-based, small group instruction, led by a trained R4S Facilitator. R4S is based on the beliefs that teachers need:

- Ongoing training that goes beyond basic software instruction to connect curriculum to Internet resources
- Ongoing building-level emotional and technical mentorship
- Interaction with peers (grade level/subject area) to share ideas, problem-solve, and build commitment to further use of the technology and content
- Opportunity to work at own skill level, at own pace, and connect the learning to their unique classroom situation

R4S exposes teachers to good online resources and describes effective online activities through several modules built around constructivist learning. R4S helps teachers understand how to use Internet technology and content for instruction, presentation, lesson planning, research, and collaboration. R4S goes beyond an introduction to Internet tools to offer educators practical, specific ideas for successful Internet implementation.

All Decatur educators will be required to complete R4S modules focused on the Microsoft Office Suite of Applications over a period of three years.

The R4S professional development model offers the advantages of online learning combined with school-based, face-to-face teacher instruction. It allows Decatur teachers an opportunity to:

- Learn anytime, anywhere, with interactive course materials including video and audio
- Participate in an online learning community with other course members
- Increase their confidence in the use of technology, and help them understand why and how it can enrich their curriculum
- Build an online R4S Portfolio of teaching ideas, best web sites, and useful Internet resources for the classroom
- Earn SB-CEU credits or three graduate credits

Course Content

These are just a few of the many topics covered in Recipes 4 Success:

- Safe, efficient, and curriculum-relevant use of the Internet with students
- Structuring student use of the Internet with simple teacher-authored web pages
- Learning and teaching online search strategies
- Curriculum planning with the Internet
- Learning and teaching web page authoring

The District will encourage new Internet users to complete the Recipes 4 Success modules. Building and District administrators will enhance the effectiveness of R4S by supporting the R4S training effort. R4S is the heart of the District's technology professional development plan.

Furthermore, the District will continue to encourage staff to use the Michigan Electronic Library site to increase their awareness of state and national technology integration standards and best practices lesson planning.

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.

The District covers the costs and provides the equipment necessary for all teachers to successfully complete the Recipes 4 Success program of study. Teachers will be able to use this equipment to achieve M-COATT certification.

The District offers the use of integrated learning software (ClassWorks Gold & Acellus Math and Reading, Read Naturally Online software), and the Microsoft Office suite of applications to all students and staff and student attendance and record keeping software (PowerSchool and PowerTeacher) to all teachers. The District also offers Elementk® courseware, certifications, and journals for all teachers and selected students.

The District makes available fast Internet connectivity so that staff and students can take online professional development courses. These resources provide more than hundreds of courses of all sorts for students, teachers, faculty and staff.

The District has subscriptions to the following online educational services:

- **Maps 101** <http://www.maps101.com>
- **AWS WeatherNet Classroom** <http://classroom.aws.com/main.asp>
- **FirstSearch Online Reference** dozens of databases with over 10 million articles <http://newfirstsearch.oclc.org>
- **Elementk Journals** <http://www.elementkjournals.com/>
- **United Streaming Videos** <http://www.unitedstreaming.com/>

Davis Elementary School

Professional Development for Teachers

Professional Development

In order to improve student achievement and enhance teacher effectiveness all teachers have been trained on the following technologies. New teachers to our District will receive this training as well.

- Videoconferencing / Virtual Field Trip Training
- Satellite Access and Program Capture Training
- Recipes 4 Success Training
- Michigan eLibrary Training
- Classworks Gold Training (Math and Language Arts Learning System software)
- Acellus Math & Reading Training
- Document Camera Training
- Microsoft Outlook Training
- Power Teacher (electronic record book and electronic attendance) Training
- Phone/Voice Messaging Training

Professional Development Timeline:

The following timeline outlines the long-range Professional Development for Davis Elementary:

2012-2013 School Year

- Awareness of state and national standards addressing technology competencies for teachers
- Recipes 4 Success Training
- Classworks Gold Training
- Maps 101 Training
- Microsoft Office Training – via Recipes 4 Success online professional courseware

2013-2014 School Year

- Michigan eLibrary Training
- SchoolWires Web Page Authoring Training

2014-2015 School Year

- SchoolWires Web Page Authoring Advanced Training
- Microsoft PhotoShop Training – via Elementk online professional courseware

The Professional Development training will prepare teachers to integrate technology into the core academic content areas. The effective use of technology will allow the learner to develop and apply higher-order thinking skills, as well as the necessary hands-on technology literacy skills to access online communities, and manipulate, organize, interpret, and communicate electronic information.

Decatur Middle School

Professional Development for Teachers

Professional Development

In order to improve student achievement and enhance teacher effectiveness all teachers have been trained on the following technologies. New teachers to our District will receive this training as well.

- Videoconferencing / Virtual Field Trip Training
- Satellite Access and Program Capture Training
- Recipes 4 Success Training
- Michigan eLibrary Training
- Classworks Gold Training (Math and Language Arts Learning System software)
- Acellus Math & Reading Training
- Document Camera Training
- Microsoft Outlook Training
- Power Teacher (electronic record book and electronic attendance) Training
- Phone/Voice Messaging Training

Professional Development Timeline:

The following timeline outlines the long-range Professional Development for Decatur Middle School:

2012-2013 School Year

- Awareness of state and national standards addressing technology competencies for teachers
- Recipes 4 Success Training
- Classworks Gold Training
- Maps 101 Training
- Microsoft Office Training – via Recipes 4 Success online professional courseware

2013-2014 School Year

- Michigan eLibrary Training
- SchoolWires Web Page Authoring Training

2014-2015 School Year

- SchoolWires Web Page Authoring Advanced Training
- Microsoft PhotoShop Training – via Elementk online professional courseware

The Professional Development training will prepare teachers to integrate technology into the core academic content areas. The effective use of technology will allow the learner to develop and apply higher-order thinking skills, as well as the necessary hands-on technology literacy skills to access online communities, and manipulate, organize, interpret, and communicate electronic information.

Basic Uses of Technology - Teachers acquire basic “know-how” for operating computer hardware, software, and ancillary equipment, such as scientific probes and telecommunications cameras.

- The novice characteristically uses preset, surface toolbar features of technology to automate established practices.
- The intermediate user explores layered toolbar features of technology to increase productivity and efficiency.
- The advanced user customizes toolbar features to transform his or her daily workflow.

Instructional Uses of Technology - Teachers increasingly include in their instructional practices technology to support various learner strategies to meet achievement standards.

- The novice begins to understand how technology applications align with learning standards.
- The intermediate user successfully integrates technology in learner-centered ways that lead to overall standards’ achievement.
- The advanced teacher plays an active facilitation role within a community of learners.

Administrative Uses of Technology - Teachers develop data-driven practices and manage learning with the support of technology tools.

- The novice responds to mandated uses of technology for record keeping.
- The intermediate user regularly enforces technology usage policies and draws on established management features of technology for monitoring and reporting students’ progress, as well as managing daily practice.
- The advanced user personalizes and/or creates technology tools for managing data-driven practices; helps develop usage policies, and models ethical technology practices.

Professional Development Uses of Technology - Teachers use telecommunications and networked computers to access online courses and information resources, as well as collaborate among colleagues.

- The novice begins to use technology as a supplemental resource for accessing professional information.
- The intermediate user accesses technology for up-to-date professional information and to communicate one-on-one with colleagues.
- The advanced user relies on a paperless, interactive information system for professional growth and purposeful collaborations among students, colleagues, mentors, parents, and business partners.

Decatur High School

Professional Development for Teachers

Professional Development

In order to improve student achievement and enhance teacher effectiveness all teachers have been trained on the following technologies. New teachers to our District will receive this training as well.

- Videoconferencing / Virtual Field Trip Training
- Satellite Access and Program Capture Training
- Recipes 4 Success Training
- Michigan eLibrary Training
- Classworks Gold Training (Math and Language Arts Learning System software)
- Acellus Math & Reading Training
- Document Camera Training
- Microsoft Outlook Training
- Power Teacher (electronic record book and electronic attendance) Training
- Phone/Voice Messaging Training

Professional Development Timeline:

The following timeline outlines the long-range Professional Development for Davis Elementary:

2012-2013 School Year

- Awareness of state and national standards addressing technology competencies for teachers
- Recipes 4 Success Training
- Classworks Gold Training
- Maps 101 Training
- Microsoft Office Training – via Recipes 4 Success online professional courseware

2013-2014 School Year

- Michigan eLibrary Training
- SchoolWires Web Page Authoring Training

2014-2015 School Year

- SchoolWires Web Page Authoring Advanced Training
- Microsoft PhotoShop Training – via Elementk online professional courseware

The Professional Development training will prepare teachers to integrate technology into the core academic content areas. The effective use of technology will allow the learner to develop and apply higher-order thinking skills, as well as the necessary hands-on technology literacy skills to access online communities, and manipulate, organize, interpret, and communicate electronic information.

Decatur Public Schools

Professional Development for Administrators

Professional Development

2012-2013

- Awareness of state and national standards addressing technology competencies for administrators
- Microsoft Outlook and e-mail
- Microsoft Word, Excel, and PowerPoint using Element K Basic Courses or other on-line courses
- ITBS CD test score manipulations

2013-2014

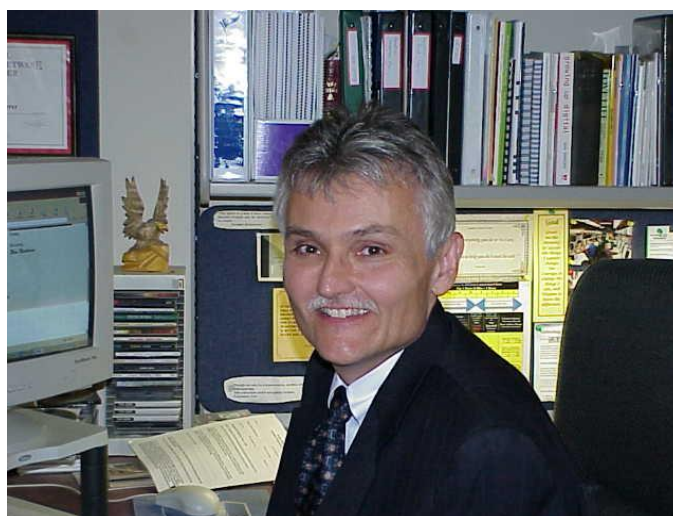
- Using a iPhones for organization and communication
- Efficient electronic communication
- Producing electronic annual reports with charts and graphs
- Keep District Webpage up-to-date (using SchoolWires online forms)
- Use of Power School and Power Teacher

2014-2015

- Acrobat 9.0 – for exchanging documents

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

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 the technologies to be acquired.



**Director of Technology
Ron Reisterer CNE, MCP, MCSE**

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

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.

To achieve the objectives set forth in this plan, the following infrastructure is in place. This Infrastructure provides a solid foundation on which educational solutions are built.

Technology Infrastructure

1. District Structured Cabling System

The first block of the District's technology infrastructure is a voice, video and data Structured Cabling System (SCS). The SCS links all buildings and classrooms into one common network. It supports a common computer, video and digital voice network. All voice, video and data cable is "homerun" to either the Main Distribution Frame (MDF) located in the high school or one of six interconnected Intermediate Distribution Frames (IDF) located in various places throughout the campus. The voice and data cable is Category 5 unshielded twisted pair. The video cable is RG-6 coax.

This SCS services 75 classrooms, 6 computer labs, 2 Media Centers and various office workspaces. Each classroom has 5 data, 1 voice and 2 video connections. The computer labs and Media Centers have from 16 to 28 data connections. The office workspaces each have a minimum of 1 voice and 2 data connections. The Decatur Public School's Structured Cabling System has a total of 768 data connections and 123 voice connections.

A multi-mode, full duplex, 1 Gigabit per second fiber optic backbone links all IDF's to the MDF.

2. District Computer Platform & Electronic Standards

The second block of the District's technology infrastructure consists of a uniform standard for all computer platforms and for all MDF and IDF electronics.

The District uses IBM compatible (Windows XP professional) multimedia computers and replacement parts. Every computer has a 100 Mb Network

Interface Card (NIC) to connect it to the network. The standard for all NIC's is based on Intel's 100BaseT PCI cards.

The standard for all MDF and IDF electronics is Cisco System's 100 Mb client ports (i.e., computer to switch) and GigaStack technology (i.e., switch to servers).

The District has provided surge-protected circuits to all District computers directly from the electrical panels.

3. District Computer Network

The third block of the District's technology infrastructure consists of a uniform standard for network topology (i.e., wiring configuration) and transport protocols.

The District employs a Managed 100 BaseT Switched Ethernet Local Area Network (LAN) and is configured in a Star topology. All network devices are connected directly to a port on a switch in either the MDF or the IDF.

Six Microsoft Windows 2008 R2 64 bit File Servers service the LAN. The servers hosts the District's PowerSchool Student Information Database, the District's teacher and student data files, backup and disaster recovery software. The District uses Symantec Ghost hard drive imaging technology.

Particular attention has been paid to user account naming standards and security. Network logons are based on the user's first initial and last name.

4. District Video Network

The fourth block of the District's technology infrastructure is a District-wide RF video distribution system. All video cabling is homerun from the classrooms to the Main Distribution Frame (MDF) or Intermediate Distribution Frame (IDF) using RG-6 cable.

To maximize the District's ability to distribute video information from the MDF (i.e., DVD, VHS, CATV, Distance Learning, video bulletin board etc.) to any and all rooms within the schools and across the District, a District wide video network was built. Each room contains a Epson PowerLite 450W short throw projector that is connected to the aforementioned services as well as the teacher's computer. There is also a second in-room video connection for broadcast purposes.

Each classroom is equipped with a digital projector, interactive white board for display purposes, Blu-Ray player, cable TV tuner, document camera.

All buildings and classrooms have the ability to establish point-to-point two-way videoconferences with any other classroom in the District or remote videoconferencing sites around the world. Two mobile carts have been provided for this purpose. These carts allow for live two-way, interactive videoconferencing. They also allow the classroom teacher to broadcast special events from the classroom to any or all of the other classrooms in the District.

For the purpose of expanding course offerings to Decatur students, two rooms in the District have been set up as Global Distance Learning classrooms with “big” screen viewing capabilities. These classrooms are able to establish live two-way, interactive videoconferencing connections with distance-learning classrooms worldwide.

A satellite dish has been installed for the purpose of capturing educational programming from more than a dozen orbiting satellites. The satellite dish makes it possible for classroom teachers to access and archive an enormous variety of educational programming.

5. District Voice Network (phone system)

The final block of the District’s technology infrastructure is its District-wide voice network. This system enhances the ability of teachers to communicate and collaborate with parents, administrators and colleagues. The District has installed a Lucent Merlin Magix digital and analog phone system (PBX).

Using the District’s Structured Cabling System (SCS), all phones are connected to the central PBX and share a common voice mail system at that location. All calls between classrooms and schools are across the District’s SCS. Long distance calling is consolidated to gain discounts based on volume access. There are also additional savings due to the fact that calls between and within the schools are be free of charge.

There is a common numbering plan in place. All phones have a unique four-digit number for internal dialing. Direct inward dialing from the outside is also supported to the classroom.

The Voice Network consists of 75 digital classroom phones and 25 digital administration phones. The Voice Network also supports ISDN Prime and T-1 links to the outside world. It supports Voice Messaging, Auto-Attendant, and Homework Hotline capabilities.

Voice mail gives teachers and administrators a 24/7 messaging service that can be accessed from any place in the world.

6. Technical Support

The District has a full time Director of Technology and a part time Support Assistant to help teachers with their support needs. The Director of Technology is a certified teacher and a certified network engineer. The Support Assistant is a student under the tutelage of the Director of Technology.

All technology equipment receives regular inspection and routine maintenance on a quarterly basis.

Disk imaging technology is in place and an inventory of spare parts (hard drives, power supplies, mice) is kept secure so that any call for service can be acted upon quickly. Also, a disaster recovery plan is in place in the event that one of the District's file servers should "crash."

To help staff submit calls for support phones with voice messaging capabilities have been installed in every classroom. The Director of Technology has been supplied with a cell phone. And a technical support web page has been created for the submission of requests for service and/or training. Staff members who have gone through Teach for Tomorrow training are also available to help their colleagues whenever technology issues arise.

The teacher technology facilitators act as "ambassadors" for technology in their buildings and are informed resources (troubleshooters) to their respective staffs.

Media specialists also help manage computer labs in their buildings and take part in the process of technology integration.

Interested responsible students are also given an opportunity to work with the Director of Technology. Students that are knowledgeable in the use of technology are encouraged to help train teachers.

7. Equipment Replacement:

Decatur Public Schools has invested approximately \$700,000 in the tools of educational technology (i.e., computers, switches, TV's). Accounting principles recommend that these devices be depreciated over a period of approximately 5 years at an annual cost of about \$140,000. To provide for the systematic replacement and upgrading of these devices, the District has created an Encumbered Fund Balance for the ultimate replacement of its technology investment. This restricted fund receives a yearly allocation of \$50,000 per year.

The District has an insurance policy that provides adequate coverage for materials and liability.

All new computers come with a three-year parts and labor warranty to help offset the cost of support. Currently, the District has 480 computers installed.

8. Internet Access

Internet connectivity is provided to all computer via 8 Bonded T1 lines affording 12 Mbps of dedicated throughput.

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

The District has adopted a “distributed” classroom based technology model. every Decatur classroom (K-12) has the ability to access and deliver a universe of information at any time with voice, video and data systems.

FUNDING AND BUDGET

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



FUNDING AND BUDGET

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

2012-2013 Technology Budget				
Technology Department Personnel	Salary	Benefits	Budget Total	
<i>Director</i>				
Outside Contract	\$ 80,000		\$ 80,000	
<i>Tech Support</i>				
Student Assistant	\$ 6.55 per hour		\$ 3,500	
Workshop/Conference for Technology Department Personnel				
Technology Department Travel Reimbursement				
Technology Department Supplies			\$ 5,400	
Total				\$ 88,900
District Technology Yearly Maintenance Budget				
District Contracted Services - Technology, including license agreements			\$ 32,000	
District Technology Maintenance, Repair, Supplies			\$ 22,500	
Total				\$ 54,500

2013-2014 Technology Budget

Technology Department Personnel	Salary	Benefits	Budget Total	
<i>Director</i>				
Outside Contract	\$ 80,000		\$ 80,000	
<i>Tech Support</i>				
Student Assistant	\$ 6.55 per hour		\$ 3,500	
Workshop/Conference for Technology Department Personnel				
Technology Department Travel Reimbursement				
Technology Department Supplies			\$ 5,400	
Total				\$ 88,900
District Technology Yearly Maintenance Budget				
District Contracted Services - Technology, including license agreements			\$ 32,000	
District Technology Maintenance, Repair, Supplies			\$ 22,500	
Total				\$ 54,500

2014-2015 Technology Budget

Technology Department Personnel	Salary	Benefits	Budget Total	
<i>Director</i>				
Outside Contract	\$80,000		\$80,000	
<i>Tech Support</i>				
Student Assistant	\$6.55 per hour		\$3,500	
Workshop/Conference for Technology Department Personnel				
Technology Department Travel Reimbursement				
Technology Department Supplies			\$5,400	
Total				\$ 88,900
District Technology Yearly Maintenance Budget				
District Contracted Services - Technology, including license agreements			\$32,000	
District Technology Maintenance, Repair, Supplies			\$ 22,500	
Total				\$ 54,500

Coordination of Resources

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

The District has invested approximately \$950,000 in the tools of educational technology (i.e., computers, switches, TV's, projectors, document cameras etc.). Accounting principles recommend that these devices be depreciated over a period of approximately 5 years at an annual cost of about \$140,000. To provide for the systematic replacement and upgrading of these devices, the District has created an Encumbered Fund Balance for the ultimate replacement of its technology investment. This restricted fund receives a yearly allocation of \$50,000 per year.

Because the District has a high percentage of students who qualify for a free or reduced lunch, it qualifies for an 80% eRate discount on all telecommunication and Internet services. The Director of Technology is responsible for preparing all eRate forms: Forms 470, 471 and 486.

MONITORING AND EVALUATION

The District believes that what you “expect” you must “inspect.” The District will evaluate the extent to which the staff is effective in integrating technology into curriculum and instruction. The District will encourage teachers to increase their ability to teach with the tools of technology so that they will be able to help students reach challenging state and national academic standards.



Technology Plan Evaluation Format
Decatur Public Schools

Required Components	Indicators of Success	Progress Toward Goals	Focus Areas for Improvement	Data is gathered by:
Curriculum Integration	Integration of Michigan Frameworks Technology Standards			Superintendent & Principals
Impact on Student Achievement	Test scores			Superintendent & Principals
Communications	Staff and community awareness of systems and program			Superintendent, Principals & Director of Technology
Professional Development	Staff comfort with the use of the tools of educational technology			Superintendent, Principals & Director of Technology
Supporting Resources	Amount of funding received outside of General Fund			Superintendent & Director of Technology
Infrastructure	Trouble free operation & Security of Voice, Video and Data Systems			Director of Technology
Technical Support	Promptness of Response to Calls for Service on all systems			Director of Technology
Funding & Budget	Equipment and Training needs being met			Superintendent & Board of Education
Acceptable Use Policy	General User knowledge and compliance			Superintendent & Principals

MONITORING AND EVALUATION

K-12

Monitoring and Evaluation

Competent technology uses teachers as the doorkeepers to providing learning experiences for their students. An assessment of their skills is one way of measuring whether or not technology is used effectively in teaching or for professional productivity. An assessment provides a measure of the return on the investment made in hardware, software, and training, as well as a way to plan for program improvement and to distribute information to administrations, school boards, and the community. Media and technology specialists involved in staff training should also be involved in the assessment.

Informal assessments: Informal assessments include:

- Anecdotal observations and conversations.
- Observations by administrators, media specialists, technology coordinators, and others who invest time and energy in seeing that the school's technology is used.
- Day-to-day interactions with staff offer a snapshot of the reality. The most highly skilled teachers tend to be those who ask the most questions and continue to learn.
- Another indication of the use of a school's technology is the level at which the teacher is involved in the students' use of technology and the frequency of requests for additional materials or reporting problems.

Formal assessments:

- Self-administered Assessments - Assessments typically ask people to measure their level of skills, literacy, integration, and attitude towards technology and learning.
- Surveys (specific) - Everyone will be included in the survey – teachers, instructional aides, administrators, and secretaries. Building level reports will be prepared for each building, and principals can share the data with their staff to begin planning for further training.
- Focus groups
- Personal growth plans & goals
- Observations during the formal teacher evaluation process. Evaluations contain specific comments about the classroom integration of hardware/software in instructional strategies. Teacher goals will be focused in this area if noted as an area of concern or improvement in the teacher's evaluation.
- Building principal collects and reviews lesson plans weekly and feedback is given to teachers on a regular basis.

The administrative team will be surveyed by the Technology Director to assess:

- Personal productivity
- Information systems use

- Record keeping
- Use of data
- Online research
- Visioning and planning
- Understanding of the ethical issues and competencies for teachers and students.

Assessment, like professional staff development and technology upgrades, must be ongoing. New technology-skilled staff, federal and state requirements, improved technology, and better access are has an impact on skill, use, and integration. The District needs to understand expectations and competencies for everyone and make sure no one is left behind. Changes evolve slowly, but formal assessments will help provide reason and direction for future action.

The following strategies will be utilized to address unmet goals:

- District Technology Committee will meet quarterly to discuss and review progress of technology goals and ways to ensure success.
- Quarterly meetings with building technology team to review, evaluate, and/or modify strategies.
- Annual review of progress with staff input.

Technology integration is a required component of the School Improvement Plan. Teachers are required to complete monthly curriculum accountability logs to be submitted to the Building School Improvement Chairperson. Technology strategies are documented in teacher's weekly lesson plans.

Acceptable Use Policy

Strategies are in place to monitor the District's Acceptable Use Plan for staff and student use of the technologies.

A Board of Education approved Acceptable Use Policy (AUP) is in place.

The AUP can be found on the District's Technology Web page. The address is <http://www.raiderpride.org/158510121015414540/site/default.asp>

The AUP recognizes existing federal requirements for privacy and Internet safety (i.e. The Child Internet Protection Act {CIPA}).

The District uses iPrism Internet filtering software. iPrism's patented notification technology actively lets the District know when there are obvious attempts to circumvent the filter. This eliminates the often ignored, task of systematically reviewing reports.

Everyone knows that Internet filter lists can be defeated. iPrism finds unfiltered inappropriate sites that have been accessed locally and adds them to its local filter on the fly.



iPrism also detects and blocks users attempting to bypass the filter.

Finally, iPrism updates the Internet filter in near-real time by downloading changes to its list automatically as they become available! This gives the District the most up-to-date filter possible without using precious bandwidth for large downloads.

The process for reviewing disciplinary actions under the AUP is in place, including the use of such analysis for revision in District policies, support, training, or infrastructure as appropriate.

Decatur Public Schools

Internet Use Agreement - Student

Use of the Internet provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people.

Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that students and parents or guardians read, accept, and sign the following rules for acceptable on-line behavior.

1. Students are responsible for good behavior on the Internet just as they are in school. General school rules for behavior and communications apply.
2. Because Internet bandwidth is limited and will be shared by the entire school population, students may not take part in on-line games, downloading video or music files or other applications that take a great deal of bandwidth. If there is a school related justification for the download, students may seek the express WRITTEN permission of a staff member. Written permission must be secured before a download is attempted. All downloads must be scanned for viruses before they are used.
3. The following are not permitted:
 - a. Sending or displaying offensive messages or pictures
 - b. Using obscene language
 - c. Harassing, insulting, or attacking others
 - d. Damaging computers, computer systems, or computer networks
 - e. Violating copyright laws
 - f. Using another's password
 - g. Trespassing in another's folders, work, or files
 - h. Intentionally wasting limited resources, including the use of "chain letters" and messages broadcast to mailing lists or individuals
 - i. Employing the network for commercial purposes
 - j. Revealing the personal address or phone number of yourself or any other person without permission from your instructor
4. Violations may result in a loss of access as well as other disciplinary or legal action.

I have read the rules for acceptable on-line behavior, understand the rules, and agree to comply with the above stated rules. Should I violate the rules, I understand that I may lose network privileges at my school.

Student's Signature

Date

If the user is under 18 years of age, a parent or guardian must also sign this Agreement.

As the parent or guardian of this student, I have read the Acceptable Internet Use Agreement. I understand that this access is designed for educational purposes and I grant permission for the above student to access networked computer services such as electronic mail and the Internet. I understand that some materials on the Internet may be objectionable, but I accept responsibility for providing guidance to the above student on Internet use both inside and outside of the school setting, and for conveying standards for the above student to follow when selecting, sharing, or exploring information and media.

Parent or Guardian Signature

Date

Board Adopted: 9-18-00

Computer Use Guidelines Decatur Public Schools

- (1) Programs stored on the hard drive of a school computer or fileserv er must be licensed for the District. This includes games.
- (2) Permission of a file's owner in writing is necessary before one can delete another's files.
- (3) All data files should be saved on a floppy disk or to a personal account on a District fileserv er. Teacher approval is required to save data on a computer's local hard drive. Any file saved on a local hard drive will not be backed up and is subject to loss.
- (4) A teacher must scan or have our Director of Technology or a person designated by him scan all floppy disks that are used at home for viruses before they are used in a school computer.
- (5) The use of another person's fileserv er account can be accessed only when you have written permission from the owner of that account and a teacher.
- (6) Computer games that are played during class must be under teacher supervision and with the principal's knowledge when questionable.
- (7) If a student needs to load a personally owned copyrighted program on a school computer, it must be loaded on a local hard drive and not on a District fileserv er. The student must first seek permission from the teacher and the teacher must provide the District's Director of Technology with proof of ownership and registration before the program is installed; this also includes Shareware programs that are downloaded from the Internet. Note that Shareware programs must be registered in the author's specified time frame. All personally, owned software and shareware must be removed from the local computer after its defined purpose has been accomplished.
- (8) Any attempt to circumvent security by trying to guess passwords to desktop security software (FoolProof®) or by trying to access information or programs that are password protected will be subject to disciplinary action by the teacher and/or building principal.
- (9) Students are expected to use computers ONLY for teacher assigned school related work.

- (10) Students who are assigned an Internet account must sign the District's Student Use of the Internet Agreement. If the user is under 18 years of age, a parent or guardian must also sign the Agreement.

Board Adopted: 9-18-00

Decatur Public Schools Internet Use Agreement - Staff

Use of the Internet provides great educational benefits. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as a privilege to staff members who agree to act in a considerate and responsible manner. We require that staff read, accept, and sign the following rules for acceptable on-line behavior.

- 1) Because Internet Bandwidth is limited and will be shared by the entire school population, staff members are asked to refrain from downloading large computer programs, videos and music files during instructional hours unless the download is connected to an immediate classroom need. Staff members are asked to postpone downloads larger than 1 MB to after school hours. Staff members must also scan downloaded files for viruses before they are used.

- 2) Electronic Mail and File Server Accounts are the property of the Decatur Public Schools. Although it would be an extremely rare and unexpected occurrence, the administration has the legal right to review files stored in these accounts to ensure that users are using the system responsibly. Under no circumstances would the administration review an account without the owner being informed of the reasons for the review. The account's owner would be given written notice to be present during the review.

- 3) The following are not permitted:
 - a. Sending or displaying offensive messages or pictures
 - b. Using obscene language
 - c. Harassing, insulting, or attacking others
 - d. Damaging computers, computer systems, or computer networks
 - e. Violating copyright laws
 - f. Using another's password
 - g. Trespassing in another's folders, work, or files
 - h. Intentionally wasting limited resources, including the use of "chain letters"

- 4) Violations may result in a loss of access as well as other disciplinary or legal action.