

Plan for Technology Integration

July 1, 2012- June 30, 2015

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School Code # 44-101-3-K-12

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TABLE OF CONTENTS

LAPEER COMMUNITY SCHOOLS	2
District Profile.....	2
School Buildings	3
District Mission Statement	4
INTRODUCTION	5
District Technology Mission Statement	6
Technology Planning Team	6
Goals	7
District Vision	8
CURRICULUM INTEGRATION	9
Goals	9
Strategies for Integration	9
Content Standards	10
Strategies for Delivery of Specialized Curricula	21
Strategies for Parental Involvement & Communication	21
Collaborations	22
PROFESSIONAL DEVELOPMENT	24
Timeline	27
Supporting Resources	29
INFRASTRUCTURE	31
Current Status	31
Network Layout	36
Plans & Expectations	37
Acquisition Timeline	40
TECHNICAL SUPPORT	41
FUNDING & BUDGET	47
Timeline	47
Coordination of Resources	48
MONITORING & EVALUATION	49
AUP Strategies	50
Appendix A: Technology Policies	51

LAPEER COMMUNITY SCHOOLS

District Profile

Lapeer Community School District is known for its tradition of excellence in instructional programs and educational leadership. The 2011-2012 enrollment is 5,997. The District, 225 square miles comprising one-half of Lapeer County, currently operates 12 school buildings: 3 high schools, 2 middle schools and 7 elementary schools.

2011-2012 Enrollment:

Total Student Enrollment:	5997
Elementary Students	2381
Middle School Students	1371
High School Students	2245

2011-2012 Staff:

Instructional Staff	325
Support Staff	341
Administrators/Supervisors:	
Superintendent & Asst. Superintendents	3
Directors/Managers/Supervisors	15
Principals & Asst. Principals	18
Deans of Students	11

Student Statistics:

Average Daily Attendance:	95%
Average Class Size:	25
Graduates Attending College:	76%
Students Attending Vo-Tech:	28.4%
Professional Staff-to-Student Ratio:	17.94 to 1
Drop Out Rate:	3.62%

School Buildings

<ul style="list-style-type: none"> Lynch Elementary School 2035 Roods Lake Road Lapeer, MI 48446 810-667-2448 	<ul style="list-style-type: none"> Maple Grove Elementary School 2020 Imlay City Road Lapeer, MI 48446 810-667-2444
<ul style="list-style-type: none"> Mayfield Elementary School 302 Plum Creek Road Lapeer, MI 48446 810-667-2442 	<ul style="list-style-type: none"> Murphy Elementary School 1100 Pratt Road Metamora, MI 48455 810-678-2202
<ul style="list-style-type: none"> Schickler Elementary School 2020 Oregon Road Lapeer, MI 48446 810-667-2440 	<ul style="list-style-type: none"> Seaton Elementary School 5065 Coldwater Road Lapeer, MI 48446 810-793-6264
<ul style="list-style-type: none"> Turrill Elementary School 785 S. Elm Street Lapeer, MI 48446 810-667-2438 	<ul style="list-style-type: none"> Rolland-Warner Middle School 333 DeMille Blvd. Lapeer, MI 48446 810-538-2334
<ul style="list-style-type: none"> Zemmer Middle School 1920 Oregon Rd. Lapeer, MI 48446 810-667-2413 	<ul style="list-style-type: none"> Lapeer Community High School 1220 Lake Nepessing Rd. Lapeer, MI 48446 810-667-2453
<ul style="list-style-type: none"> Lapeer East High School 933 S. Saginaw Street Lapeer, MI 48446 810-667-2418 	<ul style="list-style-type: none"> Lapeer West High School 170 Millville Road Lapeer, MI 48446 810-667-2423
<ul style="list-style-type: none"> Administration & Services Center 250 Second St. Lapeer, MI 48446 810-667-2401 	

District Mission Statement



*is a dynamic community organization
embracing our students with a
quality learning environment,
developing independent and
confident learners for the future.*

District Beliefs

We believe:

- **Every student is important;**
- **Education is a key that opens opportunities for every person;**
- **Challenging expectations result in greater achievement and success;**
- **In a safe, respectful, and positive learning environment;**
- **In a school culture that nurtures a life-long love of learning;**
- **In a commitment to continuous improvement;**
- **In being a dynamic organization in a competitive and ever-changing world;**
- **Student success requires effort and commitment from themselves, other students, family, school staff, and the entire community;**
- **A successful school district is dependent upon qualified and dedicated staff who are valued and supported.**

INTRODUCTION

Technology Planning Initiative Background

As our 2009-2012 technology plan was submitted, we were just beginning the first year of our bond projects, and the district's technology vision was just starting to take shape. Our technology plan served as the blueprint for a broad range of technology projects that finally allowed us to put in place the infrastructure and other technology in order to better support teaching and learning.

Although this plan still includes an annual timeline of planned technology acquisitions based on realistic budgetary expectations, with the majority coming from bond funds, it also includes our vision of where we really need to be, regardless of our funding limitations. Any additional funding allocated to technology will be designated to fulfill this long-term vision.

A common understanding among all planning committee members and administrators is that technology integration must be based on actual needs, as opposed to the acquisition of certain technology because it is merely new and interesting. Since Lapeer Community Schools is in the bottom quarter of school districts in Michigan in general fund revenues per pupil, the district must make sure that all technology dollars are spent wisely, and that all technology is implemented to achieve specific results in curricular improvement or staff and student efficiency. Although we were able to complete the majority of the projects defined in the previous technology plan through the use of bond dollars, the district understands that the supporting role of technology in education is an ever-changing responsibility, and that we must not become complacent as specific goals are achieved.

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting creative and critical thinking and establishing proficient communication skills.

District Technology Mission Statement

Our mission is to facilitate a learning environment where technology is utilized to promote success. Technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving. We will provide teachers with the skills and tools needed to integrate technology into the curriculum, and provide continuous support to ensure that the technology is being used to its maximum potential in the classroom.

Instructional Technology Planning Team

Name	Position
Nick Ward, Chairperson	Supervisor of Technology
Frank Auxier	District Systems Administrator
Rachelle Cole	Teacher, Murphy Elementary
Paul Dombrowski	Principal, Maple Grove Elementary
Kevin Gibson	Community Member
Terrie Hazard	Media Specialist
Chad Kenny	Elementary Computer Teacher
Mike Hobolth	Asst. Principal., Lapeer East High School
Steve Kellermann	Elementary Computer Teacher
Dick Mayberry	Lapeer West Teacher/Secondary Technology Coach
Tom McEachern	Elementary Computer Teacher
John Nugent	Board Member
Randy Panduren	Technology Support Specialist
Michele Pfeiffer	Elementary Technology Coach & Teacher
Steve Schabel	Technology Support Specialist
Kim Seifferly	Director of Teaching & Learning
Leilani Ward	Teacher, Zemmer Middle School

Goals

Curriculum

- Demonstrate technology skills in curricular areas throughout the student's K-12 experience.
- Plan where State standards and benchmarks are to be applied by grade level.
- Increase student achievement through technology integration.
- Utilize assessment software to measure student achievement in order to make data-driven decisions.
- Increase electronic methods of communication between students, teachers, and parents.
- Teachers and staff will become increasingly aware of the importance of technology integration, including assistive technology, to promote learning.

Professional Development

- 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

- Develop and 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 in the learning environment.

Monitoring and Evaluation

- Monitor and evaluate continuously to ensure that technology is being utilized in a way that best enhances teaching and learning

Our Vision

BUILDING OUR FUTURE

Although we accomplished a major undertaking with the technology projects achieved through the passage of the bond issue passed in May 2007, we were still not able to follow through with every goal and/or project that was outlined in our 2009-2012 technology plan. Even though the district does have a few major goals left to achieve, we finally have the technology infrastructure installed that provides the foundation to build on.

The district was recently notified that it was awarded Priority 2 E-Rate funding based on the third year of our technology projects. We are planning on using part of this funding to install a district-wide wireless system, which is the last main component left to be carried out from the 2009-2012 technology plan. We will install a wireless system that will allow for every student and staff member to connect multiple devices to a secured wireless network throughout each building.

The district has been challenged with declining student enrollment (down 33% since 1980), and has recently developed a new strategic plan centered around the continued decline in student population, expected to fall to 4,998 by 2017. The main elements of the strategic plan include:

2012-2013

Open Virtual Learning Center
Repurpose Turrill Elementary as a Year-Round Focus School
Close Seaton Elementary
Close Maple Grove Elementary
Redraw elementary attendance boundaries

2013-2014

Move Community High School to Lapeer West High School
House the Virtual learning campus at Cramton building (where LCHS currently resides)
Consideration of year-round middle school

2014-2015

Begin 9th grade academies at both middle school buildings
Use Lapeer East for a single 10-12 grade Senior High School

As specifics of the strategic plan begin to evolve, the technology plan will likely evolve along with it.

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 increasingly 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 (METS) for integrating technology into the curriculum.

Early Elementary PK-Grade 2

Creativity and Innovation

By the end of Grade 2 each student will:

- Use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

Communication and Collaboration

By the end of Grade 2 each student will:

- work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
- use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

Research and Information Fluency

By the end of Grade 2 each student will:

- interact with Internet based resources
- use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

Critical Thinking, Problem Solving, and Decision Making

By the end of Grade 2 each student will:

- explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
- use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

Digital Citizenship

By the end of Grade 2 each student will:

- describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses
- know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
- identify personal information that should not be shared on the Internet (e.g. name, address, phone number)
- know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

Technology Operations and Concepts

By the end of Grade 2 each student will:

- discuss advantages and disadvantages of using technology
- be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
- recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
- discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)
- use developmentally appropriate and accurate terminology when talking about technology

- understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
- demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

Upper Elementary Grade 3 – 5

Creativity and Innovation

By the end of Grade 5 each student will:

- produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
- use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
- participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

Communication and Collaboration

By the end of Grade 5 each student will:

- use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects
- identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)
- 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

Research and Information Fluency

By the end of Grade 5 each student will:

- identify search strategies for locating information with support from teachers or school library media specialists

- use digital tools to find, organize, analyze, synthesize, and evaluate information
- understand and discuss that web sites and digital resources may contain inaccurate or biased information
- understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

Critical Thinking, Problem Solving, and Decision Making

By the end of Grade 5 each student will:

- use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
- use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems
- use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

Digital Citizenship

By the end of Grade 5 each student will:

- discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)
- recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
- describe precautions surrounding personal safety that should be taken when online
- identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

Technology Operations and Concepts

By the end of Grade 5 each student will:

- use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
- describe ways technology has changed life at school and at home
- understand and discuss how assistive technologies can benefit all individuals
- demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
- know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

Middle School Grade 6-Grade 8

Creativity and Innovation

By the end of Grade 8 each student will:

- apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
- create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
- illustrate a content-related concept using a model, simulation, or concept-mapping software

Communication and Collaboration

By the end of Grade 8 each student will:

- use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
- use collaborative digital tools to explore common curriculum content with

learners from other cultures

- identify effective uses of technology to support communication with peers, family, or school personnel

Research and Information Fluency

By the end of Grade 8 each student will:

- use a variety of digital resources to locate information
- evaluate information from online information resources for accuracy and bias
- understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
- employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

Critical Thinking, Problem Solving, and Decision Making

By the end of Grade 8 each student will:

- use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem
- evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)
- gather data, examine patterns, and apply information for decision making using available digital resources
- describe strategies for solving routine hardware and software problems

Digital Citizenship

By the end of Grade 8 each student will:

- provide accurate citations when referencing information sources
- discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
- discuss the consequences related to unethical use of information and communication technologies
- discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
- create media-rich presentations on the appropriate and ethical use of digital tools and resources
- discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
- describe the potential risks and dangers associated with online communications

Technology Operations and Concepts

By the end of Grade 8 each student will:

- identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
- use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
- perform queries on existing databases
- know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
- identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
- use accurate technology terminology
- use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics
- discuss possible uses of technology to support personal pursuits and lifelong learning

- understand and discuss how assistive technologies can benefit all individuals
- discuss security issues related to e-commerce

High School Grade 9-Grade 12

Creativity and Innovation

By the end of Grade 12 each student will:

- apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
- create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
- use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

Communication and Collaboration

By the end of Grade 12 each student will:

- identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)
- use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
- collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
- plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)
- describe the potential risks and dangers associated with online communications
- use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

Research and Information Fluency

By the end of Grade 12 each student will:

- develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- identify, evaluate, and select appropriate online sources to answer content related questions
- demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infotrac, Discovery Education)
- distinguish between fact, opinion, point of view, and inference
- evaluate information found in selected online sources on the basis of accuracy and validity
- evaluate resources for stereotyping, prejudice, and misrepresentation
- understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
- research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

Critical Thinking, Problem Solving, and Decision Making

By the end of Grade 12 each student will:

- use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
- analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
- devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

Digital Citizenship

By the end of Grade 12 each student will:

- identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
- discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
- discuss and demonstrate proper netiquette in online communications
- identify ways that individuals can protect their technology systems from unethical or unscrupulous users
- create appropriate citations for resources when presenting research findings
- discuss and adhere to fair use policies and copyright guidelines

Technology Operations and Concepts

By the end of Grade 12 each student will:

- complete at least one online credit, or non-credit, course or online learning experience
- use an online tutorial and discuss the benefits and disadvantages of this method of learning
- explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements
- describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)
- identify an example of an assistive technology and describe its potential purpose and use
- participate in a virtual environment as a strategy to build 21st century learning skills

- assess and solve hardware and software problems by using online help or other user documentation
- explain the differences between freeware, shareware, open source, and commercial software
- participate in experiences associated with technology-related careers
- identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)
- understand and discuss how assistive technologies can benefit all individuals
- demonstrate how to import/export text, graphics, or audio files
- proofread and edit a document using an application's spelling and grammar checking functions

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

Lapeer Community Schools will employ alternative methods of instructional delivery through distance learning using various technologies (when/if available), including (but not limited to):

- Virtual Learning Academy
Beginning in the 2012-2013 school year, the district will be launching an online learning academy for students inside and outside of our district.
- Michigan Virtual High School
Classes via web access which offer courses not currently available in our district.
- Video-Streaming
Video-streaming resources such as Discovery Education will be used to enhance existing curricular areas at all grade levels. The “play now” or “download and play later” service provided by Discovery Education satisfies all four reform principals designated by the "No Child Left Behind Legislation."
- “Flipped” Instruction
The district will encourage teachers to use the “flipped” instruction method when appropriate, with teachers creating videos and/or interactive lessons that students access at home, while using class time to work directly with the students. Several “Live Scribe” pens were recently purchased for a designated group of teachers as a pilot program for flipped classrooms, and our technology coaches are assisting the teachers in developing lessons and utilizing the flipped classroom approach.
- 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. The Lapeer County Intermediate School District currently has a mobile large-screen video-conferencing unit that is designed specifically for this purpose.
- Video Conferencing
Software applications such as Skype, FaceTime, and Oovoo will be used for distance-learning opportunities as appropriate.
- E2020
E2020 provides virtual and blended learning environments supporting individualized learning for students. The district has been using this system since 2009, and plans on continuing and expanding its use. The system helps students to recover and accrue credits for graduation.

<p>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.</p>

Lapeer Community Schools will increase communication with parents and the community as technical applications allow by continuing existing methods of communication and implementing new projects, including:

- Continuing the use of PowerSchool (or equivalent service), a secure online information system that allows parents and students access to student grades, attendance, homework, and other relative data. PowerSchool is an excellent way for parents and students to monitor student achievement on a daily basis.
- Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum. We will be converting our web site over to SharpSchool, a new hosted Content Management System, in the summer of 2012.
- Promoting the district's public access cable television channel to keep parents informed of district activities and other important information. Special events including district sporting events, band and choir concerts, classroom plays, and ceremonies are also broadcast via this form of media.
- Using our recently installed Voice Mail system, now available for all teachers, secretaries, and administrators.
- Continuing to maintain an e-mail system for teachers, administrators, and other instructional and non-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.
- Continuing with our parent notification service that sends out instant notices to parents and other community members regarding school closings, emergency information, upcoming events, or any other information requiring immediate attention. These notices should be able to be sent out via phone, email, and text messaging. We currently use School Messenger.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.
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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 either of our high schools. This distance-learning option allows students to have an expanded selection of courses they would otherwise not be able to take.

Lapeer County Intermediate School District

The Lapeer County ISD offers a number of services to students, teachers, administrators, and the community. The LCISD provides a number of classes for students at its Education and Technology Center that are not offered at our high schools. Many of these classes are technology related, including CAD and Cisco Certification classes.

Our district also relies on the LCISD for the administration of the county's Wide Area Network.

The LCISD has worked with our district to provide Adult Enrichment courses offered to the community. Many of these courses are technology related, including CISCO and A+ certification classes.

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: OCLS FirstSearch; Galegroup Infotrac; SIRS Discoverer Deluxe; Electric Library Elementary.

Discovery Education

Discovery Education provides Internet based video streaming service made available through the ISD and our local REMC. Now implemented in every school, 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

<p>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.</p>

Goal: Provide ongoing training and support necessary for teachers to use technology effectively in the classroom and for administrators and staff to use technology effectively in day-to-day operations.

Introduction

Since Lapeer Community Schools is in the bottom quarter of Michigan school districts in general fund revenues per pupil, our district has not been able to allocate much money toward professional development, especially in the field of technology. We have been forced to be creative in our training methods, although most people in the district would agree that there are not enough opportunities. Even though our district recently passed a bond issue, bond dollars were not able to be used toward professional development.

In previous school years, our district was fortunate enough to be awarded Technology Literacy Challenge Fund Grants for Cycle 4 and Cycle 5. A major part of both grants was the professional development objective, which implemented a peer-to-peer training module. With each grant, we were able to train the majority of staff by identifying a person at each building to become that school's "mentor" trainer. This effort allowed us to reach the goals and objectives of both grants, and has encouraged us to use mentors for peer-to-peer training. Because of this success, our district will continue to seek out grants that will allow us to enhance the level of professional development opportunities.

Standards

The district will keep up to date with state and national technology standards, and use these standards when addressing technology proficiency of teachers and other appropriate staff. These standards are currently made available on-line at <http://techplan.org>.

Methods

Technology Coaches

Technology Coaches are at the highest level of technology proficiency, and are utilized to provide the most direct and comprehensive technology training to teachers. These are formal teaching positions designated exclusively for integrating technology into the curriculum. The district currently has a coach for secondary teachers and a coach for elementary teachers. Their main function is to provide one-on-one technology assistance to teachers, but may also facilitate building and district-level in-services. Our coaches

also develop handouts and online resources for teachers to use for technical guides, and are now maintaining a technology training self-help web page for teachers and staff:
<http://www.lapeerschools.org/training>

Media Specialists and Paraprofessionals

The district's media specialists and media paraprofessionals are also utilized to assist in more informal and "on-time" methods of training. Although they are more often relied upon for our "first line of defense" in technical support, their usual scope of support is to provide assistance in the computer labs.

Mentors

Mentors play a vital role in the professional development process, providing both formal training sessions in their buildings, and on-the-spot training as requested by peers. Mentors allow the district to use the "train the trainer" approach of professional development, which has proven to be a very successful and resource-efficient method of training. The district will continue to identify and train prospective staff members to become mentors, and to expand the practice of peer mentoring.

In-Services

In past years, the technology department and Department of Instruction cooperated to develop a *MACUL*-style in-service that allowed teachers to sign up for and attend a variety of technology training sessions. The in-service was so successful that the district attempts to recreate this event each year if possible, however the newly developed PD schedules make it more of a challenge to designate an entire day of PD.

Lapeer County Intermediate School District

The LCISD provides various training opportunity for numerous applications such as Moodle and Pearson Inform.

From Lapeer Community Schools' Strategic Plan:

Related District Strategic Plan Objective: Implement training programs to facilitate full utilization of instructional resources for staff and students (technology, media, career prep.).

Strategic Plan Action Steps:

1. Provide opportunities and incentives for staff to attend conferences, seminars, workshops, and to participate in virtual training.
2. Devote a minimum of one in-service per year to utilization and integration of instructional resources.
3. Offer enrichment mini-classes for staff, student, and community members before/after school and on weekends.
4. Establish a district wide technical skills database for staff to share specific technical expertise.
5. Develop a teacher-to-teacher training program throughout the district.

Professional Development Timeline

2012-2013:

- As new technologies (both hardware and software) emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology.
- As the district migrates to a new Content Management System for our web site, initial training will begin for all staff in the use of the new system. Technology Coaches will play a vital role in training teachers to use the new system, including the development of online training resources.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- As the district moves to a “cloud-based” e-mail system for students, teachers will be trained in assisting and monitoring students in the use of the system.
- Teachers will receive more in-depth training in the use of GradeCam to score and report tests using their document cameras. The goal is to eventually discontinue the use of costly Scantron sheets.
- Teachers and instructional staff members will continue to attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.
- Teachers will receive more in-depth training in the use of the district’s on-line grading and attendance software in order to take advantage of more advanced features.
- The District will continue to identify and train additional mentors who can provide training in a more informal environment at convenient times for all staff members.
- Before each school year begins, we will continue to designate a day to train new teachers in the use of district technology.

2013-2014:

- As new technologies (both hardware and software) emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology.

- The district will provide more in-depth training for our new web page system and the use of online document management.
- All teachers should be familiar with using the “clickers” (Classroom Response Units) for facilitating electronic tests, as well as to quiz students on comprehension of subject matter (pre- and post-assessments).
- The Technology Department, Department of Instruction, and Technology Coaches will work together to identify high-priority technology needs of teachers and staff, and develop a training method to best suit various levels of proficiency.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- The district will develop application-specific training sessions that can be offered at building-level in-services, or before or after school.
- Teachers and instructional staff members will continue to attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.
- The District will continue to identify and train additional mentors who can provide training in a more informal environment at convenient times for all staff members.
- The Technology Department will develop and publish a monthly electronic newsletter (available on the new web site) providing helpful news and information relating to the use of technology within the school system.
- Before each school year begins, we will continue to designate a day to train new teachers in the use of district technology.

2014-2015:

- As new technologies (both hardware and software) emerge and are acquired/implemented, staff will be adequately trained in the use of the new technology.
- The district will continue to dedicate at least one in-service day to the integration of technology into the curriculum.
- Our Instructional Technology Coaches will be continue to be fully utilized in providing training directly to teachers in the classroom in order to fully integrate technology into the curriculum.

- Teachers and instructional staff members will continue to attend conferences and workshops sponsored by organizations such as but not limited to MACUL and MAEDS.
- The technology department will continue to develop and offer application-specific training sessions that can be available at building-level in-services, or before or after school.
- The District will continue to identify and train additional mentors who can provide training in a more informal environment at convenient times for all staff members.
- The Technology Department, Department of Instruction, and Technology Coaches will continue to work together to identify high-priority technology needs of teachers and staff, and develop a training method to best suit various levels of proficiency.
- The Technology Department will develop and provide on-line technical support documents available via the district's email system (shared folders) and the district web site.
- Before each school year begins, we will continue to designate a day to train new teachers in the use of district technology.

<p>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.</p>

Resources in both Print and Web Format:

Acceptable Use Policy
 Technical Support Procedures
 Application for E-Mail Account
 Application for Web Site Account/Folder
 District Technology Guidelines
 Administrative Regulations: Telecommunications
 Request for Off Site Use of Computer Equipment
 Process for Building-Level Technology Acquisition
 Training Manuals Developed by our Technology Coaches

Resources in Web Format Only:

District Informational Web Site
 Staff Self-Help Training Page Developed by our Technology Coaches

Department of Instruction Web Site
State of Michigan Department of Education Web Site
Media Center Web Site (Individual Buildings)
United Streaming
Software Research Sites
Media/Tech Notes (Tech Dept. Newsletter)
REMC Video Check-Out System
REMC Online Bid Catalog
Career Cruising

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.**

Goal: The district will 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.

Current Status:

Wide Area Network

Our Wide Area Network was designed and installed by Barton Malow Technology, as well as the Lapeer County Intermediate School District. All of our school buildings, including the Administration and Services Center and the bus garage are currently connected by a 1 GB fiber backbone.

Local Area Networks

All buildings have a fully functional, recently installed Ethernet network running at 1 GB to each workstation, managed by 1 GB Cisco switches, including a layer-3 switch controlling the routing at each building.

Internet Access

All districts within Lapeer County belong to a consortium that receives Internet access through the MERIT network. The Lapeer County ISD manages, monitors, and serves as the proxy. Each building is charged based on the amount of bandwidth used.

Wireless Access

All buildings have at least a limited amount of wireless access. The Administration & Services Center is the only building that has 100% wireless coverage, but currently does not offer guest access. We plan on installing a complete district-wide wireless system by the start of the 2012-2013 school year.

Internet Content Filtering

The county ISD manages a Cymphonix Internet filter for Internet content filtering. The system uses a database of known inappropriate sites, as well as category and keyword filtering. Network Administrators also have the ability to block and unblock sites as needed. The system fully meets the requirements of the Children's Internet Protection Act (CIPA). All computers that access the Internet via the district's network are automatically filtered.

Servers

Management Systems

An IBM AS/400 is currently utilized to run the district's Finance and Human Resources Management System, currently CIMS.

For our Student Information System, the district has recently migrated to PowerSchool by Pearson, which runs on a Windows 2003 server.

File Servers

The district uses Windows servers as staff and student file serves at the high schools and middle schools, as well as Murphy Elementary school and the A&SC. These servers have been consolidated down to two servers and are centrally located at the A&SC. The district has a Novell Netware file server in the remaining elementary buildings.

Students are able to have their own personal folders on the used to save and retrieve school projects. All buildings all have a "Share" folder on their servers, which is a full-access folder that can be accessed by anyone, anywhere in the building. Teachers and staff also have their own private folders on the server. The servers are also used to launch applications directly from the server.

Web Server

We have one web server running on Windows 2003. The server hosts the district's main web page, as well as individual building and classroom pages. We will be moving to a hosted Content Management System this year.

E-Mail Server

The district currently uses Microsoft Exchange & Outlook as it's e-mail and collaboration system. The Exchange system also utilizes WebAccess, which allows employees to access the system from any computer on the Internet, inside or outside the district's network.

Additional Servers

The technology department also operates several other servers providing various functions such as:

Building Security System (alarm and card access)
Time Clock System

Library Automation System
Point-of-Sale System (food service)
Video Surveillance System
Phone & Voicemail System
Bus Routing Management System
Backup Systems

Cloud-Based (Hosted) Servers

Systems that we manage, but are hosted off-site include:

Parent Notification System (SchoolMessenger)
Custodial/Maintenance Task Scheduler (SchoolDude)
Online Instructional Delivery System (E2020)

Phone & Voicemail System (including E911)

A district-wide Cisco phone and voicemail system was installed during our recent bond initiative. A new Cisco phone was installed in every classroom, office, and meeting room throughout the district. Voicemail accounts were created for all teachers, secretaries, administrators, and several support staff.

The system supports E911, which will be required for all school districts by January 1, 2017. E911 sends information regarding what location within the building a 911 call originated from.

Classroom Technology

All classrooms now have a ceiling mounted multimedia projector, amplified speaker system, teacher computer, laser printer, document camera, and phone (with voicemail).

Elementary and middle school classrooms each contain five network drops for student workstations, and the high school classrooms each contain 3 network drops for student workstations.

Teacher computers are currently going on their seventh year of operation, and need to be replaced.

Computer Labs

Elementary Schools

All elementary schools have a full-sized lab with a minimum of 32 student computers and one teacher computer. All labs include a mounted projector, amplified speaker system, interactive white board (Smart Board), document camera, and laser printers.

Middle Schools

Each middle school has 3 full-sized labs, each with a minimum of 32 student computers and one teacher computer. All labs include a mounted projector, amplified speaker system, a document camera, and laser printers.

Each middle school also contains a Modular Technology Lab for career-based technology instruction. Both labs include 16 student modules plus a teacher module.

High Schools

Lapeer East and Lapeer West each have four full-sized computer labs, each with a minimum of 32 student computers and one teacher computer. All labs include a mounted projector, amplified speaker system, a document camera, and laser printers.

Community High School has one lab with 20 student computers and a laser printer.

Science Labs

Lapeer East and Lapeer West high Schools each have seven newly refurbished science labs, each containing 14 networked student workstations.

Printers

All teachers have their own personal laser printer, but are encouraged to print larger jobs to networked copy machines, which have a much less cost-per-page. Labs and large workgroups contain printers networked via built-in or external print servers. Smaller workgroups (classroom clusters) have printers networked using print sharing. We are attempting to reduce cost-of-ownership by phasing out inkjet printers and utilizing networked laser printers. This phase-out cycle is almost complete.

iPad Carts

The district installed its first cart of iPads at Schickler Elementary during the 2011-2012 school year through a school board sponsored “Innovative Instructional Grant” program. Our goal is to have at least one, if not several of these carts in each school building.

Smart Phones

At the beginning of the 2011-2012 school year, several administrators and principals received Android phones to replace their BlackBerry devices. It is the district’s intention to continue in this direction, as these devices now replace multiple devices in a more efficient manner. Combining email access, phone, calendar access, Internet access (including access to PowerSchool), and note taking, the devices provide a convenient way to access resources and stay connected when away from the office, school building, or district.

Video Surveillance & Building Security Systems

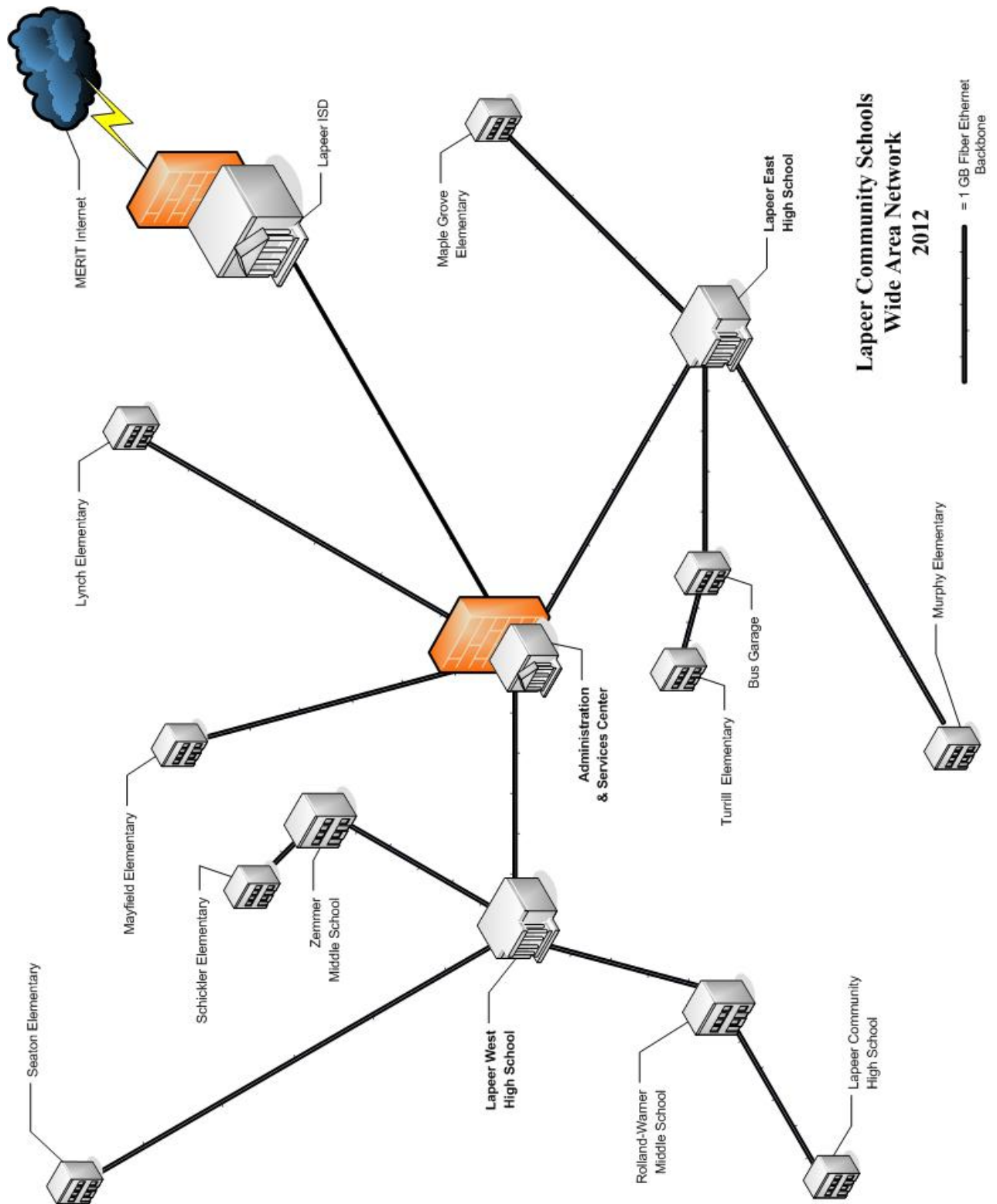
Through the 2007 bond issue and a Homeland Security Grant, the district now has a security system in every school building, including the Administration & Services Center and the bus garage. The security system includes:

- Fixed-position and PTZ (Pan, Tilt, Zoom) cameras located at numerous strategic areas inside and/or outside each secondary school, bus garage, and administration building.
- Digital Video Records (DVR's) located in each secondary building's MDF that records and stores several days' worth of video from each camera, along with the ability to playback and export recorded video.
- A card-reader and/or key fob access system that replaces the use of all keys for external doors. ID Badges are programmed for access depending on employee classification.
- An alarm system that monitors all doors and various thermal sensor equipment.
- The ability for the security in all buildings to be configured and managed from a central server at the Administration and Services Center.

Software/Apps

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

Microsoft Office Professional	FrontPage
GradeCam	PowerSchool (Online)
GradeCam Online	Type To Learn
AVer+	Type To Learn Jr.
AVermedia	Jump Start Typing
TurningPoint	Renaissance Math
TurningPoint Anywhere	PLATO (ILS)
CPS	Automated Accounting
ExamView	Adobe Go Live
Camtasia	PhotoShop
SMART Notebook	Career Cruising (Online)
Inspiration	GoObserve
Inspire Data	OoVoo
Kidspiration	Micro Type Pro
KidPix	QuickCheck
MOIS	Digital Frog
SIRS Researcher	Microsoft Outlook



Plans and Expectations:

Wide Area Network

We currently have a 1 GB fiber connection between each building in the district, with the administration building serving as the central hub. We plan to upgrade our network equipment to provide at least a 10 GB fiber backbone between all buildings in the near future. An intermediate step of doubling our bandwidth by utilizing two strands of fiber between buildings (1 GB each way) is a cost-effective solution if we are not able to budget for the 10 GB equipment.

If any new school buildings are constructed, our fiber backbone will be expanded to connect to each new school building. A two-year window is needed to complete the fiber connection.

Local Area Networks

The district will maintain a fully operational Ethernet network within each building, supporting a minimum 1 GB connection to each workstation. The network will support both data and voice. All connections should terminate back to a designated MDF. In certain cases, a district-approved switch may be utilized in an area (such as a classroom) where more connections are needed.

Internet Access

The district will continue to collaborate with the ISD to receive a shared Internet connection through Merit. Our ISD will monitor the bandwidth usage and propose to increase the amount of bandwidth if needed.

Internet Content Filtering

All Internet connections will continue to be filtered district-wide, complying with at least the minimum CIPA requirements. Our Intention is to continue to collaborate with the other school districts in Lapeer County to share the cost of filtering by operating a single filtering device at the ISD level that is managed separately by each school district. At this time, we are currently using “Cymphonix” as our Internet filter.

Wireless Connectivity

The district will install a wireless system that will provide Wi-Fi access within every school building. Wireless coverage will include all classrooms, offices, gyms, cafeterias, lobbies, and work areas. The system will include both a secured, private connection, and a public (guest) connection. The public connection will have limited bandwidth to prevent the saturation of the wireless network with unnecessary traffic.

All access points will be centrally managed and monitored. Under no circumstances will personally-owned wireless routers or access points, or cell phones serving as “hot spots” be allowed to operate with the district. These devices have the potential to interfere with the existing wireless network, and if discovered, will be treated as a rogue network device and removed immediately.

File Servers

In order to cut costs of hardware and electrical usage, we are attempting to virtualize as many servers as appropriate, as well as consolidate and centralize servers that used to be housed locally at each building.

Teacher Computers

The district will continue to provide a desktop computer at all teacher work areas. Exceptions will be made to provide a laptop or other mobile device instead of a desktop computer for certain teachers if deemed to be more suitable. With the advancement of mobile technology, we will be open to teachers transitioning to other types of mobile devices (such as tablets), if the technology allows for teachers to achieve the same level of productivity as a desktop computer. Teacher computers will be connected to an overhead projector, a document camera, and an amplified speaker system. They will be replaced on a five-year cycle.

Document Cameras

All classroom teachers currently have document cameras connected to an overhead projector. We will continue to support and maintain these devices, and replace with upgraded models when necessary.

Projectors

All classrooms currently have a ceiling-mounted projector. Buildings will continue to be responsible for the replacement of bulbs and the cleaning of filters. At the end of the lifespan of our current projectors, we intend to replace them with LED projectors that require no replacement bulbs, and do not contain filters that require cleaning.

Classroom Computers

Computers will be provided as needed in each classroom for student use.

Other Classroom Technology

Add additional technology to classrooms as appropriate:

Clickers (Classroom Response Units) (enough for entire grade level per building)

Wireless Slates

Interactive Whiteboards

Mobile Devices and Carts

The district will continue to encourage the use of mobile devices including those bundled with carts, and implement where appropriate. Our goal is to have at least one mobile cart per building, each with a full classroom set, but preferably enough units to provide an entire grade level with a device. Our ultimate goal would be able to provide devices for a 1:1 solution.

Bring-Your-Own-Device

The concept of allowing students to bring in their own portable, wireless devices for use in the classroom is still introductory at this stage, but is open for consideration in the future. We will continue to evaluate this emerging trend to determine if can be successfully implemented in the district.

Telecommunications

The district will continue to support its recently installed Cisco IP-based phone system. Since it is brand new and includes E911, there are currently no plans to upgrade or replace the existing system, with the exception of upgrading the management system software on the call center and voice mail servers if necessary.

E911 Requirements – Our new Cisco phone system is E911 ready. When programmed properly, a 911 call will provide central dispatch with the actual location of where the call originated from (room number, kitchen, office, etc.).

Staff Access to Computers

All staff will have access to computers. To accommodate this, all staff lounges or workrooms will have at least one computer with network access, and high school lounges or workrooms will have at least two computers with network access. Itinerant teachers will have their own laptops or will use designated workstations if these teachers have their own office or workspace.

Computer Labs

The district will continue to support:

- 4 computer labs in each high school (including one full lab in each media center)

- If buildings merge, we will adjust the number of computer labs as necessary, and will supplement any loss of labs with mobile technology

- 3 computer labs in each middle school

- If the number of computer labs is reduced due to district realignment, we will supplement the loss with the addition of mobile technology

- 1 computer lab in each elementary school

- 1 computer lab for the alternative high school

In the event that computer labs must be converted into classrooms due to physical space constraints related to the newly developed strategic plan, mobile devices will be used to replace the number of workstations displaced by the transition.

Printers

In order to accommodate wireless printing from mobile devices, especially iPads and iPhones, the district will be installing laser printers with ePrint and Airprint, with the printers being located in media centers, offices, and meeting rooms.

Infrastructure Acquisition Timeline

2012-2013

- Install wireless access points in all school buildings
- Install wireless management system at the district level that will allow the technology department to centrally manage all wireless access points throughout the district
- Purchase new computers to replace all current teacher computers
- Purchase 3G/4G-enabled netbooks or other portable devices for students of the new Virtual Learning Academy (only for students that will not be using their own computers or Internet access)
- Upgrade backup system to allow for additional storage space
- Consider participating in the new Microsoft licensing agreement for schools (subscription based rather than one-time purchase)
- Participate in the Microsoft Live 360 program for free student email, storage space, and online versions of Office.
- Migrate district web site from district-owned server to a hosted Content Management System
- Purchase and install any required technology for the new year-round focus school beginning on August 1, 2012

2013-2014

- Replace computers in High School Computer Labs & Media Centers
- Replace Administrative & Secretary Computers
- Acquire enough clickers at each school to allow for an entire grade-level to participate in interactive testing simultaneously (as State testing may mandate).
- Acquire enough computers or portable computing devices at each school to allow for an entire grade-level to participate in State-mandated online testing.
- Upgrade to newest version of Microsoft Exchange for staff e-mail.

2014-2015

- Replace computers in Elementary and Middle School Computer Labs & Media Centers
- Replace laptops in meeting rooms at Administration & Services Center
- Purchase new administrative computers to be replaced as needed.
- Add mobile computing devices (tablets/laptops) into buildings as needed.

TECHNICAL SUPPORT

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

Introduction

As school districts first started to acquire technology, it was treated more as a novelty than as an instructional tool. If the technology did not work, it was just accepted that the students would not be able to do something “extra” that day. Eventually, educators learned how to introduce the technology into the curriculum, enhancing the learning experience and developing creative projects that were not possible before. We now have a learning environment where technology plays a crucial role and is depended upon for daily instruction and communication. Teachers should not have to be preoccupied with anticipating whether the technology is going to be operational on a daily basis. Our district understands that support must be delivered at all areas, including hardware, software, instructional integration, and user support.

Existing Support Procedures

Elementary Buildings and Middle Schools

All issues should be sent to the technology department via e-mail or voice mail where they are prioritized and entered in the department’s job-tracking database. A technology coach may also be utilized before contacting the technology department.

High Schools

Staff members may send a support request to the technology department via email (preferred) or phone, but may also work directly with a technology coach in the building. They may also report the problem to the media center, where the media specialist or media paraprofessional decides if the job is suitable for a student assistant to work on (if available). If the problem cannot be resolved by the student assistant or media paraprofessional, it is then forwarded to the technology department via e-mail or voice mail where it is prioritized and entered in the department’s job-tracking database. Problems or concerns relating to the network are forwarded directly to the technology department.

Mentor Program

Currently, the district has Mentors that are designated for certain applications. For example, a teacher has been identified in each school for assisting and training peers in the use of PowerSchool. If a teacher has a problem with that application, they are to first contact the designated mentor. If the mentor cannot solve the problem, it is then forwarded to the technology department. The district will continue to use mentors for training and support, especially when introducing new technologies and applications. Our Technology Coaches will be responsible for providing all mentors with the resources and training needed to assist other teachers.

Technology Coaches

Technology coaches are at the highest level of technology proficiency. Unlike mentors, these are formal teaching positions designated exclusively for integrating technology into the curriculum. The district currently has a coach for secondary teachers and a coach for elementary teachers. Technology Coaches are utilized to provide the most direct and comprehensive technology training to teachers. Technology Coaches are officially under the Department of Instruction.

District Technology Department

During the 2003-2004 school year, the Management Information Systems (MIS) Department and the Instructional Technology Department were merged into a single technology department. Before that merger, the Management Information Systems Department was responsible for all office and administrative computers connected to the district's AS/400 management system. The MIS department was also responsible for maintaining the token-ring network that provided connectivity to their system. The Instructional Technology Department was responsible for all technology used for educational purposes, including all teacher and student computers, building file servers, and the Ethernet network.

Before the merger, the district had to maintain two parallel networks. We have since phased out the entire token-ring network and now run exclusively on an Ethernet network.

Currently, the department maintains about 2,700 computers, 16 Novell Netware file servers, the PowerSchool server, the AS/400, a web server, and our GroupWise e-mail server. Including staff and students, there are usually about 900 users on our system at any given time.

Staffing

The district currently has four full-time technology support staff. Although needed, there are currently no plans to increase the amount of staff in the near future due to financial limitations. The current technology positions are:

Supervisor of Technology

Oversees the operations of the technology department, including the network and all related technology; plans for future implementation of technology; maintains all servers, network infrastructure, user accounts and folders; performs high-level troubleshooting; maintains technology database; trains and assists staff.

District Systems Administrator

Responsible for the overall operation, maintenance, and security of the District's central server and Information Management System (currently AS/400 and CIMS) and other network equipment.

Assists Administration and Services Center personnel and elementary and secondary building office personnel in the timely and accurate completion of their duties related to use of the District's Information Management System.

Computer Systems Specialists (two positions)

Maintains and troubleshoots computer systems and software; assists with installation of new equipment and software; provides support for staff. The technology department

currently has two of these positions after adding a position in the 2007-2008 school year as defined in our 2006-2009 technology plan.

The secretary for the District Media and Technology Center splits her duties between the technology department and the district's central media center, and will also take on duties supporting the business office beginning in the 2012-2013 fiscal year.

Future Staffing Considerations

Preferably, the district will hire a network administrator to maintain the district's network and servers, including upkeep of existing equipment, designing and planning for new installations and expansion, and assisting users with network-related issues. The current Supervisor of Technology used to serve as the Instructional Network Administrator, but the position was never properly filled since the merger of the two technology departments.

Technology Coaches

Technology coaches are at the highest level of technology proficiency. Unlike mentors, these are formal teaching positions designated exclusively for integrating technology into the curriculum. The district currently has a coach for secondary teachers and a coach for elementary teachers. Technology Coaches are utilized to provide the most direct and comprehensive technology training to teachers. Technology Coaches are officially under the Department of Instruction.

Operation

All requests for technical support or other needs are received via e-mail and voice mail (with e-mail the preferred method). As requests arrive, they are entered into a database that was customized for our department's day-to-day operations. All jobs are given a priority and assigned to the appropriate person.

Priorities are assigned by assessing the following criteria:

1. Emergency: Must be given immediate attention
2. Vital to Instruction: Do as soon as possible
3. Enhances Instruction: Do as soon as possible (after priority two)
4. When Convenient: When in building after completing other higher priority jobs
5. Special Project: Usually performed during down time or after school

As jobs are completed, they are documented in the database and marked as completed. The database allows for reports that show jobs sorted by priority, building, or person assigned. A job history report is also available.

Inventory

The department is also responsible for maintaining an inventory of all hardware and software. This is done through our technology database and interacts with the "Job Entry" portion of the database. All new computers are allocated station numbers that follow a standard, easily identifiable pattern. As jobs are assigned, the station numbers are selected from a pull down list

that displays the entire inventory. This allows for the tracking of all problems and repairs of any given piece of equipment.

Routine Inspection & Maintenance

At Lapeer East and Lapeer West High Schools, our Student Technology Assistants provide the majority of routine maintenance through the guidance of media staff and the technology department. At all other schools, the district's technology department staff performs inspection and maintenance. All computers are inspected at least once during the school year. During inspection, we look for unneeded programs, viruses, hard drive problems, programs running at start-up, network problems, visible hardware damage, etc. Computers are cleaned (vacuumed and/or blown out) during the summer as time allows.

Professional Development

The technology department has, and will continue to participate in opportunities for professional development.

Opportunities include but are not limited to:

- Conferences such as MAEDS and MACUL
- Certification programs (such as Microsoft and MSBO training)
- Workshops provided by local organizations such as ISDs
- User Group sponsored training
- On-line resources

Security and Cost of Ownership Procedures

To limit the number of problems warranting the need for technical assistance, the district has implemented security-related procedures to prevent many issues of abuse and accidental damage from occurring.

Clean Slate and Deep Freeze

These are our main software packages used for security purposes. They do not lock down any programs or prevent users from accessing anything in the operating system. However, once the computer is restarted, all changes are erased and the computer is restored to the exact state it was in before. Deep Freeze is used on all Windows XP computers primarily used by students, while Clean Slate is used for all Windows 98/ME student computers.

User Policies

Users have individual policies that are determined by how they log into the server, controlled via Group Policy Objects within Active Directory. Technology staff can restrict operating system features (editing the registry, accessing control panel, changing wallpaper and screensaver, etc.) and control what each user's desktop and start menu contain. User policies are heavily implemented on student computers.

Distributed Applications

Where feasibility and copyright allows, many software programs are installed on the server. When users log in, the appropriate icons are then displayed on the computers' desktops that point to the particular application. This practice prevents technology staff from having to install the

software on each individual machine, and allows us to control which users have access to certain software applications. When acquiring software, we encourage buildings to purchase the “network version” if available, since it allows us to use this central method of installation.

Imaging

The technology department uses imaging software to create an image of a computer’s hard drive. These images are used to fully restore the computer back to its original state in case of hard drive failure or software problems. This practice is also used when acquiring new computers to ensure that all computers have the same configuration.

Engraving

All technology equipment is engraved with the serial number and name of the district for identification purposes in case of theft. The Instructional Media and Technology Center has extra engravers that are loaned to buildings on a regular basis.

Replacement Cycle of Hardware

To minimize the need for technical support, the district has implemented a five-year minimum computer replacement cycle. After five years of use, computers originally purchased with district funds will be replaced with new computers. Some of the older computers may be migrated down to areas where software requirements are not as resource demanding. For example, our keyboarding labs are currently designated as locations where older computers are relocated, since the applications in use do not require a great amount of processing power or memory.

I. Strategies to increase access to technology for all students and all teachers.
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Lapeer Community Schools will attempt to provide access to technology for all staff and students. All classrooms and media centers have at least one network drop with a multimedia computer. Strategies for continuing, as well as increasing access include:

- Media Centers and associated computer labs will continue to be used as the “technology hub” in each building. Our district recently upgraded all media centers and associated labs in each building, resolving a major equity issue. All media center and lab workstations are easily accessible to persons with disabilities.
- The district intends to add mobile carts to each building, eventually providing enough mobile devices for an entire grade level.
- Media Centers in secondary buildings should be open before and after school, as well as during lunch, in order to provide students access to technology.
- Assistive technology will be applied when applicable for students with special needs. The technology department will work in cooperation with the special education department to implement assistive technology where needed.
- At least one computer lab in each secondary building will be designated as an “open lab” available for entire classrooms to use. Classroom teachers will continue to sign-up for scheduled times for lab usage. It is the district’s goal to add an additional lab at each secondary building designated as an open lab. The district has achieved our goal of providing an open lab in each elementary building. The new labs are open at all times except during scheduled elementary technology classes.

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.

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Technology Staff (Salaries & Benefits)	258,437	258,437	258,437
Software	20,000	20,000	12,000
Networking Costs			
WAN Upgrades (bandwidth upgrade)	0	0	25,000
Service Agreements & Purchased Services	85,000	85,000	85,000
Computer & Equipment Repair Services	13,000	14,000	15,000
District-Wide Wireless System	210,000	0	0
New Computers & Equipment	304,000	328,000	450,200
Maintenance Supplies & Materials	25,000	30,000	30,000
Travel (Mileage Costs)	12,000	12,500	13,000
Verizon Services	18,000	18,500	19,000
Professional Development **	12,000	12,000	12,000
Total	\$957,437	\$778,437	\$919,637

* All infrastructure and equipment purchases are outlined in the plan's Infrastructure section.

** Much of our professional development is provided in-house through district-wide and building-based in-services at little or no cost to the district.

K. Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan.
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Lapeer Community Schools has established a structured method of planning for the acquisition of technology resources:

- The Instructional Technology Committee, in cooperation with the technology department, identifies future technology goals, along with the infrastructure and other resources needed to meet the goals.
- These goals are prioritized in order of greatest impact on instruction.
- Costs are associated with each project.
- The Supervisor of Technology develops a plan including budget and timeline for completing each project for the upcoming school year.
- The Instructional Technology 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.

Lapeer County Intermediate School District

In the past, our ISD has provided technical services, professional development, and instructional support. The district will continue to collaborate and share resources with our local ISD.

Grants

Lapeer Community Schools has aggressively sought out grants to finance special projects concerning the integration of technology into our classrooms. Our district was fortunate enough to be awarded major grants for the Technology Literacy Challenge Fund for both Cycles 4 and 5. Numerous individual grants have been awarded to teachers for various projects involving technology incorporation. Our district will continue the practice of obtaining grants in order to further implement technology into the curriculum.

Alignment of Technology Plans

Lapeer Community Schools will continually monitor state and national technology plans to ensure that the district's goals and objectives coordinate with state and national guidelines and requirements. The district's technology plan will be revised and amended as needed.

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.**

Goal: A continuous monitoring and evaluation process will be implemented to ensure that technology is being utilized in a way that best enhances teaching and learning.

Staff Needs Assessment

A Staff Needs Assessment will be updated and implemented by the Supervisor of Technology and technology coaches and will be completed by all instructional staff on an annual basis. The results will be shared with the Department of Instruction and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses in current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan for future professional development based on identified needs

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

Feedback from Mentors and Technology Coaches

Our technology mentors have one-on-one contact with other teachers while working with the integration of technology in the classroom. Feedback from mentors can provide vital information as far as what is actually working in the classroom, as well as to how technology incorporation is being accepted by our teaching staff. Our mentors can also suggest alternatives to meet goals when existing methods are not working.

Instructional Technology Committee

The Instructional Technology Committee meets occasionally during the school year to provide planning, direction, and evaluation of instructional technology in the district. The committee plays an increasingly vital role in identifying methods of integrating technology into the curriculum. All technology-related projects, policies, goals, and objectives are set in place by the committee, which in turn evaluates progress and suggests changes accordingly.

Questions for Monitoring and Evaluation

Is the technology available and working correctly to perform the task?

Do staff members have enough time to implement technology-related projects?

Have goals and objectives been explained to instructional staff?

Has staff completed sufficient training to implement the technology?

Has staff willingly accepted the integration of the particular technology?

Are students able to utilize the technology proficiently?

Are technology-related lesson plans grade-level appropriate?

Has technology integration resulted in increased student creativity and problem solving skills?

Has technology integration resulted in increased productivity?

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

Lapeer Community Schools will utilize the Instructional Technology Committee to continually review all policies regarding technology use by staff and students. As changes are recommended and approved by the committee, the Board of Education must then officially approve any changes or amendments to existing policies as well as new policies. Appendix A includes all of the district's technology-related policies.

Appendix A:

ACCEPTABLE USE POLICIES

and other technology-related policies

Lapeer Community Schools Bylaws & Policies

7540.03 - 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 District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

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 and responsibilities.

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection, to only those services and resources 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.

Pursuant to Federal law, 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 technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

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 of personal identification of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate 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. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. 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 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 Supervisor of Technology 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.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Adopted 6/7/01

Revised 12/6/01

Revised 2/4/10

Lapeer Community Schools Bylaws & Policies

7540.04 - 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 students 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 the resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Staff use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

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, database, 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 and responsibilities.

First and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources 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.

Pursuant to Federal law, 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 technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the

Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The Superintendent or Supervisor of Technology 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"), cyberbullying and other unlawful or inappropriate activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Building principals are responsible for ensuring 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. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. 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 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 policy and its accompanying guidelines.

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

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

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47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Adopted 12/6/01

Revised 2/4/10

Lapeer Community Schools Bylaws & Policies

7540 - 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 District operations. It also recognizes that safeguards have to be established to ensure that the District's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent has the authority to establish guidelines not only for proper acquisition of technology but also to ensure that staff and students are making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall also ensure that both staff and students are adequately informed about disciplinary actions that will be taken if District technology and/or networks are abused in any way or used in an illegal or unethical manner.

Lapeer Community Schools Bylaws & Policies

7540.01 - 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. 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 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 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.

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

All computers and any information of 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 of 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 12/6/01
Revised 11/7/02

Lapeer Community Schools Bylaws & Policies

7542 - NETWORK ACCESS FROM PERSONALLY-OWNED COMPUTERS AND/OR OTHER WEB-ENABLED DEVICES

District students and employees, as well as contractors, vendors and agents of the District, shall not be permitted to access the District's server and internal network, while on-site at a District facility, from their personal computers and/or web-enabled devices of any type.

Exceptions to this policy must be approved in advance, in writing, by the Superintendent.

Board members, employees, and/or students, as well as contractors, vendors, and agents of the District may use their personal computer or web-enabled device of any type to access the District's server and internal network while they are on-site at any District facility, provided the computer and web-enabled device meets the established standards for equipment used to access said server and network.

The necessary standards for connecting to the District's server and network shall be developed. Access to the standards for connecting to the District's server and network using a personal computer or web-enabled device of any sort shall be provided upon request for all to whom this policy applies.

Establishment, and subsequent enforcement, of the standards is intended to minimize the potential exposure to the District from damages, including, but not limited to, the loss of sensitive District data, illegal access to confidential data, damage to the District's intellectual property, damage to the District's public image, and damage to the District's critical internal systems, from unauthorized use.

Any Board member, employee, student, contractor, vendor, and/or agent of the District who violates the established standards, who violates the District's Acceptable Use policy, or who accesses the server and network without authorization may be subject to disciplinary action, up to and including expulsion, if a student, termination of employment if a District employee, denial of access if a Board member, or cancellation of the contract with the District if a contractor, vendor or agent. Further, the Board member, employee, student, contractor, vendor, and/or agent of the District who violates the established standards or who violates the District's Acceptable Use policy may be denied access to the District's server and network in the future.

Adopted 2/4/10

Lapeer Community Schools Bylaws & Policies

7543 - REMOTE ACCESS TO THE DISTRICT'S NETWORK

Access to the District's Website (www.lapeerschools.org) is encouraged.

The following resources shall be available on the District's website:

- A. the District's calendar of events
- B. gradebook program
- C. required State report
- D. Board Meeting Summaries
- E. Staff access to e-mail

The Board encourages employees, parents, students, and community members to check the District's website regularly for changes to these resources and for the addition of other resources. Some resources may require a user name and password, or a login procedure due to the personally identifiable nature of the information provided through that resource (e.g., the gradebook program and e-mail system). If a user name and password, or login procedure, is necessary to access a resource, information shall be provided on the website explaining who is eligible for a user name and password, how to obtain a user name and password, and detailed instructions concerning the login process.

Board members, District employees, and/or students, as well as contractors, vendors, and/or agents of the District, are not permitted to use their personally-owned or District-owned computer or workstation and/or web-enabled devices of any type to remotely (i.e. away from District property and facilities) access the District's server and thereby connect to the District's Network. This policy is limited to remote access connections that are used to do work on behalf of or for the benefit of the District, including, but not limited to, sending e-mail and reviewing District-provided internet web resources and completing assigned coursework.

Each individual granted remote access privileges pursuant to this policy must adhere to the following standards and regulations:

- A. his/her device computer/device must have, at the minimum, the anti-virus software specified in the District's standards for remote access and connection
- B. the individual may only access the Network using his/her assigned user name and password

The individual must not allow other persons, including family members, to use his/her user name and password to login into the Network. The user may not go beyond his/her authorized

access.

- C. his/her device may not, at any time while the individual is using remote access to connect to the Network, be reconfigured for the purpose of split tunneling or dual homing
- D. use of the Network is contingent upon the individual abiding by the terms and conditions of the District's Network and Internet Acceptable Use and Safety policy and guidelines

Users may be required to sign the applicable agreement form (Form 7540.03 F1 or Form 7540.04 F1) prior to being permitted to use remote access.

Additional standards and regulations for remotely accessing and connecting to the District network shall be developed and published in AG 7543 - Standards and Regulations for Remote Access and Connection.

Any user who violates this policy may be denied remote access and connection privileges.

Any employee who violates this policy may be disciplined, up to and including termination; any contractor, vendor, or agent who violates this policy may have his/her contract with the District terminated; and any student who violates this policy may be disciplined up to and including suspension or expulsion.

Adopted 2/4/10

Lapeer Community Schools Bylaws & Policies

7545 - ELECTRONIC COMMUNICATIONS

The advancement of technology has provided many new ways for individuals to communicate with one another. These electronic communications include social networking sites, instant messaging, text messaging, e-mailing and photo-sharing, among others. Additional methods of electronic communication can be anticipated as the technology continues to evolve.

However, use of such technology must be approached with caution by School District employees. Given the nature of the communications, there is a significant potential both for inappropriate use and for alleged inappropriate use. To protect staff and students, the following restrictions are established:

- A. Electronic communications with students should be appropriate in tone, content, and quantity. Stalking, harassment, or other unwelcome behaviors are prohibited, including any type of sexually suggestive comments, photos, or graphics.
- B. Electronic communications with other employees should be appropriate in tone, content, and quantity. Stalking, harassment, or other unwelcome behaviors are prohibited.
- C. Electronic communications during work time shall only be allowed for work-related matters or personal emergencies. Work time is defined as all paid work time that is not a designated break or meal period.
- D. Electronic communications with students are only to occur through District maintained e-mail accounts or websites, not through employees' personal e-mail accounts.

The District may require the employee to produce records for review when there is reason to believe that this policy has been violated. Records within the District's control may be reviewed periodically to assure that this policy is being complied with. These may include Internet logs, cellphone records, or other similar documentation.

Questions regarding acceptable electronic communications or unwelcomed electronic communications from someone associated with the District should be submitted to the Supervisor of Technology or the Superintendent.

Adopted 2/4/10

Lapeer Community Schools Bylaws & Policies

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

The Board of Education authorizes the use of video surveillance and electronic monitoring equipment at various school sites throughout the District and on school buses. The video surveillance/electronic monitoring equipment shall be used to protect Board property and assets from theft and vandalism, through deterrence and video documentation. The system is not designed nor intended to protect individuals from being victims of violent or property crimes, nor to detect other potentially illegal and undesirable activities that may occur, although information may be used as evidence in such cases.

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Video surveillance/electronic monitoring systems serve to complement other means being employed in the District to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a video surveillance/electronic monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the video surveillance/electronic monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus security.

The Superintendent is responsible for approving where and when to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The building principals and administrators responsible for other facilities shall be responsible for recommending use of video surveillance/electronic monitoring. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g., school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the Superintendent, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g., restrooms, locker rooms, changing areas). The Superintendent shall carefully consider and consult with District legal counsel before authorizing placement in, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms, or in individual classrooms during instructional times.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use. Signs shall be reasonably designed to notify people that their actions/behavior are being monitored/recorded. Additionally, the Superintendent is directed to annually notify parents and students via school newsletters and the Student Handbook, and staff via the Staff Handbook, of the use of video surveillance/electronic monitoring systems in their schools.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video

surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Video recordings will be totally without sound.

Recordings of students will be treated as confidential, to the extent allowed by law. Copies of video recordings containing personally identifiable information about students shall not be released except as required or authorized by law. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recording). Absent a clear legal obligation, confidential recordings will only be released through subpoena or court order.

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) days of the event/incident. Unless an investigation is being conducted, recordings shall be destroyed after the device begins to rerecord ones existing material. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

This policy does not address or cover instances where school officials record a specific event (e.g., a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

The Superintendent is directed to develop administrative guidelines to address the use of video surveillance/electronic monitoring equipment in school buildings, school buses and on property owned and/or operated by the Board.

Video surveillance is to be implemented in accordance with this policy and the related guidelines. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

FERPA, 20 U.S.C. 1232g
34 C.F.R. 99.1-99.67
Title I of the Electronic Communication Privacy Act of 1986
18 U.S.C. 2510-2521

Adopted 2/4/10

Lapeer Community Schools Bylaws & Policies

7530.01 - STAFF USE OF CELLULAR TELEPHONES

The Board of Education may provide cellular telephones to 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 District 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 Board of Education requires that staff members as determined by the Superintendent be accessible by telephone for District business and emergencies when and if need arises. Cellular telephone technology enables individuals to be reached whenever a situation arises necessitating immediate contact and communication, regardless of the person's location at that time.

Staff members issued a District cell phone 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 staff member duties, and believes that the provision of same serves a valid public purpose.

Board-owned cellular telephones may be used for the following:

- A. to place calls in school related emergency situations.
- B. to place calls for the purpose of communicating with the administration, other staff members, parents or others concerning classroom, school or District activities.

Board-owned cellular telephones may not be used for the following:

- A. to place calls during classroom instructional time unless it is for an emergency or the call is an integral part of a learning activity.
- B. for calls by students at any time unless specifically authorized by District administration for school related purposes only.

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

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.

Employee safety is a priority of the Board, and responsible use of cellular telephones includes safe use. Employees are expected to refrain from using cellular telephones while operating vehicles.

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 Assistant Superintendent for Business and Finance. 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.

Each Board-owned cellular telephone will receive a monthly detailed activity statement for all charges. The employee issued the cellular telephone must review the monthly statement for billing accuracy.

Use of Board-Owned Cellular Telephones for Personal Calls

In order to protect the employee from incurring a tax liability for the personal use of Board-issued cellular telephones, such equipment is to be used for business reasons only.

The Board may 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 expected to make personal calls during breaks and lunch periods 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 restriction: 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 or equipment.

Adopted 5/5/05
Revised 12/1/05

Lapeer Community Schools Bylaws & Policies

7541 - ELECTRONIC DATA PROCESSING DISASTER RECOVERY PLAN

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 this end, the Superintendent is directed to develop, test and maintain an *Electronic Data Processing Disaster Recovery Plan* for use in the event a disaster should disable the District's electronic data processing equipment.

Adopted 12/1/05

