

Three Year Technology Plan July 2010 – June 2013



Sandusky Community Schools

191 Pine Tree Lane
Sandusky, MI 48471
Michael Carmean, Superintendent

District Code 76-210
Sanilac ISD

Contact: Curt Schuler, Technology Coordinator
cschuler@sandusky.k12.mi.us
Voice: (810) 648-3400
Fax: (810) 648-5113

This document available online at:
<http://www.sandusky.k12.mi.us/>

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Introduction

District Profile

Sandusky Community Schools is located in a rural area in the "Thumb" of Michigan. The K-12 enrollment is approximately 1178 students with a teaching staff of 65. Visit our web site at <http://www.sandusky.k12.mi.us>

Sandusky is the county seat of Sanilac County and is located 60 miles east of Saginaw, 50 miles northwest of Port Huron and 100 miles north of Detroit. (14 miles west of Lake Huron) Sanilac County is a rural community employing about 1/5 of its citizens in the farming industry.

Building Profiles

Sandusky High School 191 Pine Tree Lane Sandusky, MI 48471 Phone: 810-648-3401 Fax: 810-648-5113 395 Students in Grades 9-12 21 Teachers (including 2 Special Ed., 1 Counselors, 6 Paraprofessionals) 49% eligible for National Lunch Program	Sandusky Middle School 395 S. Sandusky Rd. Sandusky, MI 48471 810-648-3300 810-648-5221 334 Students in Grades 5-8 16 Teachers (including 2 Special Ed., 1/2 Counselor, 2 Paraprofessionals) 64% eligible for National Lunch Program	Maple Valley Elementary 138 Maple Valley St. Sandusky, MI 48471 810-648-2488 810-648-5211 449 Students in Grades K-4 23 Teachers (including 1 Special Ed., 1/2 Counselor, 11 Paraprofessionals) 70% eligible for National Lunch Program
The District Employs 1 Special Ed Designee, 1 Speech Therapist, 1 Interventionist.		

District Mission Statement

*The mission of the Sandusky Community Schools
is to foster responsibility in all of our students through the development of
knowledge, self-esteem and citizenship.*

Vision and Goals

District Technology Vision Statement

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Within an effective educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens

Major Goals of Technology Plan

- Integrate technology into teaching and learning.
Example: Use online sources for current information in science.
- Use technology to improve student learning and achievement.
Example: Perform virtual dissections by using a computer as opposed to a specimen.
- Identify and promote curricula and teaching strategies that integrate technology effectively.
Example: Both written curriculum and taught curriculum will include technology integration. Share successful integration techniques at staff and departmental meetings.
- Improve infrastructure in all buildings of district.
- Update existing workstations in all buildings to maintain functional compatibility.
- Maintain classrooms wired for voice, video, and data.
- Maintain Network connectivity and Internet access in all classrooms, libraries, and offices.
- Maintain E-mail accounts for teachers and support personnel.
- Students and parents will have remote access to the district's student information stored online.
- Purchase additional technology for all buildings in district.
- Maintain classrooms with a minimum one computer and printer access.
- Maintain classrooms with phones.
- All classrooms will have access to video data projectors, digital cameras.
- All buildings will have access to an interactive whiteboard and video data projector.
- All classrooms will have public address broadcast.
- Increase collaboration with the community.
- Expand professional development opportunities.
- Recruit sources to provide technical support and resources.
- Seek funding sources.
- Provide and maintain a technology budget.

Goals for Teachers

- Teachers will expand their technological knowledge.
- Teachers will integrate technology across the curriculum.
- Teachers will collaborate with community members to provide real-world learning experiences.

Goals for Students

- Students will become proficient in technological skills.
- Students will utilize technological opportunities.
- Students will obtain a minimum of 20 hours of an online experience.

How the technology plan ties in with the district mission and school improvement plan:

To achieve personal success, our students need to become technologically literate. Our technology plan will provide the framework needed. This framework will correlate with the school improvement plan.

Curriculum

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

We adhere to the Michigan Department of Education Technology Standards and Expectations. The complete list for K-12 is available at the following link:

http://www.michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html

These Standards and Expectations fall into the following categories:

Basic Operations and Concepts

Examples of current implementation

Elementary students use Accelerated Reader[®] to monitor progress in reading. Middle School students take keyboarding, word processing, spreadsheet and presentation classes. High school students use technology to create projects for their academic classes.

Ways we plan to improve

Elementary students will be introduced to lab time, begin keyboarding instruction and a technology aide will assist the classroom teacher with instruction.

Social, Ethical and Human Issues

Examples of current implementation

Elementary teachers conduct class discussions related to age-appropriate technology (e.g., computers, phones, 911, Internet, email) at home or school. Middle school students use EDP's for career exploration and discuss the social and ethical issues of online communications. Fair use and copyright guidelines are emphasized in all research projects at the high school.

Ways we plan to improve

We will investigate ways to implement monitored social networking programs at the high school and middle school.

Technology Productivity Tools

Examples of current implementation

Elementary students are introduced to word processing by using Kidspiration[®] and KidPix[®]. Middle school students learn to use Microsoft Office[®] in a 9-week class each year. Middle school and high school students continue these skills by creating projects and presentations for other classes.

Ways we plan to improve

Middle school and high school students will be introduced to the online learning environment through the use of Moodle[®].

Technology Communication Tools

Examples of current implementation

Middle school and high school classes integrate technology through collaborative publishing projects. High school students use Google Apps for Education[®], and Moodle[®] for email and classroom collaboration and discussion boards. Teachers communicate classroom progress and post documents or research links by using Moodle[®].

Ways we plan to improve

Believing that the social bonds can improve the learning process, we will implement Moodle[®] as an asynchronous learning environment in the Middle school. Expand the use of monitored email with Google Apps for Education[®] to all middle and high school students.

Technology Research Tools

Examples of current implementation

Elementary school students use appropriate websites with assistance for gathering information and research. e.g., the 4th grade state report. Middle and high school students use a variety of online strategies for independent and collaborative research. Research techniques are taught in a 9-week technology literacy course at the middle school level and used in content area classes through 12th grade.

Ways we plan to improve

Continue to improve information literacy in regards to validity, authority and relevancy of online resources at all levels.

Technology Problem-Solving and Decision-Making Tools

Examples of current implementation

Students make inferences using data collection to gather and evaluate information in science classes. High school students use online models, simulation software and productivity tools to analyze, hypothesize and solve problems. For years, people have reported that they couldn't hear well in the new gymnasium. High school science students gathered acoustical data which the math students used to propose solutions to the school board of education.

Ways we plan to improve

Implement Moodle[®] to pursue opportunities for online research with peers and the community. Improve on the use of technology to solve real world problems, both locally and globally. Explore further integration of communication technology tools for resources on online collaboration using distance learning.

Collaboration

Sandusky Community Schools works in collaboration with Sanilac County Community Education, Sanilac County Adult Education, and Sanilac County Alternative Education, all coordinated by Brown City Community Schools to provide adult literacy services. Our technology program falls outside of the realm of those off-site programs. The Sandusky Community School District is planning to provide its own alternative education utilizing online learning experiences in an off-campus setting.

Timeline

As part of the curriculum review cycle, the following areas will be reviewed for technology inclusion:

2010-2011 Language Arts

2011-2012 Social Studies & Math

2012-2013 Science & Technology

Communications/Public Relations

The Sandusky Community Schools District will communicate the district's technology plan and technology initiatives to the community, staff, parents, students and others in the following ways:

- District Technology Plan is posted on the school website.
- Local news media will be employed through the use of media releases and public service announcements to solicit input and to disseminate information.
- The building and classroom newsletters and Annual Report will regularly report progress and needs, and will solicit support of technologies and supportive programs.
- District and community web pages will be developed and updated with contemporary information.
- Parents and community members will be encouraged to use school technologies in their adult training and interest group meetings in conjunction with the school.
- Working in cooperation with Baker College to provide post-secondary technology training.
- Representatives will be provided to make presentations to community organizations, churches, business, industry and governmental meetings.

Professional Development

Professional Development Goals

The goals of the Sandusky Schools technology professional development plan include:

- improving student achievement
- improving staff (administrators, teachers, support personnel) and student competence with technology in accordance with the National Educational Technology Standards for Students and Teachers
- integrating and implementing technology tools into new and existing curriculum and instruction
- improved technology planning within schools
- researching and implementing appropriate pilots and model projects for utilization of technology in learning
- creating a learning community with respect to technology and education
- enabling students to become quality users of technology
- providing individualized, on-going, “just-in-time” professional development for ALL staff based on staff needs and abilities as opposed to a specific timeline and schedule in which all staff receive the same training regardless of need or skill level.
- Promote mentoring approach to providing staff training.

Professional Development Plan

The Sandusky Community Schools will:

- assess needs and assure a sound planning process (using methods such as interviews, written surveys, and regular assessment of effective uses of technologies)
- Schedule adequate time and provide resources. (e.g. materials, conference attendance and support persons on and off-site)
- identify mentors and involve them in planning professional development
- provide ongoing mentoring based on staff need and ability
- provide awareness experiences, specific technology use training, supportive equipment and devices, etc. based on their expressed needs
- provide continuity of training programs
- provide a conducive environment for learning by providing adequate support personnel
- provide effective trainers/presenters
- use sound evaluation procedures based on practical implementations in the classrooms, offices, meetings, etc.
- use effective follow-up strategies (e.g. presentations at staff meetings, working with mentors and other appropriate remediation)

Supporting Resources

Sandusky Community School District's commitment to providing resources to support teaching and learning with technology is as follows:

Services

- Internet access (Fiber Connection through Merit)
- REMC
- Sanilac Intermediate School District
- Sanilac Career Center
- Sanilac Community Education Program

Software/Resources

- Administrative Software/Resources
- Ancillary - Print utilities, scanning, digital cameras, etc.
- Applicable security packages
- Applications - word processing, database, spreadsheet
- CD-ROM and Interactive CD
- District web site
- Financial services - bookkeeping, payroll, etc.
- Internet applications/web based resources
- Zangle[®], Google Apps for Education[®], Moodle[®]
- Student records, attendance, grades, etc.

Print Materials

- Appropriate manuals for hardware and software use
- District Policies such as Acceptable Use Policy and Technical Support Policy
- National Educational Technology Standards for Administrators
- National Educational Technology Standards for Students
- Michigan Educational Technology Standards and Expectations
- National Educational Technology Standards for Students: Connecting Curriculum and Technology
- National Educational Technology Standards for Teachers
- Schedules for maintenance, service and training
- Technology articles in newsletter, newspaper, public service announcements, etc.

Human Resources

Support personnel in voice, video and data technologies for installation, minor repairs, maintenance and training purposes both locally and in conjunction with the ISD and REMC

District Technology Planning Team

Name	Position
Michael Carmean	Superintendent
Jon Miller	High School Principal
Steve Carlson	Middle School Principal/Parent
Adam Lulis	Elementary Principal
Curt Schuler	Technology Coordinator

Infrastructure, Hardware, Technical Support and Software

District Overview – Current Technology Status

Infrastructure

Sandusky Community Schools operates a Local Area Network that connects all three buildings. Each building is connected to the high school by fiber optic cable. Servers are protected by Symantec Antivirus[®], uninterruptible power supplies and are backed up each evening. All three buildings use the 1000 Mb Ethernet wiring topology.

Internet Access

A fiber optic connection at the high school provides Internet access to the district. All district classrooms are connected to the World Wide Web through a proxy that serves as a firewall. This server provides access to the internet and access for our web server. The proxy server filters sites for content using Fortigate[®].

Sandusky Schools host a WWW site at <http://www.sandusky.k12.mi.us>. The web site provides information about district programs, curriculum and staff. Web calendars using list events for each building.

All staff members are provided with a district email address. Email is scanned for viruses and spam. All web pages are managed centrally.

District Standard Desktop

Workstations that are connected to the network are all running Windows XP or higher. They all have Microsoft Office 2007 and Symantec Antivirus to protect desktop configurations. The virus definitions are updated from the servers through the day.

Maple Valley Elementary School

Networked Computers

Maple Valley has computers that are connected to the school network. These computers all have the district standard desktop software including access to the Internet. Many of these network computers also host a suite of elementary school specific educational software packages. Each classroom has at least one networked computer that is connected to a 32" wall mounted monitor. Many rooms have two or more networked computers.

Accelerated Reader program

This program uses old, out of date computers with a DOS based Accelerated Reader[®] program to encourage students to read. These computers would have otherwise been discarded, but they have extended life because of this program. Each year Maple Valley students read over 30,000 books using Accelerated Reader.

Smart Board Technology

Maple Valley School has an interactive electronic whiteboards. These whiteboards allow students and teachers the opportunity to utilize interactive computer based lessons that involve the entire class.

The Weather Station

Maple Valley School is the site of our AWS (Automated Weather Station). Weather sensors are located on a mast on the West side of the cafeteria. Weather data is sent to digital processing equipment located near the library. This weather data is updated in real time 24 hours a day and made available on the Internet for use in classrooms or at home. Historical data is collected and maintained for review at any time.

Sandusky High School

Networked Computers

Sandusky High school has over 90 networked computers that offer the district standard desktop of programs including Internet access. Every classroom has at least one networked computer. There are also two computers labs of 30 workstations each. One of the computers labs is used for computer instruction and the other is for teachers to sign out to bring a class down to work on a project for that class.

Computer Classrooms and Labs

There are two computer classrooms where computer related subjects such as CAD, computer science, desktop publishing and applications are taught. Both classrooms have 30 workstations.

Student Management Software

High school teachers take attendance from their classroom computer each period. Teachers use Zangle[®] to calculate grades and generate progress reports. Progress reports are available through Zangle[®]. Grades are posted electronically to Zangle[®] and online so parents have access to their students' progress.

Sandusky Middle School

Networked Computers

Sandusky Middle school has over 100 networked computers that have the district standard desktop of programs including access to the Internet. Every classroom has at least one networked computer.

Classrooms and Labs

There is one computer classroom where students learn keyboarding and get an introduction to computer applications. This room has 30 networked computers. A second lab using 30 computers provides a place where teachers can bring an entire class to do computer work. A third lab of 30 computers is used for Rosetta Stone[®] which is a program for teaching Spanish.

The Writer Computers

30 “The Writer” laptop keyboard devices are available on a rolling cart. These allow students to work on keyboarding skills and perform word processing.

Student Management Software

Middle Schools teachers take attendance from their classroom computer each period. Teachers use Zangle[®] to calculate grades and generate progress reports. Progress reports are available through Zangle[®]. Grades are posted electronically to Zangle[®] and online so parents have access to their students’ progress.

Needs Assessment

Acquisitions Needed to Improve Instruction and Student Learning

Technology goals were determined by identifying problems facing our district. Problems were identified through staff surveys, student feedback, and parent feedback.

These needs and potential solutions include:

- Need 1:** Meeting the needs of all students with different learning styles.
- Solution 1: Review content standards with emphasis on technology integration.
2010-2011 Language Arts
2011-2012 Social Studies & Math
2012-2013 Science & Technology
 - Solution 2: Cooperate with St. Clair RESA to implement a distance learning program to offer low enrollment courses.
 - Solution 3: Support an alternative education initiative by providing individualized educational programming in an off-campus setting.
 - Solution 4: Increase teacher awareness of current technology availability and integration techniques.
 - Solution 5: Provide the means for teachers to attend conferences and on-site visits.
 - Solution 6: Review software selection policy
- Need 2:** Prepare students for an increasingly paperless society.
- Solution 1: Provide student email program (phase in starting with 8th grade).
 - Solution 2: Investigate monitored social networking programs such as think.com and determine how they might be incorporated into the curriculum. (ongoing)
- Need 3:** Infrastructure security (Protection from hackers, predators, viruses, spam, etc).
- Solution 1: Fortify district firewall (ongoing).
 - Solution 2: Continue to update anti-virus and intrusion detection software (Ongoing).
 - Solution 3: Continue to upgrade security software and content filtration. (Ongoing).
 - Solution 4: Upgrade and maintain workstations/desktops—scan for viruses and spyware, perform security updates and perform computer maintenance (ongoing).

Need 4: Prepare students to meet curricular needs.

Solution 1: Implement “The Writer”[®] (keyboarding trainer)

Solution 2: Expand the lab at Maple Valley so it can handle an entire classroom.

Solution 3: Develop an assessment to measure how effectively we’re meeting Educational Technology Standards & Expectations, focusing on grades 9-12.

Need 5: Upgrade network infrastructure to improve performance.

Solution 1: Extend fiber backbone (ongoing).

Solution 2: **Broadband Plan Summary:**

Air Advantage, REMC 10 and Saginaw Valley State University; have jointly filed an ARRA “stimulus” broadband grant/loan application. If funded, this grant will install over 300 miles of fiber optic cable into the Thumb Region over a 3 year period, including a direct fiber connection to every public school district not already connected.

Each district will connect to this network via a 10Gbps layer 3 Switch with either an internal or external fiber optic transceiver. Each local district 10Gbps connection will connect directly to an internal or external fiber optic transceiver at the ISD. The 3 REMC 10 ISDs will also be interconnected via 10Gbps fiber optic transceivers in addition to being connected to St. Clair RESA and Bay-Arenac ISD.

Other agencies in the local community will potentially be connected to the local district via a 1Gbps fiber optic transceiver or a wireless device needing a 10/100Mbps Ethernet Connection.

Equipment Details:

To support these connections a high-end layer 3 switch is needed at our district. This switch will have a minimum of 2 module slots that can each support 10Gbps transceiver modules allowing for either copper or fiber connections and a minimum of 1 – internal or external 10Gbps fiber optic transceiver to connect to the ISD. The switch will also have a minimum of 48 copper 10/100/1000 Mbps ports.

The ISD will require a chassis based solution with redundant power supplies, enough 10Gbps module slots to support all local districts plus the interconnection to one or more

o	Item	Estimated Cost	USF Portion*	Grant Portion**
r	LEA Switch (1 per LEA)	\$13,500	\$10,800	\$2,700
e	LEA 10Gbps Fiber Trans (qty 1)	\$7,300	\$5,840	\$1,460
	LEA 1Gbps Fiber Trans. (qty 5)	\$3,775	\$0	\$3,775
	ISD Switch (1 per ISD)	\$42,000	\$33,600	\$8,400
	ISD 10Gbps Fiber Trans (qty varies by ISD, qty 10 used for budget)	\$73,000	\$58,400	\$14,600
	ISD 1Gbps Fiber Trans. (qty 5)	\$3,775	\$0	\$3,775

s

, enough 10Gbps fiber optic transceivers to support each of the local district and ISD to ISD connections, 48 copper 10/100/1000 Mbps ports and enough 1Gbps fiber optic transceivers to connect to other non-school agencies in the area.

Estimated Equipment Budget: (prices and quantities subject to RFP)

*USF Portion is contingent upon USF approval for priority 2 equipment and is based on 80% REMC 10 consortium discount level.

**If USF discounts are not approved for any reason, the grant portion will become 100% of the funding source.

Total Cost of Ownership

Strategies for ensuring the interoperability of equipment

The “Total Cost of Ownership” (TCO) will be factored when technology purchase decisions are made to ensure interoperability. Based on <http://www.classroomtco.org>, factors used to determine TCO are:

- **Professional Development**

A district's technological investment will only achieve its desired results if teachers and other staff members understand how to use new technologies and incorporate them into the classroom.

- **Support**

School Districts must provide technical support in order to achieve maximum benefit of resources.

- **Connectivity**

Network and Internet connectivity must be sufficient to provide adequate speed with which students and staff can communicate, connect to the Internet, and download graphic and video-intensive files.

- **Software**

Staff and students will need software to meet users' needs for particular kinds of applications or instructional offerings.

- **Replacement Costs**

Wiring, racks and electrical closets are presumed to have a life cycle of about 20 years. Computers, servers and peripherals are expected to have a life cycle of between three and five years, depending on the equipment and the assumptions of the budget plan. This school district chooses to purchase new computers on a five-year cycle and to replace them on the same cycle. However, the district may decide to channel older machines to simpler uses, with the understanding that can ultimately lead to additional costs in the areas of support and maintenance.

- **Retrofitting**

We anticipate the impact of adding additional technology to our existing physical plant and the cost to retrofit our facilities to accommodate those additions.

Technical Support

Sandusky Community School District provides technical support through a contract with the Sanilac ISD for the services of a technology coordinator, as well as online resources, print materials, and professional development opportunities.

Increase Access to Technology

The monitoring and evaluation process will ensure that all students and teachers have increased access to technology.

Examples:

- Assistive technology is provided for students and staff with special needs
- Access to technology in the media center is available to all staff and students
- Accommodations are made for after school access (important for low-income families without technology at home)
- Expanding email program for middle and high school students (also important for parity among all students)

Funding and Budget

Budget and Timetable

Technology Budget			
	2010-2011	2011-2012	2012-2013
Salaries	\$51,000	\$53,040	\$55,162
District data services	\$1,200	\$1,248	\$1,298
Replacement Hardware	\$5,000	\$5,200	\$5,408
New Hardware	\$115,000	\$119,600	\$124,384
Consumables	\$1,500	\$1,560	\$1,622
Repair & Maintenance	\$5,000	\$5,200	\$5,408
Professional Development	\$4,000	\$4,160	\$4,326
Software	\$5,000	\$5,200	\$5,408
Total	\$187,700	\$195,208	\$203,016

*2011-2013 number arrived at by adding 4% for inflation.

*budgets are subject to change and will be reviewed on an annual basis.

Coordination of Resources

Sandusky Community Schools will access available sources of funding to implement this plan from the following sources:

Public Funds		
Federal	State	Local
<ul style="list-style-type: none"> • Universal Service Fund discounts (74%) • Title I • Title II, Part A / CSR • Title II, Part D • Title V 	<ul style="list-style-type: none"> • Possible use of special fund allocations • Possible School Renovation, IDEA, and Technology Grant • Grants 	<ul style="list-style-type: none"> • Budgeted general funds in a technology line item
Private Funds		
Local foundations		Partnerships
		<ul style="list-style-type: none"> • Baker College

Monitoring and Evaluation

Monitoring

Sandusky Community Schools will monitor the district's technology plan and technology initiatives through:

- Formative input through annual surveys of staff, students, and community
- Informal feedback from staff, students, and community
- Periodic review of plan, goals, and objectives by technology committee
- Board of Education review of the technology plan at May board meeting of 2010

Process

Evaluating technology initiatives is an ongoing process that involves data gathering and analysis by various stakeholders, including technology planning team members, and external evaluators as needed for certain projects. The technology planning team is responsible for monitoring implementation of the goals and objectives of the plan. The team meets regularly to chart progress, identify next steps, and adjust the course of action if needed. Unmet goals will be evaluated by the team and possibly re-defined or re-assigned.

Evaluating a complex activity such as implementation of a technology plan requires many instruments and processes. Appropriate instruments and processes are used to measure the success and completion of each component of the district's technology plan. A list of these tools is provided below.

Evaluation Tools

Technology Plan Component	Tools and Resources
Overall Progress Toward Learning and Technology Goals	Online Survey
Overall Design of Evaluation Plan	ISTE Standards www.iste.org
Infrastructure Specific	Project reports Network monitoring data
Curriculum Integration	METS & NETS standards for students Michigan Curriculum Framework Curriculum reviews Questionnaires/observation
Professional Development	Workshop evaluations METS & NETS Standards for teachers
Technical Support	Technician logs Anecdotal notes Staff survey Tech Staffing Guidelines
Supporting Resources	Inventory record REMC resources Timetable Action plan review by team Progress reports
Coordination of Funding Resources	Budget review & analysis
Acceptable Use Policy	Continuous evaluation and comparison with model AUPs in line with CIPA
Communications	Informal feedback Review of newspaper stories Review of newsletters and other Informational pieces Staff/community surveys
Impact on Student Achievement	Evaluation of student performance on specific projects. Student surveys
Dissemination of Evaluation Results	Board of Education Strategic Planning Annual Mtg.

Data gathered throughout the school year will be summarized annually using a matrix format. This format provides an overview of all technology components, indicators of success, progress made, areas for improvement, and tool(s) used for data collection. The technology planning team will use this data to make adjustments in the plan, outline activities for the coming year, and acquire resources to accomplish the activities. Sandusky's matrix can be found on the next page.

Sandusky Community Schools

Technology Summary

Component	Indicators of Success	Progress Toward Goals	Focus Areas for Improvement	Data gathered by:
Curriculum				
Impact on Student Achievement				
Collaboration				
Professional Development				
Supporting Resources				
Infrastructure				
Technical Support				
Funding and Budget				
Monitoring/Evaluation				
Communications				
District Policies such as AUP				

Acceptable Use Policy

Sandusky Community Schools **ACCEPTABLE USE OF COMPUTER TECHNOLOGY AND NETWORKS**

Before any student may use the school's computer system, he/she and his/her parents must sign and return the "Acknowledgment of Student Handbook" form. Failure to abide by all of the terms of the Code of Conduct regarding acceptable computer use may result in termination of the student's account and possible disciplinary action up to and including suspension from school or referral to law enforcement authorities.

Children's Internet Protection Act (CIPA)

Sandusky Schools certifies that they have adopted and implemented an Internet safety policy that includes the operation of a technology based filtering device that blocks access to visual depictions that are – obscene, child pornography, or harmful to minors. Each workstation that is available for student use accesses the Internet only through this filtering software.

Unacceptable Use of Technology Violation

Sandusky Schools provide a computer network and access to a variety of educational software, productivity tools, research materials, and Internet access for students and staff to use to do work and enhance education. Students are not to disrupt the reliability and availability of the network system. Specifically students **shall NOT engage in activities, such as but not limited to:**

- A. Making any alterations to hardware or software configurations
- B. Bringing in programs from outside the school without permission
- C. Having executable files stored in student home directory
- D. Using another person's account or attempt to use his/her password
- E. Attempting to log on to the system with a higher security level beyond their own
- F. Representing the work of another as their own
- G. Violating copyright or license laws
- H. Copying, modifying or deleting any files on the system (except those in his or her home directory) without permission from a teacher
- I. Intentionally causing damage to any computer equipment or remove it from where it belongs

Access to the Internet and the World Wide Web is provided for educational purposes. There is a tremendous variety of information available on the Internet, and not all of it is appropriate for use in a public school. In addition, irresponsible use of Internet access can overuse the resources of the computer network system. When using the Internet at school students **shall NOT engage in the activities, such as but not limited to:**

- A. Engaging in any illegal activity
- B. Accessing obscene or inappropriate material
- C. Downloading files without permission
- D. Entering into any business contract

Failure to comply with the above rules can result with loss of access to the school's computer system. Serious offenses, which cause damage to the system or violate laws or the rights of others, may result in suspension or expulsion. 1-15 points will be assessed based upon the severity of the offense.

Dissemination of Acceptable Use Policy

- The Technology Acceptable Use Policy is posted at schools and on the Internet
- Included in student and staff handbooks
- Any other means deemed necessary

Guidelines for Creating Classroom Web Pages

Sandusky Community Schools provides each teacher with the resources to create a classroom web site. It is expected that teachers will use this resource as a means to communicate information about the programs at Sandusky Schools that he or she is involved with.

It is important to keep in mind that the audience is for this type of web based information. Teachers may want to use this site to make information available to current or former students, parents and/or community members. It is also important to realize that when information is posted on the World Wide Web it is available to people all over the world. We must consider the points of view and motives of all people who may view our web site, not only those whom we specifically intend to visit.

When teachers post information on the Sandusky Community Schools web site they represent the school district to the community and to the world.

With these things in mind, please follow the guidelines below when deciding what information to post on your classroom web page.

Appropriate

- Images of facilities or students participating in activities
- Images of groups or clubs or members of organizations
- Student names if they cannot be personally identified such as team members or contest winners
- Descriptions of programs or activities
- Classroom Rules, Syllabus or Handouts
- Assignments
- Calendar of events
- Links to educational sites

Not Appropriate

- Students identified by name in photographs
- Personal information about students such as telephone numbers, addresses, or social security numbers
- Personal or family information
- Expression of views outside of the scope of educational responsibilities (religious or political expressions)
- Links to web sites that express religious or political views
- Any links or representations designed for personal profit or business opportunities
- Any slanderous, obscene, or otherwise unprofessional links or representations