

ESCANABA AREA PUBLIC SCHOOLS

*1500 Ludington Street • Escanaba, MI 49829 • 906.786.5411
Delta-Schoolcraft ISD • District #21010*

EDUCATIONAL TECHNOLOGY PLAN

July, 2009 – June, 2012

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<http://www.escanabaschool.com/technology/docs/techplan.pdf>

ACKNOWLEDGEMENTS

Special thanks to the active members of the Escanaba Area Public School Technology Committee, a group of dedicated individuals who work to make technology—and its integration into the curriculum—an ongoing priority and who are committed to seeing the program evolve to meet the ever-changing needs of the district’s students and staff.

The committee meets regularly throughout each school year; members are made up of technology teachers, classroom teachers, administrators and support staff from all buildings. In addition, meetings have always been open to board members, parents, and other community members.

The committee has two main functions: 1) members are expected to help pass along relevant information to the rest of the staff in their building(s); 2) members discuss policies and practices as well as potential capital projects to ensure that the district’s technology decisions are always made with the best interest of its students in mind.

Current members include:

Sue Belanger
Teacher, Lemmer Elementary School

Tim Bishop
Network Technician

Paula Gustafson
Teacher, Franklin Elementary

Dr. Kay Johnson
Principal, Escanaba Middle School

Magan Lantagne
Teacher, Elementary Technology

Gregory Libby
Teacher, Escanaba High School

Rhonda Martineau
Teacher, Lemmer Elementary

Ruth O’Toole
Teacher, Soo Hill Elementary

Michael Smajda
Principal, Lemmer Elementary School

Robert Viau
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Karin Beveridge
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Phil DeMay
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Matt Johnson-Reeves
Principal, Franklin Elementary

Doug Leisenring
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Robin Martin
Teacher, Escanaba High School

Julie Moker
Teacher, Webster Elementary

Paula Shapy
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Amy Stupak
Teacher, Escanaba Middle School

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TABLE OF CONTENTS

Introductory Material

Section 2: Mission Statement.....	4
Section 2: Introduction	4

Vision and Goals

Section 3: Vision	5
Section 3: Goals.....	5

Part I: Curriculum

Section 4: Curriculum Integration.....	6
Section 5: Student Achievement	7
Section 6: Technology Delivery.....	8
Section 7: Parental Communications & Community Relations.....	9
Section 8: Collaboration	10

Part II: Professional Development

Section 9: Professional Development	10
Section 10: Supporting Resources.....	10

Part III: Infrastructure, Hardware, Technical Support, and Software

Section 11: Infrastructure Needs/Technical Specifications and Design	11
Section 12: Increase Access.....	12

Part IV: Funding and Budget

Section 13: Budget and Timetable, 2009-10.....	13
Section 13: Budget and Timetable, 2010-11	14
Section 13: Budget and Timetable, 2011-12.....	15
Section 14: Coordination of Resources.....	16

Part V: Monitoring and Evaluation

Section 15: Evaluation	16
Section 16: Acceptable Use Policy	17

MISSION

It is the mission of the administration, teachers, and support staff of the Escanaba Area Public Schools to provide a quality learning environment that enables all students to achieve their maximum potential while developing a positive self-image.

INTRODUCTION

The Escanaba Area Public School District is located in Escanaba, Michigan. Escanaba is the county seat of Delta County and is located in the Upper Peninsula of Michigan, approximately 110 miles north of Green Bay, Wisconsin.

As of the Census of 2000, there were 13,140 people, 5,800 households, and 3,294 families residing in the city. The racial makeup of the city was 95.66% Caucasian, 0.11% African American, 2.61% Native American, 0.33% Asian, 0.02% Pacific Islander, 0.18% from other races, and 1.09% from two or more races. The median income for a household in the city was \$29,125, and the median income for a family was \$36,995. Males had a median income of \$32,310 versus \$21,204 for females. The per capita income for the city was \$17,589. About 10.8% of families and 13.8% of the population were below the poverty line, including 17.7% of those under age 18 and 9.0% of those ages 65 or over.

The Escanaba Area Public School District employs 134 teachers with a total employment of about 325. The current enrollment of 2,736 students is distributed between one High School, one Middle School, and four elementary schools. EAPS also provides shared-time services in art, band, and orchestra for a local parochial school, Holy Name Central Grade School. Enrollment numbers for 2008-09 are listed below:

Escanaba High School	933	students	37	teachers
Escanaba Middle School	527	students	31	teachers
Franklin Elementary	191	students	10	teachers
John Lemmer Elementary	471	students	23	teachers
Soo Hill Elementary	340	students	17	teachers
Webster Elementary	274	students	16	teachers
Holy Name School	10	students*	3	teachers**

**FTE through shared-time agreement*

*** Part time teachers*

The district also participates with the Delta-Schoolcraft ISD in programs and services, such as the Learning Center for students with disabilities, Vocational Technical Center for occupational programs, Alternative High School for non-traditional students, and a Teen Parenting program.

VISION AND GOALS – SECTION 3

VISION

The Escanaba Area School District strongly believes that all its students should acquire the skills needed to work, live, and learn in a technological society. Students of the 21st century will use technology as an extension of their learning environment in ways that will span geographical boundaries. Teachers in the 21st century need to collaborate with colleagues to model lifelong learning skills for their students. Administrators, teachers and students must be prepared to access, interpret, analyze, and communicate information successfully in both life and work applications.

The district's goal, then, is to maintain a robust technology program that will support teachers and students while developing their maximum intellectual potential, personal and social responsibility, skill and knowledge in preparation for their personal and professional lives. To this end, the district has recently implemented several new technologies such as the ability for teachers to create their own wikis and blogs to enhance classroom instruction. In addition, the district has made significant progress in integrating technology into its curriculum. One example of this is the ongoing effort to place ceiling-mounted digital projectors into all classrooms. This has been one of the most important achievements in assisting teachers in the use of technology as a curriculum-delivery tool. The district plans to extend the reach of this program to include its lower elementary classrooms over the coming years.

VISION AND GOALS – SECTION 3

GOALS

- Continue to provide staff-development opportunities with the underlying goal of increasing the use of technology as a way to effectively enhance curriculum delivery.
- Continue to upgrade critical network infrastructure as needed to maintain an agile network environment that is capable of facilitating today's rigorous learning requirements.
- Continue to upgrade computer workstations as needed to provide teachers and students with the tools necessary to face the ever-changing challenges of learning in the 21st century.
- Continue to provide the necessary peripheral devices—such as digital projectors and document cameras, interactive digital whiteboards, and classroom amplification systems—to create 21st century learning environments that seamlessly integrate technology into the curricula.
- Continue to increase the use of PowerSchool, as well as emerging Internet technologies such as blogs and wikis, to enhance and improve communications between teachers, students, and parents.
- Continue an ongoing upgrade of the district website. Continue to use the district website, in conjunction with PowerSchool, as a way to enhance communication. Continue to explore new technologies—such as Twitter—to keep parents and students informed of important district happenings.
- Develop and implement a comprehensive security plan specifically designed to keep the district's users and its infrastructure safe.
- Extend the reach of the current Middle School technology curriculum tool, K to the 8th Power, downward into the elementary grades.
- Provide video podcasts of common tasks as a way to replace printed handouts for teachers. Using Apple's Podcast Producer, the district has the technology to "record" a desktop demonstration of a solution to a technology problem. These podcasts would then be made available via the district website for all staff to view when necessary.

CURRICULUM INTEGRATION

It is the intent of the district that technology be an integrated part of all curricular areas. A technology curriculum has been developed that enhances the instruction of the core areas while providing students with the technological skills necessary to compete in the 21st century. Technology teachers strive to work closely with classroom teachers at all levels to support what is being learned in the classrooms.

In addition, the district utilizes several curriculum-integration methods that are specific to certain levels of instruction:

Elementary

Students in Kindergarten through 5th grade will soon use CompassLearning Odyssey to take online pre- and post-tests in each of the four core subject areas. Based on the results, students are given a custom learning path that supports their individual academic needs, be it to remediate or advance their skill levels.

Another tool that's being evaluated is K to the 8th Power, a network-based technology curriculum tool that's currently in use at the middle school level. The district's goal is to eventually integrate this application into its elementary technology program.

All students use Type to Learn and are expected to master the skill of typing by 4th grade.

Middle School

Students in 6th through 8th grade use a program called K to the 8th Power, which teaches skills in Word, PowerPoint, and Excel through the use of introductory lessons that focus on state curriculum standards. For example, an 8th grade lesson may center on researching the Civil War online and presenting the information using PowerPoint.

High School

The Michigan Merit Curriculum requires students to have an online class or an online experience in one of their classes. This will be accomplished in government and English 12:

- The government classes will create an online unit using Odyssey High School, an online learning environment that requires students to log on to a website and take a pre-test on previously selected material. Based on their answers, the program will create a learning path that focuses on the areas where they scored the lowest. Once students complete their learning path they will take an online post-test over the same material. The pre-test and post-test scores will be compared to measure improvement. A comparison will also be made between the percentage of students who complete this assignment and the percentage of students who complete a normal assignment to see if the online unit was more engaging for students.
- The English 12 classes will complete an online blog as part of a collaborative project with other seniors. This will help them understand the practice of blogging and also allow them to work on a project with students from other classes. There are also plans to extend this project into a discussion of the use of laptops and online material in the collegiate world.

STUDENT ACHIEVEMENT

Several technology resources play an active role in defining and tracking student achievement. One of the most widely utilized is PowerSchool, which is used by many students to monitor grades and other academic information in a process known as PowerCheck. In addition to PowerSchool there are several programs that are specific to each level of instruction:

Elementary

Teachers use the STAR Reading program to determine the reading level of each student, measure individual and class progress, and forecast results on standardized tests. Students then use an online program called Renaissance Place to take reading comprehension tests. Parents are able to remotely monitor their child's reading progress via Renaissance Place's online parent portal.

CompassLearning Odyssey—to be put in place in the 2009-10 school year—is an online program that will be used to develop and monitor custom learning paths based on individual student needs. K to 8th Power—already in place at the middle school—is another program that could soon be used at the elementary level to track and report on individual progress for technology-based lessons.

Middle School

K to 8th Power is a technology curriculum program that is able to track and report on individual progress for each lesson and interfaces with PowerSchool to monitor achievement and provide parental feedback.

CompassLearning Odyssey is an online tool that's used to assist students who are homebound due to illness and/or personal issues. Teachers are able to design and monitor individualized programs that can be accessed by students online from home.

High School

ACT and MME scores are downloaded from PowerSchool into Excel to look for trends in data. Administrators are especially interested to see if certain class tracks or teachers appear to help students score higher on these tests. This data is used to create data-based school improvement goals for each of the four core departments (Math, Science, Social Studies, Language Arts).

Students who take online classes in Odyssey High School will be tracked to see which content expectations they struggle with. The data will then be used to help develop a list of "power standards" for each mandatory class under the Michigan Merit Curriculum.

TECHNOLOGY DELIVERY

Compliance with state technology content standards is achieved through the use of several different technology delivery tools and methods. Some—like the use of ceiling-mounted digital projectors in conjunction with presentation applications such as PowerPoint and Keynote—are in use throughout the district. Other methods vary based on location and/or grade level:

Elementary

Each elementary school is equipped with a stationary computer lab for use by the technology teacher as well as classroom teachers. Within the elementary technology itinerant teaching program, students use Type To Learn for acquiring basic keyboarding skills. Students also learn to import images, audio, and video clips to create PowerPoint and iMovie presentations. The proper use of the Internet as a research tool is also taught in elementary technology class.

All elementary students utilize Renaissance Place, an online reading comprehension tool. Some students use Lexia Reading, another web-based tool designed to help at-risk students with their reading and learning skills.

Middle School

The middle school is equipped with two stationary computer labs plus one mobile laptop cart that can be moved from classroom to classroom. Students receive technology instruction each year for a 12-week period. In addition, core teachers commonly integrate technology into their daily lessons.

All students currently use a technology curriculum delivery tool called K to the 8th Power as a part of their technology classes.

High School

The high school is equipped with two stationary computer labs plus one mobile laptop cart that can be moved from classroom to classroom.

All teachers have access to streaming video on Discovery Learning, which can be used as part of their daily instruction. Research shows that students need multiple transitions in each class period to help them maintain focus. These videos are typically three to five minutes in length and are aligned with the content expectations in each subject. The videos cover appropriate content and provide the necessary level of transition for students to maintain focus.

Students in health class use iMovie to create public service announcements (videos) warning of the dangers of abusing prescription drugs. They also use desktop publishing applications to create posters and signs educating their classmates on the importance of healthy eating and exercise.

Students in social studies and government classes use PowerPoint, the Internet, and iMovie to create political ads. In addition, several different career tech and school-to-work programs help expose students to ways technology is used in today's society.

PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS

Community involvement in the creation of the district’s Educational Technology Plan is achieved via the Technology Committee, whose meetings—out of which comes much of the input necessary to create a comprehensive Educational Technology Plan—have always been open to board members, parents, and other community members.

Much of the district’s parental communications are handled electronically. Principals often communicate school activities using e-mail lists or other electronic methods, many teachers send home weekly newsletters that include pictures of student activities and projects, and the use of blogs and wikis as a form of parental communication is on the rise. In addition, many of the software programs that students use every day—such as Renaissance Place and Lexia Reading—include parent-access portals to allow parents to log in and monitor their child’s progress from home.

The following are a few examples of electronic communication within the district:

PowerSchool

One of the most effective ways that teachers communicate with parents is through the use of PowerSchool, the district’s student information system. Parental access to PowerSchool is available beginning at the Kindergarten level. Parents and students are provided with a password to access detailed assignment and grading information, teacher comments, and real-time attendance data. Students are also encouraged to use the system frequently to keep up to date. In place since 2004, PowerSchool has been a great success that continues to grow each year.

Wikis/Blogs

The district operates its own wiki and blog server, which teachers and administrators are encouraged to utilize to create classroom and building-level wikis and blogs to provide another way for parents to stay in touch. A classroom blog allows teachers to receive feedback directly from parents and students about important projects or assignments.

escanabaschool.com

The EAPS district website is a powerful communications tool accessible to parents and students, as well as community members. In addition to general information about the district and its schools, the site offers the opportunity to download important forms and documents, like this Educational Technology Plan for example. The site also provides links to useful educational websites and has become a daily destination for many students and staff.

Twitter

In addition to its website, the district maintains a Twitter account which parents are encouraged to follow. Updates are designed to keep parents in the loop and informed of upcoming district events, news, and more.

Jot

The high school maintains a subscription for Jot, an event messaging service that allows administrators to quickly send short text messages to staff, students, and parents. The system is used on a regular basis to send out announcements and can also be used to efficiently distribute important information in the event of an emergency.

CURRICULUM – SECTION 8

COLLABORATION

The district maintains a close relationship with the Delta-Schoolcraft Intermediate School District and is currently collaborating with the ISD on the multi-year Safe Schools/Healthy Students grant program. The SS/HS program provides the district with funding to enhance the safety and security of its schools. In turn, many of the district's teachers, administrators, and support staff sit on various ISD committees to help determine the direction of the program and how it can best impact students.

The high school works closely with the Delta-Schoolcraft ISD through the Fitzharris Alternative High School, a facility maintained and operated by ISD personnel. Students from EAPS and several other local school districts attend the alternative high school where they are able to benefit from a non-traditional high school setting. The alternative high school also houses the adult GED program for the local community; the ISD supplies the alternative high school and GED program with its classroom and office space along with its Internet connection.

EAPS is part of a consortium of schools that worked together with the ISD to bring in the CompassLearning Odyssey program. Through this collaboration, the district was able to realize a better price and receive additional training on the use of the program. The ISD is currently evaluating whether Odyssey High School could be an appropriate tool in its alternative high school and adult education classes as well.

PROFESSIONAL DEVELOPMENT – SECTION 9

PROFESSIONAL DEVELOPMENT

The district offers technology training sessions for its staff each summer. The sessions are typically broken down by grade level and/or skill level and grouped together into a single technology-training day held each August, shortly before the start of school. In addition, additional training opportunities are offered at various times throughout the year in order to best meet the needs of the staff. These additional sessions may take place during already scheduled PD days, staff meetings, after school, or during school hours with substitute teachers provided.

EAPS teachers are also required to participate in district-wide professional development days organized by the Delta-Schoolcraft ISD and offered at different times during each school year. The focus of these sessions varies, and is often based on current projects and/or needs of the district.

Whenever teacher leaders train other staff members the goal is always to provide ideas about how technology can be used transparently to teach a standard or objective. It is stressed that technology should not be a lesson itself, but rather a tool to more effectively teach the existing lessons. Ultimately, it is the district's intention to meet or exceed state and/or federal technology competency standards as it trains its teachers, administrators, and support staff.

PROFESSIONAL DEVELOPMENT – SECTION 10

SUPPORTING RESOURCES

The district provides several different types of supporting resources for its staff including printed handouts, "quick start" guides, books, technical manuals, and online subscriptions. For example, the district owns a license to the Discovery Streaming website, formally known as Universal Streaming. Teachers are encouraged to use this resource for their own professional development, as well as a classroom instruction tool for their students.

A future goal is to provide video podcasts of common tasks as a way to replace printed handouts. Using Apple's Podcast Producer, the district has the technology to "record" a desktop demonstration of a solution to a technology problem. These podcasts can then be made available via the district website for all staff to view when necessary.

INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION AND DESIGN

Workstations

The vast majority of student and teacher workstations are Apple Macintosh computers running the Mac OS X operating system. The district maintains a mix of Intel-based Macs running OS X 10.5 and non-Intel Macs running OS X 10.4. The Intel-based Macs have the capability to run both OS X and Windows on the same workstation. This feature has allowed the district to standardize on a single classroom workstation, regardless of software requirements. This provides a familiar learning environment for teachers and students as well as an efficient support structure for district service technicians.

Servers

The district maintains and operates a centrally located data center, which provides a climate controlled environment for its servers and head-end network infrastructure. Most servers are Macintosh Xserve servers that provide student and staff authentication services. Student and staff data are stored on a Fibre Channel SAN with approximately 5TB of storage capacity. The district operates several PC servers—primarily Dell and HP rack-mount servers running Windows Server 2003—which provide DNS and DHCP services as well as authentication services for iWindows users.

Local and Wide Area Network Infrastructure

The district operates switched Fast Ethernet local area networks with Gigabit backbones between most buildings. The wired network infrastructure is standardized on Cisco switches and routers. Some degree of 802.11b/g/n wireless access is also available to students and staff in all buildings. The wireless network infrastructure is standardized on Apple's AirPort technology. The wide area network is a combination of district-owned and leased fiber optic lines that connect each building back to the district's data center and out to the Delta-Schoolcraft Intermediate School District for Internet access, content filtering, e-mail services, and digital archiving.

Technical Support

The district employs two full-time technicians that handle the majority of its technical support issues. Their services include new system setup, end-user support, as well as hardware, software, and network troubleshooting/break-fix. EAPS is an Apple Self-Servicing District; its technicians are Apple Certified and all Apple repairs—warranty and non-warranty—are performed in-house. The district is also authorized to perform repairs on all its Dell workstations. The district has successfully implemented programs designed to reduce downtime through the use of standard images and building an inventory of spare equipment to quickly swap out hardware that's found to be defective.

Monitoring

The above areas are monitored by the district on a regular basis to determine appropriate timelines for upgrading and/or replacement of hardware and software. This ensures that the district is able to react in a timely manner to changes in technology in order to constantly improve classroom instruction and student learning. For example, the district is currently in the first year of a multi-year project designed to replace the majority of its network infrastructure equipment. Phase I will include the replacement of the district's core switch in the summer of 2009. Phase II will involve the replacement of hardware at the high school in 2010 and the elementary buildings in 2011. Phase III will round out the project with the replacement of the middle school equipment in 2012.

INCREASE ACCESS

The district strives to ensure that access to its technology is readily available for all users regardless of special needs. This is accomplished through a variety of different methods, both software and hardware based. All student and teacher workstations have comprehensive assistive technologies built into the operating system. These features include voice-activated keyboard/screen navigation, screen zooming, and high-contrast display adjustments for visually impaired users; screen flashing and customizable volume controls for hearing impaired users; and the ability to incrementally adjust keyboard/mouse sensitivity to accommodate the special needs of users with other physical handicaps.

Any additional need for individual assistive technology is often incorporated into a student's IEP. This is to ensure that the district is able to provide whatever equipment may be deemed necessary to allow a student to function alongside the other students in the classroom. An example would be the procurement of a dedicated laptop for a student with physical disabilities that would make traditional writing impossible.

CompassLearning Odyssey is an online tool that's utilized in some buildings to assist students who are homebound due to illness and/or personal issues. Teachers are able to design and monitor individualized programs that can be accessed by students online from their home.

FUNDING AND BUDGET – SECTION 13

BUDGET AND TIMETABLE, 2009-10

Operating Expenses

Local Travel Expenses	\$1,700.00
Telephone Expenses	\$600.00
Office Supplies	\$250.00
Postage	\$50.00
	<hr/>
	\$2,600.00

Workshops and Conferences \$7,500.00

Repair and Maintenance of Equipment \$3,500.00

Teaching Supplies and Materials

Apple Parts/Equipment	\$2,500.00
Miscellaneous Supplies & Materials	\$7,500.00
Apple iLife '09 Site Licenses - Elementary	\$1,000.00
Apple iWork '09 Site Licenses - Elementary	\$1,000.00
Computer Lab Memory Upgrade - Elementary	\$2,500.00
2nd Grade Projectors - Elementary	\$9,000.00
2nd Grade Teacher iMacs - Elementary	\$7,200.00
Itinerant Laptops - Elementary	\$7,000.00
Digital Video/Photography Equipment (1 st wave) - Elementary	\$5,000.00
Wireless Access Points - Elementary	\$2,500.00
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	\$45,200.00

Capital Outlay - Technology

Infrastructure Replacement, Phase II - High School	\$65,000.00
Student Computer Lab Refresh - Secondary	\$45,000.00
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	\$110,000.00

Dues and Fees

Cisco SmartNet	\$3,500.00
StrataCache Annual Maintenance Agreement	\$1,000.00
Cornerstone Maintenance Fee	\$100.00
	<hr/>
	\$4,600.00

ISD Service Fees (Internet Access) \$29,609.00

2009-10 Total : \$203,009.00

FUNDING AND BUDGET – SECTION 13

BUDGET AND TIMETABLE, 2010-11

<i>Operating Expenses</i>	
Local Travel Expenses	\$1,700.00
Telephone Expenses	\$600.00
Office Supplies	\$250.00
Postage	\$50.00
	\$2,600.00
 <i>Workshops and Conferences</i>	 \$8,500.00
 <i>Repair and Maintenance of Equipment</i>	 \$4,000.00
 <i>Teaching Supplies and Materials</i>	
Apple Parts/Equipment	\$3,000.00
Miscellaneous Supplies & Materials	\$7,500.00
1st Grade Projectors - Elementary	\$10,000.00
1st Grade Teacher iMacs - Elementary	\$8,900.00
Print Server & Web Server	\$5,500.00
OS X Server 10.6 Upgrade	\$3,500.00
Digital Video/Photography Equipment (2 nd wave) - Elementary	\$5,000.00
Media Center iMacs - Middle School	\$8,900.00
Wireless Access Points - Secondary	\$3,500.00
	\$55,800.00
 <i>Capital Outlay - Technology</i>	
Infrastructure Replacement, Phase II - Elementary	\$65,000.00
Mobile Learning Lab - Middle School	\$35,000.00
	\$100,000.00
 <i>Dues and Fees</i>	
Cisco SmartNet	\$2,500.00
StrataCache Annual Maintenance Agreement	\$1,000.00
Cornerstone Maintenance Fee	\$100.00
	\$3,600.00
 <i>ISD Service Fees (Internet Access)</i>	 \$29,609.00
 2010-11 Total :	 \$204,109.00

FUNDING AND BUDGET – SECTION 13

BUDGET AND TIMETABLE, 2011-12

<i>Operating Expenses</i>	
Local Travel Expenses	\$1,700.00
Telephone Expenses	\$600.00
Office Supplies	\$250.00
Postage	\$50.00
	<hr/>
	\$2,600.00
<i>Workshops and Conferences</i>	\$9,500.00
<i>Repair and Maintenance of Equipment</i>	\$4,500.00
<i>Teaching Supplies and Materials</i>	
Apple Parts/Equipment	\$3,500.00
Miscellaneous Supplies & Materials	\$7,500.00
Kindergarten Projectors - Elementary	\$12,500.00
Kindergarten Teacher iMacs - Elementary	\$10,000.00
	<hr/>
	\$33,500.00
<i>Capital Outlay - Technology</i>	
Infrastructure Replacement, Phase III - Middle School	\$65,000.00
Core OS X Server Infrastructure Refresh	\$47,500.00
Windows Server Infrastructure Refresh	\$10,000.00
	<hr/>
	\$122,500.00
<i>Dues and Fees</i>	
Cisco SmartNet	\$2,500.00
StrataCache Annual Maintenance Agreement	\$1,000.00
Cornerstone Maintenance Fee	\$100.00
	<hr/>
	\$3,600.00
<i>ISD Service Fees (Internet Access)</i>	\$29,609.00
2011-12 Total :	\$205,809.00

COORDINATION OF RESOURCES

The district has always looked to resources outside of its own budget to augment the funding of technology. The most recent evidence of this has been the influx of dollars from the Delta-Schoolcraft ISD's Safe Students/Healthy Students grant program, which has provided the district with a significant amount of technology hardware, software, and professional development opportunities. Additional examples include:

- The district's administrative financial services are provided via a cooperative effort between the district and the ISD. An IBM AS/400 mainframe located at the ISD facility handles all purchasing and financial reporting for the district. ISD personnel administer these services.
- The Delta-Schoolcraft ISD maintains all of the district's Internet access, content filtering, e-mail services, and digital archiving. ISD personnel administer these services.
- The district's PowerSchool services are maintained by a cooperative effort between the ISD, Escanaba Schools, and other local school districts. EAPS has access to one of several virtual PowerSchool servers that are part of a larger VMware server located at the ISD facility. ISD and EAPS employees maintain this system jointly.
- Access to the online CompassLearning Odyssey software package is also due to a collaborative effort between the ISD, EAPS, and other local school districts that have joined together to share a common licensing pool for the software. ISD personnel administer these services as well.

EVALUATION

The district evaluates the efficacy of its technology program in many different ways. While the methods vary, the main focus is on the effective integration of technology into the classroom. Some examples include:

- Administrators perform evaluations of teachers on a regular basis; these evaluations frequently include a technology component designed to ascertain the degree to which technology is incorporated into the classroom as well as the methods by which the integration occurs. An example could include monitoring the effective distribution of content through the use of a ceiling-mounted digital projector in conjunction with a PowerPoint presentation.
- All students are evaluated at the 8th grade level through mandatory Technology Literacy testing. The results of this testing are provided to the state each year.
- Technology teachers routinely use testing and other evaluation methods to ensure that students are on track.
- Renaissance Place, Lexia Reading, CompassLearning Odyssey, and K to the 8th Power are examples of several essential online tools used by the district to track progress and evaluate students in Kindergarten through 12th grade with regard to technology proficiency.

Unmet goals are addressed in different ways, depending upon the individual situation. An example of this at the high school level is the use of CompassLearning Odyssey's credit recovery functionality. Students who fall behind in a certain subject area can sign up for after-hours credit recovery sessions to get them back on track without having to repeat subjects in subsequent years.

ACCEPTABLE USE POLICY

ESCANABA AREA PUBLIC SCHOOLS *Acceptable Use Policy*

Guidelines for the acceptable use of the EAPS Computer Network

The intent of this document is to provide students and staff, hereafter known as **Users**, with the information necessary to comply with all guidelines approved by the Escanaba Area Public School District, hereafter known as the **District**, when using District-owned computer hardware or software resources, hereafter known as the **Computer Network**. Unless amended by the District, the provisions contained within this document will be in effect for the duration that the User remains with the District.

Pursuant to section 6 of the Michigan Library Privacy Act, each school library offering public access to the Internet or a computer, computer program, computer network, or computer system shall limit minors to only use, or view those using, terminals that do not receive obscene material or sexually explicit matter that is harmful to minors. Individuals age 18 or older, or a minor accompanied by their parent/guardian, may access a school library terminal that is not restricted from receiving such materials. The building principal shall designate the individual responsible for implementing this policy in each qualifying school building library.

In accordance with the Children's Internet Protection Act, the District has implemented this policy, in part, to:

- promote the safe, ethical, responsible, and legal use of the Internet;
- support the effective use of the Internet for educational purposes;
- **protect students against potential dangers in their use of the Internet; and**
- ensure accountability.

The District provides and maintains a Computer Network for the benefit of all Users. Users are encouraged to use and enjoy the Computer Network to enhance their educational experience. Users are responsible for good behavior while using the Computer Network—just as would be expected in other areas of the school building. Users should remember that access to the Computer Network is a privilege, not a right.

The District's Computer Network is intended for educational purposes and District business and is neither a public access service nor a public forum. Only District students and staff who agree to the terms of this policy may be granted access to the District's Computer Network.

In exchange for the use of the District's Computer Network, I, the undersigned, understand and agree to the following conditions:

1. User's Responsibilities

- a. All information, services, and features contained on the Computer Network are intended for use solely by registered Users, only to facilitate learning and enhance information exchange consistent with legitimate educational and work-related purposes. Any use of these resources for commercial, for-profit, or any other unauthorized purposes (i.e. advertisements, political lobbying, marketing), in any form, is expressly forbidden. The District's Network shall not be used to:
 - i. Post or disclose personal identification information about yourself or others over the Internet, even if this information is solicited by a web site that requests such information.
 - ii. Advertise, offer, or provide goods or services for financial gain.
 - iii. Lobby politicians; although Users may communicate opinions with elected governmental representatives.
 - iv. Draft, send or receive inappropriate materials or to engage in behavior which violates District policy, (Including the student conduct code) or which violate federal, state, or local law or regulation. Users are directly responsible for the safekeeping of their unique user ID and password. Any problems that arise from the use of a User's account are the sole responsibility of the account holder. Use of an account by someone other than the registered User is forbidden and is grounds for loss of access to the Computer Network.

- b. It is the responsibility of the User to report, to their supervisor or instructor, any and all damage that may have occurred while they were using any District-owned equipment.
- c. Should a User willfully transfer/download a file or software that infects the Computer Network and/or causes malicious damage, the User will be directly liable for any and all costs to repair the Network. Additionally, the User may be subject to other disciplinary measures as determined by the District.
- d. It is the responsibility of the User when connecting a removable media device, including USB Flash Memory devices, to the Computer Network to ensure that all security protocols normally used in the management of data on conventional storage infrastructure are also applied when using the removable device. It is imperative that any portable memory devices be utilized appropriately, responsibly, and ethically. Failure to do so will result in immediate suspension of that User's account. Users will follow normal data removal procedures to permanently erase District data from such devices once their use is no longer required.
- e. Users have no expectation of privacy as to information or activity on the District's Computer Network. Misuse of a User's account may result in suspension of the account privileges and/or disciplinary action as determined by the District. Misuse shall include, but is not limited to:
 - i. Attempting to connect and/or use personal hardware and/or software on the District's Computer Network, without the express permission of the District.
 - ii. Use of web-based or anonymous proxy servers to bypass or circumvent District Internet filtering devices.
 - iii. Use of personal wireless devices, such as cell phones or handheld video games, that attempt to connect to, or disrupt, the District's wireless infrastructure.
 - iv. Disrupting the operation of the Computer Network through abuse of the hardware or software of any component of the Network, including personal computers.
 - v. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other Users.
 - vi. Malicious use of the Computer Network through harassment, profanity, vulgar statements or discriminatory remarks.
 - vii. Downloading or installing unauthorized software, or the unauthorized modification, copying, or use of licensed or copyrighted software.
- f. Users are expected to:
 - i. Seek instruction for the use of any available technology for which the User is not familiar.
 - ii. Attend appropriate training sessions in the use and care of hardware, software, and network peripherals.
 - iii. Student use of e-mail, chat, instant messaging, and other forms of two-way electronic communications shall only be for legitimate educational purposes and only under the direct supervision of an adult.
 - iv. Promptly notify an instructor or supervisor about any electronic message you receive that is inappropriate or makes you feel uncomfortable.
 - v. Maintain the integrity of the electronic messaging systems by deleting files and/or messages that have exceeded their established limit and by reporting any security violations.
 - vi. Keep inappropriate material from entering the Computer Network or from being reproduced in visual, digital, or written format.
 - vii. Comply with all applicable state and federal laws, including copyright, trademark laws, and applicable licensing agreements, in using the District's electronic information technologies.

2. District's Rights

- a. The District reserves all rights to any and all electronic data stored on its Computer Network, including, but not limited to, District file servers. The District reserves the right to electronically monitor the movement of data across its Computer Network. The District may periodically make determinations on whether specific uses of the network are consistent with the Acceptable Use Policy. The District reserves the right to monitor and log Internet use, user activity, and file server space utilization by the User. When deemed necessary, the District also reserves the right to deny any User access to its Computer Network in an effort to prevent further unauthorized activity.
- b. The District utilizes Internet filtering software that is intended to block access to materials that are unlawful, obscene, pornographic, offensive, or otherwise objectionable. The District does not guarantee that school officials can control access to all such materials, or that users will not have

access to such materials while using the Computer Network. The District can and will remove any and all material which the District, at its sole discretion, believes may be unlawful, obscene, pornographic, offensive, or otherwise objectionable. Users will not use the Computer Network to obtain, view, download, print, or otherwise gain access to such materials.

- c. The District does not warrant that the functions of its Computer Network will meet any specific requirements that the User might have, or that it will be error-free or uninterrupted; nor shall it be liable for any indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system. In consideration for the privileges of using the Computer Network, and in consideration for having access to the information contained therein, the User hereby releases the District from any and all claims of any nature arising from use, or inability to use, its Computer Network.
- d. The District reserves the right to refuse, by physical and non-physical means, the ability for the User to connect removable media, including USB Flash Memory devices, to its Computer Network and will engage in such action if it feels such equipment is being used in such a way that puts the Computer Network at risk.
- e. In the event of improper use of its Computer Network, the District reserves the right to remove files, limit or deny access, and/or refer Users for other appropriate disciplinary actions. The District reserves the right to revoke the User's access privileges immediately and without warning.

Policy Definitions:

Educational purposes include but are not limited to the use of the District's Computer Network for classroom activities, continuing education, professional or career development, and high-quality, educationally enriching personal research.

Harmful to minors means "any picture, image, graphic image file, or other visual depiction that (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act of sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors." 47 USC 254 (h)(7)

Inappropriate material includes but is not limited to materials that are harmful or inappropriate to minors, obscene, pornographic, profane, vulgar, harassing, threatening, defamatory, or otherwise prohibited by law. The determination of a materials' "appropriateness" is based on both the material's content and intended use.

Vandalism is any attempt to harm, destroy, disrupt, or hack the operation of the District's electronic informational technologies, including but not limited to the creation or intentional receipt or transmission of computer viruses.

Please sign and return this portion of the Acceptable Use Policy to receive your account information.

I agree to abide by such rules and regulations of the District's Computer Network usage as outlined in the Acceptable Use Policy. I also agree that I will reimburse the District for any fees, expenses, or damage incurred as a result of my use or misuse of its Computer Network.

Signature of Student/Staff

Date

Please legibly print the student's/staff name here

I will instruct my child about any other access restrictions in addition to those set forth in District Policy. I will emphasize to my child the importance of following the District rules for personal safety.

Signature of Parent/Guardian

Date