

Technology Plan

Delton Kellogg Schools

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District Code Number: 08010

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<http://dkschools1.org/Documents/TechPlan.pdf>

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Introductory Material – SECTION 2

Delton Kellogg Schools Mission Statement

Success for All.

Delton Kellogg Beliefs Statement

1. We believe all relationships should be built upon respect and responsibility.
2. We believe our school should create quality learning opportunities for all.
3. We believe our school should reflect leadership which builds consensus, ownership, and accountability.

Introduction

Delton Kellogg School District is a rural school district consisting of 1,455 students. The District services students in three buildings which include Elementary grades K-6, Middle School grades 5-8, High School grades 9-12, Alternative Education High School grades 9-12 in addition to support of Adult and Alternative Education Programs with the Michigan Career Technical Institute which is located on a separate campus in the school district. Delton Kellogg is reflective of the Michigan economic and demographic status of recent years. The staff consists of 100 teachers, 7 administrators and 20 support staff. In addition, Delton Kellogg has begun collaborative efforts with neighboring school districts and community services such as the local District Library to provide administrative and support services that benefit the student population. The free and reduced lunch population is approximately 72%. The District is considered a rural community.

DISTRICT TECHNOLOGY COMMITTEE- Alternative Education Staff

Todd Kroes – Teacher

District Staff

Carla Culbert – Media Specialist (Committee Chairman)

Amanda Jones – Network Administrator

Thang Nguyen – Director of Technology

Mike Wertman – A/V Consultant

Elementary Staff

Ryan Bates – Teacher

Margaet Martin – Teacher

High School Staff

Brian Makowski – Teacher

Greg Smith - Teacher

Middle School Staff

Nicole Campbell – Teacher

Mutli-Building Staff

Nicole Campbell – Elementary and Middle School
Andra Newington – High and Middle School
Aaron Tabor – Elementary, Middle and High School
Margaret Martin – Elementary and Middle School

Parents and Community

Ryan Watson – Student
Adrianna Culbert – Student
Alex Haase - Student
Susan Williams – Parent
Ray Foster – Community Member
Cheryl Bowers– Director Delton Community Library

Address of the Delton Kellogg Technology Plan
<http://dkschools1.org/Documents/TechPlan.pdf>

Each staff member at Delton Kellogg Schools was allowed to choose from a number of committees. The people on the District Technology Committee chose to serve for many different reasons. All are working under the common mission of providing the resources for all students and staff to be technologically literate. We will also provide the opportunities necessary to utilize technology as a tool and to enhance the learning experience.

As we continue our committee meetings, we will invite community members, parents and students to join and become more active in support of this committee.

Vision and Goals – Section 3

Delton Kellogg Schools Vision Statement

Delton Kellogg Schools: A community committed to educational excellence.

Vision

Education in Michigan is currently facing a unique set of challenges and opportunities. It is imperative that we look intensely, carefully, and thoroughly at increased use of educational technology to meet these challenges and transform student learning. Competition across the United States and the world is forcing this transformation. We must act or we will be far behind. Furthermore, technology is everywhere now, but incredibly, it will be even more pervasive in the future. Think about what the nation will be like, and what will be expected of our schools' graduates when this year's kindergarten class graduates from high school. Technology will be integral, ubiquitous, and for those not ready for the changes, disruptive. (State of Michigan, 2006)

This Plan has two primary Goals:

***To Prepare our students to become productive citizens in a global society and
To address the three goals of the District School Improvement Plan which is to increase student achievement levels in the areas of reading, writing and math.***

We have objectives and strategies that represent both the balanced approach and the systemic approach; all of equal importance and necessary to accomplish this goal.

- 1) Provide leadership for educational technology in order to expand and develop transformative learning environments that increase student achievement.**
- 2) Every student will be proficient in technology and will demonstrate the ethical use of technology as a digital citizen and lifelong learner.**
- 3) Every student will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences.**
- 4) Every educator will use data effectively for classroom decision making and school improvement planning through an integrated local and statewide decision support system.**
- 5) Every educator will have the technology competencies to enable the transformation of teaching and learning to improve student achievement.**
- 6) Every classroom will have broadband Internet access to enable**

regular use of worldwide educational opportunities.

7) Every educator and learner will have equitable and sustained access to resources necessary to transform teaching and learning through educational technology.

8) Secure funding to transform and sustain teaching and learning through educational technology.

9) Use of programs and technologies that will enable all students to increase their reading, writing and math skills to current State and national standards.

10) Utilization of data systems that will help access the needs and improvement levels of all students and determine how to best continue the improvement levels of students in all areas.

11) Utilization of programs that will help to evaluate the current levels of understanding and determine which areas need to be targeted for improved learning opportunities.

12) Increase use of online programs that will help address the needs of all students and provide access at all times and locations and for varying levels of student knowledge and skill level.

Educational technology as addressed in this plan is a powerful means of improving student learning. All our educators should be knowledgeable about the ways in which student learning can benefit from educational technology. These educators should have a supportive environment in which they can realize those opportunities. We must recognize that education cannot get there via quick solutions and initiatives; we must build a transformed educational system that is enabled by educational technology through intensive work over a period of many years.

To support these goals, four specific elements become vital as we pursue technology's potential here at Delton Kellogg Schools:

- 1. Commitment** by the district, including the school board, administration, and staff.
- 2. Leadership** provided first by the school board and administration, and then by the Technology Director and the Technology Committee.
- 3. Planning** by the Technology Committee based on research and including staff involvement.
- 4. Processes** to ensure cost-effective, time-effective, and successful integration of technology into the total environment of the school district.

With this serving as the guide for the District, the Technology Plan becomes the blueprint for the integration of technology. The Plan will focus the District as it attempts to meet the challenges of making correct decisions that will affect all students and staff.

The District Technology Plan is coordinated with the three main goals of the District School Improvement Plan which focuses on three main goals which are to improve the following:

- 1. Reading Skills**
- 2. Writing Skills**
- 3. Math Skills**

The continued implementation of technology within the classroom and the continued improvement of students and teachers technological skills and their ability to improve these skills with the coordination technological knowledge and advances is a primary expectation of our District. The is used in conjuncture and continued implementation of programs that help to evaluate students, increase student knowledge and target specific student needs.

Goals & Action Steps

1) Provide leadership for educational technology in order to expand and develop transformative learning environments that increase student achievement.

- Meet regularly with K-12 Technology Team
- Collaboration further with area RESA's and ISD's on technology services
- Communicate regularly with administration and the board as to the progress of this technology plan

2) Every student will be proficient in technology and will demonstrate the ethical use of technology as a digital citizen and lifelong learner.

- Continually evaluate and update K-12 Technology Curriculum
- Develop and implement a plan to integrate the Technology curriculum into the full curriculum for use as a tool in learning
- Provide information retrieval and resources in the K-12 media program

3) Every student will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences.

- Educational technology should be playing a major role in improving student learning throughout the curriculum.
- Identify and disseminate best practices in technology-enabled teaching and learning environments

4) Every educator will use data effectively for classroom decision making and school improvement planning through an integrated local and statewide decision support system.

- Use of a decision support system based on longitudinal data. Regular utilization of data warehousing tools will help meet this NCLB requirement.
- Regular utilization of assessment testing tools
- Continued increased use of programs that will help to evaluate student levels of achievement and improvement and identify specific groups for increased and differential instruction.

5) Every educator will have the technology competencies to enable the transformation of teaching and learning to improve student

achievement.

- Provide professional learning opportunities for all educators related to integrating technology, focusing on improving student learning and meeting the Michigan Educational Technology Standards for Teachers (METS-T) and the No Child Left Behind requirements. Utilize already acquired skills as teaching tools.
- Emphasize technology integration at every grade level and in every subject area.
- Create the opportunity for staff members to increase their awareness and abilities in integrating technology into subject areas and at every grade levels in order to increase student achievement.
- Utilize MDE rubrics (when they become available) for assessing teacher use of technology delivering instruction, including the use of assistive technology and the philosophy of Universal Design for Learning (UDL), ensuring information literacy, and managing instruction to improve student achievement.
- Prior to employment, new educators should achieve Michigan Educational Technology Standards for Teachers (METS-T).

6) Every classroom will have broadband Internet access to enable regular use of worldwide educational opportunities.

- Continue to increase student to computer ratio
- Integrate web based learning in to the regular classroom experience
- Insure at least 1.5 MB connections speed at any student computer

7) Every educator and learner will have equitable and sustained access to resources necessary to transform teaching and learning through educational technology.

- Utilize the large range of online educational technology resources (i.e. video steaming, course content, etc.) provided by the state.
- Utilize virtual schooling and e-learning opportunities

8) Secure funding to transform and sustain teaching and learning through educational technology.

- Pursue grant opportunities
- Work constructively with the Board to secure funding
- Work with the business office to create support for budget
- Develop community partnerships.
- Provide staff necessary to support the technology.
- Provide necessary space or provide alternatives.
- Purchase equipment and materials to meet determined curriculum and administrative needs.
- Expand and update the infrastructure to a full voice-data-video network.
- Research and assess new technology, implementing those that are appropriate.

9) Evaluation: To evaluate the progress of the implementation of the Technology Plan.

Objectives

- Provide ongoing needs assessment and systemic annual evaluation to ensure continued relevance of the district's technology mission and to consider new technologies.
- Determine the progress of students meeting the Technology Benchmarks.
- Evaluate progress of staff in becoming proficient in the usage of technology.

The purpose of this plan is to exist as a living document that will serve as a guideline that will help guide the entire District towards a high standard of technology use, implementation and education for every student and staff member. It is the recommendation of this committee that the District use the document as a guideline for technology integration, professional development, future purchases and any other area of technology that will help with the complete education of the students.

The benchmarks listed in this document are based on the Michigan Department of Technology Benchmarks and the Standards suggested by ISTE. We hope that we are able as a District to have either implemented the systems that will allow us to meet all of these benchmarks or to put the process in place in the immediate future that will enable us to meet these standards for all students.

Curriculum

A. Curriculum Integration – Section 4

The integration of technology into the regular curriculum will be guided by the Michigan Education Technology Standards Grades K-12. Delton Kellogg Schools will use the guideline and format provided by the State in order to direct the staff into items that need to be incorporated in the classrooms. This same document will be used in order to also evaluate the standards in a thorough manner.

As each teacher and staff member continues to increase their knowledge and ability to integrate technology into the regular classroom curriculum, increased use of technology will be utilized to help improve student achievement. This will be indicated in the ability of teachers to target specific student needs and provide differentiated instruction that meet the needs of individual students more effectively.

The primary goals of the State of Michigan are used as a guideline and adapted to reflect the students and staff at Delton Kellogg Schools:

Goal 1. Teaching for Learning: Students will have meaningful technology-enabled learning opportunities, including assistive technologies and virtual learning opportunities that develop proficiencies as defined by the Partnership for 21st Century Skills (21stcenturyskills.org), required to become lifelong learners, including ethical, safe, and discerning behavior while using information and media technology.

Goal 2. Leadership: Delton Kellogg Schools Technology Committee and Administration will continue to provide leadership for educational technology by expanding and developing transformative learning environments that increase student academic achievement.

Goal 3. Professional Learning: Delton Kellogg educators will have competencies in 21st Century Skills, especially information and media fluency, to enable the transformation of teaching and learning to improve student achievement.

Goal 4. School and Community Relations: Delton Kellogg school board members, parents, and community members will understand the impact educational technology, including virtual learning options and data have on informing and improving instruction. Schools, parents, and community members will be able to access and use school-level data to make meaningful decisions related to the education of all Michigan children.

Goal 5. Data and Information Management: Delton Kellogg educators will have access to data for effective classroom decision making and school improvement planning through an integrated local and statewide decision support system, and

have access to professional learning opportunities to develop competencies in data-driven decision making.

Strategies for implementing these goals include the following with the continued evolution of additional needs as they arise and the adaptation of strategies due to the ever-changing advances or continued available resources available to the District and its students and staff:

- Increased training in staff at the District and ISD level in data management tools such Data Director.
- Programs such as Data Director will be used on all grade levels and in all subject areas to help assess and track the improvement levels of all students. This information will help coordinate student achievement levels with the various State curricular standards and benchmarks in all subject areas and provide the data for common assessment. The evaluation of common assessment scores for ALL students will help instructional staff to assess the needs of students, individually and also in sub-groups.
- Increased use by staff of technologies and programs that provide an increased ability to evaluate student learning and improvement levels and identify the needs of specific students, student subgroups and individuals. These programs include [SWSS](#), [NWEA](#), [Data Director](#)
- Continued use and implementation of programs that empower and enable teachers to assess, evaluate and target students for their individual and specific needs of each student in all areas of curriculum.
- An aggressive move for all teachers to provide increased levels of technology integration within the regular classroom for assessment, evaluation, instruction and knowledge based skills of all students.
- Differentiated instruction that is provided with the help of technology equipment and programs that can provide information and improve skills to specific students and student groups.
- Instruction provided to all students in a targeted classroom environment such as a technology or computer classrooms or courses in the specific skills outlined in the Michigan Educational Technology Standards.
- Instruction provided that meets the METS in a manner which is coordinated with regular classroom instruction and curriculum by all teachers to all students. This is independent of instruction provided within a technology classroom or course.
- As budgets allow, a continued increase in technology equipment and programs that support the continued improvement of technological skills of all students that can be used in all areas of curriculum.
- Instruction in technology skills that enable students to increase their learning levels in all curriculum areas on individualized knowledge levels.
- Teachers on specific grade levels and in individual curricular areas will be provided with individualized instruction that will help provide instruction to the students and integrate technology. This will increase teacher knowledge levels as well as help students increase their technological

knowledge levels as well as an increased knowledge level in specific curricular areas.

- Increasing the level and amount of instruction that is provided by the means of Online Instruction and support. This will help teachers to meet the needs of student who necessitate differentiated instruction, whether for recovery and to move at an increased pace from the norm within the classroom. Online instruction also will provide an increased opportunity to provide instruction and support outside of the normal classroom setting and times.
- Increased the amount and availability of equipment for teachers and students within the classroom for a greater ability to reach resources outside of the normal classroom. For instance, interactive programs with other districts, school systems or presentation programs.
- Each Curricular Department Team will evaluate their use of technology specifically in their areas and grade levels and implement ways to integrate technology within their grade level and subject area. This will be an evolving process that will be addressed and changed accordingly by the needs of the students and the availability of resources within the District and accessible to students.
- Continued professional development opportunities will be provided to all staff on a district wide basis as well as professional development that will be applicable to specific grade levels and subject areas.
- Determination of the needed and required professional development will be guided by the Subject Area Department Committees, the Buildign School Improvement Teams and the District School Improvement Team.
- Use of the local Intermediate School Districts and their training opportunities and staff will be provided on a regular and recurring basis for all teachers both District wide and on a grade level and subject area basis.
- Scheduled times for all teachers to utilize the computer labs, both stationary and mobile so that all students will consistently have available to the technology resources of the District.
- Specific lesson plans will be provided at all grade levels and in each subject areas that address the curricular needs through the enhancement of technology integration.

For example:

Each core area in the High School will develop an online course component using an interactive program such as Moodle for presentation of material, assessment of student knowledge and interactive involvement of all students within the course. This will require a minimum time requirement of all students.

Each grade level within the Middle School will have an assignment that will require the use of technology in its delivery, increased knowledge level, presentation and assessment of every student. Potential requirements would involve word documents on the 5th grade level, presentations created on the 6th grade level, desktop publishing on the 7th grade level and creation of data management presentations on the 8th

grade level. This work would be coordinated within the grade levels and subject area while being reinforced in the technology classroom and setting.

Elementary students will have an increased exposure to the required METS by utilizing the mobile lab and computer classroom on a regular and scheduled basis that reaches all students in targeted subject areas and on specific grade levels.

On a regular basis, within the scheduled department and grade levels meetings throughout each year, discussions will be held and evaluations of how technology has been implemented into all areas and grade levels. Professional development opportunities will be provided to address the increased need and knowledge levels of instructional staff to present the material to the students. Both internal staff as well as Intermediate School District staff and opportunities will be utilized for the Professional Development of the staff.

The District will continual and regularly evaluate the State standards and how they are presented to the students. Below is a list of the current Benchmarks and how they are being delivered to the students:

K, 1, and 2 STUDENT TECHNOLOGY BENCHMARKS

Michigan Educational Technology Standards (METS) - K-8 Checklist by Grade Levels			
O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class
Grades K through 2 – Technology Standards and Expectations – (by the end of Grade 2)			
1. Basic Operations and Concepts.			
a. Students demonstrate a sound understanding of the nature and operation of technology systems.			
	K	1	2
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).	O	O	O C
2. Students identify common uses of technology found in daily life.	O	O	O C
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).	O	O	O C
4. Students identify the functions of the major hardware components in a computer system.	O	O	O C
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).	O	O	O C
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.	O	O	O C
1b. Students are proficient in the use of technology.			
	K	1	2
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).	O	O	O C
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).	O	O	O C
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).	O	O	O C
2. Social, ethical, and human issues.			
a. Students understand the ethical, cultural, and societal issues related to technology.			
	K	1	2
1. Students identify common uses of information and communication technologies.	O	O	O C
2. Students discuss advantages and disadvantages of using technology.	O	O	O C
2b. Students practice responsible use of technology systems, information, and software.			
	K	1	2
1. Students recognize that using a password helps protect the privacy of information.	O	O	O C
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.	O	O	O C
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.	O	O	O C
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.			
	K	1	2
1. Students understand that technology is a tool to help them complete a task.	O	O	O C
2. Students understand that technology is a source of information, learning and	O	O	O C

entertainment.			
3. Students can identify places in the community where one can access technology.	OC	OC	OC
3. Technology productivity tools. a. Students use technology tools to enhance learning, increase productivity, and promote creativity.	K	1	2
1. Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.	O	O	OC
2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing).	O	O	OC
3b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	K	1	2
1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.	O	O	OC
4. Technology communications tools a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	K	1	2
1. Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.	O	O	OC
4b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	K	1	2
1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.	O	O	OC
2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others.	O	O	OC
5. Technology research tools a. Students use technology to locate, evaluate, and collect information from a variety of sources.	K	1	2
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.	O	O	OC
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.	O	O	OC
5b. Students use technology tools to process data and report results.	K	1	2
1. Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.	O	O	OC
5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	K	1	2
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.	O	O	OC
6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.	K	1	2
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.	O	O	OC
6b. Students employ technology in the development of strategies for solving problems in the real world.	K	1	2
1. Students identify ways that technology has been used to address real-world problems (personal or community).	O	O	OC

3, 4, and 5,

Michigan Educational Technology Standards (METS) - 3rd to 5th Checklist					
O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class		
Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5)					
1. Basic Operations and Concepts.			3	4	5
a. Students demonstrate a sound understanding of the nature and operation of technology systems.					
1. Students discuss ways technology has changed life at school and at home.			C	C	C
2. Students discuss ways technology has changed business and government over the years.			C	C	C
3. Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.			C	C	C
1b. Students are proficient in the use of technology.			3	4	5
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).			C	C	C
2. Students know proper keyboarding positions and touch-typing techniques.			C	C	C
3. Students manage and maintain files on a hard drive or the network.			C	C	C
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.			C	C	C
5. Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).			C	C	C
6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.			C	C	C
7. Students identify search strategies for locating needed information on the internet.			C	C	C
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.			C	C	C
2. Social, ethical, and human issues.			3	4	5
a. Students understand the ethical, cultural, and societal issues related to technology.					
1. Students identify cultural and societal issues relating to technology.			C	C	C
2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.			C	C	C
3. Students discuss how various assistive technologies can benefit individuals with disabilities.			C	C	C
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.			C	C	C
2b. Students practice responsible use of technology systems, information, and software.			3	4	5
1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.			C	C	C
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, and plagiarism) and related laws.			C	C	C

3. Students use age-appropriate citing of sources for electronic reports.	C	C	C
4. Students identify appropriate kinds of information that should be shared in public chat rooms.	C	C	C
5. Students identify safety precautions that should be taken while on-line.	C	C	C

2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	3	4	5
1. Students explore various technology resources that could assist them in pursuing personal goals.	C	C	C
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.	C	C	C
3. Technology productivity tools.	3	4	5
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).	C	C	C
2. Students know how to insert various objects (e.g., photos, graphics, sound, video) into word processing XX documents, presentations, or web documents.	C	C	C
3. Students use a variety of technology tools and applications to promote [their] creativity.	C	C	C
4. Students understand that existing (and future) technologies are the result of human creativity.	C	C	C
3b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	3	4	5
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.	C	C	C
4. Technology communications tools	3	4	5
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			
1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.	C	C	C
4b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	3	4	5
1. Students 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.	C	C	C
2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).	C	C	C
5. Technology research tools	3	4	5
a. Students use technology to locate, evaluate, and collect information from a variety of sources.			
1. Students use Web search engines and built-in search functions of other various resources to locate information.	C	C	C
2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM).	C	C	C
5b. Students use technology tools to process data and report results.	3	4	5
1. Students know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.	C	C	C
2. Students perform simple queries on existing databases and report results on an assigned topic.	C	C	C

5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	3	4	5
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.	C	C	C
2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.	C	C	C
6. Technology problem-solving and decision-making tools	3	4	5
a. Students use technology resources for solving problems and making informed decisions.			
1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).	C	C	C
6b. Students employ technology in the development of strategies for solving problems in the real world.	3	4	5
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).	C	C	C

**6, 7, and 8,
STUDENT TECHNOLOGY BENCHMARKS**

Michigan Educational Technology Standards (METS) - 6th to 8th Checklist					
O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class		
Grades Six through Eight – Technology Standards and Expectations – (by the end of Grade 8)					
1. Basic Operations and Concepts.			6	7	8
a. Students demonstrate a sound understanding of the nature and operation of technology systems.					
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.			C	C	C
2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.			C	C	C
3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).			C	C	C
4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.			C	C	C
5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.			C	C	C
1b. Students are proficient in the use of technology.			6	7	8
1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.			C	C	C
2. Students use accurate technology terminology.			C	C	C
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.			C	C	C
4. Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.			C	C	C
5. Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).			C	C	C
6. Students can identify appropriate file formats for a variety of applications.			C	C	C
7. Students can use basic utility programs or built-in application functions to convert file formats.			C	C	C
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.			C	C	C
2. Social, ethical, and human issues.			6	7	8
a. Students understand the ethical, cultural, and societal issues related to technology.					
1. Students understand the potential risks and dangers associated with on-line			C	C	C

communications.			
2. Students identify security issues related to e-commerce.	C	C	C
3. Students describe possible consequences and costs related to unethical use of information and communication technologies.	C	C	C
4. Students discuss the societal impact of technology in the future.	C	C	C
2b. Students practice responsible use of technology systems, information, and software.	6	7	8
1. Students provide accurate citations when referencing information from outside sources in electronic reports.	P	P	P
2. Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).	C	C	C
2c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	6	7	8
1. Students use technology to identify and explore various occupations or careers.	C P	C P	C P
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.	C	C	C
3. Students identify uses of technology to support communication with peers, family, or school personnel.	C	C	C
3. Technology productivity tools.	6	7	8
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	C	C	C
2. Students use a variety of resources, including the internet, to increase learning and productivity.	C	C	C
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	C P	C P	C P
4. Students use available utilities for editing pictures, images, or charts.	C P	C P	C P
3b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	6	7	8
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.	C	C	C
4. Technology communications tools	6	7	8
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			
1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.	C	C	C
4b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	6	7	8
1. Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.	P	P	P
5. Technology research tools	6	7	8
a. Students use technology to locate, evaluate, and collect information from a variety of sources.			
1. Students use a variety of Web search engines to locate information.	C	C	C
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.	C	C	C
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).	A	A	A
5b. Students use technology tools to process data and report results.	6	7	8
1. Students know how to create and populate a database.	CP	CP	CP
2. Students can perform queries on existing databases.	A	A	A
3. Students know how to create and modify a simple database report.	A	A	A

5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	6	7	8
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	C	C	C
6. Technology problem-solving and decision-making tools	6	7	8
a. Students use technology resources for solving problems and making informed decisions.			
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.	C	C	C
6b. Students employ technology in the development of strategies for solving problems in the real world.	6	7	8
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.	C	C	C

HIGH SCHOOL TECHNOLOGY BENCHMARKS

HIGH SCHOOL STUDENT TECHNOLOGY BENCHMARKS

Opportunities exist for every student to participate in the following:

- Demonstrate mastery of all K-8 Benchmarks by applying mastered skills across the curriculum
- Produce word-processed documents as dictated by current industry trends. (In all subject areas, for example: Portfolio and English)
- Manipulate databases by gathering data and reporting, interpreting, and communicating results. (In all subject areas, for example: Portfolio, Science, Sociology, and Business)
- Process numeric information using a spreadsheet (In all subject areas, for example: Portfolio and Math)
- Use content-specific software (In all subject areas, for example: CADD, Metals, Art, Science, English, and Math)
- Use content-specific technologies (In all subject areas, for example: CAD, Metals, Art)
- Investigate careers that use various technologies (In all subject areas, for example: Business, Seminar, and MCTE)
- Understand and use online resources (In all subject areas, for example: Portfolio and Business)
- Utilize virtual and simulated learning opportunities (In all subject areas, for example: Business, Science, Social Studies)
- Create documents using desktop publishing software applications (In all subject areas, for example: Journalism, English, and Social Studies)
- Science technologies Online ChemLab, Online Biology labs and Graphic Analysis software,
- Utilize software for specific career technologies, Diagnostic software for Auto Shop, CNC software for machining, etc.
- Graphic production software, computer graphics, video editing, digital photography and web design.
- Presentation document such as Power Point and document cameras.
- Discuss and model ethical, legal, safe and responsible use of technology (In student & teacher handbooks)

I. CURRICULUM

B. Student Achievement – SECTION 5

Through the direction of the School Improvement Team and the K-12 Department Committees and with the assistance of the Technology Committee for support and recommendations, the staff will determine areas of subject specific curriculum where technology can successfully be integrated to advance the students' levels of achievement. These groups will be guided by the District Curriculum which the district has adapted on the K-12 levels in the Core Subject Areas.

Listed below are example of subject areas and technology integration suggestions for using various software applications that are part of the Grades 5-8 METS:

ELEMENTARY TECHNOLOGY INTEGRATION EXAMPLES

Science – Grade 3 – While students are studying the characteristics of water, gas, liquid and solids, they evaluate the characteristics and the descriptors for each. After determining which category each falls into, the student places the items into the proper category in an Excel spreadsheet. The students will then sort the data into various graphs. This will encompass the science objectives, the use of spreadsheets, as well as creation and interpretation of graphs.

Mathematics – Kindergarten and First Grade– Students will use KidPix or MS Paint to create two circles. The students will then place a certain number of items from the stamp set into each circle. They will move the items from inside and outside the circles and from circle to circle. They will utilize counting skills, addition and subtraction, mouse manipulation and the drawing and the use of stamps in Kidpix.

Social Studies – Fourth Grade – Every year the entire fourth grade class takes a trip to Mackinaw Island. Before the scheduled trip the students research Mackinaw City and Mackinaw Island. They use the factual information they obtain as well as photos and create an informative presentation on points of interest and historical interest in those areas of Michigan. They also research cost, plan a budget and itinerary. This information is placed into a Power Point Presentation. During the trip the students write in their journals and take pictures with the school digital cameras. After they return they take their information and their photos and as a class collectively create a webpage that is posted to the Delton Kellogg website. This uses research techniques, math skills, historical and social facts about Michigan, writing skills in their journals, use of Word, Power

Point and Front Page. They can also track their spending and trip costs and place them into an Excel spreadsheet.

Language Arts – Second Grade – Students write a short informational biography about themselves. They use Word to create the written work. This familiarizes them with Word. They use the digital camera to take pictures of themselves and family members. They then use the information and the pictures and place them into a short Power Point Presentation.

Language Arts and Science – First Grade – While the students are studying mammals, they create short Power Point presentations listing various mammals and use clip art to insert the pictures. Including in the presentation are short written descriptions. Such as “Farm animals that are mammals are cows, pigs and ducks”. This uses science skills, language art skills while using keyboarding skills and Power Point. This can be done individually or with a class using one computer and a video projector or TV connected to a computer.

MIDDLE SCHOOL LANGUAGE ARTS

Grade Five:

- Word Processing:
 - Margins and tabs
 - Creating folders
 - Classifying own documents
 - Write a business letter
- Paint document with a word processed document
- Copyright laws and district Technology Fair Use Policy
- Multimedia project
- Research tools

Grade Six:

- Cut, paste, copy
- Desktop publishing: report using district standards
- Paint document with a word processed document
- Artwork with word processed story
- On-line communication
- Acceptable use of communication
- Multimedia presentations
- Subject area software
- Research tools
- Email etiquette
- Letter with attachments

Grade Seven:

- Desktop publishing: report/personal letter using district standards
- Footnotes
- On-line Communication
- Acceptable use of communication
- Multimedia presentations
- Paint document with a word processed document

- Artwork with word processed story
- Technologies for creative expression and communication
- Subject area software
- Research, documents, writing labs

Grade Eight:

- Multimedia projects with graphics, text and sound
- Desktop publishing: documents/reports/letters using district standards
- Database and telecommunications for research
- Online searching/research
- Organization, analysis and evaluation of information gathered from online research
- Electronic mail as method for communication
- Acceptable use of communication: legal and ethical responsibility, copyright and Freedom of Information laws
- Subject area software
- Analysis of how technology impacts information access, analysis, organization and utilization

MIDDLE SCHOOL SCIENCE

Grade Five:

- Reports on implications of technology
- Multimedia projects
- Simulation software
- Subject area software
- Copyright laws-Acceptable use
- Probes, electronic microscopes, virtual labs
- Research tools

Grade Six:

- Multimedia Presentations
- Simulation software for problem solving
- Evaluation of advancements in technology
- Simple spreadsheet
- Charts and graphs (bar graphs, line graphs, pie graphs)
- Subject area software
- Identification of resources needed to operate selected technological systems
- Simulations

Grade Seven:

- Multimedia Presentations
- Simulation software for problem solving
- Evaluation of advancements in technology
- Analysis of how computers are tools for information processing, communication, decision-making, problem solving and control of other devices.

- Spreadsheets
- Evaluation of the advantages and disadvantages of using a technological solution to a problem
- Databases
- Subject area software
- Curriculum-based software
- Probes, electronic microscopes, virtual labs

Grade Eight:

- Multimedia Presentations
- Simulation software for problem solving
- Evaluation of advancements in technology
- Databases
- Spreadsheets
- Review of sixth and seventh grade Science Technology Integration
- Subject area software
- Research sources, projects

MIDDLE SCHOOL SOCIAL STUDIES

Grade Five:

- Copyright laws – acceptable use
- Online sources
- Impact of technology on careers
- Technology-oriented careers
- Multimedia project
- Desktop publishing, using district standards
- Copyright laws
- Simulations
- Research tools

Grade Six:

- Database and telecommunications for research
- Multi-media presentations
- Simulations
- Spreadsheets
- Charts and graphs (bar, line, pie)
- Desktop publishing, using district standards
- Study of the advancements of technology
- Acceptable use of telecommunication
- Copyright laws
- Evaluation of the impact of technology on the home, school, community and workplace.
- Subject area software

Grade Seven:

- Database and telecommunications for research

- Technology use to interpret, analyze, synthesize and evaluate data
- Multimedia presentations with graphics, text and sound
- Simulations
- Spreadsheets
- Desktop publishing, using district standards
- Technology acceptable use: Freedom of Information/copyright laws
- Subject area software
- Research projects, sources, increased experiences with online research tools

Grade Eight:

- Database and telecommunications for research
- Technology use to interpret, analyze, synthesize and evaluate data
- Multimedia presentations
- Simulations
- Spreadsheets
- Desktop publishing, using district standards
- Acceptable use of telecommunication: Freedom of Information and copyright laws
- Spreadsheets to graph statistics
- Subject area software
- Research projects, sources
- Video production
- Use of online course software such as Moodle for course content areas
- Increased online research capabilities
- Use of blogs and wikis

MIDDLE SCHOOL MATHEMATICS

Grade Five:

- Mastery of all of the K-4 benchmarks
- Subject area software
- Calculators
- Create a graph, chart, table
- Spreadsheets

Grade Six:

- Subject area software
- Simulation software for problem-solving
- Calculators
- Spreadsheets
- Charts and graphs (bar, line, pie)

Grade Seven:

- Subject area software
- Simulation software for problem-solving
- Calculators
- Computer generated graphs

Grade Eight:

- Subject area software
- Simulation software for problem-solving
- Graphing calculators
- Computer generated graphs
- Spreadsheets

MIDDLE SCHOOL ARTS

- Computer drawings
- Design
- Multimedia productions
- Art appreciation: database research
- Animation
- Digital cameras
- Paint

MIDDLE SCHOOL MUSIC

- Databases
- Compact Discs
- Create music
- Creation of audio and video productions

MIDDLE SCHOOL PHYSICAL EDUCATION

- Databases for research
- Caloric analysis for physical fitness
- Databases for tracking statistics
- Measurement of pulse in training

MIDDLE SCHOOL SPECIAL EDUCATION

- Computer software for remediation
- Skill development and reinforcement

MIDDLE SCHOOL FOREIGN LANGUAGES

- Language word processors
- Vocabulary review
- Digitized voice
- Research
- E-mail to pen pals

MIDDLE SCHOOL HEALTH

- Database for research
- Spreadsheets to graph and analyze
- Virtual experiments
- Interactive lessons

MIDDLE SCHOOL MEDIA CENTER

- Computerized card catalog
- Computerized circulation system
- On-line research
- Databases
- Internet use
- Video production
- Traditional audio-visual equipment
- Presentation equipment

MIDDLE SCHOOL CAREER EDUCATION/TECHNOLOGY EDUCATION

- Specific benchmarks for the Career and Technical Education Class (grades 5-8) are listed
- Computerized MOIS programs
- On-line research
- Word processing
- Multimedia presentation
- Impact of technology on jobs and technically oriented careers
- Creation of resumes and letters of recommendation

WOOD SHOP

- Technology Modules
- Building
- Rockets
- CADD
- Research

Suggested examples for integrations can be used from the following:

- High School - Weight Training Class –Excel – Use of spreadsheets to track the use and advancement of specific skills, techniques, amount and level of weights, repetitions and times. The spreadsheets will help the student determine the required measurements needed for their advancement in the class as well as track the level of success. Percentages for required increases could also be incorporated in formulas within the spreadsheet.
- Elementary – Science – Excel – Determining the characteristics of water as in gases, solids, and liquids. Students can determine the labels of each entity and then place these into a spreadsheet and

subsequently place these items into various graphs. This would incorporate the required science knowledge and also the use and creation of various types of graphs.

- Elementary – Power Point – Creation of a basic Power Point presentation within the class for Parent and School Open House. The class can create a power point presentation using pictures taken with a digital camera and tracking the class schedule for the day. Using a video projector and collaboration work with the entire class, the class can create the presentation to be shown to parents to present the day's or week's schedule.
- Middle School – Social Science – Publisher – Creation of an informational brochure for projects on states, countries and geography projects. These brochures would be the result of collective research using traditional and online resources. The information would require the student to view the resources and determine the facts necessary to be included within the brochure. Factual information, comparable information would both be included.
- High School – Algebra I, College Algebra, Advanced Algebra, Pre-Calculus and AP Calculus – Use of graphing calculators for the specific required curriculum.
- High School – Chemistry and Physics – Graphing Analysis Software and Excel – Within the contexts of specific experiments within the class, information will be placed in the Graphing Analysis Software and then the information will be transported into an Excel spreadsheet and evaluated.
- High School – Video Editing and Yearbook – Photoshop, Pinnacle – Creation of various publications, print, electronic and video that comprise various assignments. This includes individual and original creations as well as documentation of events within the school.
- High School – Advanced Study Computers – Webpage design that covers Adobe CS3 Web Edition, NVU, and Paint.net. The Advanced Study Students along with the instructor completely maintain and update the Delton Kellogg webpage.
- High School – Advanced Study Computers – Technology students select this class every year with the emphasis being placed on training students in computer repair and updates. Maintenance tasks as well as problem-solving skills are stressed. Students learn the basic steps to follow in order to set-up, evaluate a non-functional system and problem solve in order to resolve the difficulty. Students also learn the tasks that need to be completed in order to alter, update and repair a system. Both hardware and software systems are covered.

TIMELINE

Fall 2011	Technology Teacher K-4	Employ a teacher to teach computers K-4 .5 time. Serve as a technology integration specialist to train and collaboration with K-4 teachers for technology integration in the classroom.
Fall 2011	Professional Development on Technology Integration to Building Levels and K-12 Curriculum Committees	Using the District approved curriculum as a guideline, determine one area to incorporate in each Grade Level K-6 and each subject area 7-12 that would integrate technology
Fall 2011	Collaborative Lesson in each area in every class K-6 with Media Specialist	Collaborative lesson in each subject area 7-12 needed with Media Specialist
Spring 2012	Additional Subject areas needed to be determined and taught in every class and subject area	Training in specific software needed for teaching staff in order to increase level of technology integration
Fall 2012	Continuation of targeting specific areas to implement in each class K-6 classroom and various subjects grades 7-12. Administration will help to ensure that each classroom has exposure and access to the same areas and levels of technology to help build a better base for student knowledge of subject area and applicable technology.	Continued training in examples of technology integration as well as training in evaluating State and District Curriculum and locating areas where technology can improve student achievement.
Spring 2013	Continuation of targeting specific areas to implement in each class K-6 classroom and various subjects grades 7-12. Administration will help to ensure that each classroom has exposure and access to the same areas and levels of technology to help build a better base for student knowledge of subject area and applicable technology.	Continued training in examples of technology integration as well as training in evaluating State and District Curriculum and locating areas where technology can improve student achievement.

I. CURRICULUM

C. Technology Delivery – SECTION 6

The use of Michigan Virtual University, PLATO Online Learning, interactive websites, Moodle, class list serves, online coursework with dual enrollment with local colleges, etc., are provided for students as possible resources to increase and expand their subject area knowledge. As time advances, resources increase, staff knowledge develops, these resources can be utilized at a greater rate and more expansion range.

The Delton Kellogg District also accesses the resources of Calhoun Intermediate School District, Barry County Intermediate School District and KRESA to help increase the level of technology delivery. Delton is a partner with these ISD's and uses their services and support.

Delton Kellogg Schools has also begun to implement the use of MOODLE to provide an online learning experience for every student by the time of graduation. The District has established its own MOODLE server which has increased the ease and availability for use to all staff and students in a timely fashion.

Moodle has been used in a growing number of classes in the High School. The courses using MOODLE in the High School included Popular Literature, German, Advanced Study Computers, Web Design and American Literature. Beginning in the 2011-2012 school year there will be a MOODLE course in each of the core areas within the High School. These will touch students in grade levels 9-12. Each student taking Health, which is a graduation requirement will have a MOODLE component will include instruction, interaction and assessment. AP English Literature and Language, AP Biology, English 12 and English 10 all have MOODLE components. The Summer Credit Recovery Program has implemented MOODLE components to serve the needs of students who require differentiated instruction at different levels and within different timeframes.

MOODLE will be increased in its use in the 2012-2013 school year to include a component in every English Language Arts class within the High School and in an additional course in all of the other core subject areas.

This inclusion with MOODLE will move forward with collaborative efforts between the Media Specialist and technology teachers who are already using MOODLE. Workshops will also be provided in-house which will increase the knowledge level of the teaching staff.

MOODLE is also available to all teachers K-8. Professional Development is provided on a regular semester basis as well as on demand when needed to all staff K-12.

Increased use of PLATO and use of coursework with Michigan Virtual University courses also provide online learning experiences for students. These courses are used for course recovery, course enhancement and course offerings that are not available at Delton Kellogg.

I. CURRICULUM

D. Parental Communication and Community Relations – SECTION 7

The Technology Plan will be presented to the community in the following ways:

- The Technology Plan will be posted on the Delton Kellogg Website.
- The Technology Plan will be presented to the School Improvement Team which includes parents and community members.
- The Technology Plan will be presented to specific parents groups, P.I.E. in individual buildings and other parent support groups.
- Printed copies of the Technology Plan will be available in each of the Media Centers, each of the building offices and in the Delton District Library.
- Announcements about the new Technology Plan will be made on the Delton Kellogg Webpage and in the individual school newsletters.
- The Technology Plan will be presented to the Elementary, Middle and School Improvement Teams and to each of the building staff meetings.

Members of the Technology Committee and the School Improvement Team include teachers, support staff, administrators, students, parents, Board of Education members and community members. The School Improvement Team is the directing force in curriculum, policy and vision for the district. The Technology Committee is a referral and support group that helps to implement these directions in any area where technology could and should be used.

Additional communication with parents and the community will be used with the continued implementation of PowerSchool. The Delton Kellogg District has purchased Power School and is currently using it as a Student Management System and Grade book. Parents are able to access their student's grade and attendance records. This is also including an informational portion that will help communicate school information to the parents. The Delton Kellogg Webpage also continues to provide information for parents and the community.

Increased use of the Phonemaster has been implemented and continues to grow in its outreach to parents, students, staff and the community. Phonemaster is used to deliver messages for events, activities, scheduling, emergencies, surveys and dissemination of information to all entities.

Delton Kellogg Schools has increased its involvement and collaboration with parents and community members. All committees have integrated individuals into these groups to help with planning, decision making and delivery of information and services to the student population. Support and help to the staff have also increased in these areas.

I. CURRICULUM

E. Collaboration – SECTION 8

The Delton Kellogg School District also includes an Alternative Education High School. The Alternative Education Program is housed on the same campus as the Elementary, Middle and High Schools. Students use many of the same facilities as do the other students, including cafeteria, media centers and computer labs. The Alternative Education High School serves students that have needs that cannot be met by traditional methods of education. Many of these students will become or could currently be classified as Adult Learners. The demographics of the program are as follows:

- Student age – 15 – 20 years old.
- Students originate from numerous districts.
- Over 85% of the students receive free or reduced lunches.
- 99% of the students are Caucasian persuasion.
- Use of technology in the Alternative Education High School. The Alternative Education Program integrates technology in several areas.
- PLATO Online Learning allows for individualized coursework as well as credit recovery.
- PLATO is available to students while in the Alternative Ed classroom as well as being available to students at home during non-school hours to students who have internet access.
- Video Project for classroom instruction, collaboration units and collective research projects.
- Internet access for research, interactive learning programs, reinforcement activities, and individual work.
- Full access to the High School Media Center and access to all online resources from home and outside of school hours.
- Access and use of MOIS, Michigan Occupational and Instructional System.

Plans are being made to look at future enhancements utilizing technology in the Alternative Education program. These will include the purchase and use of additional computers, digital cameras and webpage software.

The Delton Kellogg School District was part of a study by Calhoun Intermediate School District to evaluate the level of competency and instruction in the areas of English Language Arts and Writing. This evaluation included the analysis of data in test scores, the use of technology for student management and technology integration. The study is going to be continued as time allows and the implementation of sources such as Data Director is further continued.

The Delton Kellogg School District also works with Michigan Career Technological Institute which is located within the Delton Kellogg District.

Currently staff is frequently shared between the two entities and there is a collaboration of resources. MCTI houses program for GED coursework and testing, High School completion programs, adult education, literacy training and job training in specific areas. PLATO and reading programs such as WEAVER, STAR and ACCELERATED READER are shared between the District and programs at MCTI.

The Delton Kellogg School District is also planning on meeting with the Delton Area Rotary to see what possible options may be available to collaborate with community members and businesses. Currently there are several members of the Delton Area Rotary that are also members of the Technology Committee, School Board and School Improvement Team. Collaboration is also being sought from the Barry County Intermediate School District, Calhoun Intermediate School District and KRESA for collaborative efforts, grants and support services. Many of the technology purchases for supplies and software are purchased at a reduced rate through the Michigan REMC's.

The Delton Kellogg School District has collaborated with the Delton District Library to utilize a circulation system that allows District patrons and Delton Kellogg students to view all holdings, access all online resources and have full use of all collections. This eliminates the need of duplication of materials, creates a larger collection and reduces cost. The one year savings between the District Library and the School District has been in excess of \$4,500. This also gives the student body the ability to access MELCAT, the State of Michigan Library's interloan program at no additional cost and gain access to every participating library throughout the State of Michigan.

The Delton Kellogg School District has also begun to utilize the Delton District Library to provide support staff and coverage for the three Media Centers within the District. Services for book circulation, student library use, book processing and regular library clerical tasks is now provided from the District Library. The District still employs a certified Library Media Specialist to provide supervisory tasks, cataloging services, collections development and management and management of the circulations cataloging and research systems. This individual also serves as the primary educational technology consultant for teaching staff in grades K-12.

As time continues along with possible additional budget constraints, continued and increased collaboration with the Delton District Library will exist in order to provide quality service to the Delton Kellogg School population at a considerable cost savings to the District.

Delton Kellogg Schools also work in conjuncture with the Michigan Career and Technical Institute. Delton Kellogg Schools provide several teaching staff to provide instruction to MCTI students. An increasing collaboration of these two entities has insured an increase in the ability to utilize technology for student achievement, instruction and assessment.

Timeline for Literacy and Technology Collaboration

Fall 2011	Courses offered with Delton District Library	Courses offered in collaboration with District Library for technology and literary enhancement
Fall 2011	Delton District Library Staffing	Basic services provided by Delton District Library for Media Centers
Fall 2011	Calhoun ISD Professional Development	PD for Data Director to all teaching staff
Spring 2012	Calhoun ISD Professional Development	Increased levels of PD
2011-2012	Calhoun ISD	PD for writing skills and technology integration
2011-2012 School Year	Change of current PLATO programs to Internet based program which will include State changes to curriculum and increase support	Use by students in Alternative Education, MCTI and 3 District Buildings
2011-2012 and 2012-2013	Professional Development with KRESA and Calhoun ISD	PD for staff to implement curriculum and technology needs

I. PROFESSIONAL DEVELOPMENT

F. Professional Development - SECTION 9

The School Improvement Team will provide direction and take an active part in planning the Staff Development for each year to insure that the vision, the goals and the objectives of the Technology Plan will be met. One session of the before school staff development and one session per semester of the two-hour delay staff development will be devoted to technology integration into specific subject area curriculum. As the School Improvement Team provides the direction for the district and disseminates the information through the Building Core Teams and into the entire staff, this information will be reinforced throughout all staff, teachers, administrators and support staff. This training will emphasize technology integration.

Professional Development that is skill oriented will be provided periodically at the building levels for skill development, new technologies and reinforcement of previously learned skills. In providing this staff development at the building levels, it can be more appropriate for the given grade levels and subject areas. This training can be provided once per month in regular staff meetings and then once per semester during the scheduled building level two-hour delay schedule.

These standards have been developed using the guidelines of the International Society of Technology Educators standards for teachers and administrators and the Michigan Department of Technology Benchmarks. The MDETS help to determine a minimal level of competency the teacher will need to possess in order to sufficiently provide instruction and integration for the students.

Levels of Technology Competency will be established for Staff.

The Technology Committee has established levels of Technology Competency for Staff in the Areas of Software, Hardware, Network Applications, Online Resources and Audio Visual. One of the targets for the professional development and training will be to elevate each member of the teaching staff to Level 1 in each of the areas and then advance to Level 2. As technology changes and advances, so will the descriptors of each of the levels to advance include new technologies and incorporate new standards for both the teachers and the students.

Software Classifications

Level 1 – Basic

- Using a Web Browser (Internet Explorer or Mozilla)
- Understanding and using Bookmarks
- Understanding the differences between Mozilla versus Internet Explorer
- Acceptable Use Policy
- Knowledge of Procedure / Helpdesk (Israel Gonzalez x305)

- Basic Authoritative Internet Search
- GroupWise E-Mail – Send and receive as well as running a spell check
- Saving a document
- File Management

Level 2 – Intermediate to Advanced

- Groupwise Address Book Handling
- Importing and Exporting Bookmarks
- Research Resources
- Employ various Search Engines
- Selecting qualified Resources
- Groupwise E-Mail Attachments and Address book
- Changing a File Type
- Creating a Web Page

Hardware Classifications

Level 1 – Basic

- Turn on a Computer / Monitor
- Basic troubleshooting
 - Make sure the computer and monitor are plugged in and turned on
 - Is the Network Connection plugged in
 - If all else fails, reboot before filling out a Technology Request.
 - Know the username and password
- Replacing a mouse on a computer
- Logging off of the network
- Cleaning the computer
- Acceptable Use Policy
- Knowledge of Procedure / Helpdesk (Israel Gonzolez x305)

Level 2 – Intermediate to Advanced

- Adding Peripherals to a computer
- Hooking up and using the Mobile Lab
- Replacing a Keyboard or a mouse on a computer
- Internal Hardware Tutorial

Network Classifications

Level 1 – Basic

- Logging into the network
- Understanding the Network Drives including the U:\ and the S:\ drives
- Saving a document to the appropriate drive on the network
- File Management
- Accessing the Student Management System
- Logging into the Groupwise E-Mail system
- Acceptable Use Policy Education
- Knowledge of Procedure / Helpdesk (Israel Gonzolez x305)
- Printing to the correct Network Printer
- Network Housekeeping
 - Year End cleanup

- Burning all files from your U:\ drive to a cd and deleting the copies off of your U:\ drive.
- Cleaning up unused documents on your U:\ Drive
- Cleaning up unused e-mail messages in your Groupwise E-Mail inbox
- Deleting all Sent e-mails in your Sent folder
- Emptying your Trash in Groupwise

Level 2 – Intermediate to Advanced

- Accessing the PowerGrade Gradebook
- Troubleshooting the computers Network Connection
- Troubleshooting the Context problems in the Advances button in the Novell Login screen
- Accessing the Student User Accounts (U:\ Drives)
- Adding or using more than one Networked Printers
- Network Housekeeping
 - Year End cleanup
 - Burning all files from your U:\ drive to a cd and deleting the copies off of your U:\ drive.
 - Cleaning up unused documents on your U:\ Drive
 - Cleaning up unused e-mail messages in your Groupwise E-Mail inbox
 - Deleting all Sent e-mails in your Sent folder
 - Emptying your Trash in Groupwise

ONLINE RESOURCES and RESEARCH CLASSIFICATIONS

Level 1 - Basic

- Use of Delton Kellogg Webpage
- Media Center Webpage and Online Resources

Level 2 – Advanced

- Set-up of Teacher and Course Specific Webpages
- Set-up of Course Specific Blogs, WIKI's, Online Interactive Lessons, list serves, etc.

Audio-Visual Classifications

Level 1 – Basic

- Requesting Equipment and Sign-up
- Overhead Projectors
- Video Projectors
- VCR/DVD Players
- CD Players

TIMELINE FOR STAFF DEVELOPMENT

	District Wide and K-12
Before School 2011	Data Director, SWS and MOODLE
Fall 2011	Online Resources and Tech Integration and creating assessments in Data Director specific to State Benchmarks
Spring 2012	Tech Integration in specific subject areas and grade levels
Before School 2012	Tech Integration and Any New System Changes and Power School, additional instruction for data entry and assessments in Data Director Also increased MOODLE instruction specific to subject areas and grade levels
Fall 2012	Tech Integration and New Software
Spring 2013	Subject Specific Tech Integration in K-12 Committees
Before School 2013	Tech Integration and New Changes
Fall 2013	Subject Specific Tech Integration in K-12 Committees
Spring 2014	Subject Specific Tech Integration in K-12 Committees
Before School 2014	Tech Integration and New Changes

The Technology Committee has used the ISTE Standards for Teachers and Administrator and the Michigan Technology Plan and METS Grades K-12, in creating the basic and advanced levels of staff competency in technology. When the training is presented and evaluated, the CEO STaR chart will also be used to help determine the level of training as well as the specific areas.

A new survey will be taken in fall of 2011 to help determine the current use and needs of the staff. This will include hardware, software for student management and technology integration.

As training is presented, an evaluation checklist will be provided to help determine the level of training presented and future needs. Periodically staff will take part in additional surveys to help determine their competency levels in technology and their needs to better serve the students.

II. PROFESSIONAL DEVELOPMENT

Required Element: G. Supporting Resources – Section 10

Delton uses a variety of support sources for the staff and students. Below are a list of services and sources that are available to the Delton staff and students:

- A web based IT helpdesk that contains answers to simple questions and allows requests for additional support from the IT staff.
- An IT helpdesk, staffed by Technology Services Support Personnel, available to answer simple questions by phone.
- Manuals and other support information are available to all staff members on the District Shared Drives under Technology. These items can be copied and printed at the users discretion
 - FAQ's
 - Instructions for various software applications
 - Problem-solving hints for hardware problems
 - Hand-outs from training sessions
 - PowerPoint presentations that walk through step by step procedures
- Video lending library and access to REMC materials
 - Access to KRESA Media Lending Library
 - KRESA's catalog includes VHS, DVD, cassettes and CD's.
 - KRESA items are listed in an online catalog where teachers can search for items with various criteria and request items online. Retrieval is generally provided with 24-48 hours.
- Informational School Website
 - School Website is available at www.dkschools.org
 - Includes links to online research sources purchased by the District
 - Access to school's OPAC which uses VERSO, a internet based cataloging and circulation system
 - Teacher and staff support page divided by grade levels and subject areas
 - Links to sites that provide or access online tutorials for subject areas and technology integration
 - Individual teacher WebPages relevant to specific class or assignments
 - Web quests designed by teachers
 - Teachers develop web quests relevant to curriculum. Web quests are developed both by teachers and with support from the Media Specialist.
 - Access to school activities and events
 - Informational sites on school information relevant to annual reports
 - Informational links to school, community and governmental agencies

- Instructional/training software
 - Presentations that present step by step procedures for utilizing programs and various software programs.
 - Software programs that provide electronic training for various programs
- Online subscription services
 - Electric Library – Proquest
 - World Book Online
 - Infotrac Opposing Viewpoints
 - FirstSearch OCLC
 - Culturgrams
- ISD, RESA and REMC support
 - Reference through webpage to Berrien County ISD for support in subject areas and technology integration
 - Access to available for coursework provided through KRESA and Calhoun ISD.
 - Participation in KRESA Technology Director Meetings, Media Director Meetings.
 - Participation in coursework and workshops on grade level, subject area, technology integration, assessment from both KRESA and Calhoun ISD.
- Higher education involvement/support
- Other resources
 - References for CEU's, online coursework, reference resources and other resources available through Michigan Teacher Network, Merit Program.
 - Southwest Michigan Library Co-operative
 - Students and staff are able to search OPAC throughout Michigan and request access to materials, both print and electronic through the Co-op's Interlibrary Loan system.

Training will be provided district wide each year before the beginning of school to familiarize staff with the above resources and identify any relevant changes or additions from the previous year.

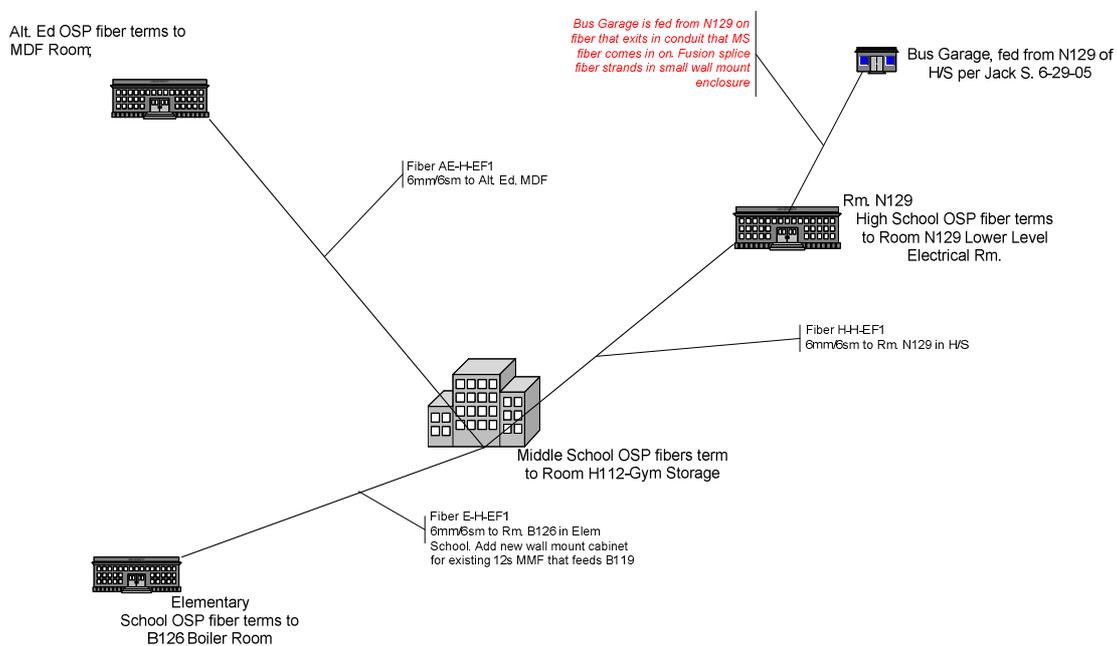
III. INFRASTRUCTURE, TECHNICAL SUPPORT AND SOFTWARE

H. Infrastructure Needs/Technical Specifications, and Design – Section 11

Current Status

Delton Kellogg Schools is a one campus district. As such, we were able to connect all of our buildings via fiber. Below is the district fiber plan.

Delton Kellogg Schools-Logical Fiber Diagram for Existing Optical Fiber



Page 1

Our Local Area Network Consists of:

Novell Servers

1. Staff Apps
 - a. Server for staff applications (i.e. payroll, financial)
2. Staff File
 - a. Server for Staff to save files to
3. Student File & Apps
 - a. Server for student applications i.e. reading programs
 - b. Server for students to save files to
4. GroupWise
 - a. Server for e-mail
5. Apache Webserver
 - a. Hosts web pages www.dkschools.org
 - b. Streaming content

Microsoft Servers

1. Kronos Server
 - a. Server for hosting our time clock software
2. PowerSchool Server
 - a. Primary Student Management Server (SMS)
3. Blackberry Enterprise Server (BES)
 - a. For Smart Phone Support
4. PLATO Online Learning
 - a. Web based courseware
 - b. Credit Recovery
5. HP Disk-to-Disk (D2D)
 - a. Network backup
6. Meal Magic
 - a. POS for lunch program

All servers are running Computer Associates eTrust

All servers are backed-up by Symantec Back-up Exec

Servers are backed-up to an HP D2D backup system with Ultrium Tape Back-up Drive for weekly off-line storage

Personal Computers

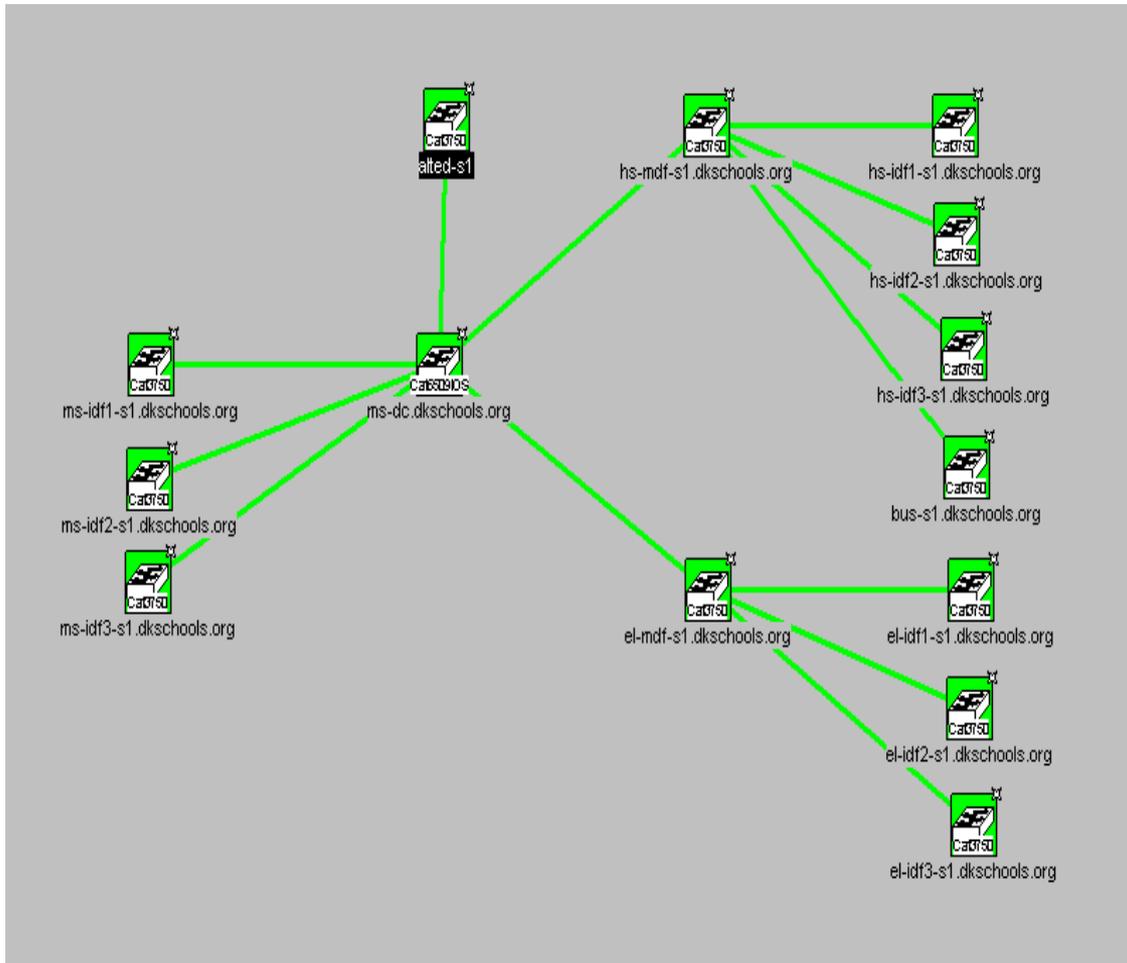
1. We currently have approximately 500 personal computers in our district
 - a. Nearly all computers are manufactured by Gateway
 - b. Nearly all computer have a five year warranty
 - c. Nearly all computers are less than 4 years old
 - d. All computers run Windows XP operating system
 - e. We have several computer labs
 - f. We have three wireless "mobile" labs
 - g. We have computers in all Media Centers

Network Electronics

1. Cisco 6509 Core Switch
2. Network Analysis Module
3. Dual 720 Supervisor Modules
4. St. Bernard Content Filtering Device
5. Barracuda Spam Filtering Device
6. 13 Closets using Cisco 3750 Switches
 - a. Some switches support Power Over Ethernet

All switches are connected via fiber or Category 5 E copper cable. This allows us gigabit speeds between switches and a speed of 100mb to the desktop p.c.

Below is a map of our networks switches:



At this time our telecommunications infrastructure and services are provided by Barry County Telephone. This has been a cost-effective solution to our telecommunications needs. BCT provides us with telephone service, as well as, our connection to the Internet.

The network at Delton Kellogg Schools is in good shape. Most network equipment is less than three years old thanks to funds that were set aside by a bond project. The main concern as it relates to this equipment is sustainability as warranties expire and the equipment begins to age.

Timeline for Technology Acquisitions

Before School 2011	Technology purchases in support of curriculum as necessary and recommended by various committees Evaluate and renew necessary licensing agreements Purchase new computers to replace Middle School Mobile Lab
Spring 2012	Purchase new VOIP Telephones*
2012	Purchase at least one new server (to replace old server) Technology purchases in support of curriculum as necessary and recommended by various committees Evaluate and renew necessary licensing agreements Purchase new computers for MS LAB B
2013	Purchase at least one new server (to replace old server) Technology purchases in support of curriculum as necessary and recommended by various committees Evaluate and renew necessary licensing agreements Purchase new computers for HS Mobile Lab
2014	Purchase at least one new server (to replace old server) Technology purchases in support of curriculum as necessary and recommended by various committees Evaluate and renew necessary licensing agreements Purchase new computers for MS Lab A

*IP Telephony purchase will only take place if funding is available.

Our future plans include:

Cellular Phone and Portable Internet Communications

Delton Kellogg Schools utilizes 18 cell phones but is looking at possibly adding as many as 10 more cell phones during the 2008-2009 fiscal year. The district is also considering purchasing cell phones that have Internet/email capability (possibly 4 to 12). These services would be used for educational purposes, such as:

- 1) Maintaining communication with parents and staff when computer access is not available
- 2) Maintaining a safe environment
- 3) Locating test results or other local student data during a meeting or parental discussion
- 4) Invoking the MDE website for contact information
- 5) Accessing information from the district web site
- 6) Identifying curricular goals, objectives, and instructional methodologies available on national, state, or local web sites
- 7) Accessing student web-based data
- 8) Accessing NWEA web-based data.

Phone System Upgrade/Replacement

Delton Kellogg Schools is planning on upgrading or replacing the phone system for the district. The phone system is in need of replacement to so that the district can continue providing a quality educational experience to its students. The district plans to install a Voice-over IP phone system during the 2008-2009 school year. The installation is dependent on 1) USF (E-rate) funding, 2) budget, and 3) board approval.

Current Phone System

Delton Kellogg Schools emphasizes the importance of communication with parents, staff, and community. The district may consider an internal audit of all existing phone lines and services in the 2008-2009 fiscal year to assess its current telecommunications capacity and plan for future needs. Based upon the audit assessment, the superintendent and technology team will review existing telecommunications contracts for price and service. In addition, as other potential technologies become available, Delton Kellogg Schools will investigate the technologies' compatibility with existing systems and analyze the cost effectiveness to implement. Currently, the district has a Centrex system with fiber optics between the buildings (voice and fax). Phones are located office areas and teacher lounges. The school district would like phones in all classrooms, E911 to the classroom, caller ID, voicemail, and digital PRI (if cost effective and available). Most administrative and support staff also carry cell phones with voice mail and caller ID capabilities. The district is especially interested in upgrading the existing phone systems to accommodate newer technologies as they become available. Available services shall be reviewed annually by the superintendent and technology team. Some features that the district will consider are (note - this is not meant as an all inclusive list):

- Digital lines to replace existing analog lines
- DID lines for the district
- One phone system for entire district with all buildings interconnected
- Homework Hotline
- E911
- Electronic Grade Reporting for parents with access through the Web.

Server Replacement

The school district needs to replace two servers that will be housed at the middle school.

The replacement is dependent on 1) USF (E-rate) funding, 2) budget, and 3) board approval.

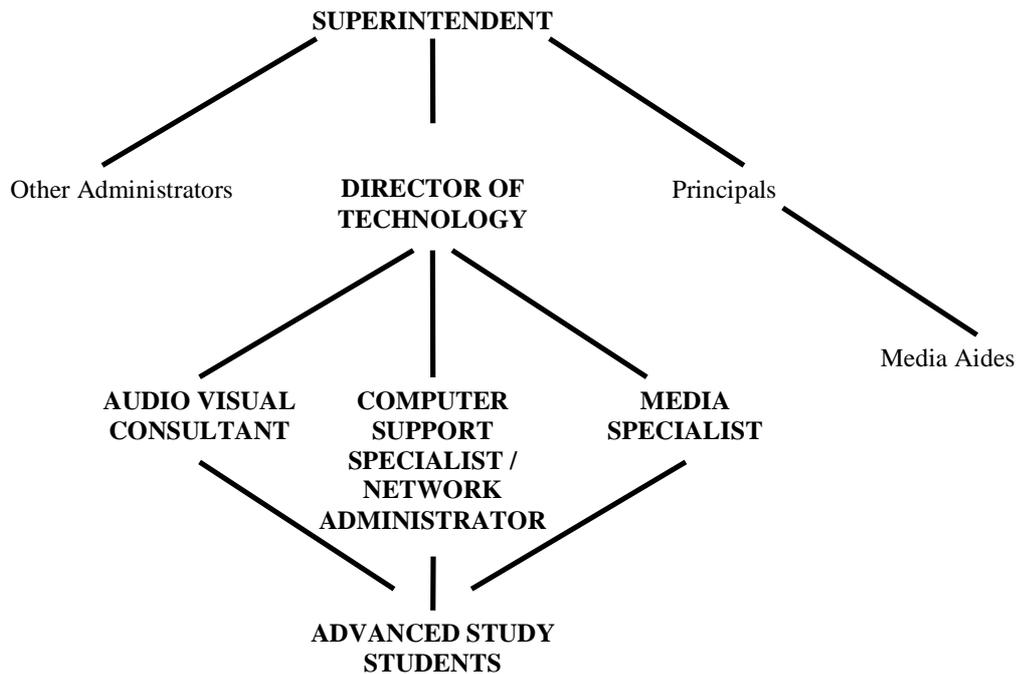
Technical Support

The Technology Services Division consists of: a full time Director of Technology, one Computer Support Specialist / Network Administrator, an Audio Visual Specialist, one Media Specialist serving all three buildings.

All support can be requests are submitted online. This system helps staff troubleshoot simple requests and access FAQs. The system also allows staff members to requests support as well as training.

The Technology Services Division tries to answer (if not complete) all work requests within 24 hours.

Below is an organizational chart of the personnel in the Technology Services Division, and how they relate to the personnel in the rest of the district.



Role of the Director of Technology

In order for technology to be implemented in a school district for both educational and management purposes, the first and most important requirement is leadership. Although this leadership is provided philosophically by the school board, the practical, day to day leadership requires a person who will serve as the Director of Technology for the district. The person in this position is first and foremost a teacher, having had personal experience in the classroom. Secondly, this person understands technology, without necessarily being a technician. Some of the activities that the Director of Technology may be involved in are:

- Supporting and advising the Chairperson of the District Technology Committee
- Implementing all aspects of the Technology Plan
- Working with the District Technology Committee
- Working with the Central Office and K-12 Curriculum Committees on the integration of the technology curriculum
- Spearheading all technology initiatives, including community activities and partnerships
- Supervising the district's distance learning program
- Pursuing technology grants and overseeing their implementation
- Organizing staff development activities appropriate to buildings
- Overseeing the installation of technology
- Maintaining an inventory of hardware and software
- Directing the maintenance of hardware
- Overseeing the purchase of hardware and software
- Researching and assessing new technologies
- Approving all technology related purchases

- Keeping the administration and school board aware as to the progress of technology implementation

Final approval for all technology purchases must be given by the Director of Technology. This will promote a single standard amongst our hardware and software, making it easier for the Technology Services Division to support and maintain.

Role of the Computer Support Specialist / Network Administrator

The Computer Support Specialist / Network Administrator is the heart of the Technology Services Division team. They are responsible for the technical support of our network and personal computers. They are familiar with the details of our network and are tasked with implementing the vision of the Director of Technology. They also supervise and work with Advanced Study Students. Below are some of the qualities and duties that make up a good Computer Support Specialist / Network Administrator.

- Proficient in the setup of Windows XP Professional.
- Proficient in the setup of Microsoft Office applications.
- Maintain the district's software and hardware inventory.
- Possess the ability to work independently under limited supervision.
- Be able to prioritize Work Requests as they come in based on severity.
 - Be up to date on unresolved issues that have not been fixed yet
- Maintain and secure sensitive and/or confidential information.
- Troubleshoot wireless Local Area Network connectivity problems.
- Troubleshoot issues with connectivity to the network and internet.
- Support end-user software applications, both locally and Networked installed.
- Install, configure and perform maintenance on both Local and Networked Printers.
- Perform personal computer maintenance, troubleshooting, and management.
- Perform hardware maintenance to software upgrades.
- Familiar with Disk Imaging software programs such as PowerQuest Drive Image, Acronis True Image and Novell's ZenWorks
- Process replacement parts from Gateway and replace components for Laptop and Desktop computers.
- Installs and maintains Software the resides on our Local Area Network
 - Update and configure this software as newer versions or service packs come out.
- Maintain and troubleshooting network wide tape backups, including software patches and verifying the backups are running successfully.
- Add, Delete, and modify the over 1,500 Novell User Accounts, both Student and Staff accounts on our network.
- Add, Delete and modify GroupWise E-Mail accounts.
- Independently plan, order, install, test, implement, manage, maintain and document Networks, and wireless LANs.
- Knowledge of Novell Netware 6.5 Servers including implementations and maintenance.

- Knowledge of Microsoft Server 2000 and 2003 implementations and maintenance.
- Knowledge of Cisco 3750 48 and 24 port switches including Power over Ethernet (POE).
- Solid understanding of LAN / WAN environments.
- Knowledge of network connectivity products.
- Excellent written and verbal skills, as well and superior communication skills.

III. INFRASTRUCTURE, TECHNICAL SUPPORT AND SOFTWARE

I. Increase Access – SECTION 12

At this time Delton Kellogg Schools is in “declining enrollment.” This means that each year, we lose as many as 100 students. We believe that this trend will continue for a few more years. Unfortunately, this precludes us from increasing access in the traditional manner (by purchasing more technology). However, by virtue of having fewer students, our technology availability to student ratio increases each year.

Each year our Director of Technology evaluates and implements new technology in order to benefit our students and our ability to manage. Although budgets are tight, we will continue this process; implementing the most cost-effective new technologies.

We have a small number of special education students that require assistive technology. As an example, we have a student in our Middle School that is visually impaired. We have provided this student with a very large monitor, and software that is designed to magnify things on the screen.

The Technology Services Division will continue to provide assistive technology whenever and wherever needed. We are committed to educational excellence for all students.

IV. FUNDING AND BUDGET

J. Budget and Timetable – SECTION 13

Salaries are based on current industry standards. The Media Specialist is contracted as a teacher and thus that salary is dependent upon education and experience levels. The A-V Consultant is based on a year to year need and availability in the District budget. All employees, with the exception of the independent A-V consultant are provided with the standard District benefits which include full health, dental, vision and life insurance. Employees also take part in the Michigan Public School Employees Retirement System.

Hardware and Networking Costs
Maintenance and Service Costs
License Agreements
Software and Curriculum Support
Professional Development
Technical Support

Account	2011	2012	2013	2014
Capitol Outlay	25,000.00	25,000.00	25,000.00	25,000.00
Contracted Services	24,885.00	24,885.00	24,885.00	24,885.00
Network Supplies	24,000.00	24,000.00	24,000.00	24,000.00
Workshop and Conference	1400.00	1400.00	1400.00	1400.00
Supplies	7,400	7,400	7,400	7,400
Salaries&Benefit	186,247	189,971	193,771	197,646

The accounts listed in the worksheet do not exactly match up with the accounts used by our Central Office. Before my employment, the capital outlay account was reduced by half. In hopes to reduce this shortfall, we plan to allocate USF refunds to technology purchases.

Funding for the Media Centers is based on yearly line item budgets that are relevant to the operation of the media center and the acquisition of materials.

IV. FUNDING AND BUDGET

K. Coordination of Resources – SECTION 14

Each year our district will continue to apply for grants through the Universal Service Fund. We also routinely work with vendors to obtain information about grants and / or other funding opportunities.

We also work with our ISD, REMC, RESA, and other educational groups to aggregate demand and negotiate discounts for technology. We routinely consult and purchase through REMC.org, and the REMC catalogue.

The Delton Kellogg Schools collaborates with the Delton District Library in numerous areas to ensure a better quality service to both the students and the local community.

The District also collaborates with the Barry County ISD for support services, the Calhoun ISD for Data Director and the Kalamazoo Regional Education Service Agency for support in finance software, reduced pricing for online services such as video streaming.

V. MONITORING AND EVALUATION

L. Evaluation – SECTION 15

The evaluation will take place in various areas:

- Student
- Staff
 - Administration
 - Teachers
 - Support Staff
- Hardware and Software

STUDENT EVALUATIONS

Student evaluations will be taken by various means.

Completion of computer coursework in grades 2-8. Coursework will entail specific areas of exposure, knowledge and expertise that follow the Michigan Education Technology Standards.

In grades 5-8, students will create a portfolio that is comprised of the various examples of their work that meet the METS. By the completion of the 8th grade, the portfolio should consist of the required samples to show knowledge and use of these standards. The 8th grade is also in the process of creating a common assessment for students as they leave the 8th grade to ensure their competency levels in areas of technology. The assessment, the portfolio and the documented coursework will ensure that all Delton Kellogg students will have a minimum competency level by the end of the 8th grade.

STAFF

Staff evaluations will be completed by the following means:

End of year questionnaires that cover knowledge and use of technology integration.

These questionnaires will also include requests for future training in the areas of technology.

Administrative evaluations of teaching staff will include a technology component.

Utilization of the STaR Chart <http://www.ceoforum.org/downloads/star4.pdf> to effectively evaluates the levels for hardware, support, staff, administrators and students.

Staff and student evaluations will be coordinated with the Technology Committee and the Chairperson of the Technology Committee will ensure that evaluations on completed, compiled and evaluated on a yearly basis. The data gathered in these evaluations will help determine the type and level of instruction and professional development for the following year.

HARDWARE AND SOFTWARE

An inventory will be maintained to monitor the type, quality, location and number of pieces of hardware within the district. The Director of Technology will determine the need and availability of hardware changes.

Software will be maintained through the Technology Services Division, including licensure, acquisition and support when available and necessary. Suggestions for the acquisition of new software will be made through K-12 Committee Chairs and through the Technology Committee with final determination dependent on cost and compatibility by the Director of Technology.

Evaluation of existing software will be part of the questionnaires provided for staff in the end of year staff evaluations.

V. MONITORING AND EVALUATION

M. Acceptable Use Policy – SECTION 16

Technology Code of Ethics Acceptable Use Policies / and Media Release Form

DELTON KELLOGG SCHOOLS

Technology Code of Ethics

- I. Foreword
- II. Hardware/Software/Electronic Technology
- III. Network/Internet/Electronic Mail
- IV. Security
- V. Violations
- VI. Copyright

I. Foreword

Use of technology at Delton Kellogg Schools is a privilege extended to students and staff to enhance learning and exchange information. Use must be consistent with the mission of the District, and where appropriate, must comply with the stated purposes and use policies of any other networks used.

Definition of Common Terms

Computing Systems Any computer or computer peripheral owned by the Delton Kellogg School District or used on the premises of the Delton Kellogg School District.

E-Mail Short for electronic mail, the transmission of messages over communications networks

Hardware Refers to objects that you can actually touch, like disks, disk drives, display screens, keyboards, printers, boards, and chips, and other similar electronic devices.

Internet A global network connecting millions of computers. Its operators can choose which Internet services to use and which local services to make available to the global Internet community.

Network Any group of two or more computer systems linked together on the premises of the Delton Kellogg School District or networks accessed via the Delton Kellogg School District computers.

Violations

Minor offenses include but are not limited to sharing passwords, unauthorized game playing, and unauthorized use of e-mail. For Students, these violations will be handled as classroom disruptions according to building policy. They may result in suspension, loss of credit, reimbursement for damaged equipment/material and the loss of computer use. The offense will be recorded in the student's file.

Major violations include but are not limited to any attempt to harm or destroy District equipment; any attempt to use, harm or destroy another user's

activity; any illegal activity; any use of the technology to access or process inappropriate materials. These violations may result in suspension, loss of credit, reimbursement for damaged equipment/material, turning over to appropriate authorities and the loss of computer use. The offense will be recorded in the student's file.

All **Staff violations** will be handled in accordance with Board Policy. Staff users may be subject to disciplinary action, up to and including termination from their position, and prosecution. The cost to repair any damage caused by a Staff user, either intentionally as a result of negligence or failure to follow directions, will be charged to the Staff user.

Software There are two categories: Systems software includes the operating system and all the utilities that enable the computer to function. Applications software includes programs that do real work for users. For example, word processors, spreadsheets, and database management systems fall under the category of applications software.

Users A user is defined as any person who uses the Delton Kellogg Computer Systems (as described above).

Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District. Users must not use district technology on behalf of outside organizations without administrative approval. District technology is a closed forum. Occasional authorized approval for non-school related purposes or on behalf of outside organizations does not give rise to a right to such use in the future and does not create a limited open forum.

Messages and documents are the property of the District, and the District has the right to supervise the use of such property. Users shall have no expectation of privacy when using District technology. The District also has the right to revoke the user's access privileges.

Unless otherwise specified, the following regulations shall apply equally to all students, employees, volunteers, and all other users of the Delton Kellogg Schools Computing Systems. Employees, volunteers, and users outside the school community may have additional obligations or access privileges owing to the nature of their positions.

With the privileges of membership in the Delton Kellogg Schools Technology community come responsibilities. Users need to familiarize themselves with these responsibilities. Failure to follow them will result in loss of network privileges and/or disciplinary action as outlined in the Code and respective Board of Education policies.

The district's responsibilities include the establishment of the reasonable boundaries of what is considered acceptable use of the district system, educating students about the acceptable uses, providing general supervision, and enforcing the policies for acceptable use.

The District shall not be held responsible for any individual's inappropriate use of its technology in violation of the law. Each user shall be held personally, civilly and criminally responsible for any violations of the law.

II. Hardware/Software/Electronic Technology

A. User Privileges

Users have the privilege to use all hardware/software/electronic technology for which they are authorized and have received training. The Student User Agreement / Staff User Agreement form must be completed by each person using the technology. Use of district technology shall constitute agreement and consent to abide by the terms set forth in the Technology Code of Ethics.

B. User Responsibilities

1. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
2. Users are responsible for properly using and caring for the hardware/software/electronic technology. Users are to seek assistance if necessary.
3. Users must not use the hardware/software/electronic technology on behalf of outside organizations without administrative approval.
4. Users must not use the hardware/software/electronic technology for illegal activity.
5. Users must not use the hardware/software/electronic technology to find obscene, offensive, or pornographic material.
6. Users must not disrupt the operation of individuals or the technology through altering or abusing the hardware.
7. Student users must use the hardware/software/electronic technology under the supervision of a staff member or his/her authorized representative.
8. Users must follow all copyright guidelines as stated in Section VI.
9. Users are responsible for any costs or fees or repair costs for damages as outlined in Section V.
10. Any misuse of the hardware/software/electronic technology by students will result in disciplinary action as stated in Section V, and may also result in legal action if warranted.

C. District Responsibilities

1. The District does not guarantee that the functions of the system will meet any specific requirements the user may have, or that it will be error-free, or that its operation will not be interrupted. The district will not be liable for any direct or indirect, incidental, or consequential damages (including lost

- data, information, or use time) sustained or incurred in connection with the use, operation, or inability to use the hardware.
2. The District does not guarantee any system to be absolutely secure.
 3. The primary purpose of the District hardware shall be in support of the academic program. This purpose shall take precedence over professional support, general information, and recreation.
 4. The Director of Technology or his/her designee will periodically make determinations on whether specific uses of the hardware are consistent with this policy. The District reserves the right to monitor use. Therefore, the District reserves the right to limit or deny access any time.
 5. District staff will demonstrate good faith efforts to supervise students' use of hardware/software/electronic technology under their charge, as appropriate to students' age level.

III. Network/Internet

A. User Privileges

Users have the privilege to use all District network resources both internal and external (such as Internet) for which they are authorized and have received training. The Student User Agreement / Staff User Agreement form must be completed by each person using the technology. Use of district technology shall constitute agreement and consent to abide by the terms set forth in the Technology Code of Ethics.

B. User Responsibilities

1. Users are responsible for using the Network/Internet only for facilitating learning and exchanging information consistent with the mission of the District.
2. A student user may only log on and use the Network/Internet under the immediate supervision of a staff member or authorized representative.
3. Users must not intentionally seek unauthorized access, unauthorized information, obtain copies of (misappropriating), or modify files or other data belonging to other users.
4. Users must not misrepresent others on the Network/Internet, or represent others without being explicitly authorized to do so.
5. Users must not disrupt the operation of the Network/Internet.
6. Users must not use the Network/Internet for hate mail, profanity, vulgar statements, discriminatory remarks, defamatory statements or other remarks that would constitute noncompliance with the Delton Kellogg Schools' policies dealing with sexual, racial, or other types of harassment.
7. Users must not access pornographic material, inappropriate text files, educationally unsuitable text files or files dangerous to the integrity of the network.

8. Users must not place unauthorized information, computer viruses, or other harmful programs on or through the computer system, or otherwise interfere with others' use of the Network/Internet.
9. Users are responsible for managing their personal files and deleting old files in a timely manner.
10. Users may not use the Network/Internet on behalf of outside organizations, without administrative approval.
11. Users must follow all copyright guidelines as stated in Section VI. (This includes illegally installed copyrighted software, or the transferring of files, shareware, or software from information services, the Internet, and electronic bulletin boards.)
12. Users are responsible for any costs or fees for information services or repair costs for damages to the Network as outlined in Section V.
13. Any misuse by students will result in disciplinary action as stated in Section V, and may also result in legal action if warranted.

C. District Responsibilities

1. The District does not guarantee that the functions of any district authorized software will meet any specific requirements that the user may have, or that it will be error free, or that its operation will not be interrupted. The District will not be liable for any direct or 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 Network.
2. The District does not guarantee any system to be absolutely secure.
3. The primary purpose of the Network shall be in support of the academic program. This purpose shall precedence over professional support, general information, and recreation.
4. The District reserves all rights to material stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, antagonistic, educationally unsuitable, or otherwise objectionable and outside the purpose of the district.
5. The Director of Technology or his/her designee will periodically decide whether specific uses of the Network are consistent with this policy. The District reserves the right to log Internet use and monitor fileserver space utilization by users. Therefore, the District reserves the right to limit or deny access.
6. District staff will demonstrate good faith efforts to supervise the students' use of the Network under their charge, as appropriate to the students' age level.
7. The use of District technology constitutes consent, under the Electronic Communications Privacy Act, on the part of all users to allow the District and its agents to intercept and access the e-mail and network/internet history information of each individual user.

IV. Security

A. User Privileges

Users may expect to use the technology free of harassment of any kind. Staff members have the privilege to use technology resources consistent with professional development needs. Users have the privilege to use all authorized technology for which they have received training. The Student User Agreement / Staff User Agreement form must be completed by each person using the technology. Use of district technology shall constitute agreement and consent to abide by the terms set forth in the Technology Code of Ethics.

B. User Responsibilities

1. Users experiencing harassment must report the problem immediately to a staff member.
2. Users identifying a security problem must notify the Technology Services Division. The problem is not to be shown to anyone, except the Director of Technology or his/her designee. Users identifying and failing to report a security problem will be disciplined as outlined in Section V.
3. Users are responsible for using technology only for facilitating learning and exchanging information consistent with the mission of the District.
4. Any relocation, removal, or modification of the technology equipment must have the permission of the Technology Services Division.
5. Users are not to publish, share, or discuss passwords.
6. Users must use real names. Anonymity and pseudonyms are not allowed.
7. Users will not abuse the rights and property of others by seeking unauthorized access, unauthorized information, or modifying, the files of others; nor will users place unauthorized information, computer programs or viruses in either the public or private files of others, or the Network.
8. Users must comply with the Delton Kellogg Schools' policies dealing with sexual, racial, or other types of harassment.
9. Users will not divulge personal data to which they have access without explicit authorization to do so.
10. Users must not access pornographic material, inappropriate text files, or files dangerous to the integrity of the network.
11. Users are responsible for any costs or fees for information services or repair costs for damages as outlined in Section V.
12. Any misuse by students will result in disciplinary action as stated in Section V.

C. District Responsibilities

1. The District does not guarantee that the functions of the system will meet any specific requirements that the users may have, or that it will be error-free, or that its operation not be interrupted. The District will not be liable for any

direct or indirect, incidental, or consequential damages (including lost data information, or use time) sustained or incurred.

2. The District does not guarantee any system to be absolutely secure.
3. The primary purpose of the District technology shall be support of the academic program. This purpose shall take precedence over professional support, general information, and recreation.
4. The District reserves the right to review materials stored in files on the Network that are generally accessible to others and will remove any material that the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, educationally unsuitable, otherwise objectionable or antagonistic to the purpose of the District.
5. The Director of Technology or his/her designee will periodically decide whether specific uses of the technology are consistent with this policy. The District reserves the right to monitor use. The District reserves the right to limit or deny access.
6. District staff will demonstrate good faith efforts to supervise students using technology under their charge, as appropriate to the age level.

V. Violations/Consequences

- A. A Staff user found to be in violation of the Staff Technology Acceptable Use and School Internet Access Agreement, in accordance with Board Policy, may be subject to disciplinary action, up to and including termination from their position, and prosecution. The cost to repair any damage caused by a Staff user, either intentionally or as a result of failure to follow directions, will be charged to the Staff user.
- B. A Student user found to be in violation of the Student Technology Acceptable Use and School Internet Access Agreement may be subject to disciplinary action as outlined in their respective buildings' Student Handbook. The cost to repair any damage caused by students, either intentionally or as a result of failure to follow directions, may be charged to parents.

In order to facilitate the execution of educational programs within our school district, Delton Kellogg Schools may set forth additional rules and regulations that are not specifically stated herein. In the event that we do make changes to this document, all users will be given notification prior to the implementation of any changes.

VI. Copyright

- A. User Privileges

Users have the privilege to use all hardware/software/electronic technology for which they are authorized and have received training. The Student User Agreement / Staff User Agreement form must be completed by each person using the technology. Use of district technology shall constitute agreement and consent to abide by the terms set forth in the Technology Code of Ethics.

B. User Responsibilities

1. The use of copyrighted software without authorization is prohibited. Users are further prohibited from installing any copyrighted software or materials on the District hardware without proper authorization.
2. Users are prohibited from copying copyrighted materials from software, networks or other electronically accessible sites, without proper authorization.
3. Users must assume that **NOTHING ON THE INTERNET IS IN THE PUBLIC DOMAIN** unless notice is specifically put there by the author, or if the information is used after the expiration of the copyright. If any use is found to be illegal, the user is responsible.

DELTON-KELLOGG SCHOOLS
STAFF TECHNOLOGY ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of DKS Technology Resources
Employees, Board Members, Persons other than Students

/

Building/Program Name

Name (Last Name, First Name)

This agreement is entered into this _____ day of _____, 20____, between

_____ (“Employee” or “User”) and the Delton-Kellogg Schools District (“DKS”). The purpose of this agreement is to grant access to and define acceptable use of DKS’s Technology Resources for legitimate educational purposes consistent with DKS’s mission statement. “Technology Resources” include, but are not limited to: (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems. These resources may be provided to users to: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

In exchange for the use of DKS’s Technology Resources either at school or away from school, you understand and agree to the following:

- A. Your use of the DKS’s Technology Resources is a privilege that may be revoked by the DKS at any time and for any reason.
- B. The DKS reserves all rights to any material stored on DKS Technology Resources. You have no expectation of privacy when using DKS Technology Resources. DKS reserves the right to monitor all use of its Technology Resources, including, without limitation, personal email and voice mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. DKS also reserves the right to remove any material from the Technology Resources that the DKS, at its sole discretion, chooses to, including, without limitation, any information that DKS determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- C. The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to lobby or solicit political positions or candidates unless expressly authorized in advance by a supervisor as part of a DKS activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- D. The DKS’s Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other disciplinary consequences (for employees, up to and including termination), as determined by the DKS, for both you and the person(s) using your account/password.
- E. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by DKS) to engage in cyberbullying. Cyberbullying means “the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.” [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca>.]
- F. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action (for employees, up to and including termination), as determined by the DKS. Misuse, includes, but is not limited to:
 - 1. Accessing or attempting to access educationally inappropriate materials/sites, including, without limitation, material that is unlawful, obscene, pornographic, profane, or vulgar. The determination of a material's "appropriateness" is based on both the material's content and intended use.
 - 2. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate DKS's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim's cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.
 - 3. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the DKS's Technology Resources from any means, including over personally owned devices.
 - 4. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of DKS's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.

5. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.
 6. Unauthorized copying or use of licenses or copyrighted software.
 7. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is copyrighted), or material written by someone else, without permission of, and attribution to, the author.
 8. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.
 9. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 10. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 11. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 12. Misusing equipment or altering system software without permission.
 13. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 14. Using the Technology Resources in any way that violates any federal, state, or local law or rule (including the DKS's employee code of conduct for employees)
 15. Any information transmitted through social networking and any resulting ramifications are the responsibility of the employee.
- G. It is the policy of DKS, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. DKS staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- H. The DKS does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will DKS or its Internet provider be liable for any direct or 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 Technology Resources.
- I. When utilizing the DKS Technology Resources, you may use only DKS authorized messaging and communication systems, which include, to a limited extent, personal email accounts. There is no expectation of privacy in electronic communications when using Technology Resources. The DKS reserves the right to monitor electronic communications.
- J. As soon as possible, you must disclose to your supervisor any message you receive from a colleague or student that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by an Assistant Superintendent of Human Resources or Regional Technology Services.
- K. Any violation of this Acceptable Usage Policy or inappropriate use of DKS technology while accessing personal communication accounts will subject the user to discipline, including the possible termination of access to Technology Resources and for employees including the possibility of termination from the DKS as an employee
- L. The DKS and/or the Internet provider will periodically determine whether specific uses of the DKS's Technology Resources are consistent with this acceptable-use policy. The DKS or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The DKS reserves the right to remove a user account on the DKS's Technology Resources to prevent further unauthorized activity.
- M. You may not transfer intellectual property or software belonging to DKS without the permission of the DKS Assistant Superintendent of Regional Technology Services or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- N. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.
- O. You acknowledge that you may receive or have access to student education records and other data subject to confidentiality requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g, Individuals with Disabilities Education Act ("IDEA"), the Michigan Mandatory Special Education Act ("MMSEA"), and the National School Lunch Act and their underlying regulations (collectively, the "Acts"). You acknowledge that, to the extent you receive and have access to such data and records, you are subject to the provisions of those Acts and their regulations, and will not re-disclose student data or other education records except as permitted by law.
- P. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The DKS is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
- Q. The user acknowledges and understands that correspondence sent or received over the DKS's network may be subject to retrieval under the State of Michigan Freedom of Information Act, MCL 15.231 – 246. The user agrees to cooperate fully and promptly with the DKS when responding to FOIA requests concerning communications over the DKS's computer network.

In consideration for the privileges of using the DKS's Technology Resources and in consideration for having access to the information contained therein, I release the DKS, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from

time-to-time by the DKS and its Internet provider as well as DKS's Internet Safety Policy. All additional rules, regulations, and policies are available in the Human Resource office. I agree to pay for, reimburse and indemnify the DKS, its Board of Education, individual Board members, administrative employees and agents for damages including any fees, expenses, liability or other damages of every sort and nature incurred as a result of my use, or misuse, of these Technology Resources.

I have read this Acceptable Use Policy and Agreement of Acceptable Use of Technology Resources and sign it knowingly and freely.

Employee Signature

Date

Revised: July 2010

cc: Employee file

DELTON-KELLOGG SCHOOLS
STUDENT TECHNOLOGY ACCEPTABLE USAGE POLICY and
Agreement for Acceptable Use of DKS Technology Resources
Students Grades K – 12

/

Building/Program Name

Student Name (Last Name, First Name)

This agreement is entered into this _____ day of _____, 20____, between

_____ (“Student” or “User”) and the Delton-Kellogg Schools District (“DKS”). The purpose of this agreement is to grant access to and define acceptable use of DKS’s Technology Resources for legitimate educational purposes consistent with DKS’s mission statement. “Technology Resources” include, but are not limited to: (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems. These resources may be provided to users to: (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

In exchange for the use of DKS’s Technology Resources either at school or away from school, you understand and agree to the following:

- R. Your use of the DKS’s Technology Resources is a privilege that may be revoked by the DKS at any time and for any reason.
- S. The DKS reserves all rights to any material stored on DKS Technology Resources. You have no expectation of privacy when using DKS Technology Resources. DKS reserves the right to monitor all use of its Technology Resources, including, without limitation, personal email and voice mail communications, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. DKS also reserves the right to remove any material from the Technology Resources that the DKS, at its sole discretion, chooses to, including, without limitation, any information that DKS determines to be unlawful, obscene, pornographic, harassing, intimidating, or disruptive.
- T. The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to lobby or solicit political positions or candidates unless expressly authorized in advance by a teacher or administrator as part of a class program or activity. You may, however, use the Technology Resources to contact or communicate with public officials.
- U. The DKS’s Technology Resources are intended for exclusive use by registered users. You are responsible for your account/password and any access to the Technology Resources made using your account/password. Any problems arising from the use of your account/password are your responsibility. Use of your account by someone other than you is forbidden and may be grounds for loss of access privileges and other disciplinary consequences for both you and the person(s) using your account/password.
- V. You may not use the Technology Resources or any other communication/messaging devices (including devices not owned by DKS) to engage in cyberbullying. Cyberbullying means “the use of email, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.” [Definition written by Bill Belsy, available at <http://www.cyberbullying.ca>.]
- W. Misuse of Technology Resources may result in suspension of your account privileges and/or other disciplinary action, up to and including expulsion, as determined by the DKS. Misuse includes, but is not limited to:
 - 16. Accessing or attempting to access educationally inappropriate materials/sites including, without limitation, material that is "harmful to minors," unlawful, obscene, pornographic, profane, or vulgar. Material that is "harmful to minors" includes "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 excrement; (2) depicts, describes, or represents, in a potentially offensive way with respect to what is suitable for minors, an actual or simulated sexual act or 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). The determination of a material's "appropriateness" is based on both the material's content and intended use.
 - 17. Cyberbullying (as defined in paragraph E) or any other use of the Technology Resources that would violate DKS's anti-bullying rules or policies. Cyberbullying may, without limitation, include posting slurs or rumors or other disparaging remarks about another person on a website; sending email or instant messages that are meant to threaten, harass, intimidate, or drive up a victim’s cell phone bill; taking or sending embarrassing or sexually explicit photographs, video, or other visual depictions of another person; or posting misleading or fake photographs of others on websites.

18. Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person over the DKS's Technology Resources or by any other means, including over personally owned devices.
 19. Posting personally identifiable information about yourself or others over the internet even if the information is solicited by a website that requests such information.
 20. Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school materials, or school hardware; violating the integrity of DKS's Technology Resources; uploading or creating viruses; downloading/installing unapproved, illegal, or unlicensed software; or seeking to circumvent or bypass security measures.
 21. Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, unauthorized information or information belonging to other users.
 22. Unauthorized copying or use of licenses or copyrighted software.
 23. Plagiarizing, which includes the unauthorized distributing, copying, using, or holding out as your own, copyrighted material (most of the Internet is copyrighted), or material written by someone else, without permission of, and attribution to, the author.
 24. Misrepresenting others, including, without limitation, posting confidential or inappropriate information (text, video, photo) meant to harass, intimidate, or embarrass other students or staff on any social media network or website.
 25. Allowing anyone else to use an account or not locking access to computer devices when leaving them unattended.
 26. Using or soliciting the use of, or attempting to use or discover the account information or password of, another user.
 27. Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act (CIPA).
 28. Misusing equipment or altering system software without permission.
 29. Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.
 30. Using the Technology Resources in any way that violates DKS's student code of conduct, or any federal, state, or local law or rule.
- X. It is the policy of DKS, as a recipient of certain federal funds, to monitor the online activities of its minor students and provide technology protection measures on its computers with Internet access designed to prevent minors from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. DKS staff must regularly monitor to ensure that technology blocks are working appropriately. The technology blocks may be disabled by an authorized person, *during adult use*, to enable access to bona fide research or for other lawful purposes.
- Y. It is the policy of DKS to prohibit its minor students from (1) accessing inappropriate matter on the Internet; (2) engaging in hacking or other unlawful online activities; (3) disclosing, using, or disseminating personal information online; or (4) accessing materials that are harmful to minors. It is also the policy of DKS to educate students about cyberbullying awareness and response and about appropriate online behavior, including safely interacting with other individuals in social networking websites, chat rooms, and by email.
- Z. DKS does not guarantee that measures described in paragraphs G and H will provide any level of safety or security or that they will block all inappropriate material from DKS's minor students. You agree that you will not intentionally engage in any behavior that was designed to be prevented by paragraphs G and H.
- AA. The DKS does not warrant or guarantee that its Technology Resources will meet any specific requirement, or that they will be error free or uninterrupted; nor will DKS or its Internet provider be liable for any direct or 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 Technology Resources.
- BB. When utilizing the DKS Technology Resources, you may use only DKS authorized messaging and communication systems. There is no expectation of privacy in electronic communications. The DKS reserves the right to monitor electronic communications.
- CC. As soon as possible, you must disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable, harassed, threatened, or bullied, especially any communication that contains sexually explicit content. You should not delete such content until instructed to do so by a staff member.
- DD. The DKS and/or the Internet provider will periodically determine whether specific uses of the DKS's Technology Resources are consistent with this acceptable-use policy. The DKS or its Internet provider reserves the right to log Internet use and to monitor mail space and file server utilization by users. The DKS reserves the right to remove a user account on the DKS's Technology Resources to prevent further unauthorized activity.
- EE. You may not transfer intellectual property or software belonging to DKS without the permission of the DKS Director of Organizational Technology Services or his/her designee. Without first obtaining such permission, you will be liable for any damages and will be required to pay the cost of any damages caused by such transfer, whether intentional or accidental.
- FF. You are responsible for the proper use of Technology Resources and will be held accountable for any damage to or replacement of the Resources caused by your inappropriate use.

In consideration for the privileges of using the DKS's Technology Resources and in consideration for having access to the information contained therein, I release the DKS, its Board of Education, individual Board members, administrative employees and agents, the Internet provider and its operators from any and all claims of any nature arising from my use, or inability to use, the Technology Resources. I agree to abide by this Acceptable Use Policy and Agreement and by any rules or regulations that may be added from time-to-time by the DKS and its Internet provider as well as DKS's Internet Safety Policy and its Student Code of Conduct. All additional rules, regulations, and policies are available in hardcopy in the Principal's office.

I have read this Acceptable Use Policy and Agreement and sign it knowingly and freely.

Student Signature

Date

Student Personal Information Media Release Delton – Kellogg Schools

I authorize Delton – Kellogg Schools to publish the following information in district/building media publications (i.e. **newsletters, newspapers, yearbooks, television news and radio**).

- | | | |
|-------------------------|------------------------------|-----------------------------|
| 1. Student's Name | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Student's Photograph | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Student Work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

I authorize Delton – Kellogg Schools to publish the following information in district/building web pages.

- | | | |
|-------------------------|------------------------------|-----------------------------|
| 1. Student's Name | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Student's Photograph | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Student Work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

District Filtering Statement

DISTRICT FILTERING STATEMENT

Our first line of defense is, of course, our faculty. They are expected to monitor students while they are using any district technology. Delton Kellogg Schools has had in place, since 1999, District filtering devices. Our most recent filtering appliance is a device called the iPrism from St. Bernard Software. While these items do not guarantee 100% blockage of inappropriate internet sites, they do provide the level of protection necessary to make accessing inappropriate internet sites much less likely.