

DOWAGIAC UNION SCHOOL DISTRICT

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Lewis Cass Intermediate School District

TECHNOLOGY PLAN

<http://www.dowagiacschools.org/technology/Tech Plan 2008-11.pdf>

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DOWAGIAC UNION SCHOOL DISTRICT TECHNOLOGY PLAN

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**TECHNOLOGY PLANNING COMMITTEE MEMBERS
2008-2011**

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DOWAGIAC UNION SCHOOL DISTRICT TECHNOLOGY PLAN

EXECUTIVE SUMMARY PHASE I: INSTRUCTIONAL PLAN

INTRODUCTION

The Technology Planning Committee (TPC) was established to make recommendations regarding the use of technology in the instructional program of the Dowagiac Union School District (DUSD). Under the leadership and direction of former Superintendent, Larry Crandall, and Technology Consultant, Glen Gerard, the committee studied literature, reviewed various types of technology, visited other school districts, reviewed Dowagiac programs, projected future instructional directions, and developed recommendations for technology use.

Since this initial study, the plan has been reviewed and updated to reflect an ever changing technology landscape.

PURPOSE

The intention of this report is to describe the thinking of the TPC regarding technology in the instructional program and recommend actions for improvement. Included are vision, beliefs, technology outcomes, learning activities, and priorities for purchase of technology. An overview of the need for staff development, and technology support, is also presented here.

INSTRUCTIONAL FOCUS

It is the belief of the Technology Planning Committee that Dowagiac graduates will need to be competent users of the technology if they are to compete fairly in the work force, be productive citizens, and continue their education, in an ever changing technology driven world.

ASSESSMENT AND NEED

The Committee's assessment of technology use in DUSD indicates that technology resources for instruction are limited and that effective use of these limited resources is necessary to accomplish the Plan's desired outcomes. Furthermore, the committee believes that a three-year plan must be adopted and followed to ensure that dollars are spent wisely and that careful monitoring and evaluation of technology integration and effectiveness is measured.

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BOARD OF EDUCATION BELIEFS

We believe...

1. that education is a life-long process, which is the crucial foundation for our society's future
2. that we must establish a learning environment whereby all students shall have an equal opportunity to reach their potential.
3. that all people can learn
4. that we must strive to prepare our students to be productive members of an ever-changing global community.
5. that we must work toward "continuous improvement" in our educational programs
6. that the educational process is a shared responsibility among students, parents, staff, and our community
7. that parent involvement is essential in enabling students to maximize their educational potential.
8. that we must strive to provide a positive, safe, learning environment.

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Dowagiac Union School District Mission Statement

“The Board of Education, employees, community, parents, and students believe that all individuals can learn regardless of family background, socioeconomic status, race, or gender. We believe that our school’s purpose is to educate all individuals to their maximum potential while fostering positive behavior and attitudes. We accept the responsibility to provide educational opportunities so students may lead productive, meaningful lives.”

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SECTION I INTRODUCTION

The use of technology in the schools must be driven by the goals of the District's curriculum.

In order to be instructionally and fiscally responsible in handling a multi-million dollar technology investment, an agreed upon set of instructional priorities must guide the DUSD decision makers. Those instructional priorities will be the core of a "three year plan" that will ensure systematic implementation of technology into the district curriculum.

The technology plan describes how technology will be integrated into the teaching and learning process. Students, staff, and community will know how technology will be used in the curriculum.

The Technology Plan will also give guidance to the expenditures of school district resources. It is imperative that resources be used in the areas of desired impact and in a logical sequence of acquisition.

Dowagiac Union School District consists of seven education buildings, plus an administrative building, an auto shop/technology building, a warehouse building, and a bus garage. The education buildings are broken down as follows: four K-5 buildings, one 6-8 grade middle school, one 9-12 grade high school, and one alternative education building. The current student population is 2640 students. This student figure does not include "Michigan School Readiness" students or "Adult Education" students. There are 158 certified staff members employed by the district. Student population is diverse in race and social-economic status. The current racial makeup of the district is 73% Caucasian, 12% African American, 12% Hispanic, 2% American Indian, and a small Asian population. The "free and reduced" lunch percentage for the district is forty-seven percent.

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SECTION II INSTRUCTIONAL DIRECTIONS: 2008

As the Dowagiac School District looks toward 2011, new institutional directions will be taken. The technology committee believes that technology is a major component of schools and instruction. In order to be clear about the role of technology as a tool in strengthening the overall instructional program, the committee has described general instructional needs that they believe exist. Those needs have significant influence on the development of this technology plan. They are the need to:

1. Understand that rapid changes in information require constant adaptation.
2. Be a “lifelong learner”
3. Clarify lines of accountability
4. Share resources for education in the community
5. Strengthen interdisciplinary teaching and learning

DOWAGIAC UNION SCHOOL DISTRICT TECHNOLOGY PLAN

SECTION III TECHNOLOGY VISION STATEMENT

Technology is a major part of the total school program. This includes curriculum, instruction, learning, and management. To achieve these goals through the use of technology requires the development the necessary skills, knowledge, and understanding, needed to help students compete and succeed.

By the year 2011, the use of technology will

1. Increase achievement of basic skills as outlined by the METS (<http://techplan.org>), and NETS (www.iste.org/nets).
2. Increase opportunities for communication and cooperation between the school, home, and community.
3. Allow staff to better meet the individual needs of all students.
4. Provide students the opportunity to develop critical thinking, problem solving and cooperation skills.
5. Stimulate creative thinking, development and expression.
6. Provide all students with the opportunity to increase their awareness of the uses for technology.
7. Assist students in becoming life-long learners.
8. Expand the means for accessing knowledge and information.
9. Provide for access to resources that can be shared within the school district.

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SECTION IV TECHNOLOGY PLANNING BELIEFS

Clearly defined beliefs are very important in the planning process. The planning beliefs described below guided committee study, analysis, and decision-making.

The committee recommends that these planning beliefs be adopted for use in all technology decision making throughout the school district.

The beliefs are noted below:

1. We will have a plan for purchasing technology hardware or software and include a plan for training.
2. We will assure computing hardware for every teaching station.
3. We will follow the technology plan.
4. We will update the technology plan.
5. We will have a plan or support for staff users of technology (including on-site personnel).
6. We will provide necessary media staff to support technology use in instructional programs.
7. We will ensure equal program access in the use of technology to all learners.

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SECTION V TECHNOLOGY STANDARDS

The DUSD will utilize standards for technology content. These standards are based upon the Michigan Educational Technology Standards (METS), and the National Educational Technology Standards (NETS).

Examples of some of the standards are as follows:

1. Using and Transferring: All students will use and transfer technological knowledge and skills for life roles (i.e. family member, citizen, worker, consumer, lifelong learner).
2. Using Information Technologies: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.
3. Applying Appropriate Technologies: All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills.
4. Employing Systematic Approach: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.
5. Applying Standards: All students will apply ethical and legal standards in planning, using, and evaluating technology.
6. Evaluating and Forecasting: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

For a complete listing of the METS and NETS see the following web sites:

<http://techplan.org>
www.iste.org/nets

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SECTION VI CURRENT STATUS

There are approximately 800 computers and 180 printers located throughout the district as of 2008. Almost all of these computers are connected to our WAN network giving them Internet access. Through our “Single Platform Initiative”, we began a process to connect all computers on the WAN to centralized file servers running Microsoft software for application and file sharing. This process will be complete by the 2008 school year. Larger, faster, laser printers, both black and white, and color, are shared in the various buildings. The new Dowagiac Middle School and Union High School have mobile wireless labs with Internet access for 24 notebook computers. Those buildings as well as all remaining buildings have fixed labs (desktop computers) available for instructional use.

The district has joined a consortium named MiCase for SIS (student information system) and financial accounting/human resources applications. This consortium grew out of the KRESA and now encompasses school districts throughout several counties within the state of Michigan. The District is converting over to these software packages beginning with the 2008 school year.

The DUSD has an Internet domain of dowagiacschools.org. A third party web hosting company hosts the district’s web site. Email for staff is provided by “Google Apps for Education”.

Union High School and the Dowagiac Middle School have televisions in every classroom with either cable or Channel One access. The elementary schools utilize shared video carts. All buildings have access to digital cameras, video projectors, DVD players, and VHS players. All buildings have a mobile “Distance Learning Cart” for video conferencing.

As part of the fiber WAN project of 2005. The district upgraded/added new network switching equipment throughout the district. The WAN is currently being utilized for Internet access, file server access, authentication of users, building to building phone connectivity, remote heating and cooling monitoring, and remote access for technical support.

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SECTION VII STUDENT OUTCOMES

Learning is a life-long process that takes place in school, the work place, and in an individual's personal life. The role of technology in this process is to help students successfully meet the challenges they will face in and beyond the Dowagiac Schools.

Our technology will strive to provide the following results or outcomes for our students.

1. Think and interact with both a local and world view.
2. Use varied technology in school, the work place and personal life.
3. Be an effective, confident user of technology
4. Work independently and in teams to communicate ideas and make decisions.
5. Be an ethical user of technology (e.g. copyright, privacy laws).
6. Be able to get and use current information to solve problems.
7. Enhance learning and strengthen basic skills.

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SECTION VIII 2008-2011 LEARNING ACTIVITIES USING CURRENT RESOURCES

It is the goal of the K-12 Staff to implement an authentic integration curriculum throughout 2008-2011 in all academic core areas. It is our intent to utilize the standards based on the Michigan Education Technology Standards (METS) and the National Educational Technology Standards (NETS). We have focused on the development of a scope and sequence of objectives for the use of technology in the classroom. It is our intent to continue on developing our scope and sequence and broaden our curriculum as we review each curriculum area. We have a Twenty Five Year Plan for Curriculum Review that is in place and followed. In each review, we will consider the Technology Standards and Expectations required at each grade level and incorporate necessary content/lessons and purchase as necessary and appropriate.

Teachers will have access to and instruction on specific technologies and integration methods. Students will be engaged in technology enhanced lessons based on the technology curriculum in each content area.

We will continually review the technology needs of the district and make recommendations for upgrades whenever necessary and appropriate.

The Dowagiac Union Schools Technology Team meets on a regular basis throughout the school year and has established a plan for the 2008-09 school year.

Elementary Technology Overview Grades K-5

Students will be introduced to the keyboard in kindergarten. Skills that students will need to master at each elementary grade level have been identified. K-6 students will have experiences in word processing. Students will incorporate technology into all areas of the curriculum. Projects will be implemented in all grades levels to include book reviews, class newsletters, book publishing, research reports, etc.

Middle School Technology Overview Grades 6-8

The Middle School Curriculum will build on the skills learned at the elementary level. It is the goal of our plan that the students enter the middle school with the ability to word process. Will continue to improve on this skill to increase speed and accuracy. Students are required to take a computer class in the 7th grade and may choose to continue to enhance their skills in an elective computer class offered at the 8th grade.

In addition, in middle school, the students will:

1. Understand how technologies work together.
2. Evaluate the advancements in technology.
3. Identify and explain the resources needed to operate selected systems.
4. Use computer for word processing, communication, problem solving.
5. Apply technologies, learning their functions and capabilities.
6. Evaluate the advantages and disadvantages of using technological solutions to problems.
7. Understand copyright, patent, and Freedom of Information laws as they relate to technology.
8. Describe the impact of technology on the home, school, community, and workplace.

High School Technology Overview

Grades 9-12

It is our goal to incorporate technology into all areas of the high school curriculum. This will include word processing, database manipulation, spreadsheets, p-presentation software and applications will be integrated into student required courses. The use of on-line resources will be integrated into the curricular areas for the exchange of ideas. Student elective courses will be available and provide additional technological skills.

The high school students will:

1. Produce word-processed documents.
2. Manipulate databases.
3. Understand and use on-line resources.
4. Publish documents on-line.
5. Discuss and model ethical, legal, and responsible uses of technology.
6. Use spreadsheets.
7. Use content specific software.

GOAL TIMELINE by GRADE LEVEL

Specific goals by grade level are shown on the following pages:

<http://www.dowagiacschools.org/technology/goaltimeline.pdf>

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SECTION IX 2008-2011 EVALUATION OF ACTIVITIES

The district recognizes the importance of evaluation of the technology plan and must honestly state that presently the district does not use any formal evaluation tool to monitor the effectiveness of the technology plan at the elementary, middle, or high school levels. However, presently we do evaluate within the classrooms through formative and summative assessments. It is the intent of the District Technology Team to develop evaluation tools for all school levels in 2008-09. We will establish a sub-committee whose responsibility it will be to study the standards/expectations for each grade level and write an evaluation tool and establish a timeline for completion. We will review our evaluation goals at the end of the year and make adjustments as needed.

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SECTION X TECHNOLOGY REQUIRED FOR 2008-11 PROFILE

In order for the student outcomes to be accomplished in the 2008-11 profile, the following technology will be utilized:

1. High School Media Center sets of portable computers accessible to students and staff.
2. Internet access for all teachers, labs, and instructional computers, with the exceptions of some stand-alone mini-labs.
3. Communication links outside/inside district. For example, classrooms, media centers, businesses, ISD's, MVU, NovaNet, Distance Learning Labs, colleges and universities.
4. Interface computers with lab equipment (e.g. science).
5. Each classroom/teacher will have equitable access to needed technology, hardware/software .
 - a. Classroom Computers
 - b. Peripherals
6. Up-to-date media center databases, computerized checkout, networking with classrooms and other media centers throughout the district.
7. Networking within buildings and to other buildings in the district.
8. Closed circuit capabilities.
9. Adequate storage space for hardware/equipment/software.

NOTE: In addition to the technology needed to implement the student Learning activities there must also be a continuous commitment to staff training and replacement/repair of hardware and software.

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SECTION XI TECNOLOGY PRIORITIES

Prioritizing becomes necessary when there are limitations on time and/or finances. In that regard the priorities listed represent the Technology Planning Committee's intent for implementation of technology into the district.

- I. Computing at every teaching station, K-12
 - A. Classrooms
 - B. Media Centers
 - 1. Instructional
 - 2. Automation/management
 - 3. Production

- II. Labs
 - A. Elementary-group instruction
 - B. 6-8 - group instruction/computing resource center
 - C. 9-12 – group instruction/computing resource center

- III. Classroom computing for students (e.g. classrooms equipped with computers, lab computers (both fixed and mobile), DVD players, Data Projectors, Digital Cameras).

- IV. Networking within the district (WAN).

- V. Telecommunication networking capacity with sources outside the building (and district) and within district.

- VI. Teacher WEB pages

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SECTION XII TRAINING

In order for technology to become an integral part of instruction, staff members must become increasingly skilled in the use of technological tools. A plan for training is an absolute necessity.

The Technology Planning Committee believes the plan for staff development should:

1. Be curriculum driven.
2. Support the technology vision and outcomes.
3. Provide strategies for the use of technology in each curricular area so that instruction is improved and academic success is increased.
4. Be practical and hands-on.
5. Generally take place only when the technology is available for staff members to use and apply immediately after the training.

The staff development program should address:

1. Information and skills that all members of the district staff will need in order to use technology at their level.
2. Information and skills which members of specific curricular areas will need in order to utilize technology to implement current and new curriculum
3. Skills, which administrative and supervisory staff will need to more effectively, manage the schools and the district.
4. Information and skills that staff will need to more effectively monitor instructional effectiveness.

A staff development plan must be supported from the operating budget to ensure that staff members can implement the technology learning activities described in the plan using current resources.

Training Providers

1. Staff trainers—staff members who are deemed proficient may be used
2. LCISD, REMC11, KRESA, and the newly formed MiCase consortium
3. Consultants
4. Out-of-District conferences (e.g. MACUL)

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SECTION XIII SUPPORT REQUIREMENTS

The school district will need to provide support for technology. Two types of support will be necessary:

- Instructional support---support for staff and students who are using technology in the instructional program such as using programs, solving set-up problems and assisting with the complexity of multi-media production.
- Technical support---support in the repair and maintenance of technology hardware, infrastructure, and networks.

Examples of the type of support staff that will be offered in our district are listed below:

1. Technology Coordinator
2. Secondary Library Media Specialists
3. District Technology Repair and Maintenance Technicians
4. Library-Media Aide
5. Product Champions (software specialist)
6. Student Technology Representatives

Examples of support and training currently provided are staff in-services, remote assistance via “remote control”, vendor training (e.g. MiCase, BCISD, Pearson), on-line training sessions, in-house developed audio and video training, and one to one assistance and instruction.

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SECTION XIV TECHNOLOGY CONSIDERATIONS FOR NON-CERTIFIED STAFF AND PUBLIC

The initial intent of the Technology Planning Committee has been to explore the opportunities available to impact teaching and learning in the district. Realizing there are many other facets to school operations, including transportation, maintenance, custodial and secretarial, the committee recognizes the importance of expanding the study to include these areas.

Parental access and involvement is crucial to the success of the district. We will make every effort to allow, encourage, and facilitate, the use and understanding of the technology efforts in the district. Examples include teacher web pages, district web pages, automated calling systems, on-line access to grades and schedules, and open houses.

Additionally, DUSD food service menus, available Media Center materials, high school student grades*, and student meal consumption details* are all available on-line.

* Requires registered log in.

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SECTION XV MEDIA CENTER OVERVIEW

The media centers in the Dowagiac Union District have evolved, as have all media centers in education across the country. Starting from the traditional role as education libraries with print resources available to students and teachers, and providing equitable distribution of these support materials through the centuries-old system of selection, purchase, cataloging, storage and retrieval of these print resources, school libraries have changed dramatically. Vast changes in society, education and technology have transformed school libraries into school media centers. Nine information literacy standards have been developed over the 19 years since the National Commission on Excellence in Education (Dept. of Education 1983) published A Nation at Risk. These have been the guidelines supporting the school media center mission. Although technology changes, improves, delivers information faster and more efficiently, and becomes more and more “seamless” within educational programs and curricula, the mission of the school media center is as relevant today as ever. Additionally, it has become the basis for information literacy standards for student learning (ALA 1998).

“The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats,
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas,
- by working with other educators to design learning strategies to meet the needs of individual students.”

Information Power: Guidelines for School

Library Media Programs (1988)

The challenge for schools to provide the up-to-date, technological means to accomplish this mission is one the Dowagiac Union School District faces as it begins the 21st century. The goals to succeed in this mission emphasize a community of learners, and are student centered. The following goals can only be accomplished using current technology, information delivery systems, and presentation hardware and software designed around active, authentic student learning. These goals are recommended in ALA’s Information Power: Building Partnerships for Learning (1998) and are as follows:

MEDIA CENTER OVERVIEW - continued

1. To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy
2. To provide physical access to information
3. To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information
4. to provide leadership, collaboration, and assistance to teachers and others within the education community in applying principals of instructional design to the use of instructional and information technology
5. To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles and interests
6. To provide a program that functions as the information center of the school
7. To provide resources and activities for learning that represents a diversity of experiences, opinions, and social and cultural perspectives.

The Dowagiac Union School District recognizes the challenges and responsibilities inherent in the charge of educating students within a society that is increasingly dependent on knowledge. A dynamic, student-centered library media program fosters information literacy and lifelong learning using technology as tools to meet these goals and mission.

Works Cited

American Library Association. Information Power: Guidelines for School Media Programs. Chicago: ALA, 1988.

---. Information Power: Partnerships for Learning. Chicago: ALA, 1998.

United States. Department of Education. A Nation at Risk: The Imperative for Educational Reform. Washington: GPO, 1998.

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SECTION XVI BUDGET CONSIDERATIONS

Budget considerations for technology purchases require careful study and planning that must include the following to be successful:

- All decisions should be curriculum based when classroom placement is intended.
- When classroom placement is the intent, desired outcomes need to be identified and measured.
- Total cost of ownership needs to be measured, including required accessory equipment, necessary software licensing, training required, lifetime repairs, and a timeline for obsolescence.
- Purchases for administrative use should include all of items from above and additionally include study of inter-interopability within the school district and outside of the district, and the study of industry standards for compatibility.
- A complete picture of district-wide technology status needs constant study and planning to facilitate best use, and development of replacement schedules.

Currently funds for technology come from a variety of sources; line item budget, grants, PTO contributions, “pop money”, etc. As technology has become more integrated into the curriculum, the need for “up to date” hardware and software has increased. Thus the demand on monies has increased as well. Because of this and other factors such as technical support requirements, economies of scale licensing requirements, “just-in-time” repairs, and training requirements, this plan recommends moving towards a more centralized approach in purchasing. Purchases should be pooled together at specific intervals to address the above concerns.

This will require that funding become more centralized as well. Line item budgeting from a district standpoint will be required so that proper planning may occur.

Technology purchases are no longer a luxury, but are a necessity in the classroom and in day-to-day operations. Technology purchases have also become a very substantial budget item and will only continue to grow. Planning, communication of the “Plan”, and implementation of the “Plan”, are major challenges that must be met.

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SECTION XVII DECISION-MAKING AND COMMUNICATION

Decisions on technology purchases for classroom use should always be curriculum based. Therefore, the beginning process for purchase in this environment will come from the Curriculum Plan, Curriculum Council, and Curriculum Committees in so much as these sources will identify the outcomes and methodology to arrive at those outcomes within the classroom. Based on the desired outcomes, the necessary technology will be identified to reach said outcomes.

From there, the required purchases will move in one of three directions based upon the size of the purchase, whether or not this is a new direction in technology implementation, or whether the purchase is simply a replacement or minor addition to existing systems. Larger purchases will require discussion and approval by the Technology Committee, the Business Manager, and the Board of Education. New directions (e.g. new platforms, major operating changes) will require discussion and approval by the Technology Committee and the Business Manager. Replacement and small add-on purchases generally will require only department and principal approval. In all cases, the Technology Coordinator should be consulted before orders are placed. This will insure better buying patterns, consistency with the district, smoother implementation, and proper inventory management.

As new hardware enters the district, it requires inventory tags for proper accounting. These tags are issued by the warehouse. The requirements for the tags are the item's serial number, the purchase order number, and the item's costs. This information, including tag number, is to be reported to the Technology Department for inventory purposes.

The Technology Department will keep inventories of technology equipment and will forward reports to the Business Manager's office as needed.

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SECTION XVIII ONGOING GOALS FOR 2008-2011

- To develop and establish a long-range plan of action which will reflect the visions and goals of the Dowagiac Union Schools District.
- To continue to examine and update our current curriculum in order to keep pace with our changing technological and societal needs.
- To continue to establish priorities for the expenditure of the limited funds available to the Dowagiac Union School District.
- To continue to encourage and promote positive attitudes among all students and parents toward academic achievement and learning.
- To intensify our efforts to promote racial and cultural awareness and tolerance among all students and staff.

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Section XIX Monitoring and Evaluation CIPA

Monitoring and Evaluation:

The Dowagiac Union School District utilizes a District Technology Committee that meets four times (more often when necessary) each year. This committee contains a cross section of administrators, educators, paraprofessional staff, technology staff, community members, and representation from our local community college. The committee reviews our technology implementation, our goals as a district, future direction(s), and the current effectiveness of technology within the district. The Technology Department performs regular surveys/assessments regarding status of various technology projects, implementation of technology at both the instructional and professional level, and the knowledge levels of staff to address current and future needs.

School Improvement Plans are in place for every building, as well as for the district, providing detailed checklists by subject matter demonstrating what technology components will be integrated into the respective areas of instruction. The plans are updated yearly. These plans are evaluated by building principals, the Curriculum Director, and staff, every year, to insure that the Plan is being followed, and that technology is being integrated into the respective curriculum areas. If an area is found to be lacking, a plan of action is taken to either insure proper implementation.

Budget Considerations:

The district's technology budget for year 2007-2008 is \$201,548.00 Dowagiac Union Schools anticipates that the technology budget will increase at a 3% rate over the next three years. This plan allocates \$48,385.00 per year for replacement computers within specified buildings following a five year schedule. The funding source for this initiative is no longer available as of 2008. This will require the District look towards a line item in the budget for future yearly purchases.

Monitoring and Evaluation CIPA (continued)

CIPA:

The Children's Internet protection Act requires school districts to filter/block harmful materials from access via the Internet. The Dowagiac School District has in place an Acceptable Use Policy that prohibits the accessing of these harmful materials by any individual using our computers, computer systems, and network system. Further, the District's Acceptable Use Policy is posted on our web site and included in the student handbook given to each student annually. To filter/block content per CIPA the District is currently utilizing "OpenDNS". The OpenDNS service complies with CIPA requirements and offers additional filtering capabilities beyond CIPA.

Acceptable Use Policy:

The district requires all employees to read and sign an Acceptable Use Policy upon employment. If the policy changes significantly it is re-distributed for new acceptance and signatures. Students are also advised and agree to their Acceptable Use Policy by the signing of handbooks that are distributed at the beginning of each school year.

The employee AUP follows this section.

Dowagiac Union School District

Data and Internet Acceptable Use Procedures

For All Users

Last revised 11-15-04

Introduction:

This document outlines the Dowagiac Union School District's "Acceptable Use Policy" (hereafter referred to as AUP) for Internet and computer use.

The purpose of this AUP is to provide guidelines for proper use of computer equipment, computer data, Internet access, and school information.

Security of Accounts and Passwords:

Users may be assigned user ID's (logon names), passwords, Internet access, Internet accounts, and confidential information from time to time. These accounts, ID's, and information, are not to be disclosed in any way to anyone outside of the School District, or to other users, without consent from the Technology Department. Furthermore, users shall not attempt to learn or use other user's ID's (logon names) and passwords. (Exceptions to this is for Technology and Administrative personnel who are required to keep databases of such information or need to know for repair purposes)

Data Access and Computer Use:

The Dowagiac Union School District makes no warranties of any kind, whether expressed or implied, for the service(s) provided. The District is not responsible for any damages the user incurs, including loss of data, delays, non-deliveries, or service interruptions, or any other damages caused by District negligence, or users' errors or omissions.

The Dowagiac Union School District will provide users with District computer programs, and data, by way of computers, data collection devices, and other devices supplied by the District. Use of these devices is restricted to school, or school related use. All such equipment, programs, and data, belong solely to Dowagiac Union Schools and are considered proprietary assets of the District.

Computers will be installed with the software that Dowagiac Union Schools' authorizes. Adding additional software is prohibited without authorization from the Technology Department, or the Administrative Office. This includes screensavers, games, music utilities, and "relay chat programs". Use of these programs can cause severe conflicts with District software and will not be tolerated.

From time to time failures will occur in the use of the District's data systems. Reasonable efforts may be made by the users to "fix" these problems including system reboots, program shutdowns and restarts, and similar acts. However, users should not attempt any hardware repair, file rebuilds, data restores, and program reinstallations, or any other act that is beyond the scope of the acts previously listed. **IF IN DOUBT DO NOT ATTEMPT TO REPAIR OR FIX PROBLEMS** without discussing this with authorized personnel. Technology Personnel and proper procedures will be utilized to repair and fix problems as they arise.

Users will have access to third-party data and information over which the District has no control. Even though the District may attempt to filter out or block inappropriate materials, users may be exposed to materials considered offensive or inappropriate, and may contain inaccurate information. Users understand that use of District equipment is at the "users" own risk.

Use of Internet:

Users agree to use the Internet for school, or school related business specifically. Other use may be tolerated on a case-by-case basis. However, under no circumstances will users use the Internet for illegal acts such as violating copyright or other intellectual property rights, for downloading or uploading commercial software in violation of software license agreements, or be in violation of any applicable laws whether they be local, state, or federal.

Computer Misuse:

The following activities are specifically forbidden: using electronic mail to harass others; posting, displaying, copying, downloading, or uploading, sexually explicit or graphically disturbing images or files; posting, displaying, copying, downloading, or uploading, libelous, slanderous, or harassing images, files, or messages; intentionally using a system with the intent of disrupting service, or damaging files; downloading, or uploading, files that are not “school business” related; posting, displaying, copying, downloading, or uploading, files that are discriminatory towards any gender, race, color, national origin, age, or disability; any use of any system(s) designed to specifically disrupt system use or integrity. It should be noted that this list might not be totally inclusive. If access to sites that are otherwise “forbidden” is required in an educational pursuit, authorization from your school’s principal must be obtained. Additionally, the Dowagiac Union Schools District does not accept, expect, nor condone, the illegal use of copyrighted software. Only authorized, legally licensed software will be used on any District computer.

Account Monitoring:

The Dowagiac Union School District reserves the right to monitor all computer accounts and Internet usage as the Administrative Staff and School Board deem necessary. Users understand that appropriate personnel may access their transactions, files, and Internet usage/access logs.

E-Mail and Usenet:

Use of e-mail and newsgroups is permitted provided these activities have a school purpose. Authorized personnel may monitor e-mail accounts. Under no circumstances shall school e-mail or Internet accounts be used to participate in “making money schemes” (i.e. pyramid schemes), chain letters, or the like.

Discovering and Reporting Abuse:

Violations of the above policies are prohibited, and may include illegal acts. Users aware of violations should report such abuse to their school principal, the Technology Department, or to the Administration Office.

Failure to comply with these procedures and/or the District Internet Use Policy 2540 may result in disciplinary action including loss of privileges, and/or suspension, and/or termination from school employment.

Signature

date