Grand Haven Area Public Schools

VISION: SUCCESS FOR ALL

PLAN FOR TECHNOLOGY INTEGRATION
JULY 1, 2014 – JUNE 30, 2017
Created On May 16, 2014

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ISD: Ottawa Area Intermediate School District
Technology Plan URL: http://www.ghaps.org/documents/techplan.htm
Last Revised June 24, 2014

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INTRODUCTION

Mission Statement
"The Grand Haven Area Public Schools are committed to the expectation that all students will learn. It is our obligation to provide each person in our community — child through adult — with a positive environment for learning so they will experience success and realize their fullest potential. This school district accepts the responsibility to work in partnership with the community to provide an excellent education that will prepare all learners for the challenges of a changing global society."

District Profile/Demographics
Grand Haven Area Public Schools is a large district, 5,810 students and 763 faculty members, on the lakeshore in Western Michigan. Located between Holland and Muskegon, Grand Haven sits on the US-31 corridor that runs up the lakeshore. We serve approximately 100 square miles of mostly middle to upper income homes.

Grand Haven educates 5,810 students in grades Y5 through twelfth. We also provide a wide range of community services including but not limited to: childcare, adult education, and extra curricular activities.

School Buildings
There are 763 faculty members working in 11 buildings that make up the district.

Ferry Elementary- Grades Y5-4
1050 Pennoyer
Grand Haven, MI 49417

Griffin Elementary- Grades Y5-4
1700 S. Griffin
Grand Haven, MI 49417

Lake Hills Elementary- Grades Y5-4
18181 Dogwood Drive
Spring Lake, MI 49456

Mary A. White Elementary-Grades Y5-4
1400 Wisconsin Ave
Grand Haven, MI 49417

Peach Plains Elementary- Grades Y5-4
15849 Comstock Street
Grand Haven, MI 49417

Robinson Elementary- Grades Y5-4
11801 120th
Grand Haven, MI 49417

Rosy Mound Elementary- Grades Y5-4
14016 Lakeshore Dr.
Grand Haven, MI 49417

Lakeshore Middle School- Grades 7-8
900 S. Cutler
Grand Haven, MI 49417

White Pines Intermediate School- Grades 5-6
1400 S. Griffin Street
Grand Haven, MI 49417

Central High School- Alternative High School- Grades 9-12
106 South Sixth Street
Grand Haven, MI 49417

Grand Haven High School- Grades 9-12
17001 Ferris
Grand Haven MI 49417

Grand Haven Area Public Schools has a standard graded system in which students progress through each level on an annual basis. Each level is designed to distinctively meet the needs of each grade level within each building. Our district is predominately Caucasian, but have a wide range of nationalities represented throughout our buildings.

VISION AND GOALS

Background: Grand Haven Area Public Schools recently completed expenditure of a technology bond to update classroom tools and hardware adopted in 2009 for $4.9 million. This bond consisted of installing an interactive whiteboard, document camera, workstation, smart cart media control system, classroom response system and mounted projector in every classroom. Every building in the district is connected to our infrastructure backbone via high-speed fiber optic cable. Every building is fed voice, data, and video through this network. Our fiber backbone connects to the Merit network fiber pipeline through the Ottawa Area Intermediate School District.

Technology Mission Statement: "Providing accessible and dependable technology to enhance education for all."

Technology Steering Committee:

Doug Start, Chairperson
Instructional Technology Coordinator

Brian Wheeler
Director of Technology

Jeffrey Marcus
Elementary Principal

Aaron Smaka
High School Teacher

Alex Harsay
Intermediate School Teacher

Michele DeYoung
Lower Elementary Teacher

Cyndi Phillip
Elementary Media Specialist

Gary Knights
Intermediate School Teacher

Marcella Morrell
High School Teacher

Sheri Koetsier
Parent Representative

Vikki Szymas
Parent Representative

John Mauro
High School Teacher

Nathan Mihalek
Middle School Teacher

Mary Jane Evink
Director of Instruction

John Siemion
School Board President

Kevin Berko
Alternative High School Principal

Kevin Blanding
Elementary Principal

Kevin Polston
Middle School Principal

Lyndsey Yonker
Middle School Teacher, SPED

Sarah McElrath
Media Specialist, MS

Tom Stream
Upper Elementary Teacher

Vision: Technology integrated into curriculum to increase student achievement.

Technology Goals: Technology is a mission critical part of our school improvement process and our one page strategic plans. All buildings create building improvement goals and have a one page strategic plan to align their goals to the board of education goals. Technology integration is a goal intertwined with curriculum design and supported with professional development opportunities all year long.

- Integration will be a student centered approach
- Direct student engagement = higher order of learning
- Technologies will provide added value to learning
- Technologies will be embedded in lessons, not an add-on
- Benchmarks spiral throughout the grade levels to allow for introduction, reinforcement, and mastery
- Access/equity issues are issues that need to be considered
- Students use technologies as a tool (void of content)
- Students use technologies for content (skills software)
- Standards for all students K-8
- Standards for 9-12 to be determined by specific curriculum areas
- Students use technologies for real world applications (communication of ideas)
- Revise vision as technologies mature

CURRICULUM

Curriculum Integration Goals:
1. Technology standards and benchmarks are to be integrated at each grade level and applied to our existing curriculum and content.
2. Technology benchmarks will be integrated into curricular assessments and rubrics K-12
3. Common assessments and quarterly assessments will include grade level appropriate technology benchmarks
4. Use common assessments, quarterly assessments and other data reports to make data driven decisions towards curriculum changes
5. Use a curriculum mapping system to help incorporate technology standards into curricular areas
6. Teaching staff will become aware of the importance of technology integration to promote student success.

Strategies for Integration:
Through annual and ongoing professional development, staff will learn how to integrate technology in their curriculum, and feel comfortable with technology changes in the district.

Curricula:
Staff will incorporate the following goals in benchmarks into the K-12 curriculum:

2009 Michigan Educational Technology Standards—Grades PK -2

PK-2.CI. Creativity and Innovation—By the end of grade 2 each student will:
- PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK-2.CC. Communication and Collaboration—By the end of grade 2 each student will:
- PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
- PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.RI. Research and Information Literacy—By the end of grade 2 each student will:
- PK-2.RI.1. interact with Internet based resources
- PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 2 each student will:
- PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
- PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK-2.DC. Digital Citizenship—By the end of grade 2 each student will:
- PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses
- PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
- PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)
- PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC. Technology Operations and Concepts—By the end of grade 2 each student will:
- PK-2.TC.1. discuss advantages and disadvantages of using technology
- PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
- PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard,
- mouse, printer)
- PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)
- PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology
- PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
- PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

2009 Michigan Educational Technology Standards—Grades 3-5

3-5.CI. Creativity and Innovation—By the end of grade 5 each student will:
- 3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
- 3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
- 3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:
- 3-5-2.CC.3. 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

3-5.RI. Research and Information Literacy—By the end of grade 5 each student will:
- 3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists
- 3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information
- 3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information
- 3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

<u>3-5.CT. Critical Thinking, Problem Solving, and Decision Making- By the end of grade 5</u>
- 3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
- 3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems
- 3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

<u>3-5.DC. Digital Citizenship—By the end of grade 5 each student will:</u>
- 3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking,text messaging, cyber bullying, plagiarism)
- 3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
- 3-5.DC.3. describe precautions surrounding personal safety that should be taken when online
- 3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

<u>3-5.TC. Technology Operations and Concepts—By the end of grade 5 each student will:</u>
- 3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
- 3-5.TC.2. describe ways technology has changed life at school and at home
- 3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals
- 3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
- 3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

2009 Michigan Educational Technology Standards—Grades 6-8

<u>6-8.CC. Communication and Collaboration—By the end of grade 8 each student will:</u>
- 6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
- 6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures
- 6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

<u>6-8.RI. Research and Information Literacy—By the end of grade 8 each student will:</u>
- 6-8.RI.1. use a variety of digital resources to locate information

- 6-8.RI.2. evaluate information from online information resources for accuracy and bias
- 6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- 6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
- 6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

6-8.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 8 each student will:
- 6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem
- 6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)
- 6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources
- 6-8.CT.4. describe strategies for solving routine hardware and software problems

6-8.DC. Digital Citizenship—By the end of grade 8 each student will:
- 6-8.DC.1. provide accurate citations when referencing information sources
- 6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
- 6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies
- 6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
- 6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources
- 6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
- 6-8.DC.7. describe the potential risks and dangers associated with online communications

6-8.CI. Creativity and Innovation—By the end of grade 8 each student will:
- 6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
- 6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

- 6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

6-8.TC. Technology Operations and Concepts—By the end of grade 8 each student will:
- 6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
- 6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
- 6-8.TC.3. perform queries on existing databases
- 6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
- 6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
- 6-8.TC.6. use accurate technology terminology
- 6-8.TC.7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics
- 6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning
- 6-8.TC.9. understand and discuss how assistive technologies can benefit all individuals
- 6-8.TC.10. discuss security issues related to e-commerce

2009 Michigan Educational Technology Standards—Grades 9-12

9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:
- 9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)
- 9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
- 9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations,and models)
- 9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)
- 9-12.CC.5. describe the potential risks and dangers associated with online communications
- 9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

9-12.RI. Research and Information Literacy—By the end of grade 12 each student will:
- 9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

- 9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions
- 9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming)
- 9-12.RI.4. distinguish between fact, opinion, point of view, and inference
- 9-12.RI.5 evaluate information found in selected online sources on the basis of accuracy and validity
- 9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation
- 9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
- 9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

9-12.CI. Creativity and Innovation—By the end of grade 12 each student will:
- 9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
- 9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
- 9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

9-12.CT. Critical Thinking, Problem Solving, and Decision Making —By the end of grade 12 each student will:
- 9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
- 9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
- 9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

9-12.DC. Digital Citizenship—By the end of grade 12 each student will:
- 9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
- 9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
- 9-12.DC.3. discuss and demonstrate proper netiquette in online communications
- 9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users
- 9-12.DC.5. create appropriate citations for resources when presenting research findings
- 9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

9-12.TC. Technology Operations and Concepts—By the end of grade 12 each student will:
- 9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience
- 9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning
- 9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements
- 9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)
- 9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use
- 9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills
- 9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation
- 9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software
- 9-12.TC.9. participate in experiences associated with technology-related careers
- 9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)
- 9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals
- 9-12.TC.12. demonstrate how to import/export text, graphics, or audio files
- 9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

Methods for Technology Integration
In addition to professional development throughout the year the district is exploring online curriculum mapping. As a district we believe that through collaboration and a system that makes curriculum mapped to the benchmarks available anytime and anywhere, staff will have an easier time mapping curriculum to the GLCEs or CCSS but also incorporating technology benchmarks in their curriculum as well. GHAPS uses Atlas Curriculum Mapping software and have linked to MAISA writing maps and Oakland County Curriculum maps through the software. Map development is ongoing.

Technology Delivery:
Currently Grand Haven Area Public Schools offers a wide variety of technologies at each building or in each classroom. Elementary classrooms contain 4 networked classroom workstations for student use and a networked teacher computer. In addition each elementary classroom has an interactive whiteboard, digital projector, document camera, DVD/VCR, media control cart, media workstation, and sound field system. Each elementary school contains a 30-seat computer lab and 3 mobile laptop labs.

At the middle school level each classroom is equipped with a networked teacher station. In addition each middle school classroom has an interactive whiteboard, document camera, digital projector, media control cart, media workstation, and sound field system. The building has four (4) 30-seat computer labs and 15 open computers in the media center. Three mobile laptop labs are available for checkout in each building.

Classrooms at the high school are equipped with 2-3 networked student research stations, a networked teacher station, an interactive whiteboard, digital projector, document camera, DVD/VCR, media control cart, media workstation, front of room sound field speakers. The high school is also equipped with nine(9) 30-seat computer labs, two (2) CAD/CAM labs, one (1) 8-seat mini lab in student services, one journalism lab, six (6) portable laptop carts.

Grand Haven Area Public Schools also delivers instruction and curriculum through the use of several online resources.

- Moodle: Grand Haven uses a Moodle Server as a method for delivering online instruction or remote meeting place for clubs and groups. Moodle features a place for both synchronous and asynchronous activities including podcasting, forums, chats, posting of assignment, document repositories, SCORM, and automated lessons. The server was built in 2004 and rolled out in 2005 and has been maintained since

- Renaissance Place: Elementary students use Star Reading and Accelerated Reader through the Renaissance Place server.

  The goals of the Accelerated Reader Enterprise reading software program are to:

  + Make essential reading practice more effective for every student.
  + Personalize reading practice to each student's current level.
  + Manage all reading activities including books read to, books read with, and independent reading.
  + Assess students' reading with three types of quizzes: Reading Practice, Vocabulary Practice, and Literacy Skills Quizzes.
  + Build a lifelong love of reading and learning.

  Since there are reading practice quizzes for the majority of the books in school and classroom libraries, teachers for grades 1-5 generally have students take these short 5-20 question quizzes immediately after completing each book. This allows

for immediate reinforcement and feedback of comprehension. Information from AR reports assist teachers in matching students to books with which they can be successful. The vocabulary quiz program is completely individualized since it pulls words from the books each student has read. Literacy Skills Quizzes assess 18 higher-level reading skills. These are used after students have read a book as a class or in a literature circle.

The STAR Reading Program assesses the reading level of each student, measures individual and class growth, and forecasts results on standardized tests with a short 10-minute session on the computer. Teachers in grades 1-5 have students take this computerized test 3 times per year. It is a valuable tool for monitoring reading progress. Teachers share STAR reports with parents and use the information to plan for reading remediation.

- United Streaming: United Streaming and Evideon are examples of video-on-demand services that the staff of Grand Haven Area Public Schools have available to them. United Streaming is a product of Discovery Streaming and allows teachers to search the video holdings by subject, keyword or by Michigan curriculum standards. Teachers can access guides, quizzes and black line masters for complete videos or view specific segments to stress important concepts. A login allows teachers to save videos online from year to year and also allows departments or grades to share videos. Teachers can bundle a video clip and quiz online so that students can view the film and take the quiz online at anytime, anywhere.

- Read Naturally: Read Naturally is a fluency-based program designed to help students develop increasing skill by using repeated readings. It is used in our elementary and middle schools, but is not designed for high school students.

- Read 180 Web: Scholastic's READ 180 program is geared toward improving all aspects of reading for struggling students. Used here at our high school and at Central High, it involves a software program that targets instruction to each student's level. It is used as one component of our Reading-Writing Workshop, along with small group and individualized instruction, writing instruction, independent reading, and support for other class work.

- E2020: E2020 is a credit recovery system housed in the cloud and utilized by Central High School and Grand Haven High School, as well as the GED program Grand Haven CyberSchool and Michigan Works. E2020 uses a series of placement tests to allow students to accelerate through content they already know and teach content they are missing.

Parental Communications: On a daily basis the district uses technology to increase student learning through parental involvement and community connections.

- Web Site: The district maintains a frequently updated web site (www.ghaps.org), which allows parental involvement in several ways.
    + *Teacher Web Pages-* The district is making a concerted effort to have all teachers host a web page.
    + *Parent Internet Viewer-* Teachers in our secondary schools, grades 6-12, use computer-based report cards for attendance and grades. Through Parent Internet Viewer parents can check their student's daily attendance and progress on assignments, quizzes, tests, and projects. This is a valuable service with about 500 clicks per day.
    + *Academics Section-* This section of the website features and educational technology section including research behind GHAPS philosophy of technology integration (http://www.ghaps.org/content/instructional-technology).
    + *GHAPS Moodle-* In 2006 Grand Haven Area Public Schools rolled out to teachers, our online classroom environment called Moodle. Moodle allows staff to extend the learning environment beyond the walls of the classroom with interactive activities, discussions, and assessments.

- TV5: Our high school students, in collaboration with a professional videographer and his staff, produce daily shows and record special events, which are shown continuously on the cable TV community access channel.

- Building ListServ- Each building utilizes one or more ListServ Email lists for parent communication. Each elementary building uses one list for their building. White Pines Intermediate, Lakeshore Middle, and Grand Haven High School uses one list per grade level to communicate with parents. Parents enroll and unenroll themselves as needed.

- Spotlight: The district has a professional community relations program. Part of their duties includes a quarterly publication, which is sent to every home. This publication is also available on the district web site.

- Media Services: Our district media services use technologies for community access to our media holdings. The Media Services department also supports many online resources for students and parents, including Destiny Online Catalog, online encyclopedias, informational websites and blogs, and streaming video.

- Digital Phone System: The district installed a digital computer-based phone delivery service to every classroom. This allows much closer communication between teachers and parents.

- Phonemaster: Teachers in our secondary schools, grades 6-12, use computer-based report cards for attendance and grades. Phonemaster is an automated system through which evening calls are placed to all homes that have a student who was absent for one or more classes that day. This program has proved to be

extremely popular…each morning our attendance offices have many voicemail messages responding to the previous days' absence notification.

- Online EDP: The district is working in cooperation with Ottawa Area Intermediate School District to make an online EDP available to students and parents. Students are able to use this web-based EDP to organize their career goals.

- Building Open Houses: Our buildings each host an open house, which, among other things, highlights the students' use of technology in their daily curriculum. Demonstrations in clued Internet research, PowerPoint presentations, digital camera photography, newsletter creation, Accelerated Reader and other software applications.

- Community Relations Program: The Communications department is the official connection between, parents, organizations, agencies and the community and the Grand Haven Area Public Schools.

Collaboration with Adult Literacy Providers

Grand Haven Adult Education believes that every student can learn and experience success in education. To that end, we dedicate our best efforts to empower each student to meet this/her educational, personal, and family needs. We have offered successful educational opportunities for area adults for the past 30 years. Any resident who does not have a high school diploma or reads below the 9th grade level is eligible for free instruction. Our program offers GED preparation and testing. We serve approximately 250 students per school year.

Upon enrollment the student specifies what his/her goal is and then our staff works to assist the student in obtaining that goal. For many, graduation or obtaining a GED is a milestone in their life. For others, learning to communicate or read without fear or embarrassment enables them to be more productive in all areas of the community. Our English as a Second Language (ESL) program focuses on preparing non-English speakers with the educational resources needed to get along in our community and state.   We anticipate success for our students so that they will be better community contributors at home and in the workplace.

Workplace Literacy Services is a program we offer in collaboration with a requesting area business. We offer literacy classes that specifically address the needs of that business and their employees. One of the major issues of concern is safety for the non-English speaking employees. Curriculum will be developed for the individual businesses by using published material, input from the employer as to what needs to teach, and consideration for the student's individual learning level.

Technology is an important part of today's workplace therefore, introduction of computer skills from keyboarding to inputting of reports will be offered. Adult basic education skills will be taught by integrating them with the job-related basic skills that are required

by their employer. The MDCD's approved assessments will be administered along with Work Keys to determine the workplace level of the employee.

The individual business will conduct a workplace assessment questionnaire to define the educational needs of their employees. Using this assessment an appropriate program will be developed. Implementation will be based upon the findings, i.e.…ESL, Adult Basic, GED, computer, as well as time and location considerations.

GHCE history and past effectiveness in improving the literacy skills of adults has been monitored and reported to the state in the annual performance reports.

Ongoing services provided by the Technology Department include:
- Oklahoma Scoring- Adult Education access this site to get the GED scores

- Sturec- AS400 connection to our district database

- Excel- Used for record keeping

- AERS- Adult Education Reporting System tracks the adult students personal information, attendance, pre and posttests, educational objectives, and more.

- E2020: E2020 is a credit recovery system housed in the cloud and utilized by Central High School and Grand Haven High School, as well as the GED program Grand Haven CyberSchool and Michigan Works. E2020 uses a series of placement tests to allow students to accelerate through content they already know and teach content they are missing.

PROFESSIONAL DEVELOPMENT

Development of Teachers and Administrators:
Grand Haven Area Public Schools strives to support their teachers' use of and incorporation of technology in the classroom through professional development opportunities throughout the year. Michigan Educational Technology Standards are a guiding force behind the selection of technology and thus the selection of technology related PD. A technology specialist is stationed at the high school 20 hours a week for training purposes, and another technology specialist dedicates one half day per week to each of two middle schools for staff development. Various training opportunities are available after school hours for elementary teachers and those not available for other training.

In addition to the above trainings additional training opportunities exist for staff.
- Technology Bootcamp- This exciting opportunity is offered each summer with a variety of technology topics. Teachers come in voluntarily to receive training. If there is mandatory technology training on a particular topic then we will offer that

training during the summer and teachers that attend will get room prep time during the technology training time in the fall.

- 3rd week of August- New Teacher Training. (*full day*)
  This training opportunity is required for all new employees. New staff members receive training in AESOP, Time Clock System, gradebook, email, Promethean Interactive Whiteboard technology, etc.
- 4th week of August- Technology In-service. (2 *half days*).
  Various training topics are covered during this time depending on the initiatives set by the administration and/or Board of Education (*See Appendix A for an example of training opportunities offered at this training.*)

The Ottawa Area Intermediate School District also offers a variety of opportunities throughout the year and all summer long. Camp Ed-Tech offers training sessions in various topics ranging from Kidspiration to virtual classrooms. These sessions are available to all staff and costs are absorbed by GHAPS when funds are available.

Professional Development Timeline 2014-2017:
- Staff will be trained in the use of new technology (hardware and software) as they emerge.

- The district will dedicate one ½ day in-service or more to integrating technology in the classroom.

- Teachers and instructional staff will continue to attend conferences and workshops that deal with integrating technology in the classroom.

- Staff will be trained on the new SIS/Gradebook system as features emerge.

- Faculty will be encouraged to have a web presence to improve communication with parents and students.

- Technology training opportunities will exist during the day at both the high school and middle schools as schedules permit.

- One Half day per week will be committed by technology staff to work with high school and middle school staff on curriculum integration and technology related topics during planning times and team times.

- A schedule will be developed for technology staff to work with each elementary building on curriculum integration and technology related topics. This includes the in servicing of media specialists, and media specialists helping staff.

- The technology department will work with the instructional services department to create training sessions during scheduled after school meetings.

- The district will continue to utilize and encourage the use of the OAISD's professional development services.

INFRASTRUCTURE, HARDWARE, TECH SUPPORT, AND SOFTWARE

Introduction:
Grand Haven Area Public Schools has always been a leader in technology rich educational environments. Our goal is to provide accessible and dependable technology to enhance education for all.

In 2001, GHAPS passed a bond issue for $7.9 million to upgrade the district's fiber infrastructure, building wiring and switching, workstations and servers. The funds were disbursed with forward thinking. The infrastructure of the district was upgraded and expanded past what was needed at the time and our workstation replacement procedures were revamped to provide a better average lifespan and keep the newer equipment in the most classrooms.

In 2009, GHAPS passed a bond issue for $4.9 million for the purchase of interactive technologies for the classroom. All classrooms contain an interactive whiteboard, document camera, digital projector, DVD/VCR, media control cart, media workstation and a networked teacher computer. In addition each elementary and middle school classroom has a sound field system and every elementary classroom has 4 networked classroom workstations for student use.

In 2014, GHAPS passed a bond issue for $18.5 million for the purchase of 1:1 technology for all students and staff K-12. All students will receive an internet connected mobile device. The bond will cover 3 cyclic replacements for the next 10 years. The bond also covers the replacement and enhancements to the network/wireless infrastructure, media equipment, projector, copiers, wired workstations, laptops, digital presenters, and other pieces of technology.

Current Status:
Wide Area Network (WAN)
Every building in our district is connected via a fiber optic cable network back to a central mainframe of servers at our Educational Services Building. From there each building is served file storage, network authentication, Internet access (via ISD and Merit Network), email, library services, voice, video, and other educational technologies.

Internet Content Filtering
The OAISD uses a Palo Alto Internet filter by 8e6 Technologies for Internet content filtering. The Palo Alto system uses a database of inappropriate sites and also has the ability to filter by category and keyword. Network Administrators also have the ability to block and unblock sites as needed. The system fully meets the requirements of the Children's Internet Protection Act. All computers that access the Internet via the WAN are automatically filtered.

Internet content filtering may begin at the ISD level, but is filtered in a specific way by our Watchguard at the district level. The Watchguard allows us to custom program filters

to block websites we as a district feel are inappropriate or disruptive to the educational process.

Servers
- Mainframe- An IBM AS/400 currently runs our student and employee information system called CIMS.

- File Servers- The district currently uses 3 separate file servers one for staff, one for students, and one for technology. Based on a faculty member or student's rights, network paths are created to various partitions of these servers.

- Email Server- GroupWise server

- Web Server- Virtualized Windows 2008R2 server running Apache. Houses our main Drupal websites, HTML websites, employee intranet and FTP for staff.

- Moodle Server- Virtualized Windows 2008R2 server running Apache. Moodle used for virtual classroom and educational experiences with students.

- Print Server- for networked applications. This is a part of Staff_1 server

- Gradebook Server- Windows Server 2003 using terminal services for each building.

- ATM Server (2)- Virtualized Windows 2008R2 servers used to manage our time clocks for hourly staff members. Staff simply swipes their ID cards to punch in and out.

- Watchguard- Used as a secondary filter for the Internet as well as connection and bandwidth tracking.

General Equipment
- Wireless Laptop Labs- 34 wireless laptop labs.

- Poycom Distance Learning System- 8 Polycom systems

- Computer Standards- 240W power supply – active PFC, Intel Core 2 Duo Processor E8400 (3.0 GHz, 6 MB L2 Cache, 1333 MHz front side bus), 2GB PC3-10600 Memory (1x2GB), 160GB SATA 3.5 1st Hard Drive, Integrated ATI Radeon HD 4200, HP DVD-ROM Drive, No Floppy Drive, HP USB Standard Keyboard, HP USB Optical Mouse, Integrated High Definition audio with Realtek 2 channel ALC261 codec, Integrated Broadcom NetXtreme GbE BCM 5761, 3 years parts, 3 years labor, and 3 years onsite service (3/3/3) standard warranty

- <u>Data projectors and Document Cameras</u>- Each classroom has a mounted digital projector and document camera.

Software
The district has implemented, provided professional development for, and supports the following software packages and suites across the district:

- MS Office 2013
- OpenOffice 2.3
- Inspiration
- Kidspiration
- Destiny Card Catalog
- Peachtree Accounting
- Times Attack
- Windows 7
- GroupWise 2012
- Adobe Acrobat Reader
- Adobe Acrobat Writer
- Photoshop
- Adobe Creative Suite 4
- Smart Music
- Ultra Key
- Microtype Multimedia
- Micropace Pro
- Mavis Beacon Teaches Typing

- GlobalScholar Gradebook
- Read 180
- Read Naturally
- AS400 Client
- Pinnacle Principal Viewer
- Parent Internet Viewer
- Renaissance Place
- Star Reading
- Accelerated Reader
- Vision Classroom Management
- Graph Master
- SchoolDude Maintenance
- Timeliner
- Map Maker's Toolkit
- QuickTime Player
- Exam View Test Generator
- Exam View Test Manager
- Audacity
- MI Tracker
- GroupLink

Grand Haven Area Public Schools will continue it philosophy of housing as much technology "in-house" as possible. Our worry is becoming reliant on WAN Internet connections and remote housing of servers, leaves us vulnerable to connectivity issues with organizations outside our control. A member of the tech department oversees currently major parts of the network/application operation with the Director overseeing and managing the team as a whole.

Copy Center
Grand Haven Area Public Schools Copy Center operates with a Xerox Digital Copy System. This system includes:

- DecuTech 6115 production copier w/CP Bourg high-speed booklet maker
- Document Centre 490
- Canon Color Copier
- Challenge Programmable Paper Cutter
- Challenge single-hole paper drill
- High-speed friction feed paper folder
- Automatic spiral binding machine

The Copy Center is located in the lower level of the ESC. The hours of operation are 7:00 a.m.-4:00 p.m. five days a week. The copy center employs 1 ¼ staff (1, 8-hour position; 1, 1.5-hour position) and is managed by the Director of Information Services.

The copy center makes an average of 400,000 copiers per month (using both copiers). The copiers are capable of printing on all standard sizes of paper: 8 ½ x 11, 8 ½ x 14 and 11 x 17. Fine stationery can be printed on up to 110# index card stock. The Copy Center has a 2-3 day turn-around time for most copy jobs

Services available through the copy center:

- High-speed quality copies
- Online collating and stapling
- Online book-binding (tape and glue)
- Online booklet maker (stapled/folded)
- Spiral binding (do-it-yourself)
- Drilling (do-it-yourself)
- Cutting
- Capability of gluing paper into various size pads
- Folding printed materials into various sizes
- Typesetting / graphic arts
- Online and offline memory storage for repeat printing jobs
- Online capability of cleaning up and enhancing hard copy masters

New Acquisitions
In 2006 Grand Haven Area Public Schools completed a 5-year bond issue. During that time 90% of the workstations in the district were replaced, the entire district was connected with fiber optic cable, servers were upgraded, and older equipment was replaced.

Since that time Grand Haven has passed another bond in 2009. The focus of that bond was the purchase of interactive technologies for the classroom. All classrooms contain an interactive whiteboard, document camera, digital projector, DVD/VCR, media control cart, media workstation and a networked teacher computer. In addition each elementary

and middle school classroom has a sound field system and every elementary classroom has 4 networked classroom workstations for student use.

Grand Haven has passed another bond in 2014. This bond will allow for the cyclic replacement of the above listed technology as it ages out as well as 1:1 computing devices for all students K-12 for the next 10 years. As part of this bond Grand Haven will begin a rotation cycle for computer and equipment replacement. The number of machines that are replaced each year depends on budget and what other projects are slated for that year. The following is only a tentative plan.

Acquisition Timeline
Technology changes rapidly and often, making a timeline for new acquisitions and project prioritizing a challenge. It is also important to balance the replacement and rotation of older technology (workstations, servers, switches, etc) with new acquisition purchases. While it is hard to envision what lays on the technology horizon, and difficult to judge whether a technology is on the bleeding edge or cutting edge of technology, the staff at Grand Haven Area Public Schools, including technology staff, administration, technology steering committee, and teacher leaders, works hard to stay current on educational technology and integration trends.

Grand Haven just passed a bond in 2014. The focus is to fulfill the commitments made to the community during the bond campaign. This includes the 1:1 technology for each student K-12 as well as the replacement of classroom technology that is aging out and upgrading network switching infrastructure and wireless.

The below timeline is tentative relative to unforeseen circumstances, shifts in technology, passing of bond issues, etc.

2014-2015
- Replacement of Network switching infrastructure.

- Installation of new wireless infrastructure.

- Purchase of expanded pilot 1:1 devices and teacher devices.

- Continuation of bond projects.

- Switch away from GroupWise to Google Apps for Ed.

2015-2016
- Roll out of 1:1 project K-12.

- Continued rotation of older workstations for newer workstations in critical areas.

- Continuation of bond projects.

2016-2017

- Continued rotation of older workstations for newer workstations in critical areas.

- Continuation of Bond Projects

Technology Support

In the past technology was treated as a bonus in the student's/staff's day. If the technology did not work it was no big deal because it was only a bonus any way. Now schools have become more and more reliant on technology for curriculum delivery and supplementation, data reporting, data management/storage, and communications. At Grand Haven even the phone lines are managed by a computer system for routing and mailbox management.

The goal of our technology department is encapsulated in our mission statement: "To provide accessible and dependable technology to enhance education for all." Our goal is to create and maintain an environment where staff does not have to be concerned if the technology does not work, but rather focus on the goal of providing a top quality educational experience for all students.

Technology Department
The Technology Department in Grand Haven is a stand alone department with a director that reports to the cabinet including the superintendent, but it works very close with almost every department in the central office (instructional services, transportation, communications, information services, operations, and human services) due to day to day operations or projects that are heavily vested in technology.

The technology department is responsible for the maintenance of 4,000 teacher and student workstations, 4 Windows 2008R2 file servers, 13 Windows 2008R2 servers (physical and virtual), the AS/400, 2 Linux/Apache servers, and 51 bus security camera systems, 13 security camera systems with 16 cameras each, an electronic door locking system, and a digital phone system.

In addition staff at Grand Haven Area Public Schools technology department provides technology support for the City of Grand Haven governmental offices and public safety, Loutit District Library, and Grand Haven Board of Light and Power.

Staffing:
Grand Haven Area Public Schools has eight members of the technology department. Each staff member is a network administrator, but each has his or her specific "specialties" or responsibilities. Each tech is cross-trained in necessary aspects of another tech's responsibilities. Listed below is a general description of job duties.

- Director of Technology- Oversees the operation of all technology in the district, plans, implements, and manages technology and infrastructure improvements in the district. The director is also responsible for managing the technology team and the technology budget. The director is responsible for the maintenance and upgrade of district file servers

- Instructional Technology Coordinator- The technology coordinator works between the 3 departments, Communications, Instructional Services, and Technology Services. The technology specialist works with the Communications department on the management and update of district websites. He/she works with Instruction Services on the purchase, implementation, and support of instructional technology across the district. This person also maintains and administrates the district's web technologies, security systems, professional development in-services, and takes on or assists with any special projects in technology. The Instructional Technology Coordinator also is responsible for managing the technology team including annual evaluations and technology budget. The Technology Coordinator also maintains relationships with community partners and coordinates those projects with the technology team.

- Network Administrator- This administrator is responsible for switch, server, and fiber or copper cable maintenance as well as certain server applications and server developments. This person also maintains the IP database and assigns IP addresses to static IP devices.

- Network Administrator- This administrator is responsible for end user support, new software testing, and imaging planning and maintenance. Most hardware and software support issues fall to this person.

- Network Administrator- This administrator is responsible for end user support in the way of software including document development. This administrator is also specializes in GroupWise training and maintenance and operation of our digital phone system.

- Network Administrator- This administrator is responsible for maintenance and upgrades of our Pinnacle Gradebook software and our AS/400, as well as end user training in each of these systems. This administrator works closely with out Data Services department on grade reporting, transcription, and report formatting.

- Professional Development Support Specialist- This specialist is responsible for planning district professional development with the Technology Coordinator as well and "push-in" training with teachers. This specialist also does general technology hardware support and software support with teachers.

- Help Desk Coordinator- This person is the front line of end user support in the district. Fielding phone calls and emails, this person will try to help a user through a problem. If a fix cannot be found then he/she will assign a GroupLink

ticket. The help desk coordinator is responsible for the management of all GroupLink tickets. The help desk coordinator is also responsible for InfoLink, our district informational channel, and our Automated Phone Calling System, BEN.

- ▪ Technology Secretary- Manages the technology inventory database, accounts receivable and payable for the department, as well as petty cash. The technology secretary also helps maintain the volunteer database and background checks.

Future Staffing
Due to the instability in the State's school funding in past years, the technology department is not planning on adding staff in the near future. Any staff added would come out of necessity and may be on a temporary basis.

Mentoring
Technology usually takes on one to two student interns during the school year or summer. The mentorship program focuses on giving these students exposure to different aspects of technology. Students will work during the year as part of our co-op program. Students have to have successfully completed A+ Certification and have the recommendation of the A+ Certification instructor.

All interns take part in a panel interview with technology staff in which they have to present a resume, and answer screening questions. Interns are also required to develop a final project based on their experience as part of the co-op curriculum. The project is presented at the conclusion of the semester.

Technology Support Procedures
The technology department believes strongly in responding quickly to issues that interrupt the instructional process or the day-to-day operation of the district in general. We prioritize issues that arise by responding quickly to issues that would cause a disruption in the classroom. We also believe in providing users who call the help desk with a voice and not a voicemail. If the help desk coordinator is busy or on another call, the phone system is set up to ring all the other techs simultaneously after a set number of rings and the techs are expected to answer that call. That way a user always has a person to discuss their problem with and begin moving towards resolution.

The technology department uses IT Direct to manage support tickets. The following procedure is used to request a hardware or software fix.
1. Staff members that require a hardware or software fix of district equipment submit an IT Direct ticket.
2. The Help Desk Coordinator reads the ticket and assigns it to a support technician.
3. The technician receives email notification of a new ticket and logs in to read the ticket.
4. The technician will analyze the hardware or software problem and recommend a fix.

5. When the problem is solved the technician changes the status of the ticket to "complete"

Technology Maintenance
Each summer every computer in the district is cleaned, dust blown out with canned air, and re-imaged. Beginning in May the summer imaging process is planned. Any new software acquired is added to images and certain aspects of the image are upgraded (i.e. Adobe Reader, Flash Player, Media Player, etc.).

Each member of the tech team is responsible for cleaning, imaging, testing, for an elementary building, a floor of the middle school and a section of the high school. Each computer is inspected for damage and after the imaging process each computer is tested for printing and logging in.

Increase Access
A broad goal for the district is to increase student access to technology in the classrooms. A three-year goal for the district would be to upgrade its network infrastructure as well as its wireless infrastructure and roll out a K-12 1:1 initiative. Every student and staff member would have an age appropriate internet connected device. Those devices may travel home as determined age appropriate by the district administrative team.

Currently each elementary classroom has four networked workstations and one networked teachers' station for student use. The high school has 2-3 networked workstations in each classroom and one networked teacher station. Teachers in the high school are able to check out one of 6 30-station computer labs for student use.

To accommodate students who have limited access to computers outside the school day, the media center stays open 2 days a week for an hour after school. The technology department has also pursued versions of software that allows for web access to the program in and out of the district.

Grand Haven Area Public Schools' vision is Success for All. Our special education department and technology department works closely with the OAISD on the acquisition, implementation, and support of assistive technology for special needs users.

BUDGET AND FUNDING

Technology Budgets

	2014-15	2015-16	2016-17
Salaries and benefits	$521,032	$521,032	$521,032
Hardware and Networking	$6,200	$6,200	$6,200
Maintenance	$12,100	$12,100	$12,100
License Agreements	$110,000	$110,000	$110,000

Software Support	$106,144	$106,144	$106,144
Professional Development	$3,000	$3,000	$3,000
Tech Support	$28,714	$28,714	$28,714
Curriculum Tech Support (Title 2)	$30,000	$30,000	$30,000
TOTAL	$937,190	$937,190	$937,190

Note: GHAPS funds addition of hardware and infrastructure through bond. GHAPS will be on bond funds through 2024.

MONITORING AND EVALUATING

Grand Haven Area Public Schools will evaluate the use and effectiveness of all areas of technology both instructional and infrastructure. Whenever purchasing hardware/software, or exploring new curriculum, the evaluation process should and will always focus on the following goals.
- Does this positively impact students' experiences in the classroom?
- Does this positively impact staff in their job?
- Does this help move our district towards the board-approved goals?
- Is this improvement necessary for good instruction/operation?

Depending on the area of technology the following groups could be involved with the evaluation process.
- Building Staff
- Technology Steering Committee
- Website Design Team
- Technology Services Team
- Curriculum Council

Areas to be reviewed include but are not limited to the following:
- Interoperability of new systems
- Curriculum integration
- Professional development on a building and district level
- Software owned by the district and new software available
- Alignment of software and curriculum to Michigan technology benchmarks
- Acceptable Use Policy
- Hardware acquisition and acquisition timeline

Evaluation of technology goals and systems will happen each year or at the time a system is deemed to be upgraded or added to, depending on the area of technology to be evaluated. People or persons directly involved with the area of technology and the Director of Technology will use the above mentioned guiding questions in a how format:

- How did this positively impact students' experiences in the classroom?

- How did this positively impact staff in their job?
- How did this help move our district towards the board-approved goals?
- How I this improvement necessary for good instruction/operation?

Should an area of technology not rate positively then a plan for change or elimination will be developed and shared through the appropriate curriculum committee or administrative committee.

TECHNOLOGY CONTRACT
GRAND HAVEN HIGH SCHOOL

When enrolling in one of the computer classes at Grand Haven High School the student is required to agree to the following guidelines that are taken from the Grand Haven Area Public Schools Technology Code of Ethics. This entire document is printed in the Student Handbook.

- Student passwords are assigned by the Technology Department. These are not to be changed or given to anyone. You are not to log in as someone else and use his or her work. You are not to turn in work that was not completed by you or have someone else put your name on their work.

- Games or other software not installed by Grand Haven Area Public School personnel is **not** to be downloaded to **any** computer drive or brought from home. **THIS INCLUDES MSN MESSENGER OR ANY OTHER CHAT ROOM SOFTWARE AND BLOGGING/JOURNAL SOFTWARE.**

- No computer disks should be used in the classroom without instructor approval.

- Computer settings and desktop appearances are to remain as it is installed by Grand Haven Area Public School personnel.

- Student documents should only be saved to the directory assigned to the student ("H") Drive. Files should not be saved to the hard drive ("C" Drive) or other drives used by Grand Haven Area Public School personnel.

- All computers, printers and related equipment are to be used with care so that damage and other problems can be kept to a minimum.

- Appropriate behavior is to be used at all times. The instructor or Technology Department reserves the right to define what is "appropriate."

Consequences for abusing the above guidelines will be:

> First Offense - Teacher Warning/Phone Call Home/Temporary loss of computer privileges
>
> Second Offense - Referral to Administrator/Phone Call Home/Possible loss of credit and computer privileges.
>
> Third Offense - Loss of computer privileges and/or credit

TECHNOLOGY PLAN CONTRIBUTORS

Thank you to all who contributed to the creation of this technology plan. Your input was invaluable to the creation of this document.

- Technology Steering Committee

- Lisa Danicek, Director of Business and Data Services

- Kathy Lemieux, Technology Secretary

- Doug Start, Technology Coordinator

- Tom VandenBosch, Network Administrator

- Brian Wheeler, Director of Technology

Appendix A:

Technology Code of Ethics

With support from our community, the Grand Haven Area Public Schools are pleased to offer access to state-of-the-art technology. The available hardware, software, network, and Internet access provide students and employees excellent opportunities for learning and working. Access to the Internet enables users to explore thousands of libraries, databases, and bulletin boards throughout the world. GHAPS will make best efforts to provide safe Internet access through the use of CIPA compliant filters for all Internet access.

Families should understand that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors have the right and responsibility for setting and conveying the standards that their children should follow when using media and information sources. Therefore, the Grand Haven Area Public Schools support and respect each family's right to decide whether or not to allow their child access to the Internet.

The Technology Code of Ethics clearly defines appropriate student behavior for use with technology at GHAPS. Additional rules and regulations may be posted in district classrooms. Students violating any of these expectations may face loss of access, restitution and/or other disciplinary or legal action according to the parameters established by the individual building or district.

The use of technology at Grand Haven Area Public Schools is a privilege extended to students to enhance learning and exchange information. Users have the opportunity to utilize district technology and access the Internet for learning. Therefore, it is the expectation that all users will adhere to the following guidelines:

- Act responsibly during use of hardware, software, printers, labs, and networks in the district.
- Maintain the privacy of passwords and network security.
- Be responsible for personal network storage.
- Understand any information stored on the district network is the property of the school district.
- Comply with all copyright laws while using district technology.
- Refrain from downloading or installing programs, changing software or hardware configurations, or using district technology for any unauthorized purpose.
- Abstain from using chat programs, telnet, and other forms of personal communications except email.

- Follow specific rules and regulations posted in individual district buildings or classrooms.

Individuals using technology will adhere to all of the rules, regulations, and standards of Grand Haven Area Public Schools. Users violating any of these expectations will face disciplinary action according to the parameters established by the district.