

ARMADA AREA SCHOOLS

District Technology Plan

Plan Date: July 1, 2009 – June 30, 2012

District Information

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District Mission Statement

It is the mission of the Armada Area School District to provide all students with the skills they need to be successful. In pursuit of this mission, the Armada Area School District will...

- provide a safe and stimulating learning environment
- establish high expectations for students
- employ a competent, caring, enthusiastic staff
- deliver a comprehensive curriculum
- actively engage parents and other community members in the learning process
- nurture personal responsibility and respect for others

District Profile

Location and Area

Armada Area Schools covers an area of approximately 74 square miles, including the Village of Armada, the majority of Armada Township, sections of Bruce, Richmond, Ray, and Lenox Townships in Macomb County and portions of Berlin and Riley Townships in St. Clair County. The Village of Armada is the main trading center in the school district.

Armada Area Schools is located in Macomb and St. Clair Counties. The School District is located in the following distances from these commercial and industrial areas:

- 30 miles north of Detroit
- 60 miles southeast of Saginaw
- 80 miles east of Lansing
- 22 miles west of Port Huron

Population

The estimated population for the school district and the U.S. Census reported for the Township of Armada is as follows:

| School | Township of |
|--------|-------------|
|--------|-------------|

| <u>Year</u> | <u>District</u> | <u>Armada</u> |
|-------------|-----------------|---------------|
| 2000 | 8,730 | 5,246 |
| 1990 | 8,034 | 4,491 |
| 1980 | 6,000 | 3,887 |
| 1970 | 4,834 | 2,953 |

The district employs 109 teachers. The current enrollment figures for the 2008 - 2009 school year for the Armada Area School District is as follows:

| | <u># of Teachers</u> |
|---|----------------------|
| Armada Krause Early Elementary School – 391 | 20 |
| Armada Krause Later Elementary School - 435 | 23 |
| Armada Middle School - 494 | 26 |
| Armada High School - 632 | 33 |
| Academy of Arts/Science - 97 | 7 |
| Total | 2,049 |

Our students come largely from middle income families. The medium household income is \$74,750.00. Our community consists of 86.3% who have a high school or greater education and 15.2% who has a Bachelor Degree or higher. Our high school graduation rate is 90%.

Building Facilities

The first school was built around 1836. This early building was replaced by a brick structure in 1865 and it served the community until 1929 when a new two-story structure was built. This building was renovated several times and served as an elementary building until June of 1999. This building now serves as the Administrative Offices for the District and houses the Macomb Academy of Arts and Science, which was established in August 1999.

A new Elementary School was built for grades pre-k through five, and was operational in August 1999. The \$15 million facility was one of the largest in Michigan and now houses “two schools under one roof”.

The school district also operates a Middle School in a facility that was built in 1956. Some additions have been made to the original structure which now houses grades six through eight. In 2005, a Renovations Bond was passed. New classrooms were added to the building, the Media Center received a major renovation which included a new computer lab. The Music Department received both a new band room and a new choir room. The main office was relocated and a new entrance to the building was added. The school district also operates a High School serving grades nine through twelve in a building opened for the 1976 - 1977 school year. The 2005 Renovation Bond also allowed some major renovations in the High School. The Media Center went through a major renovation, which allowed the installation of two new computer labs. New

classrooms were added, along with a new auxillary gym. Approximately 100 teachers, 12 administrators, and 80 support personnel staff these buildings.

Our schools are located at:

Armada Krause Elementary School, 23900 Armada Center Road, Armada, MI 48005

Armada Middle School, 23550 Armada Center Road, Armada, MI 48005

Armada High School, 23655 Armada Center Road, Armada, MI 48005

Macomb Academy of Arts and Science, 23211 Prospect Street, Armada, MI 48005

Vision

Our vision is to create an exemplary school district that is acknowledged for the caliber of its graduates, the quality of its staff, and the excellence of its programs.

In pursuit of this vision, the Armada Area School District will:

- employ a creative, enthusiastic, technological, and innovative staff
- offer each student a quality educational program
- create an environment where everyone is learning
- continuously aspire to greatness
- educate students in the use of technology to input, retrieve, organize, manipulate, evaluate, and communicate information by using various forms of technology
- create a technological environment where students will learn to apply ethical and legal standards in planning, using, and evaluating technology beyond graduation

Goals

We live in a technological age and it is our district's goal that we educate students to be responsible in the use of technology. Since a prime source of education has been and will continue to be the schools, it will be necessary to integrate the

presentation of relevant computer information into an existing curriculum. The School Improvement Plan addresses the need to continue improving the curriculum through the use of technology. Throughout all grade levels, computer material should be related to the existing courses of study, job skills, and future study skills for all students. It will be the obligation of the schools to provide our students and staff with opportunities to attain the goals as set forth in this document. Upon graduation from Armada High School, students will have been provided with sufficient opportunities to become knowledgeable about:

- 1) The computers past, present, and future use.
- 2) The operation of a computer along with exposure to available software and any new technology equipment available.
- 3) The utilization of the computer as a tool for accomplishing desired work.
- 4) The terminology and skills necessary to effectively communicate in a computer-oriented society.
- 5) Ethical obligations and legal responsibilities related to computer usage.

CURRICULUM

Integration of technology and district curriculum

As we expand the available technological resources for students and staff, it will be necessary to plan for a smooth integration process. Technology shall not be used in isolation but shall be seen as another strategy to enhance the teaching and learning process. To this end, the following benchmarks will be implemented in our planning.

- Review student learning standards, benchmarks and assessment strategies at all grade levels for educational technology.
- Develop curriculum maps expressly linking course content to state and national learning standards.
- Increase the use of instructional technology to enhance teacher effectiveness.
- Develop a comprehensive assessment system that will measure student achievement directly to the state and national standards for use in the decision-making process.
- Incorporate Universal Design for Learning (UDL) principles to expand the use of adaptive technology and help struggling learners find success in the Michigan Merit Curriculum (MMC).
- Expand the use of on-line courses such as Michigan Virtual High School (MVHS) and E2020 to remediate struggling learners and accelerate students who wish to dual enroll.
- Develop more classes based on new-economy technologies, such as energy-efficiency/alternative energy, computer networking, and 3D design.
- Establish a process to evaluate, integrate, and purchase instructional software which supports the curriculum frameworks in conjunction with textbook adoptions.

- Continue to use and model multimedia presentation strategies to demonstrate the integration of technology in the curriculum as a teaching tool
- Maintain systems for an automated library information and management system which meets the needs of all schools. This is accomplished with the program Destiny which is currently integrated throughout the entire district.
- Explore various software programs, which will aid teachers to integrate technology skills into the curriculum for Grades K-12.
- Establish the appropriate guidelines for special needs students in the use of technology. Making sure that the district has the appropriate hardware and software for students with special needs.

The use of technology in the writing process is a tremendous opportunity for students. Students can use computers to enhance their writing ability without having to worry about editing the document. By allowing the student to write freely without the worries of making grammatical errors, has allowed a student to become more creative. Technology enhances a student's ability to utilize electronic media to help develop problem solving techniques to review and analyze the information and data collected. The opportunities are limitless for students when they can become creative and have no restrictions to their creativity.

Currently the district has two distance learning classrooms. All grade levels have access to the classrooms for taking field trips. Our students participate in the ASK (Authors, Specialists, and Knowledge) program every year. The ASK program allows students to interview authors, learn about social problems, and meet political leaders. We have teachers from K-12 utilizing United Streaming for the digital media. United Streaming makes learning more appealing and powerful for students. We pay close attention to the special needs student and some of the digital media on United Streaming has given us another avenue for teaching for those students. On-line courses offer another opportunity for educational advancement. In 2006, we had one high school student take an on-line Spanish course for two semesters. Currently we have numerous students taking a number of on-line courses which include Mandarin Chinese, Oceanography, Forensic Science, and Business Ethics. We also have students taking on-line courses to receive college credit in English and Humanities. Our goal is to continue to utilize the distance learning equipment to enhance student learning and allow students to take as many on-line courses, which will enhance their educational growth.

TIMELINE

- By the end of 2009-10 school year, each secondary core course will have a curriculum map on file that links state and national standards to lessons.
- All other courses will complete curriculum maps by the end of the 2010-2011 school year.
- Beginning in August of 2009, the high school English Department will begin UDL training.
- The remainder of the high school staff will be trained beginning in January 2010.

- All teachers will begin using common, summative, final exam assessments in 2009-2010.
- All teachers will use common, formative assessments beginning in 2010-2011.
- Additional technology courses will be added beginning with the 2010-2011 school year.

Our district is committed to making sure that our technology curriculum meets the Michigan Curriculum Content Standards. We are committed to making adjustments to our technology curriculum on an ongoing basis. As new programs become available, we will continue to add to the curriculum. Our goal is to provide our students with as many on-line course opportunities as possible.

In 2006, we had one student who crossed over that digital divide from face-to-face learning to on-line learning. Now on-line learning has become a normal everyday course selection for our students. With on-line learning opportunities, it teaches our young learners that they will need discipline and be self-motivated in order to be successful in an on-line course. By 2011, our goal is to have every high school student take at least one on-line course.

The use of technology as an instructional tool will become diversified. Not only will students learn new technologies, but teachers will become more efficient and effective in their assessment practices. This will enable teachers to better measure student achievement and use data to drive their instruction. Likewise, the incorporation of UDL will assist teachers in adapting instruction to better fit the needs of individual learners.

Community Involvement

Our district takes pride in including community members on numerous committees. Community members are always invited and encouraged to attend the Future Needs Committee meetings. These meetings address the needs of the district, which include building needs, technology needs, curriculum needs, etc. The community has also been part of the Technology Committee. The district is always looking at ways for the parents to become involved in the school district. There are newsletters, parent group meetings with the principals, along with the school website that encourages the community to get involved with the district. The District Technology Plan is posted on the website, so that parents can see what is expected of students.

The district has tried to give the community many different options for accessing information. Community members have the ability to call our telephone system to learn about upcoming district events, report a student's absence, leave a message for a staff member, and to call the homework hot line to obtain assignment information for students' courses. Staff e-mail addresses are given in newsletters at the beginning of each school year. The school website has up-to-date information on upcoming school events and other information that is beneficial to community members.

Beginning next year, the district will be transitioning to a new student information system called PowerSchool. This system will give parents the ability to login to

their student's account and view grading, attendance, and behavior information real-time. Likewise, the district is in the process of securing funds to purchase an autodialer that will enable administration and teachers to quickly contact parents, disseminate information, and complete community surveys.

We have a Community Enrichment program that utilizes the computer labs in each building. Community members can take a variety of computer classes, which are offered through the Enrichment Program. The enrichment program has been very successful and was instituted based on needs expressed by community members who were involved in district technology committees. The community continues to have an open dialog with the director of the enrichment classes, so that we offer what they want. Our district goal is to provide the necessary skills not only to our students but also to our community. We live in a society that is technology driven. It is our responsibility to give our students and the community members the skills necessary to function in a society full of technology. We are committed to the development of life long learners.

Armada Area Schools Computer Education Goals and Objectives

Our district has been committed to follow the six standards for technology content in the Michigan Curriculum Framework to develop this plan, along with the Michigan Educational Technology Standards. In order to plan for the integration of technology, the following breakdown of computer skills were identified to clarify students' specific technology training. Continual monitoring and updating of these standards will be necessary for our students to remain technology literate.

Pre School through Grade Three

Preschool through third grades offer the first opportunities to expose students to the computer. Computer awareness is the purpose of computer activities in these grade levels. Computer training will take place throughout the entire year. There will be a lot of repetitive uses of the technology in order for the students to master the benchmarks and standards.

The Pre-School through third grade student will be educated on an ongoing basis, and by the end of the third grade will:

- 1) Students will understand that people use many different forms of technology on a daily basis. They use telephones, computers, cameras, ATM's, DVD players, etc.)
- 2) Learn how to input and retrieve information using a computer.
- 3) Be educated in the proper care and usage of electronic materials. (CD-Rom's, DVD's, USB Flash Drives)
- 4) Be trained in key recognition on the computer keyboard.

- 5) Be able to access the Internet. Students will know what a web browser is and they will know how to access websites and how to save and access them through the “Favorites” menu.
- 6) Students will read books and then take tests through the Accelerated Reader program, which is accessible from every classroom and the library.

Grades Four and Five

Grades four and five are a time when a strong foundation can be established to prepare the student for computer activities. At this level of instruction, it is important to expose students to computer usage in a variety of curriculum areas. Students will be made aware that the computer has a variety of uses in the classroom, at home, and in the outside worlds. Beginning application is the purpose of computer activities in the upper elementary grades. Computer training will take place throughout the entire school year.

The fourth and fifth grade student will be educated on an ongoing basis, and by the end of the fifth grade will:

- 1) Begin to develop keyboarding skills. Students will know proper hand and finger positions on the keyboards.
- 2) Begin to develop word processing skills.
- 3) Use the computer to access a database of relevant information, i.e., library card catalog, electronic dictionaries and encyclopedias.
- 4) Students will be introduced to desktop publishing of documents, reports, and other published materials.
- 5) Students will use the computer to develop their math skills. They will learn to do graphing. They will utilize various programs for math drills, which will be used for skill development.
- 6) Use technology to assist students in organizing thoughts into a constructive form for editing and then processing the materialized format for feedback.
- 7) Students will read books and then take tests through the Accelerated Reader program, which is accessible from every classroom and the library.

Grades Six through Eight

Grades six, seven, and eight are a time for exploratory experiences. Sufficient opportunities need to be provided to all students to become familiar with current trends and new advances in computers and computer applications. Introducing the students to new technology tools, that becomes available to them. Opportunities also must be offered to make the students aware of computer uses and limitations, and the responsibilities associated with computer use. Reinforce the proofreading and editing tools available through electronic dictionaries, grammar checkers, and various electronic writing references. Awareness and exploration are the purposes

of computer activities in the sixth, seventh, and eighth grades. Continuous computer training will be given throughout the school year.

The sixth through eighth grade student will be educated on an ongoing basis, and by the end of the eighth grade will:

- 1) Continue to become knowledgeable about the care and usage of computers.
- 2) Expand keyboarding skills through the use of Mavis Beacon software.
- 3) Students will study the technological effects and impacts that technology has on the community and the different cultures in our society.
- 4) Use the computer as a tool through exposure to a variety of applications.
- 5) Increase word processing skills, which will reinforce proper proofreading and grammar skills.
- 6) Develop PowerPoint presentations.
- 7) Students are introduced to a vocational technology lab, where they have the opportunity learn about different careers by using computerized programs. They can go through flight simulations, automation and Robotics, movie making, aerodynamics, computer graphic design, radio broadcasting, and a numerous other career opportunities.

Grades Nine through Twelve

Students in grades nine through twelve need to understand and be able to work with computers in a manner appropriate to their present and future personal, career, and educational needs. The overall emphasis of the high school computer skills is a necessity in order for the student to have a successful future in our society. Continuous introduction of computer technology is necessary throughout a student's high school career. This will be an ongoing process in order to prepare the student for graduation and beyond.

The ninth through twelfth grade student will be educated on an ongoing basis, and by the end of the twelfth grade will:

- 1) Complete at least one on-line learning experience.
- 2) Students will learn to develop WebPages.
- 3) Continue with the care and usage of computers.
- 4) Learn to analyze programming problems, design solutions, and implement those solutions using a computer in a programming laboratory.
- 5) Students will apply advanced principles and applications of computer problem solving technology to do more advanced analysis, problems solving, and assessment.
- 6) Continue to learn about existing and potential effects of computers in society.

- 7) Understand the potentials and limitations of computer systems with respect to personal, educational, and vocational use.
- 8) Understand the legal and ethical issues related to the use of technology. Reinforce copyright guidelines. Making sure that students understand that copy and paste from a website, can violate copyright laws.
- 9) Students will be able to take any type of scenario, develop solutions by using various technologies to retrieve, communicate, organize, evaluate, and manipulate information by using various technological systems like voice, data, video, graphics, etc.

Professional Development

Technology Staff Development Plans

As new teachers, support staff, and administrators are hired, each person is given a Technology Manual. This Technology Manual details the district's technology and offers "How to Guides" to every aspect of the technology in the district. Teachers, support staff, and administrators are given username and passwords to a Technology Help Desk Website, so that they have a resource at their fingertips immediately. Prior to teachers being placed in their classroom, they are provided training on the technology equipment in their classroom. There is a high emphasis on the use of technology in the classroom, which will enhance student learning.

The district is committed to making sure that the staff follows Standard Seven for Technology of the Michigan Curriculum Content Standards. There will be no teacher that is technology illiterate. Teachers will be comfortable in using the technology to enhance student growth to encourage critical thinking, develop decision-making skills, and to develop creative expressions.

The district is committed to focusing on staff development. Resources have been set aside and budgeted for ongoing staff development. During the 2009, 2010, and 2011, the district has set aside a minimum of twelve half days of Staff In-Service.

During the 2009, 2010, and 2011 school years, the district will continue to provide:

- Technology Integration in the Instructional Environment
- Technology Based Pupil Support Services.

Building level teams will, on an on-going basis, address the issues of integration of technology in the curriculum and pupil support needs through school improvement goals. Based on these goals, a progressive, long-term district technology-training plan will be instituted to support these initiatives. Plans will be created with input from a variety of building personnel. Budgets will be developed to allow staff members the opportunity to attend workshops that meet their professional needs. In addition, the district's Director of Technology Services and the Curriculum Director will coordinate local efforts to develop a network of peer experts in each building to expand the use of available technology as new application software is purchased.

On an on-going basis, staff will receive training in the following skills:

SKILLS TRAINING

- Introduction to “Windows XP”
- Introduction to the Internet as a Resource
- Introduction to Outlook 2003 and using e-mail
- Introduction to “Microsoft Office 2003”
- Introduction to Blackboard and how to integrate it in the classroom
- Introduction to “School Administrative System Information”
- Introduction to Distance Learning
- Universal Design for Learning training

INTEGRATION OF TECHNOLOGY TRAINING

Due to the demands on a teacher’s time, training has to be available to them when it is most convenient for them. Creative ideas for professional development include using the Technology Help Desk Blackboard Website. Included on the Technology Help Desk Blackboard Website will be step-by-step videos to help the teachers:

- Integrating the Internet into your classroom. Where to find educational resources on the web, which will assist in the development of the curriculum.
- Using distance learning as a tool. Learn to integrate distance learning field trips to enhance the educational teaching of students.
- Learn how to integrate technology to enhance the students’ learning abilities. Use blackboard to enhance the development of on-line instruction.
- Integrate the use of e-mail to develop e-mail pals from other school districts in other parts of the country to learn about their regional history, geography, and economics.
- Through the use of e-mail sharing, listservs, podcasting, webcasting, or discussion groups, teachers can augment their classroom instruction.

Before the beginning of the each school year, a committee will determine the necessary training for the twelve half days of teacher inservices. During these inservice days, additional technology training will be offered for technology skills and integration of technology in the classroom. Training sessions for staff development will come from various vendors including but not limited to, local I.S.D.’s, teachers, private training facilities, state associations, and neighboring school districts. Resources and materials will be kept current as new equipment and software is purchased. Examples of these materials include, video training tapes, user manuals, self paced training software programs, Distance Learning, access to educational websites, access to REMC materials, and online subscription services.

Additionally, the High School teachers will be working with the Macomb Intermediate School District’s E3T Project. Macomb County’s E3T project is dedicated to providing teachers with the tools and strategies they need to remove curriculum carriers and increase learning opportunities for every learner. E3T

teams learn to create flexible curriculum using technology that meets the needs of a wide range of students including gifted students, struggling students, students for whom English is a second language, disadvantaged students, disengaged students, in short, all of the students who comprise today's classrooms.

E3T is based upon an instructional framework called Universal Design for Learning or UDL. UDL is a research-based approach to teaching, learning and assessment that draws on brain research and new media technologies to respond to individual learner differences and interest.

E3T teams efficiently and effectively differentiate instruction with technology, so that **ALL** students can successfully complete the rigorous secondary school curriculum.

Technology Planning

Background

The Armada Area School District began planning for technology in the late 1970's. This planning resulted in the district's adoption of a requirement for computer credit for all graduates. In response to the Michigan State Board of Education's first adoption of a state technology plan in 1987, a statement of "Computer Literacy Goals and Objectives" was created for the district for each grade level. The district was able to pass bond issues in 1989, 1995, and 2005 to continue to support the district's technology initiatives.

In 1996, the district hired a Director of Technology Services. Since the hiring of this individual, the district has installed a wide area network throughout the district. The buildings are connected through fiber. In 1996, a new digital phone system was installed, which replaced the old analog telephones. In 2006, the district replaced the outdated digital phone system and installed an IP telephony system. Telephones are in every classroom and every teacher in the district has voicemail. There are now over 1,000 computers located throughout the district. Every building has two or more computer labs. The district's goal is to replace every computer in the district every five years.

In 2002, the district created a Futures Need Committee. The committee meets on a semi-annual basis. In 2004 and 2005 the committee made recommendations for school improvements, which included technology improvements. In 2005 a Renovation Bond was passed by the community. Included in the recommendations were the following items:

- Build an addition at the High School and Middle School, where new classrooms could be relocated and include with the latest technology.
- Create a new lab at the High School so that we can offer our students a drafting program.
- Replace all of the existing computers and printers that were purchased in 1996 with the original technology bond.
- Update all of the science labs in the Middle School and High School so that technology can be used for advanced science classes.
- Replace the computers in libraries of the High School, Middle School, and Elementary School.
- Replace the computers in the labs of the High School, Academy, Middle School, and Elementary School.

District Infrastructure

Background

In December 2005, the routers/switches in all of the wiring closets were replaced. Replacing the switches allowed our network to be increased from 10Mbps to 100Mbps. Administrators, teachers, and support staff saw a huge difference in the speed of the network. The student database program became easier for the staff to access.

The Armada Area Schools network infrastructure consists of approximately 1,000 network drops, which are scattered throughout the classrooms, media centers, and offices. All wiring closets are secured. All locations have access to the Internet, which are filtered through Internet filtering software known as “BESS”. There is a firewall in place to prevent Internet hackers from accessing the computer systems.

With the 2005 bond, the district was able to place 70 security cameras throughout the district over a three year period. All the buildings, including the bus garage are now equipped with security cameras to assist in school safety.

Hardware Specifications and Standards

Cable

- Category 5e; Ethernet; UTP; cable for every classroom and office for data. Terminated on RJ-45 jacks.
- Multimode Fiber Optic Cable for runs between buildings and wiring closets.
- Cat 5e cable for every classroom and office for voice. Utilizing the network for voice over IP.
- RG-6 75-ohm Coaxial Cable for broadband to classrooms.

Wiring Closets

- Router/Switches: Cisco Equipment

Network Operating System

- Windows Server 2003

User Computers

- PC Compatible
- 2 GB RAM minimum
- 120 GB Hard Drive minimum
- CD/DVD Drive minimum
- Star-Energy Compliant
- Macintosh Computers require special consideration for purchase

Printers

- Hewlett Packard

Digital Cameras

- Sony or Kodak

Application Software

Standard Software

Each computer station will have basic software applications installed. These applications will increase staff productivity. Management programs will streamline grade, attendance, discipline and scheduling records, thus increase teaching time. Student data will be maintained on a central system accessible to all authorized staff, thus preventing redundancy in record keeping. Electronic mail will allow teachers, students, and administrators to communicate quickly and efficiently with one another, with others in the school district, and with colleagues and fellow students around the world. Two-way resources, such as newsgroups and mailing lists on the Internet will allow educators to research specific topics. Communication with parents will increase through these communication links as well as other voice lines discussed in other sections of this plan. Grade reporting and word processing programs will simplify the communication of student achievement.

- Window XP Professional or Windows Vista
- Microsoft Office Professional 2003
- Internet Browser: Internet Explorer 8.0 or most current version
- E:mail: Microsoft Exchange
- TCP/IP Protocol
- Power School for the Student Information System

Technical Support

The district hired the Director of Technology Services in 1996 and provides the district's technical support on a daily basis. The director has built a library of reference manuals, which is available to staff as additional support/training. The Director continuously sends informative e-mails in regards to additional resources available to the user. The director has created a Help Desk website, using Blackboard. The Help Desk website contains all of the information a user needs to assist them in basic troubleshooting of their computers, printers, and telephones.

If staff cannot locate the solution to their problem on the Technology Help Desk Website, then they will download a Request for Service Form from the website. This form is then e-mailed to the Director of Technology Services. All requests for repairs are prioritized and handled on a timely basis. The director keeps an inventory of parts for repairs. However, there are times when an item cannot be fixed internally, so an outside vendor is then contacted.

The Director sends out continuous e-mails informing the staff of critical technology updates and to warn them about destructive viruses or programs.

Macomb Technology Consortium

Armada Area School District is a member of the Macomb Intermediate School District Technology Consortium and will utilize Internet Access and telecommunications services provided through this Consortium to support its mission. The Consortium will see E-Rate funding discounts to provide Internet Access and Telecommunications Services to its members. The Internet Access acquired by the Consortium and delivered to each member district through the Macomb County fiber wide area network will provide appropriate throughput, latency, and reliability to meet each member district's educational services needs. The telecommunications services to be acquired by the Consortium will include Digital Transmissions Services, including but not limited to, Integrated Services Digital Network (ISDN) PRI circuits that will be used to enable distance-learning experiences for member districts. Some, if not all, of the ISDN PRI circuits to be acquired will be from the Sprint ISDN VPN service which facilitates communications among other school districts and educational institutions (colleges, universities, etc.) who are also members of the Sprint VPN.

Budget Planning

- The school district has spent approximately \$6.2 million on technology since 1996. The district was able to purchase the original technology out of the 1995 bond issue with a \$3.7 million bond. In 1999, the school district built a new Elementary building that included the latest technology. Since that time, the district passed a renovation bond of \$2.5 million in 2005. This bond was for renovations of the existing buildings and for technology improvements. The 2005 renovation bond money was spread out over four years, making sure that the district maintains up-to-date technology. After the 2005 funds are depleted, the district's general fund will absorb the ongoing maintenance costs associated with the technology purchases. When it is practical, new technology purchases will be made with the interoperability of existing equipment in mind. The future technology needs for the district is an ongoing process.

THREE-YEAR BUDGET/BUSINESS PLAN TECHNOLOGY INTEGRATION

| | 09-10 | 10-11 | 11-12 |
|------------------------|------------------|------------------|------------------|
| Hardware | \$ 20,000 | \$ 15,000 | \$ 10,000 |
| Software | 52,500 | 58,500 | 29,000 |
| Staff | 193,000 | 198,000 | 203,000 |
| Network | - | - | - |
| Licensing | 30,000 | 30,000 | 30,000 |
| Supplies & Maintenance | 25,000 | 25,000 | 25,000 |
| Training | 5,000 | 5,000 | 5,000 |
| E-Rate | 30,000 | 30,000 | 30,000 |
| | | | |
| Total | \$355,500 | \$361,500 | \$332,000 |

Funding Resources

Partnerships are an integral part of the district technology plan. Schools alone do not have the resources or expertise to keep pace with rapidly changing technology. Professional personnel have and will continue to acquire funding through grant opportunities. Grants are sought through local educational and community foundations as well as state and federal competitive grant applications. In 2006, students from our Academy competed in their first robotics competition, which was initially sponsored by Ford Motor Company and now includes other sponsors like L&L Products, Industrial Extrusion Belting, Morse Metal Lab, the Armada Lions/Lionesses Clubs, and the Richmond Kiwanis. The robotics competition took place in Atlanta, Georgia. If it wasn't for the funding of our community, this opportunity would not have happened for our students. To date, the robotic team now competes all over.

District Evaluation

In order for us to determine that our plan is working, we need to have an on-going evaluation of our plan by the district's Technology Committee. The plan should be revised and improved as needed by the Technology Committee in order to make sure the goals are being met and are realistic. The Technology Committee can use the following as a means of measurement:

- Continue to meet the six standards for technology content in the Michigan Curriculum Framework. This will be monitored through established testing programs. Administration and staff will determine if we are not meeting those standards and if we are not, we will make changes to the curriculum as necessary. We are committed to making sure those standards for technologies are met.
- Have counselors' mail surveys to students who have graduated to determine their perspective of the technology available to them as a student. This should be done on annual basis. We want to know if their technology skills have helped them in their continued education or in their place of employment. On the survey include a spot for suggestions. The suggestions should then be evaluated to see if it is beneficial to implement those suggestions into the district.
- Continue to evaluate the type of software that makes our students marketable in the business world. We want to make sure that our students are learning what is actually used in the workplace. We want to look at the Co-op students. Are they getting good jobs in the workplace? Are they marketable with what software we are teaching them? Evaluate the surveys that are sent to the graduated students. Are the working students able to get jobs where their skills are put to use?
- Continue to evaluate the requirements of our special needs students. Determine what additional technology equipment would best service the needs of these students. This can be accomplished during the IEP meetings. Each student is evaluated on an individual basis to determine the student's goals, what programs are they currently using, what programs do they need to assist them in progressing to a higher level? Invite the Director of Special Education to the Technology Committee meetings to get as much of their input as possible.
- Have students complete evaluation forms annually to determine how they feel about the Internet being used along with their textbooks. Is the Internet beneficial to them to find in researching the subject matter?
- Continue to increase the use of our computerized student record-keeping program. Reporting of student grades, absenteeism, and behavioral problems are more accurate and are available for immediate access.

- Continue to evaluate the automated telephone system; making sure that it meets the needs of the community and our students. This can be accomplished by surveying the office staff and community members.
- Continue to evaluate the need for technology for both students and staff. Make the Media Centers available to students before and after school hours so that they have access to computers and the Internet.
- Evaluate portable technology equipment as it becomes available so that students have easy access to technology.
- For students who are need of assistive technologies, evaluate those needs and provide them with the most current technology to ensure their educational success.

Acceptable Use Policy

The Board of Education of Armada Area Schools has adopted a Technology Acceptable Use Policy to protect the many types of equipment, computer software, and other forms of technology available for use. It is our philosophy, that in order to enhance the learning process, technology must be made available to everyone. We have made every effort to meet existing Federal Guidelines for Internet safety and security for our students. The use of equipment and the Internet is a conditional privilege. Disciplinary action will be taken against anyone not adhering to this policy.

The Internet is for educational use only. Armada Area Schools has taken all available precautions to restrict users from accessing inappropriate materials. We are committed to protect the safety of our students. All computers within the district are filtered for inappropriate sites through a software program called BESS by N2H2. The school is part of a consortium with the Macomb Intermediate School District, which provides the proxy servers that our computers utilize for filtering. Due to the high volume of websites being built, we realize that it is impossible to filter out 100 percent of the inappropriate web sites. Chat rooms, along with free e-mail sites are blocked. We expect the user to take responsibility in using the Internet, and at no time shall a user intentionally look for an inappropriate Web Site or perform any of the following:

- Access the Internet with someone else's account and password.
- Give his or her user account/password to someone else.
- Use the Internet to send or receive messages that are not of educational value.
- Use the Internet for personal gain.
- Use the Internet to obtain illegal copies of software or printed materials. Users must obey all copyright laws.
- Give out personal information on the Internet, nor agree to meet people without parental consent.
- Use the Internet to try and access sites by hacking into them.

USER RIGHTS

- ◇ Users have the right to use all authorized equipment and software and to access the Internet as long as the Agreement for "Technology Policy Agreement" has been signed.

USER RESPONSIBILITIES

- ◇ All users have the responsibility to properly utilize equipment and software in the appropriate assigned areas of the school.
- ◇ Any user caught intentionally destroying or tampering with equipment and software will face disciplinary action.

- ◇ Users will adhere to all rules established for the use of equipment and software in the classroom, computer labs, media centers, or office area.
- ◇ Users must never intentionally transmit computer viruses.
- ◇ Users must never destroy or tamper with other users' files, directories, account information, or passwords.
- ◇ Users are responsible for reporting any security problems with the equipment, software, or their own personal information to the Building Administrator.
- ◇ Users may never install illegal software on any district owned computer or illegally copy district owned software.
- ◇ Users, who are issued passwords or ID's, may never give or share this information with anyone else.
- ◇ Any technology purchased for Armada Area Schools with school funds or grand money must receive prior authorization by the district's Director of Technology Services for compatibility with the district infrastructure, policy, and present equipment. Failure to do so could result in the denial of budget or grant funds for that purchase. It is highly recommended that authorization be received prior to the submission of budget requests or grant applications.
- ◇ User's who bring in their own personal equipment are responsible for that equipment. Armada Area Schools will not be responsible for lost or damaged equipment purchased by a user.
- ◇ Users must never bring in their own equipment or purchase any equipment that hasn't been approved by the Directory of Technology Services and plug it into the district network.
- ◇ All equipment and software is for educational use only. Any user caught running a business from district owned equipment and or software, will face disciplinary action.

USER DISCIPLINARY ACTIONS

Any user violating the Technology Policy will face disciplinary action, which may include one or all of the following:

- ◇ User may be banned from using any technology equipment and/or Internet.
- ◇ User may be required to make full financial restitution for any damaged technology equipment and/or software, which would include any service call fees associated with a third party vendor who is called into the district to fix problems.
- ◇ User may face suspension and/or criminal charges if caught doing anything illegal with the technology equipment, software, and/or Internet . The district's legal/insurance protection will not cover the user who violates this policy.

**TECHNOLOGY ACCEPTABLE USE
POLICY AGREEMENT
FOR PARENTS/GUARDIANS & STUDENTS**

Access and use of technology in the Armada Area Schools is a conditional right for students and staff. Every person accessing technology must read the Technology Policy and agree to adhere to the policy before a student is allowed to access any of the technology equipment or Internet.

I have read the Armada Area Schools Technology Policy and fully accept the policy as set. I further understand that I will face disciplinary action as described in the Disciplinary Action section of the policy if I do not adhere to these guidelines. I further understand that if I am under the age of 18, my parents/legal guardian will assume the financial restitution involved to the Armada Area School District.

We, the parents/legal guardian of _____, have read and discussed the Technology Policy with our son/daughter and agree to its condition, rules, and regulations.

_____ Date: _____
Parents/Legal Guardian's Signature

I, _____, have read and discussed with my parents/guardians the Technology Policy and agree to its conditions, rules, and regulations.

_____ Date: _____
Student's Signature

Please fill out this form and send it along with your son/daughter. All forms will be kept by the building Principal and will be in effect until the student graduates or until the parent(s) or school district revokes it.

**TECHNOLOGY ACCEPABLE USE
POLICY AGREEMENT
FOR FACILTY AND STAFF**

Access and use of technology in the Armada Area Schools is a conditional right for faculty and staff members. Computers are given to employees to use for their daily work assignments and all files stored on the computers are property of Armada Area Schools. If employment is terminated, all school files must remain on the employee's computer. The employee is not allowed to delete out any school related files from their computer without the authorization from their supervisor. The computer must remain in the same state it was prior to submitting a letter of resignation. The technology department and the building administrator will determine which files need to be deleted after you leave employment of Armada Area School District. Every person accessing technology must read the Technology Policy and agree to adhere to the policy.

I have read the Armada Area Schools Technology Policy and fully accept the policy as set. I further understand that I will face disciplinary action as described in the Disciplinary Action section of the policy if I do not adhere to these guidelines. I further understand that I will assume the financial restitution involved to the Armada Area School District.

I, _____, have read and understand the Technology Policy and agree to its conditions, rules, and regulations.

_____ Date: _____
Faculty/Staff Member's Signature

Please fill out this form and return it to the Director of Technology

Conclusion

Armada Area Schools believes that the implementation of a comprehensive technology plan will prepare graduates to meet the challenges presented to them in adulthood. We are committed in providing our students with a safe and educational environment with the technology necessary to help them succeed in life. Through collaborative efforts of board members, administration, staff, the community, and students we will achieve our goals. We have established a curriculum that we feel will accomplish those goals.