



Godwin Heights  
Public Schools  
Reaching Great Heights

# **GODWIN HEIGHTS PUBLIC SCHOOLS**

## **INSTRUCTIONAL/TECHNOLOGY PLAN**

FOR

Godwin Heights Public Schools #41020

15 – 36<sup>th</sup> ST SW

Wyoming, MI 49548

Contact: Kathy Zamaites, 616-252-2093 FAX 616-252-2232

Email: [zamaites@godwinschools.org](mailto:zamaites@godwinschools.org)

Kent Intermediate School District

June 2009 to June 2012

# Table of Contents

- Introduction** .....3
  - Technology Planning Team
  - Description of District
  - Mission Statement
- Technology Vision and Goals** .....5
  - Instructional Technology Vision
  - Goals for District
  - Goals for Technology Plan
- Curriculum**.....7
  - Technology/Delivery Integration
  - Student Achievement
  - Technology Standards
  - Timeline
- Parental Communications & Community Relations** .....16
  - Distribution of Plan
  - Parent & Community Involvement
- Collaboration**.....17
- Professional Development**.....18
  - Professional Development Program
  - Technical Assistance
  - Supporting Resources
- Technology Design**.....24
  - Network Design
  - Current Technology
  - Future Technology Needs
- Funding and Budget**.....28
  - Budget Items
  - Coordination of Resources
- Monitoring and Evaluation** .....30
  - Evaluation Process
- Acceptable Use Policy** .....34
  - CIPA Compliance
  - Filter
  - G.H.P.S. – A.U.P.

## TECHNOLOGY PLANNING TEAM

### Name and Position:

Barb Blundell	Computer Tech
Chad Conklin	Elementary Teacher (3 <sup>rd</sup> Grade)
Diaz, Arelis	Assistant Superintendent of Curriculum and Instruction
Kim Fox	Elementary Teacher (Kindergarten)
Katie Hoffman	High School Teacher
Dana Houseman	Computer Tech
Nate Jessee	Elementary Teacher (4 <sup>th</sup> Grade)
Susan King	Elementary Teacher (2 <sup>nd</sup> Grade)
Lee Ann Platschorre	Board Member
Karen Rasche	Middle School Teacher
Pat Vanderzee	Elementary Teacher (1 <sup>st</sup> Grade)
Jonathan Whan	High School Principal
Ed Wierenga	Elementary Teacher (4 <sup>th</sup> Grade)
Kathy Zamaites	Network Administrator

## **DESCRIPTION OF DISTRICT**

### DISTRICT PROFILE

Encompassing more than eight square miles in the heart of Wyoming, the Godwin Heights Public Schools offer a rich diversity of culture, small class sizes, and some of the finest school facilities in the area – all intended to provide our students with the optimal learning environment in which to excel in the 21<sup>st</sup> Century. Our professional staff of 123 certified teachers is dedicated to providing our 2303 students with the finest education available. The socioeconomic make up is largely middle class with a current free and reduced rate of 64%

### SCHOOL BUILDINGS

- Godwin Heights High School - 50 - 35<sup>th</sup> St SW, Wyoming MI 49508
- Godwin Heights Middle School – 111 - 36<sup>th</sup> St SW, Wyoming MI 49548
- North Godwin Elementary – 161 – 34<sup>th</sup> St SW, Wyoming MI 49548
- South Godwin Elementary – 28 – Bellevue St SE, Wyoming MI 49548
- West Godwin Elementary -3546 Clyde Park St SW, Wyoming MI 49509
- Godwin Heights Learning Center – 3333 South Division, Wyoming MI 49548

### SUPPORT BUILDINGS

- Central Administration – 15 – 36<sup>th</sup> ST SW, Wyoming, MI 49548
- District Service Center – 3529 S. Division SW, Wyoming, 49548

## **DISTRICT MISSION STATEMENT**

All students possess the ability to learn, to experience the personal success, and to be productive citizens. Godwin Heights Public Schools delivers quality education enabling each student to work cooperatively and to participate in our democratic society.

In partnership with the community, Godwin Heights Public Schools will provide the best educational environment possible. One aspect of achieving this mission is technology integration. Having completed many of the major tasks in our the last 3 years, we now find ourselves faced with new challenges as we work to achieve the district's goal to integrate technology into the curriculum at all grade levels and across all subjects. There is a continuing need to place emphasis on real world applications using many types of technology including multimedia, the internet, distance learning, and on line courses. We continue to strive for preparing students with the knowledge and experience that will be required for their college and/or career experience.

## **INSTRUCTIONAL TECHNOLOGY VISION:**

Our definition of technology encompasses many different electronic tools and devices including calculators, science probes, handhelds, TV's, VCR's, Distance Learning Equipment, Classroom Response Systems, and software that supports the curriculum.

Our technology vision is to enable students to graduate with technology skills that allow them to be effective on the job, and/or in college. We also seek to incorporate technology in a way that it reinforces the concepts taught and is used within the curriculum as a part of the final outcomes for student products and student achievement. Technology should be a transparent piece of everyday instruction rather than an added requirement that stands alone.

Educators will guide, instruct, and motivate all students to improve basic and conceptual thinking skills in all curricula, improve scores on standardized and performance assessments, and exceed national, state and local standards.

Information systems will support data-driven decision-making and reduce teachers' paperwork burden while significantly increasing the quality, quantity, and frequency of formative feedback information for parents, students, and educators.

Information will enable teachers to personalize instruction and establish collaborative customized student goals and plans that will ensure mastery of content areas.

By individualizing and differentiating instruction there will be a significant increase in academically engaged time (time on task), which will accelerate learning for all students.

Improved skills of students/educators and an information rich environment will lead to increased opportunity for experiential learning, creativity, and web-based inquiry.

Staff development programs will be based on the needs of our students and educators to develop knowledge, ability, and the responsibility in the use of information, processes, and systems of technology.

Educators will be able to successfully deliver the instructional technology program.

Our community (schools, parents, students, businesses and community members) will be responsible and engaged, through the use of '*anytime/anywhere*' information technology, in preparing learners that will adapt to a continually changing world.

## **GOALS FOR DISTRICT**

- All students will achieve one year's growth in learning in one year's time in all content areas.
- All students will be provided individualized, appropriate level instruction and assessment.
- All teachers will provide consistent standards-based instruction that is aligned with the Michigan Benchmarks / GLCE standards and promotes engaged learning.
- All teachers will use common MEAP-like assessments that accurately track progress on Michigan Benchmarks / GLCE standards.
- District Professional Development will be coordinated and focused on district goals with special attention on using the tools of the information age to enhance teaching and learning.
- All teachers will be fluent in collecting, analyzing, and acting upon formative diagnostic data on student achievement via technology based information systems.
- All teachers will confidently implement the Technology Standards for Teachers and enable the mastery of Technology Standards for Students.
- All administrators will model effective use of technology by implementing Technology Standards for Administrators.
- Traditional and modern (email, Internet, voicemail) channels of communication will significantly increase family involvement.
- Modern school facilities will embrace learning for living in the information age.
- Increase Access through utilizing the E-rate program to enable the district to increase resources for technology.

## **GOALS OF TECHNOLOGY PLAN**

- Provide a technology-supported vision that focuses on preparing students to live, learn, and work in the 21st century.
- Provide learning environments that are supportive, technology-rich, and conducive to meaningful student engagement with a variety of technological tools.
- Provide equitable access to technology to all students and classrooms.
- Provide training focused on educator proficiency in implementing, assessing, and supporting a variety of effective practices for teaching and learning in the 21<sup>st</sup> Century.
- Provide a strategic plan for prioritized funding that aligns with academic goals and considers Total Cost of Ownership.
- Provide a working roadmap and timeline for accomplishing district goals.
- Implementation of technology within the curriculum will be in accordance with the National Educational Technology Standards for Students (NETS) and the Michigan Department of Education Technology Standards (METS).
- All students, teachers, and administrators will work toward becoming technologically literate, information literate, and media literate.
- Help students achieve high academic standards and prepare to meet the needs of society.
- Support the District and School Improvement Plans.

# **Technology Delivery**

## Current Distant Resources

- Virtual classes through Michigan Virtual High School
- Students are able to access distance learning classes from anywhere on the internet
- United Streaming Video services are available in all buildings

## Future Distant Resources

- Expand Michigan Virtual High School classes
- Online interactive training
- Point to Point video collaboration for students and teachers.

## CURRICULUM INTEGRATION

The Michigan Educational Technology Standards (METS) along with the National Educational Technology Standards (NETS) guide our District Technology committee. As well as the Michigan Department of Education State Standards, and the Grade Level Content Expectations (GLCE's) and benchmarks.

Teachers are and will continue to incorporate into their instruction software applications, online curricular activities, online projects, distance learning resources and others that align with the curriculum. New lessons and activities will be shared between teachers during building staff meetings, district grade level meetings, and vertical alignment meetings. The focus for using technology is to design authentic and meaningful learning experiences that can only be possible with technology. As technology is considered an integral part of the instruction, teacher can continue to transform the way they teach and maintain a good balance of instructional environments for their students.

Teachers will continue to use instructional practices such as; critical thinking and decision making, information exchange, multi-media, multi-sensory stimulation, student centered instruction, collaborative work, or group projects.

Here are some ways that Godwin Heights is currently using technology at the various grade levels.

### **Elementary (grades K-6)**

- Teachers are using Microsoft Word, PowerPoint, Excel, Media Players, & other applications in mathematics, social studies, language arts, and science.
- Teachers are using and exploring how to integrate the use of a data projectors, scanners, and digital cameras into the core curriculum areas of study.
- Teachers are using Accelerated Reader to enhance reading skills and using reports from the system to communicate with parents on individual student success.
- Teachers and students are using Neo2 laptops to provide a more 1:1 environment for keyboarding, Accelerated Reader, Accelerated Math, Math Facts in a Flash and soon will be connecting writing to GoogleDocs accounts.
- Teachers and Students are using various interactive Internet websites to enhance reading, and mouse skills (Example: Starfall Reading)
- Students use computer and Internet to enhance comprehension, brainstorm topics, collect information, and conduct research. (Example: find information about animals and write reports)
- Students use calculators to discover and reinforce mathematical concepts.(Example: discover patterns by doing repeated addition)
- Students use application software to reinforce basic skills. (Examples: identify parts of speech or place value)
- Some classrooms are continuing to use software available as enrichment. (Jumpstart Kindergarten, Jumpstart 1<sup>st</sup> grade, Kidpix, Sammie's Science House, etc...)
- The Lower Elementary uses an electronic grade book for recording assessment scores and reporting to parents on a quarterly basis..
- Teachers are using online tools such as <http://nces.ed.gov/nceskids/createagraph/index.asp> or <http://www.freerice.com/> to instruct state math, reading, social studies, and science standards.

- Students are learning the parts of the computer, inside and out.
- Students use MS PowerPoint to demonstrate understanding and show final products. (Example: Presentation of Core Democratic Values, or WaterCycle)
- Students use application software and hardware to reinforce basic technology skills. (Examples: KidSpiration, Accelerated Reader, Accelerated Math, English in A Flash, Fluent Reader, Math Facts in A Flash, Keywords, Neo2, G-Compris & more.)
- Students use interactive Internet sites for skill practice. (Example: reinforce basic math skills, and keyboarding skills)
- Students learn how to do an Internet search using keywords in Google, and using MEL.org search databases.
- Some teacher will use Microsoft Excel to promote understanding of mathematics.
- Teachers use digital projectors and document cameras to present lessons.
- Teachers utilize and electronic grade book to record student assessment results and communicate with parents.
- Some teachers use the Internet to take virtual field trips.
- Teachers utilize the Star Reading as an assessment to student's reading skills.

### **In the Middle School (grades 6-8)**

- Students use computer and Internet to enhance comprehension, brainstorm topics, collect information, and conduct research. (Example: synthesize history information through Lewis and Clark project at pbs.com)
- Social Studies and Science classes are using on-line databases and the Internet to do research.
- Some teachers use presentation software and digital cameras in their lessons.
- Language Arts and Reading teachers utilize Accelerated Reader, and Star Reading as a supplement and a measure of student's reading skills.
- Students use software to communicate ideas and present views. (Example: design brochures and newsletters.)

### **In the High School (grades 9-12)**

- Students use the Internet to communicate globally. (Example: create websites and write e-mail to communicate and share with peers internationally)
- High school students are able to participate in a Web page design class as an elective offering in the Business department.
- Our yearbook is created via an online process using digital pictures and electronic page creation software.
- Students use word processing to publish. (Example: publish best works using word processing features for editing and finishing)
- Students use Power Point for in presentations for projects and reports across all core area departments as well as in some elective classes.
- Social studies depart has students use Movie maker software for multiple projects.
- High school staff use ExamView for common summative and formative assessments, data collection and analysis for improve instruction and learning. ExamView is also use for formative assessments such as class warm-ups and checking for understanding assessments.
- Students use scientific and graphing calculators to enhance understanding. (Examples: calculate payments for house and car loans; graph data and fit mathematical models to data)

- Students use interactive Internet sites for skill practice. This can be used with our mathematic and social studies textbook series. Also students use this type of interactive sites for ACT practice.
- Economics classes are using Career Cruising software and Internet resources for career and college preparation.
- Core curriculum classes are using on-line database resources. (Michigan e-Library (MEL))
- HS students create electronic Educational Development Plans (EDPs) with Career Cruising software
- High School teachers often use Video Streaming, digital projectors, document projectors internet, and DVD players in their core curriculum classrooms. All Godwin schools have access to [unitedstreaming.com](http://unitedstreaming.com) and use the videos in core curricular areas.
- HS 9<sup>th</sup> and 10<sup>th</sup> grade Language Arts teachers utilize Accelerated Reader, and Star Reading to help monitor students progress and improvement of reading skills.

All Godwin schools have access to [Unitedstreaming.com](http://Unitedstreaming.com) and use the videos in core curricular areas.

## TIMELINE

The District Technology Committee meets regularly to review the curriculum and align it with state and national standards. During the 2005-2006 school year, we aligned our curriculum with the Michigan Educational Technology Standards. We continue to work to develop projects that teachers can use to teach the concepts outlined in the technology curriculum. The District Technology Committee continues to work with curriculum leaders and school improvement team members to identify district academic gaps. Specific projects are being developed that address the technology knowledge and skills students should possess to be successful.

In 2005-2006 we evaluated the state of Michigan technology standards, determined appropriate level of instruction for each standard, and developed a plan for staff professional development. Godwin Heights Public Schools has adopted the state of Michigan Technology Standards (METS) as our technology standards.

In the fall of 2007 a bond proposal was passed that included funds to provide technology equipment to the 3 elementary buildings as well as backbone upgrades to be completed in the following 3 years.

In the summer of 2008 we moved to consolidate and convert the number of physical servers in the district. The server environment was converted into a virtualized environment using VMWare ESX, two new DL360 G5 servers with an iSCSI EMC AX4 SAN for shared storage. A Unitrends DPU was included for providing optimal backup functionality for new environment. New environment will be entirely contained in a new rack system.

Brief Description of Project's Deliverables, Results, & Outcomes:

2 HP Procurve 2824 Gigabit switches were installed to provide iSCSI connectivity between the servers and the shared storage device. The EMC AX4 SAN was installed to provide 2 TB of RAW storage space onto which a VMWare ESX High Availability cluster was configured. The 7 pre-existing Netware servers were consolidated down to 3 servers running in the new virtualized environment. A Windows 2003-based virtual server was also created to provide access to a number of management tools in a central location.

These servers were not a fit to include into the VMWare environment FAS, Follett, Gradebook Server, Blackberry Server, Bascom Server, Double Check Server.

## **Student Academic Achievement**

The district technology committee will be working continually to review and revise the technology curriculum so that it reflects and is aligned to the State and National standards. This is an on-going process designed to ensure that the technology is integrated into all areas of education and is driven and aligned with the district and school's improvement plans.

The GHPS curriculum has set forth learning outcomes for all students in our schools. Classroom teachers are responsible for teaching these outcomes. Students will have access to computers and be introduced to the keyboard and mouse as early as Preschool in all schools. We are utilizing the State of Michigan guidelines to identify skills that students will need to master at each grade level.

In addition, this curriculum provides that K–6 students will have experiences in word processing and presentation software at all elementary schools. Students in grades 4-6 will also be introduced to desktop publishing software. We have incorporated technology into reading in grades K-10 with the use of Accelerated Reader, as a supplement to our instruction.

Students leaving each elementary will enter the Middle School with an age appropriate complete set of technology skills. Godwin students will be proficient in technology and will demonstrate the ethical use of technology as a digital citizen and lifelong learner. Our students will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences. Every educator will use data effectively for classroom decision making and school improvement planning. Godwin Heights Public Schools have adapted the state K-12 technology standards for students in K-8<sup>th</sup> grade to prepare all students for the NCLB requirements.

All of our schools are also incorporating technology into all other areas of our curriculum. Students will all be part of learning groups and take part in collaborative project based learning using technology as a tool. Some projects may include website reviews, book reviews, class newsletters, book publishing, distance learning, blogging, research reports, and introductory multimedia projects.

## Educational Technology Standards & Expectations

Godwin Heights Public Schools has adopted the Michigan Educational Technology Standards and Expectations as provided by the Michigan Department of Education. Below are the links to the documents provided by M.D.E..

[Kindergarten - 2](#)

[Grades 3 – 5](#)

[Grades 6 – 8](#)

[Grades 9 - 12](#)

Since the adoption of the K-12 METS the district technology committee has broken down the standards into specific grades of instruction. In some cases the standards may overlap such as ETS.EE.2.b.3 Students discuss the consequences of irresponsible uses of technology resources at home or at school. This was done to emphasize the importance of some of the technology standards.

These documents are available on our new [ghcurric wiki website](#).

Godwin technology leaders, principals, and teachers continue to work together to explore ways to integrate these standards into the daily instruction in the core content curriculum.

## **Technology Standards for Teachers & Administrators**

**I. Leadership and Vision** – Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. Use data in making leadership decisions.
- E. Advocate for research-based effective practices in use of technology.
- F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

**II. Learning and Teaching** – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

**III. Productivity and Professional Practice** – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. Model the routine, intentional, and effective use of technology.
- B. Employ and encourage technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. Engage in sustained, job-related professional learning using technology resources.
- E. Maintain awareness of emerging technologies and their potential uses in education.
- F. Use technology to advance organizational improvement.

## Timeline – Hardware, Software and PD

- Summer 2006 – Purchased new hardware (Printers, Scanners, Computers for AR & AM. Training teachers for new Student Tech Standards. One week of free Computer training for all staff on PagePlus, StarOffice, Internet Safety.
- Fall 2006 - Integrate Student Tech Standards. Research wireless technology. Ongoing PD PD training. Monitor Tech Plan.
- Spring 2007 - Survey Staff. Review survey and plan summer training. Purchase new computers. Ongoing PD training. Continue to monitor Tech Standards. Monitor Tech Plan.
- Summer 2007- Install new computers. PD training. Upgrade software. Re-image all computers. Training of new teachers with Tech Standards.
- Fall 2007 - Integrate Student Tech Standards. Ongoing PD training. Research new Technology. Monitor Tech Plan.
- Spring 2008- Survey Staff. Review survey and plan summer training. Purchase new Technology equipment. Ongoing PD Training. Monitor Tech Plan.
- Summer 2008 - Install new Technology equipment. Install new software. Train new teacher with Technology Standards. Ongoing PD Training. Re-image Computers.
- Fall 2008- Integrate Student Tech Standards. Ongoing PD Training. Research new Technology. Monitor Tech Plan.
- Fall 2009 August Technology Professional Development
- Spring 2009 Survey Staff. Review survey and plan summer training. Submit Tech Plan. Purchase new Technology Equipment/Software
- 2009-2010 Early release collaboration dates will include the integration of technology training.
- 2009-2010 Preparation for upgrade of district backbone to be completed in the summer of 2010. This includes but is not limited to; meeting with vendors to investigate the needs of the district and the services available, including the best wireless technologies integration.
- Spring 2010 D-Tech Committee will attend M.A.C.U.L. conference.
- Fall 2010 August Technology Professional Development
- Spring 2010 Survey Staff. Review survey and plan summer training. Purchase new Technology Equipment/Software
- 2010-2011 Early release collaboration dates will include the integration of technology training.
- Spring 2011 D-Tech Committee will attend MACUL conference.

## Parental Communications and Community Relations

**Distribution of Technology Plan** – GHPS District will make the Technology Plan available to the community in a variety of ways. A printed copy of the Technology Plan is available at the district office and it is post on our website at:

<http://godwinschools.org/techplan.pdf>

Communication between students, parents, teachers, administrators and community will be regular, ongoing, and based on a communication plan.

- Care will be taken not to exclude any group due to lack of access.
- The means of communicating will vary from newsletters to Web sites, e-mail to phone trees.
- Two-way communication will be encouraged, with both formal and informal means of gathering input and responses to the vision and its implementation.

All stakeholders will have ample opportunities to communicate with and across constituencies.

- In regularly scheduled meetings and forums, stakeholders will come together to share their perspectives.
- Communication between teachers and parents, students and administrators, community organizations, and district leaders, will lead to cross-fertilization and deeper understanding of the tasks at hand.
- Peer groups, such as math teachers from various schools within a district, will have opportunities to collaborate and communicate with one another regularly.
- Similarly, business partners may meet to find common purposes and share their concerns and ideas with educators.

Technology will be used optimally for communication, where appropriate.

- Face-to-face communication will be supplemented with optimal use of electronic communication. E-mail updates, mailing lists, and Web site postings will be ideal ways to keep stakeholders in the loop.
- District Web site will provide information about promising practices and programs of note. Teachers may use the Web to post homework assignments and resources for students and parents to use outside of class.
- Voicemail systems updated daily by teachers can help parents find out what students are working on and how they can help.
- Students can contact community experts and mentors to facilitate their understanding of a particular subject.
- Technology can be used to survey stakeholders in order to gauge interest, perceptions, and support for technology initiatives.

In summary, picture parents being able to use their Web browsers to gain access to their children's academic records and electronic portfolios, communicate with teachers, and tap into resources to enrich home learning. In addition, community members will be able to access comparative data across the district to see how well a school is performing as well as find out about new and ongoing initiatives. We envision this 21<sup>st</sup> style of learning and communicating.

# Collaboration

## **Strategies for developing programs for Adult Education**

GHPS has always believed technology occupies a significant place in all education programs. GHPS Learning Center offers technology courses to Adult Education and the ESL Programs. Adult Education has been using the PLATO Learning System as a major component of instruction. Students that demonstrate their proficiency graduate just like high school students do. Our ESL program uses Rosetta Stone Software to master the English Language along with the traditional classroom teaching. It's our goal to increase participants in the Adult Education and ESL Programs each year. We offer classes in Microsoft Office Suite, Micro Type Keyboarding, Rosetta Stone, GED and PLATO Software. The Adult Education Director and Curriculum Director continue to collaborate with the adult literacy providers on appropriate courses.

In the fall of 2009 Plato will be discontinued and moving to the E2020 a program that is recommended and supported by Kent ISD. The initial training will be implemented by the Kent ISD and the Learning Centers 2009-2010 professional development will focus in on the E2020 program.

2009-2010 Godwin Learning Center will have a District Technology Committee representative.

## PROFESSIONAL DEVELOPMENT

GHPS will be focused on developing the staff with the technology skills necessary to pursue our Instructional Technology Vision, enable Knowledge-Age versions of skill of thinking, reasoning, and life/workplace skills, and ensure that all teachers are confidently implementing the Godwin Technology Standards for Students:

### 1. Professional Use of Technology: Planning, Data Management, and Assessment

1.1	Plans lessons that focus on facilitating a student centered technology-enhanced learning environment via <u>project based</u> , <u>constructivist</u> , and <u>engaging</u> curricular activities.
1.2	Locates and uses information from the Internet in the development of lesson plans ( <u>Boolean search techniques</u> with various search engines, <u>organize favorites/bookmarks</u> )
1.3	Creates print-based documents (e.g., student assignments, newsletters, parent communication, etc.) utilizing a variety of application software (e.g., word processing, desktop publishing)
1.4	Uses technology resources to collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning
1.5	Develops multiple methods of evaluation (i.e. rubrics, etc.) that accurately assess the multidimensional learning that occurs with technology-based student assignments and projects. Assignments may include multi-media, word processing, database, spreadsheet, desktop publishing, and/or Internet/telecommunications

### 2. Application of Technology in Instruction and Other Professional Settings

2.1	Saves, organizes, and transfers files in/between private network space, sharedata, and the hard drive
2.2	Utilizes broadcast instruction, audio/video conference technology, and/or distance learning to enhance instruction
2.3	Effectively integrates all grade level/subject appropriate software packages available on site to enhance the classroom learning experience
2.4	Designs and integrates technology-based instruction and/or multimedia presentations that include: text, tables, graphs, drawings, diagrams, photos, videos, sounds, and/or active objects. Addresses curriculum content standards and grade level appropriate student technology standards
2.5	Communicates electronically (e.g., electronic mail, video systems, voice mail, etc.) to support teaching, learning, and corresponding with parents/community
2.6	Integrates multiple technologies into a lesson and/or presentation (CD ROMS, video cameras, calculators, personal digital assistants, digital cameras, laserdiscs, VHS tapes, etc.) to enhance instruction
2.7	Creates and maintains a classroom and instructional Web site used to interactively communicate (disseminate information and elicit discussion/feedback) with students, parents, and community and provide quality real-time instructional content that enhances the curriculum.

### 3. Utilization of Information Technology Resources

3.1	Participates in instructional technology conferences, workshops, and seminars
3.2	Participates in multiple forms of electronic learning communities (including: list servers, bulletin boards, chat groups, news services and virtual conferences) to connect with professional organizations, communicate with other teachers, and continue lifelong professional growth
3.3	Utilizes community resources for information technology including traditional (KISD, colleges and universities) and non-traditional (museums, zoos, television, etc.) educational institutions
3.4	Organizes classroom technology resources to ensure efficient use by students (e.g., software, disks, manuals, peripheral devices)

### 4. Technology Use in Professional Settings: Social, Legal, Ethical, Cultural and Human Issues

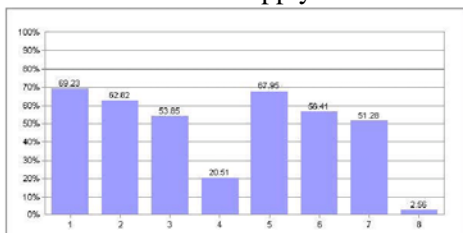
4.1	Advocates to peers, students, parents, and the community that technology and information literacy are essential skills for living in the 21 <sup>st</sup> Century and have been instrumental in the modernizing of a variety of cultures
4.2	Strictly enforces classroom policies and procedures that are in compliance with Godwin's Acceptable Use Policy and the law
4.3	Applies technology resources legally and ethically to enable and empower learners with diverse backgrounds, characteristics, and abilities
4.4	Fully understands and complies with Godwin Heights Public School's – Acceptable Use Policy
4.5	Promotes safe and healthy use of technology resources (e.g., ergonomics, time duration of use...)

### 5. Facilitating Student/Participant Use of Technology

5.1	Models the effective use of technology in the process of teaching and learning utilizing Student Technology Standards as a guide
5.2	Teaches students how to efficiently use information technologies to communicate and solve problems (e.g., electronic mail, chat rooms, bulletin boards, Internet, streaming audio-video broadcasts) and for researching a topic of study (e.g., CD-ROMs, library databases, Internet)
5.3	Teaches students how to effectively present information utilizing a range of technology depending on the audience or individual's learning needs and curricular topic.
5.4	Teaches students how to create and maintain an electronic portfolio

The Tech Team will continuously be available to support, plan, and model effective technology use.

1. Before and after school professional development opportunities will be available to focus on the Technology Standards for Teachers to prepare them to be confident while integrating the Technology Standards for students (in development):
2. Teachers will have access and extensively use web-based research in instructional planning.
3. Godwin will provide teachers: models, structure, and design sessions to become proficient in planning and designing learning experiences that effectively use technology.
4. Focus on specific curricular areas will draw teams of teachers, instructional designers, technology specialists, and curriculum specialists into a collaborative design process, resulting in a new, high-quality model.
5. Educators will be familiar with several sophisticated curriculum design strategies and will transparently consider technology as a factor within these processes. Strategies will include references to research and best practices at appropriate points, and the educator will have significant depth of knowledge related to that research base.
6. Educators will have significant knowledge and experience with planning for technology support to meet the needs of special needs students and sometimes serve as a resource to others.
7. Educators will master a variety of organizational strategies that support the use of technology and easily apply them as appropriate. For example, individualization will be design option, in part because of the support for individualization that technology can provide.
8. All Godwin classroom facilities will be used for training due to equity of access in each classroom.
9. Online courses will be available, free of charge, to educators via Michigan Virtual University
10. Intermediate School District will provide courses to integrate and use technology for partnering schools.
11. The annual technology survey will seek input from teachers, assess needs, and assist in planning for professional development. For example, the question was asked, *“In which types of professional growth opportunities do you prefer to participate? (Select all that apply)”*.
  - a. 1. Workshops and seminars
  - b. 2. Attending conferences
  - c. 3. District or school sponsored courses
  - d. 4. On-demand, online, or Web-delivered professional development
  - e. 5. One-on-one or group training with technology coordinators or aides
  - f. 6. Release time for department or grade level planning related to technology
  - g. 7. Release time for individual professional development related to technology
  - h. 8. None apply



12. All professional development opportunities will be evaluated for effectiveness at accomplishing objectives and whether they align with the districts professional development plan.

## TECHNICAL ASSISTANCE

### Technology Team responsibilities include but are not limited to:

- Regularly inspect equipment hardware
- Provide routine maintenance on at least an annual basis.
- Attends/receives training to update skills
- Makes emergency repairs promptly
- Update the school's information technology resources.
- Update accurate records of information technology resources.
- Classifies, catalogs, and processes materials and equipment at the time of their acquisition for inventory.
- Review technology resources and materials annually for value to the curriculum in supporting student learning.
- Withdraws those resources or materials that no longer support the goals of the instructional program.
- Manage the maintenance of an up-to-date inventory of information technology resources. Including software, hardware, peripherals, and printed information that impact student learning.
- Update the Technology Plan annually with collaboration of the curriculum department.
- Provides training to all staff and administration on the use of technology in the classroom and business processes.
- Leads district in pursuit of Instructional Technology Vision and annually evaluates the progress towards it.
- Support Curriculum Director & Principals with technology as needed.
- Support and maintain library information systems within the district.
- Manages Network Infrastructure
- Manages Network user accounts and security
- Maintains base images for various hardware within the district and re-images computers as needed for proper operation of the latest software.
- Tests all software being purchased prior to integration into production environment and creates necessary installation files.
- Documents in each building the software that is currently in use at each location.
- Manages Renaissance Learning user accounts, provide trainings as needed, and support staff in their use of all Renaissance Learning products. Including the annual rollover process of the database for the new school year and summer school as needed.
- Implements installation of new technology including but not limited to Smart Boards, Projectors, Document Cameras, CPS systems, Digital Camera's, Video Recorders, Printers, Scanners, Senteo units, & Neo2 Laptops.
- Provides training sessions to staff on an as needed basis or as defined by administration. These professional development training sessions may be as short as ½ hour, or as long as 8 hours depending upon the needs of the district.

## **SUPPORTING RESOURCES**

### **Information resources**

Godwin Heights Public Schools continues our commitment to supporting our technology programs. The district Acceptable use policy is a resource that facilitates the use of the district's information technology resources by students, faculty, staff, administrators and the community.

The district has provided it's employees to secure remote access to both email and payroll systems both internally and from any internet access point.

We currently maintain a subscription service to United Streaming content for classroom use. Teachers and staff who maintain a membership in MACUL have access to the Atomic Learning service. The local ISD and REMC continue to be a resource especially in the area of Data Collection and Analysis, and curricular professional development.

In addition GHPS utilizes Renaissance Learning's Renaissance Place a web based system that provides students access to Accelerated Reader, Accelerated Math, Star Reader, Star Math, Star Early Literacy, Math Facts in A Flash, and English in A Flash. These online tools provide formative assessments and instructional support to our students and teachers. Renaissance Place is a Response To Intervention tool as is the DIBELS formative assessment system.

We also utilize the following systems are resources for instruction:

- MEL.org – Michigan Electronic Library & More.Mel.org – Grade Level Content Expectation Resources
- GVSU – Instructional television
- District, REMC & KentISD websites
- Follett Library Circulation System – Each Media Center
- My Dream Explorer
- Micro Type Keyboarding Software
- Home Connect (Renaissance Place School to Home capabilities)
- CIMS – Student Management & Reporting System
- Parent Connect – WebAccess for students and parents.

### **Human resources-**

- The deployment of human resources, lead by the District Administration, will advance the school's vision for technology and student's achievement of the goals and expectations for their learning.

### **Time as a resource-**

- Through the effective use of technology, time will become a resource for supporting student learning and enhancing the productivity of the school, rather than a constraint limiting students' opportunity to learn.

### **Policies as a resource-**

- Software Purchase Request process –
  - All requests for software will be routed with feedback to building principals, network administrator, and curriculum director, and back to the building principal. If approved at every level, the principal will order the software. District technicians will install all software delivered.
  - Network versions of software/information systems may first go through Ad Council and/or D.S.I.T. before being routed to the network administrator.
  
- Hardware resources obtained will empower the pursuit of the district's vision for technology and the desired results for student learning.
  - The process for obtaining new equipment will be driven by the needs of curriculum to be supported by the specific technology.
  - A well functioning and performing network infrastructure will be maintained at optimal levels to support teachers that are focusing on integrating technology to raise student achievement.

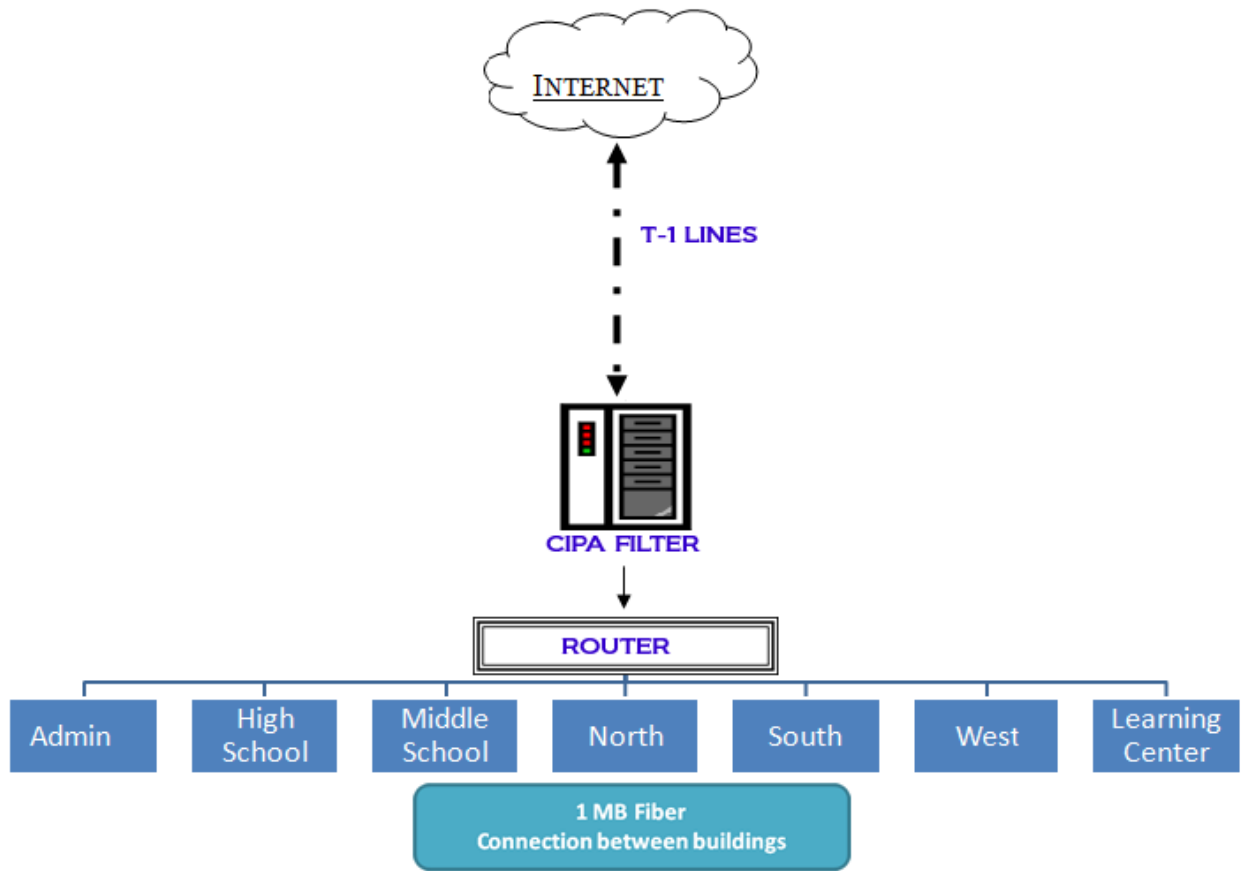
## INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

### District network infrastructure:

- Utilizing AT&T's OPT-E-MON 20MB for Internet – service by Trivalent, Inc.
- All PCs in the district are connected to the Internet
- All PCs in the district are IBM windows compatible computers with plans to maintain the student to computer ratio at approximately (2.4:1). A Seven-year replacement cycle will be maintained.
- Wireless technology will be closely monitored and pursued when learning needs deem appropriate.

PCs	Model	Requirements	Year Purchased
439	Dell GX 150	Pentium III - 1.2 ghz 384 mb - 20GB HD	2001-02
76	Dell GX 240	Pentium IV – 1.5 ghz 384 mb –20GB HD	2002-03
30	Dell GX270	Pentium III – 2.6ghz -512 mb Memory – 40GB HD	2003-04
36	Dell GX280	Pentium III – 2.6 ghz – 512 mb – 40 GB HD	2004-05
8	Dell GX260	Pentium III - 2.6ghz – 512mb – 40 GB HD	2005-06
90	Dell GX745	Pentium	2006
93	Dell GX755	Pentium	2008

# GHPS Wide Area Network Layout



**Telephone System:**

- InterTel Brand System
- All digital lines with copper line backups
- All HS classrooms and offices have access
- All elementary hallways and offices have access
- All MS departments and offices have access

**Electrical System:**

- 200 amps to every building
- Sufficient outlets in all classrooms.

**Software:**

- Accelerated Math
- Accelerated Reader
- Star Math
- Star Reader
- Star Early Literacy
- Math Facts in A Flash
- English in A Flash
- Fluent Reader
- Keywords – Keyboarding (K-6)
- Electronic Gradebook
- Microsoft Office Software – Everywhere
- MyDreamExplorer – Internet Online Career Information System
- CIMS – Student Administration System
- United Streaming – Internet delivered video streaming
- OPAC – Library Research System
- Follett Library Automation System
- Groupwise
- Video Surveillance (High School)
- Meal Magic – Food Service Software

**Peripheral Hardware:**

- Digital still cameras
- Digital LCD Projectors
- Printers
- Neo2 Laptops

**Technical software:**

- Bascom Firewall/Filter
- Server and client based anti-virus software
- Unitrends Rapid Recovery backs up our servers
- All productivity software is standardized across district.

## **Future Technology Needs**

### **Instructional Applications in 7 year plan:**

- Instructional Management System – an application that integrates the three parts of the instructional process: the written curriculum, the taught curriculum and tested curriculum
- Enhance curricular choices for students (via ITV, Internet/Web, satellite)
- Electronic delivery of video, CD ROM, and software resources
- Increase access for students with special needs

### **Hardware in 7 year plan:**

- Continue to buy X number of computers to maintain a 2.7: 1 student to computer ratio
- Backbone 10GB and Switch Upgrades in summer 2010
- Continue to upgrade servers as needed
- Wireless N or faster installation in summer 2010

### **Other in 7 year plan:**

- Online Knowledgebase Help System
- Improve documentation of procedures / technical tasks for user groups
- Training for technical staff to include Novell, Microsoft, and Networking as needed.
- Network sniffing tools to use for diagnosing problems and establish performance matrices for preventative maintenance.
- IP Phone System

### **Increase Access for all students and teachers:**

- Parent Connect provides access for parents.
- Computers available to use before and after school
- Assistive technologies available on an as-needed basis
- Better website integration/ease of use for staff and technical support

## FUNDING AND BUDGET ANNUAL PROJECTED COSTS

### Professional Development

Tech Staff - Mileage/Conferences	3,500.00
Teachers	20,000.00
	23,500.00

### Maintenance, Supplies & Repair

Tech Supplies	5,000.00
Purchased services-	4,000.00
Equipment & Repair - bulbs, hard drives...	10,000.00
Printer Toner/Ink - not copy machines	15,000.00
Furniture	0.00
Paper – all	18,000.00
	52,000.00

### Maintenance Contracts

Network Support	0.00
Copy Machines - include maint.and toner	28,783.00
Voice Communication	10,000.00
Web site hosting	1,000.00
Curriculum Software Support	10,000.00
Administrative Software Support	9,000.00
Infrastructure Software Support	100,000.00
	158,783.00

### Software Purchase & Upgrades

Curriculum Software	25,000.00
Administrative Software	10,000.00
Infrastructure Software	2,000.00
	37,000.00

### Staff

Technicians	164,344.00
	164,344.00

### Hardware Purchases

Network Hardware	25,000.00
PCs	90,000.00
Monitors	0.00
Peripherals - printer, scanner, earphone, speaker,calc	10,000.00
	125,000.00

Total	\$560,627.00
-------	--------------

## COORDINATION OF RESOURCES

- Public funds - federal, state and local money
  - We will consistently apply for E-rate funds for all applicable purchases
  - Adult Ed Grants
  - Title funds
  - Other grants
- Private funds - grants and donations from corporations, foundations, and individuals
  - We will locate and apply for appropriate grant funding that will assist us pursuing our vision for learning.

Godwin Heights Public Schools has made the commitment to fund the technology plan as part of our operational budget. Along with that, GHPS has applied for and will continue to apply for funding through the E-Rate Program. We anticipate obtaining \$33,000.00 annual reimbursement from E-Rate. GHPS will continue to seek out federal and state grants that will help in implementing our long-range technology plan.

### Future Budget Planning

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Technical Staff Cost (Salary and Benefits)	\$256,153.00	\$263,837.00	\$271,752.00	\$279,904.00	\$288,301.00
Telecommunications	\$43,522.00	\$44,822.00	\$46,182.00	\$47,482.00	\$48,782.00
Teacher Training	\$10,000.00	\$11,000.00	\$12,000.00	\$13,000.00	\$14,000.00
Technical Training	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Maintenance/License Services	\$155,000.00	\$159,650.00	\$164,439.00	\$169,372.00	\$174,453.00
Capital/Bond Budget	\$0.00	\$0.00	\$450,000.00	\$0.00	\$0.00

## Monitoring and Evaluation

### Summary Matrix

Because there is not one instrument or one process that is used for evaluating the complex activity like the implementation of a technology plan, a summary matrix will be used for representing the final data gathered each year. During the spring term each school year, the technology planning team will compile information for analysis. The district will use this information to make adjustments in the plan, outline activities for the coming year, and acquire resources to accomplish the activities. The format of the summary matrix sets up the various parts of the technology plan to be examined. Guiding questions will assist us in evaluating the overall goals of the plan. Any unmet goals the district will make adjustments in the plan, outline activities for the coming year, and acquire resources to accomplish those unmet goals. All together, the matrix is useful in helping us obtain a "snapshot" of progress on our technology planning initiatives.

### Tools

A variety of tools or resources will be used to evaluate the progress and implementation of the various components of our technology plan. These are listed in the right hand column of our Summary Matrix format below.

### Summary matrix

<u>Components of tech plan being evaluated</u>	<u>Tools / Resources used for evaluating</u>
Overall progress toward learning and technology goals	enGauge Framework <a href="http://engauge.ncrel.org">http://engauge.ncrel.org</a>
Overall design of evaluation plan	<a href="http://www.sun-associates.com">http://www.sun-associates.com</a> <a href="http://www.ncrel.org/tech">http://www.ncrel.org/tech</a> <a href="http://www.iste.org">http://www.iste.org</a>
Infrastructure	Network monitoring data - Specific project reports
Curriculum Integration	NETS standards for students: <a href="http://cnets.iste.org/index2.html">http://cnets.iste.org/index2.html</a> Michigan Educational Technology Standards: <a href="http://michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html">http://michigan.gov/mde/0,1607,7-140-28753_33232_37328---,00.html</a> Curriculum reviews Gap analysis reports Questionnaires/observation
Professional Development	Workshop/In-service evaluations Observations

**Components of tech plan being evaluated**

**Tools / Resources used for evaluating**

Technical Support

Staff surveys  
Technology Support Index:  
<http://tsi.iste.org/techsupport> (see sample in appendix)  
Technology Staffing Guidelines:  
<http://techguide.merit.edu/> (see sample in appendix)  
Total Cost of Ownership:  
<http://www.iaete.org/tco>

Supporting Resources

Software/hardware inventory

Timetable

Technology plan progress reports

Cost/funding  
Coordination of funding resources

Grant/Erate Reviews  
Budget review & analysis

Acceptable Use Policy

Continuous evaluation and comparison with model AUPs  
AUP committee edits and approves annually

Communications

Informal feedback  
District newsletter  
Review of press articles  
Informational pieces  
Staff/community surveys  
District Website

Impact on student achievement

Student surveys  
Electronic portfolios  
STAR test diagnostic data  
MEAP results  
SAT  
Progress reports on K12 Student Performance Management System  
TAPS data

Dissemination of evaluation results

Board of Education  
Technology Planning Committee  
Ad Council  
Community  
District Website

Use this form to evaluate the technology components and make notes as to the progress each year.  
This tool is to be used annually by the technology team to maintain records for District Technology Committee and Tech Plan.

Required Components	Accomplishments	Progress Toward Goals	Focus Areas for Improvement	Notes
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				
Supporting Resources				

<b>Required Components</b>	<b>Accomplishments</b>	<b>Progress Toward Goals</b>	<b>Focus Areas for Improvement</b>	<b>Notes</b>
Timetable				
Cost/Funding				
Coordination of Funding Resources				
Acceptable Use Policy				
Communications (Optional)				
Impact on Student Achievement				

## **Acceptable Use Policy**

**CIPA Compliance** – GHPS has and will continue to comply with the requirements of the Children’s Internet Protection Act. The district is committed to assuring the safe conduct of all students while online and has a comprehensive about the policy and proper use of our technological resources. At the beginning of each school year, students and staff are made aware of the district’s Acceptable Use Policy and must sign an Internet use agreement before they are allowed access to the Internet. It is the district’s intent to preserve network bandwidth by limiting Internet access to educational related sites.

**Internet Filter** – GHPS has a firewall in place to prevent security breaches and protect the internet environment. The filtering software used to block and filter access to the Internet is Bascom, ensuring compliance with district policies and maintaining a positive school environment.

# ACCEPTABLE USE POLICY

## GODWIN HEIGHTS PUBLIC SCHOOLS TECHNOLOGY ACCEPTABLE USE AND INTERNET/NETWORK SAFETY POLICY

Please read this entire document carefully before signing the application.

### **Introduction**

Use of technology at Godwin Heights Public Schools is a tool and privilege extended to students, staff, and community members to enhance learning and information exchange.

The Godwin Heights Public School District encourages and strongly promotes the use of electronic technologies in educational endeavors. The district provides access to information resources available in a variety of electronic formats, and strongly encourages the development of information management skills. These formats allow access to current and relevant resources. In addition, they provide the opportunity to communicate in a technologically rich environment and allow users to become responsible, self-directed, life-long learners.

### **Definition of Godwin Heights Public School Members/Users:**

Based upon need and access privileges, members/users of the Godwin Heights Public School District Network will be granted access to relevant network/hardware services. The following members/users may hold accounts on the Godwin Heights Public School Network:

1. **Students.** Students, currently enrolled in the district, may be granted network/hardware accounts upon agreement to the terms and conditions stated in this policy.
2. **Staff.** Staff members, currently employed by the district, are granted a network/hardware account upon agreement to the terms and conditions stated in this policy and are required to use technology in carrying out their work assignments. School computers, networks, and Internet access are provided to support the educational mission of the school. They are to be used primarily for school-related purposes. Incidental personal use of school computers must not interfere with the employee's job performance, must not violate any of the rules contained in this Acceptable Use and Internet/Network Safety Policy, and must not damage the school's hardware, software, or computer communications system.
3. **Community Members and Others.** Anyone may request a special account on the district network. These requests are reviewed on a case-by-case basis. Access privileges will be based on need, availability, and agreement to the terms and conditions stated in this policy.

## **Rules for Acceptable Use and Internet/Network Safety Policies:**

1. The following uses of computer equipment and services are not permitted:
  - a. To access or distribute pornography, obscene or sexually explicit material
  - b. To transmit obscene, abusive, sexually explicit, harassing or threatening language or suggestions
  - c. To violate any local, state or federal law
  - d. To access another person's materials, information or files without permission
  - e. To engage in commercial or profit-making enterprises
  - f. To use technology maliciously in order to disrupt the use of technology by others.
2. The privacy of passwords must be maintained. Users are responsible for all activity under their network accounts.
3. Written approval must be obtained from supervising administrator prior to the removal of hardware/software technologies from school premises.
4. Students shall only use electronic mail and other forms of direct electronic communications for appropriate school-related purposes.
5. All food and drinks must be kept away from computers and related technologies.
6. All hardware and software must be cared for properly.
7. Users must adhere to district guidelines and copyright laws in the use of hardware, software, and transmission or in the copying of text or files (plagiarism) on the Internet or from other resources.
8. Users must adhere to the rules established for the use of hardware, software, labs, and networks in the school or through remote access outside of the school.
9. Students and staff shall not install software or media.
10. The Godwin Heights Public Schools web site provides links to third party sites as a convenience and is not responsible for the contents of any linked site or any links contained in a linked site. The linked sites are not under the control of the district and should not be considered an endorsement.
11. All Web pages created by students and student organizations on the district's computer system will be subject to treatment as district-sponsored publications. Accordingly, the district reserves the right to exercise editorial control over such publications.
12. To be in compliance with the Children's Internet Protection Act, Godwin Heights Public Schools use a technology protection measure that blocks or filters access to Internet sites that contain obscene, pornographic, and/or content harmful to minors. The District makes continuous efforts to block student access to inappropriate material but even the best filtering software cannot guarantee total blockage.

13. The technology protection measure that blocks or filters Internet access may be disabled by a Godwin Heights Public Schools staff member for bona fide research purposes by an adult.
14. A Godwin Heights Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
15. Godwin Heights Public Schools staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. However, it is not guaranteed. Students are responsible for abiding by the rules in this policy.
16. Godwin Heights Public Schools holds the right to use surveillance technologies to detect plagiarism, misconduct, and crimes.
17. Except for courses of study which have specific lessons related to advertising, students shall not be required to observe, listen to or read commercial advertising in the classroom.
18. Godwin Heights Public Schools will not allow commercial advertising on any district owned web site unless approved by the Board of Education.

#### NETWORK ETIQUETTE

1. Recognize that all district owned technology related storage areas are not private (e-mail, files, floppies, hard drives, pda's, etc.)
2. Be polite. Do not be abusive in messages to others.
3. Use appropriate language. Do not use profanity, vulgarities or other inappropriate language. Illegal activities are strictly forbidden.
4. Do not reveal ANY personal information about yourself or another person (address, phone number, last name, etc.).
5. Immediately tell your parents, teacher, adult, or administration if you come across anything that is inappropriate, threatening, or uncomfortable.

### **Consequences for Violation of Acceptable Use and Internet/Network Safety Policies:**

1. Members violating any of these Rules for Acceptable Use and Internet/Network Safety Policies may be banned from using school hardware and telecommunications software to access the Internet.
2. Members will be required to make full financial restitution for any unauthorized expenses incurred or any damages caused.
3. Members violating any of these Rules for Acceptable Use and Internet/Network Safety Policies may face additional disciplinary and/or legal action deemed appropriate in keeping with the disciplinary policies of the school, state, and federal law.

In accordance with this policy, the building administrator and system administrator will determine what is inappropriate use. Violations of this policy will result in disciplinary action. If a member should be found in violation of the Acceptable Use and Internet/Network Safety Policy, he/she can expect the following action to be taken:

### **STUDENT**

**In cases of gross misconduct of technology use, the building administrator may proceed to Level III for appropriate disciplinary action. Any acts of attempting to sabotage the system or tampering of data are examples of gross misconduct.**

Level I, First Offense: The member may lose all computer privileges through the district for two weeks (ten school days). The offense will be recorded in the student's file. The member will review the Technology Acceptable Use and Internet/Network Safety Policy before computer privileges may be reinstated. The student may be subjected to disciplinary action up to and including Level II and Level III.

Level II, Second Offense: The member may lose all computer privileges throughout the district for six weeks (30 school days). The offense will be recorded in the student's file. The member will review the Technology Acceptable Use and Internet/Network Safety Policy before computer privileges are reinstated. The student may be subjected to disciplinary action up to and including Level III.

Level III, Third Offense: The student may lose all computer privileges throughout the district for one calendar year (180 days) and may be subjected to disciplinary action up to and including expulsion from school.

## STAFF

In case of gross misconduct of technology use, the building administrator may proceed to Level III for appropriate disciplinary action. Any acts of attempting to sabotage the system or tampering of data are examples of gross misconduct.

Level I, First Offense: Staff members violating this policy may be subjected to disciplinary action up to and including short-term suspension. The system administrator and employee's direct supervisor will re-review this policy with the staff member prior to the member's reinstatement of rights.

Level II, Second Offense: Staff members violating this policy a second time may be subjected to disciplinary action up to and including long-term suspension. The system administrator and employee's direct supervisor will re-review this policy with staff member prior to the member's reinstatement of rights.

Level III, Third Offense: Staff members violating this policy for the third or subsequent offense may be subjected to disciplinary action up to and including discharge. Any third time offender of this policy who is not terminated will be required to re-review the Technology Acceptable Use and Internet/Network Safety Policy.

## STUDENT RESPONSIBILITY STATEMENT

Access and use of the Internet, local/wide area networks, computers and related equipment are privileges for district technology users. Godwin Heights Public Schools have developed a Technology Acceptable Use and Internet/Network Safety Policy for the Internet, local/wide area networks, computers, and related equipment.

Level I, First Offense: The member may lose all computer privileges throughout the district for two weeks (ten school days). The offense will be recorded in the student's file. The member will review the Technology Acceptable Use and Internet/Network Safety Policy before computer privileges may be reinstated. The student will be subjected to disciplinary action up to and including Level II and Level III.

Level II, Second Offense: The member may lose all computer privileges throughout the district for six weeks (30 school days). The offense will be recorded in the student's file. The member will review the Technology Acceptable Use and Internet/Network Safety Policy before computer privileges are reinstated. The student may be subjected to disciplinary action up to and including Level III.

Level III, Third Offense: The student may lose all computer privileges throughout the district for one calendar year (180 days) and may be subjected to disciplinary action up to and including expulsion from school.

In accordance with this policy, the building administrator and system administrator will determine what is inappropriate use. The system administrator may close an account at any time for infractions.

---

---

---

I have read, understand, and will abide by the Technology Acceptable Use and Internet/Network Safety Policy. I agree to be responsible for and abide by all the rules and regulations of this agreement. I understand that should I commit any violation, my privileges may be revoked and school disciplinary action as indicated above and/or appropriate legal action may be taken.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**IF YOU ARE A STUDENT OF GODWIN HEIGHTS PUBLIC SCHOOLS, A PARENT OR GUARDIAN MUST ALSO READ AND SIGN THIS AGREEMENT.**

As a parent or guardian of the above student, I have read the Technology Acceptable Use and Internet/Network Safety Policy and understand that this access is designed for educational purposes and is a privilege provided to the student. I understand that this policy will only be active for the current academic school year.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Questions or concerns with this policy should be directed at the building administrator.**

## STAFF RESPONSIBILITY STATEMENT

Access and use of the Internet, local/wide area networks, computers and related equipment are privileges for district technology users. Godwin Heights Public Schools have developed a Technology Acceptable Use and Internet/Network Safety Policy for the Internet, local/wide area networks, computers, and related equipment.

Level I, First Offense: Staff members violating this policy may be subjected to disciplinary action up to and including short-term suspension. The system administrator and employee's direct supervisor will re-review this policy with the staff member prior to the member's reinstatement of rights.

Level II, Second Offense: Staff members violating this policy a second time may be subjected to disciplinary action up to and including long term suspension. The system administrator and employee's direct supervisor will re-review this policy with the staff member prior to the member's reinstatement of rights.

Level III, Third Offense: Staff members violating this policy for the third or subsequent offense may be subjected to disciplinary action up to and including discharge. Any third time offender of this policy who is not terminated will be required to re-review the Technology Acceptable Use and Internet/Network Safety Policy.

---

---

In accordance with this policy, the building administrator and system administrator will determine what is inappropriate use based on the Technology Acceptable Use and Internet/Network Safety Policy and their decision is final. The system administrator may close an account at any time for infractions.

I have read and understand the Technology Acceptable Use and Internet/Network Safety Policy. I understand that should I commit any violation, my privileges may be revoked and school disciplinary action as indicated above and/or appropriate legal action may be taken.

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_