

HOPKINS PUBLIC SCHOOLS

Committed to Quality Education for Our Children's Future

400 Clark Street, Hopkins, MI 49328

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<http://www.hpsvikings.org>

Allegan County Intermediate School District

Code: 03



DISTRICT TECHNOLOGY PLAN

July 2013 - June 2015

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EXECUTIVE SUMMARY

The original 1997 Technology Plan for the Hopkins Public Schools provided the community a vision and goals to produce technology teaching and learning opportunities for its students and teachers. The plan results demonstrated that technology helps people learn, be creative, and become effective communicators in a global village. Through the use of technology, many Hopkins teaching and learning opportunities have reached students and teachers in our isolated, rural schools.

Beginning in the spring of 2002, the Technology Committee commenced a district-wide comprehensive evaluation of the original plan. The first plan emphasized accessibility to computers and other voice and video tools that require digital microchips; curriculum and professional staff development for technology *use*; infrastructure and LAN/WAN connectivity; technical certifications and design; and funding budget needs. The new, revised plan improves upon the old by emphasizing curriculum and technology *integration* for Hopkins teaching and learning.

The Technology Planning process is evolving to more closely align with and reflect State and Regional priorities. Driving this shift are two initiatives: Michigan's Strategic Technology Framework - 54321 and the 2014 on-line assessments that will be implemented in partnership with the national Smarter Balanced Consortium. The expectation is that this Technology Plan will be modified several times to shift to a planning model in which regional and state roles are expanded beyond compliance review.

Michigan Department of Education and the State Board of Education will set Goals/Targets based upon Assessments and Educational goals. The regions through ISD/RESA will provide guidance in planning through evaluation of current data and gap analysis. Local District Annual Planning will address MDE Goals/Targets and monitoring progress toward goals.

This document reflects over one year's comprehensive study, assessment, and improvements. The committee followed a multidimensional technology planning process much like the North Central Regional Educational Laboratory's model found in their *Planners' Handbook*, 1999, p. 5. The process included: parents, teachers, community partners; formal assessment (*National Study of School Evaluation Surveys*) of technology needs; development of vision and policy, and the planning of process for the development of strategies and outcomes.

Special thanks, to the many Hopkins people and friends who came to the table to form the new technology improvement plan that is all about "quality education for our children's future."

2013 Revision

Scott Getter, Technology Director, Hopkins Public Schools
Andy Herweyer, Technology Coordinator, Hopkins Public Schools
Marcus Allen, Technology Coordinator, Hopkins Public Schools
Chris Stephens, Superintendent, Hopkins Public Schools

2009 Revision

Scott Getter, Technology Director, Hopkins Public Schools
Andy Herweyer, Technology Coordinator, Hopkins Public Schools
Chris Stephens, Superintendent, Hopkins Public Schools

2006 Revision

Scott Getter, Technology Coordinator, Hopkins Public Schools
Joe Barry, Parent, Curriculum Director, Hopkins Public Schools

2003 District Technology Committee Members

Steve Anderson, Parent, Principal, Hopkins High School
Joe Barry, Parent, Principal, Sycamore Elementary
Dawn Buist, Hopkins Board of Education
Cathy Burton-Snell, Technology Director, Allegan Intermediate School District
Scott Getter, Technology Coordinator, Hopkins Public Schools
Katie Helder, Payroll & Benefits, Hopkins Public Schools
Pat Higgins, Parent, Hopkins Board of Education
Mary Howard, Principal, Hopkins Elementary
Sue Minegar, Curriculum Director, Hopkins Public Schools
Lisa Nagengast, Parent, Teacher, Hopkins High School
Boyd Navis, Parent, Hopkins Board of Education
Tim Pike, Teacher, Sycamore Elementary
Mark Schrotenboer, Parent
Julie Smith, Teacher, Hopkins Middle School
George P. Stamas, Superintendent, Hopkins Public Schools

Ken Szczepanski, Principal, Hopkins Middle School

Lisa Washburn, Parent, Paraprofessional, Sycamore Elementary

Vince Whitmore, Teacher, Hopkins Elementary

Darlene Yasick, Media Specialist, Hopkins High School

MISSION STATEMENT

The Hopkins Public Schools will, with the assistance of all those involved in the lives of our students, cultivate a responsive educational system which will develop citizens who are capable of contributing to society and realizing life long personal growth. All students will be given the opportunity to develop their maximum potential. It is with this expectation that Hopkins Public Schools, in conjunction with the community, will strive to provide exceptional service so that our students will be successful, not only in education, but also in life.

EXIT OUTCOMES

AS A RESULT OF A SOUND EDUCATION BASED ON WELL-DEFINED EDUCATIONAL OUTCOMES, HOPKINS PUBLIC SCHOOL GRADUATES WILL BE:

COLLABORATIVE CITIZENS who employ effective interpersonal skills to contribute to the well-being of society.

PROBLEM SOLVERS who demonstrate thinking and decision making skills to resolve issues and solve complex problems both as individuals and as members of a team.

SELF-DIRECTED, ADAPTABLE LEARNERS who seek out knowledge, and use new information effectively and exhibit the ability to set goals to enhance the quality of their personal and vocational lives.

EFFECTIVE COMMUNICATORS who are able to share information, ideas, and opinions with others.

TECHNOLOGICALLY LITERATE INDIVIDUALS who utilize instruments of technology to enhance their lives.

DISTRICT GOALS

Listed below are Hopkins Public Schools' goals for the 2002-03 school year, as developed by the Board of Education and its staff:

STUDENT ACHIEVEMENT

(Instruction and Students)

The Board will provide leadership for the district in its preparation to align with EDUCATION—YES! (Michigan Accreditation) and No Child Left Behind (United States Department of Education):

1. Revise and submit District Technology Plan.
2. Align standards, state benchmarks, plan needed resources (textbooks, etc.) and provide appropriate assessments in all content areas – English Language Arts, Science, Social Studies, Math, Special Education, and the Fine and Applied Arts.

3. Reorganize, as needed, paraprofessional services to include after-school tutoring and support services needed for early literacy initiative.
4. Study, plan, and, if feasible, act to establish a K-2 and 3-5 elementary building operation.
5. Launch a review and feasibility study to determine student needs and insure all students have a variety of opportunities for academic growth and challenges. Outcomes may determine abandonment of course offerings that seem to no longer serve student needs and development of new opportunities, e.g. block scheduling, language offerings, vocal music, art, advance placement, virtual course, etc.
6. Reorganize and focus Title I, Title II, Class Size Reduction, and At-Risk funding to support early literacy initiative.
7. Find funding for Welcoming Schools, Michigan School Readiness Program and all-day, everyday Kindergarten.

DISTRICT PROFILE

“Committed to Quality Education for Our Children’s Future”

Hopkins Public Schools, a fully-accredited, rural school district located in Allegan County, has been serving the Hopkins-Dorr community since 1844.

Serving a student population of approximately 1550, the district offers two K-5 elementary schools, one 6th-8th grade middle school, and one 9th-12th grade high school, as well as a 0-5 year-old Welcoming Schools program.

Academic opportunities include a full range of services including special education, gifted/talented, advance placement classes, and dual enrollment. The district provides many co-curricular offerings including interscholastic athletics, club programs, and fine arts.

The community approved a \$21 million bond issue in 1996 which provided two new buildings, renovations to all facilities, and state of the art technology to enhance delivery of instruction via converged networking (**See Appendix A**).

In 2007 the district passed another bond which provided \$2 million toward infrastructure and classroom improvements.

The Board of Education and staff are dedicated to providing a quality education for all students.

DEMOGRAPHICS

Enrollment K-12 – 1565
Instructional Staff – 88
Support Staff – 91
Administrators – 11
Foundation Grant - \$6,875.00
Debt Retirement – 8 mills
2009-10 Budget - \$11,500,000

DISTRICT BUILDINGS

Central Office 400 Clark Street, Hopkins MI 49328
High School 333 Clark Street, Hopkins, MI 49328
Middle School..... 215 Clark Street, Hopkins, MI 49328
Hopkins Elementary..... 400 Clark Street, Hopkins, MI 49328
Sycamore Elementary 2163 142nd Avenue, Dorr, MI 49323
Bus Garage 2747 22nd Street, Hopkins, MI 49328

TECHNOLOGY MISSION STATEMENT

Hopkins Public Schools' students will be educated and supported in their development toward becoming ethical and empowered users of modern technologies as tools for attaining academic, personal and employment success in an ever-changing society.

TECHNOLOGY VISION

Hopkins Public Schools envisions using technology to further a learning community where:

- students will be effective communicators and problem solvers through their use of technology on an every-day basis;
- all educators use technology effectively as a tool to enhance instruction and meet the needs of all learners;
- all community members understand the importance of technology in their children's future.

TECHNOLOGY GOALS

- Hopkins Public Schools will introduce technology at an early age and integrate it into the curriculum as the students learn to use it.
- Hopkins Public Schools' students will input with speed and accuracy by the 5th grade.
- Hopkins Public Schools' students will recognize and use the appropriate technology tools in an ethical manner to assist them in the educational process.
- Hopkins Public Schools' students will use technology effectively to communicate with others.
- Hopkins Public Schools' students will use technology to solve problems.
- Hopkins Public Schools will integrate new technology tools as needs arise and as new technology becomes available.
- Hopkins Public Schools will provide online support for Hopkins Public School Staff.
- Staff development will be provided to enable all teachers to use and integrate technology in an effective manner in their classrooms.
- Hopkins Public Schools will encourage community involvement in the technology program.
- Hopkins Public Schools will remain current with software and hardware specifications.
- Hopkins Public Schools will make curriculum available online to all Hopkins Public Schools' teachers with examples of integrating technology.
- Hopkins Public Schools will utilize the Internet to subscribe to web hosted services.
- Hopkins Public Schools will pursue quality low cost voice communications systems.
- Hopkins Public Schools will provide internet connection to the classrooms.
- Hopkins Public Schools will provide a wireless campus that is open to the public.
- Hopkins Public Schools will pursue the use of wireless services that enable staff and students Internet access in remote locations.

CURRICULUM OBJECTIVES

The Hopkins Public Schools will weave technology throughout the curriculum to produce citizens who are:

- collaborative,
- problem solvers,
- self-directed,
- effective communicators who use appropriate technology to enhance their lives.

All students will:

- Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, life-long learner).
- Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.
- Apply appropriate technologies to critical thinking, creative expression, and decision making skills.
- Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.
- Apply ethical and legal standards in planning, using, and evaluating technology.
- Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Hopkins Public School realizes that in order to effectively integrate technology into the curriculum, technology must be introduced at a young age and reinforced by curriculum expectations.

Hopkins Public Schools has aligned our Technology goals with state standards. The goals, at each grade level, are quantifiable. Additionally, we are making the computer curriculum and accessible to all students at all grade levels. Our curriculum is designed to address core academic subjects as well as technology literacy.

We are designing professional development to allow teachers to use technology to improve student achievement by differentiating instruction. This means that our technology will be used to target specific learning needs or interests.

Kindergarten Technology Curriculum

Kindergarten Basic Computer Skills

- Basic component terminology (computer, monitor, keyboard, mouse, printer).
- Learn to login and logoff using network username and password.
- Gain mouse coordination.
- Demonstrate correct care and use of computers.
- Utilize online games (PBS Kids, Disney, Nick Jr., etc.).
- Introduce the uses of computers at home and at school.
- Be able to place the cursor at a specific location.

1st Grade Technology Curriculum

1st Grade Technology Curriculum

- Master login and logoff process.
- Review the uses of computers at home and at school.
- Review the basic components of technology (computer, monitor, keyboard, mouse, and printer).
- Introduce the Internet and demonstrate it as a source of information.
- Utilize online games (PBS Kids, Disney, Nick Jr., etc.).

2nd Grade Technology Curriculum

2nd Grade Basic Computer Skills

- Master mouse coordination.
- Continue to demonstrate the Internet as a source of information.
- Introduce Copyright laws and how they protect what someone has created.
- Go through the district's Acceptable Use Policy with the students.
- Recognize the difference between "stand alones" and "workstations".
- Utilize online games and stories (PBS Kids, Disney, Nick Jr., etc.).

3rd Grade Technology Curriculum

3rd Grade Keyboarding using Type to Learn 3

- Teach appropriate posture and hand locations.
- Show key locations using appropriate fingers for each key.
- Accuracy (95% accurate regardless of speed).

3rd Grade Word Processing

- Introduce file management (Open, Save, Save As, Close, Exit, Home Directory).
- Create, edit, and print a document.
- Introduce Cut, Copy, and Paste commands.
- Demonstrate the Undo command.
- Reinforce keyboarding skills by requiring proper technique.

3rd Grade Presentation

- Reinforce file management by reviewing (Open, Save, Save As, Close, Exit, and Home Directory).
- Create, edit, and show a simple presentation.
- Reinforce Cut, Copy, Paste, and Undo commands.

3rd Grade Introduction to the Internet

- Introduce students to Kids Safe Search Engines (Ex. Yahooolagans).
- Demonstrate the commonly used tools of a Web Browser (Back, Forward, URL, Stop, Refresh).
- Introduce SAFE use of the Internet (Giving out name, address, etc.).
- Review the Copyright laws protecting what people have created.

3rd Grade Core Curriculum Integration Ideas

- Write short stories, reviews, reports, journals, etc. using a word processor. Focus on proper keyboarding technique and require the documents to be saved in their home directory on the network.
- Create PowerPoint presentations about books, field trips, sporting events, etc.
- Scavenger Hunt the Internet.

4th Grade Technology Curriculum

4th Grade Keyboarding

- Typing for speed and accuracy (10 wpm / 95% accurate).
- Reinforce appropriate posture.

4th Grade Word Processing

- Review file management (Open, Save, Save As, Close, Exit, and Home Directory).
- Introduce additional file management skills (Create Folder, Copy, Move, Delete).
- Create a header and footer.
- Use the Search and Replace Text commands.
- Utilize spelling and grammar checking.
- Format text (Fonts, Font Size, Bold, Italic, and Underline, Colors, etc).
- Add Clipart using Insert-Clipart and Copy and Paste from the Internet.
- Introduce simple tables.
- Reinforce Keyboarding skills (posture and hand placement, eyes on monitor not keyboard).

4th Grade Spreadsheets

- Introduce the use of spreadsheets.
- Explain rows and columns.
- Enter data into a spreadsheet.
- Introduce Sum Formula command.
- Demonstrate Cut, Copy, and Paste commands.

4th Grade Presentation

- Review File Management (Create Folder, Copy, Move, Delete).
- Introduce slide transitions.
- Add pictures using Copy and Paste from the Internet and Clipart.
- Demonstrate Word Art.

4th Grade Curriculum Integration

- Reinforce keyboarding and word processing skills by typing assignments.
- Use spreadsheets to add data collected in science or math.
- Create and deliver PowerPoint presentations as assignments in Social Studies.
- Introduce the use of email as a form of communication.
- Review the Acceptable Use Policy.
- Review SAFE use of the Internet (Giving out personal information).
- Follow the Iditarod Dog Sled Race
(<http://www.cabelasiditarod.com/2002/education.html>)

5th Grade Technology Curriculum

5th Grade Keyboarding using Type to Learn 3

- Typing for speed and accuracy (20 wpm / 95% accurate).
- Introduce dictation.

5th Grade Word Processing

- Review previous knowledge.
- Reinforce with core curriculum assignments.

5th Grade Spreadsheets

- Review basic spreadsheet skills.
- Format data (Ex. Dates, Currency, Decimals).
- Insert / delete rows and columns.
- Relative versus absolute references (A1 vs A\$1\$).
- Create and modify formulas.
- Create simple tables and graphs.

5th Grade Presentation

- Review and reinforce PowerPoint by creating and delivering a PowerPoint presentation to the class.
- Introduce Desktop Publishing with Microsoft Publisher.
- Develop simple flyers, business brochures, and business cards.

5th Grade Core Curriculum Integration

- Begin to require that science and math data are collected and organized in spreadsheets.
- Make PowerPoint presentations a common task in classroom activities.
- Use email as a form of communication.
- Continue to reinforce proper techniques for keyboarding skills.

6th Grade Exploratory

Computer Anatomy and Terminology (3 Weeks)

- Understanding the evolution of computers.
- Identify parts of the computer and understand their function.
- Assemble a simple personal computer from components.

Advanced Keyboarding Skills Using KeyChamps (3 Weeks)

- Typing for speed from a copy.
- Dictation (Keyboarding from spoken work).

Advanced Spreadsheets Using Microsoft Excel (3 Weeks)

- Complex formulas.
- Referencing other worksheets.

7th Grade Exploratory

Desktop Publishing with Microsoft Publisher

- Create mock stationary, advertisements, etc.

Internet Publishing with Microsoft Front Page

- Create a student / class web site.

8th Grade Exploratory

Troubleshooting / Hardware

- Common printer problems.
- Handling crashes/freezes.
- Scandisk/defrag hard drives.
- Scanners / digital cameras.
- Advanced file management.

High School Technology Sample Electives

Desktop Publishing with Pagemaker

This course introduces the advanced features of Adobe Pagemaker. Participants will practice working with Pagemaker to produce commercial quality publications.

Web Page Design with Microsoft Front Page

This course introduces the advanced features of Microsoft Front Page. Participants will work in groups to produce commercial quality web sites using Front Page.

Broadcast and Production with Adobe PhotoShop and Premiere

Students will gain introductory skills in digital video and image editing using Adobe PhotoShop and Adobe Premiere.

Adult Literacy

At this time Hopkins Public Schools does not offer any Adult Ed, GED Certification programs, ELA or programs similar. It is for this reason that we do not have strategies for developing a program with adult literacy providers.

TECHNOLOGY SCOPE & SEQUENCE

Basic Skills	Description	K	1	2	3	4	5	6	7	8
Basic Component Terminology	Identify components of a computer by name. (Computer, Monitor, Keyboard, Mouse, Printer)	I	M	R						
Login and Logoff	Student is capable of logging on and off the network using his/her assigned username and password.	I	M	R						
Mouse Coordination	Student is capable of using the mouse to move the cursor single and double click and relocate cursor.	I	M	R						
Computer Equipment Care	Student demonstrates the proper use and care of computer equipment.	I	M	R						
Choosing The Right Tool	Students can identify the correct technology to use to solve a specific task.	I	M	R						
Acceptable Use Policy	Student has read through and understands the District Acceptable Use Policy			I	M	R				
Computer History	Students understand the history of technology.							I	M	R
Computer Internal Components	Students can identify the internal components of a computer, understand their function, and can demonstrate the construction of a computer.							I	M	R
Troubleshooting	Students can troubleshoot common issues with technology.									I

Internet Skills	Description	K	1	2	3	4	5	6	7	8
Introductory Internet Usage	Student can use the Internet to visit a predetermined website or URL. Student understands that the Internet is a source of information.	I	M	R						
Copyright Laws	Student understands that some resources found on the Internet are protected by Copyright Laws.			I	M	R				
Search Engines	Students can use search engines to find resources on the Internet				I	M	R			
Web Browser Skills	Students understand and can use the Back, Forward, URL, Stop, and Refresh tools in a web browser				I	M	R			
Internet Safety	Students understand the need to keep personal information private.			I	M	R				

I = Introduce / M = Master / R = Reinforce

Word Processing Skills	Description	K	1	2	3	4	5	6	7	8
Introduction	Student understands the uses of a word processor and is capable of typing a simple document using Ultimate Writing and Creativity Center or Microsoft Word			I	M	R				
Basic File Menu Skills	Students understand and can demonstrate Open, Save, Save As, Close, Exit, and proper use of their Home Directory.				I	M	R			
Edit Menu Skills	Students can Cut, Copy, Paste, and Undo.				I		R			
Advanced File Management	Students understand and can Copy, Move, and Delete documents and Create Folders for document management					I	M	R		
Find and Replace	Students can use the Find / Replace tool.					I	M	R		
Formatting Text	Fonts, Font Size, Bold, Italic, and Underline, Colors, etc					I	M	R		
Spelling / Grammar	Students utilize the use of grammar and spell checker.					I	M	R		
Header and Footer	Students can Create a Header and Footer					I	M	R		
Document Graphics	Students can add graphics to their documents both by inserting clipart and copy and paste from other sources such as the Internet.					I	M	R		
Tables	Students learn to insert simple tables.					I	M	R		

Presentation Skills	Description	K	1	2	3	4	5	6	7	8
Introduction	Students can create, edit and show a presentation using Power Point				I	M	R			
File Menu Skills	Students understand and can demonstrate Open, Save, Save As, Close, Exit, and proper use of their Home Directory.				I	M	R			
Edit Menu Skills	Students can Cut, Copy, Paste, and Undo.				I	M	R			
Slide Transitions	Students learn to create presentations that transition.				I	M	R			

I = Introduce / M = Master / R = Reinforce

Keyboarding Skills	Description	K	1	2	3	4	5	6	7	8
Posture	Students use appropriate posture and hand placement on the keyboard.				I	M	R			
Key Location	Students can accurately type without looking at the keyboard regardless of speed				I	M	R			
Speed	Typing for Speed and Accuracy					I	M	R		
Document Graphics	Students can add graphics to their documents both by inserting clipart and copy and paste from other sources such as the Internet.					I	M	R		
Word Art	Students learn to use word art.					I	M	R		
Dictation	Students can type from spoken words.						I	M	R	

Spreadsheet Skills	Description	K	1	2	3	4	5	6	7	8
Define	Students can identify when to use spreadsheets as a technology tool.					I	M	R		
Rows and Columns	Students understand the difference between rows and columns					I	M	R		
Enter Data	Students can enter data into specific locations in a spreadsheet.					I	M	R		
Formulas	Students are able to enter formulas into spreadsheet cells					I	M	R		
Cut, Copy, Paste	Students learn to cut, copy, and paste and learn to use reference cells					I	M	R		
Format Data	Students can format data such as dates, currency, decimals, etc...						I	M	R	
Insert / Delete	Students can insert and delete cells, rows, and columns						I	M	R	
Tables and Charts	Students can create charts and graphs from data within a spreadsheet						I	M	R	
Referencing	Students can reference cells from other worksheets							I	M	R

Desktop Publishing Skills	Description	K	1	2	3	4	5	6	7	8
Introduction	Students can identify when to use a desktop publishing program.						I	M	R	
Templates	Students can create simple flyers, newsletters, business cards, etc. using templates.						I	M	R	

I = Introduce / M = Master / R = Reinforce

Web Publishing Skills	Description	K	1	2	3	4	5	6	7	8
Introduction	Students can identify when to use a web publishing program.								I	M
Web Site Production	Students can work together to create a simple class website								I	M

I = Introduce / M = Master / R = Reinforce

TECHNOLOGY INTEGRATION

“I hear, and I forget
I see, and I remember,
I do, and I understand.”
-Confucius

What is technology integration?

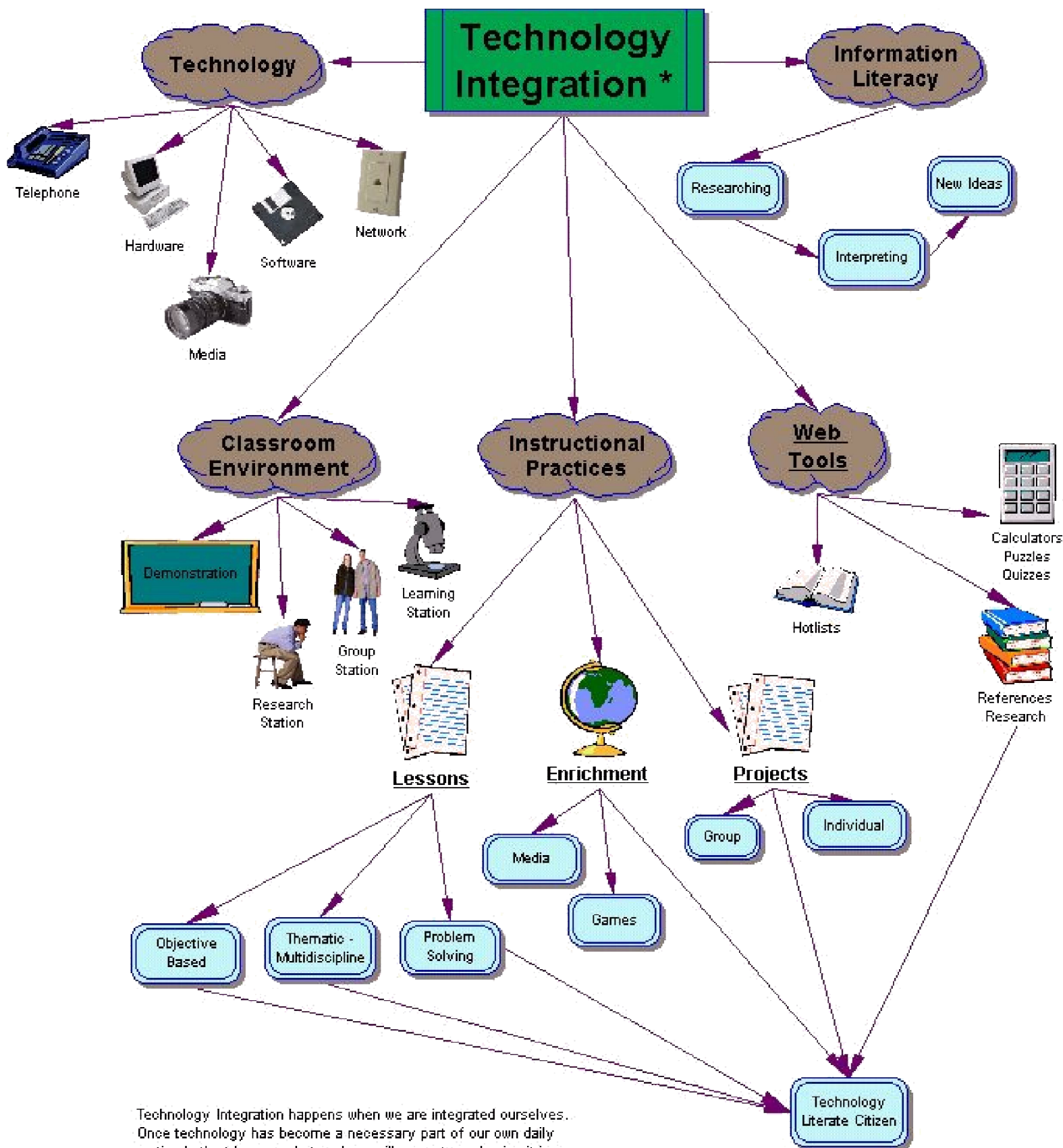
Technology integration is using available technology to enhance the curriculum. Used effectively, it enhances both the teacher’s instruction and the student’s learning. Curriculum should drive the use of technology and not the other way around. As an effective tool, every subject area will use technology to engage students in learning activities and to promote the use of technology when students demonstrate what they have learned. Hopkins Public Schools does not want to put computers into the classroom or buy application software without a purpose. We do not want to substitute thirty minutes of reading time for thirty minutes of computer skills practice, or use computer time as a reward. We want our students to utilize technology in the world outside the classroom and to integrate it into their every day lives. Therefore, students will not only learn how to use technology at Hopkins Public Schools, they will also use technology to learn and to work more efficiently.

Why integrate technology?

The Wisconsin Department of Education’s Model Academic Standards defines information and technology literacy in the following way: “Information and technology literacy is the ability of an individual, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make decisions, and construct new knowledge, products, or systems.” With this in mind, we want our students to know how to evaluate what they are accessing and make knowledgeable decisions regarding the sources and content of information they find. We want them to know what tools are available and how to best use them. Students will become better users of technology when the skills are not taught in isolation. We want to design units that integrate technology for both teaching and learning in a seamless way.

How do I integrate technology?

There are many examples of unit and lesson plans that effectively integrate technology. Some samples are collected in this document. We encourage teachers to review the websites and additional materials listed. Assistance is also available upon request and training is given during scheduled professional development days. Talk to the curriculum director, technology coordinator, or the instructional media specialist for more information. Free online classes through Michigan Virtual University are also available, as well as state-sponsored conferences. Don’t forget those computer-savvy students in your class; they can help both you and their fellow students.



Technology Integration happens when we are integrated ourselves. Once technology has become a necessary part of our own daily routine both at home and at work we will move toward using it in our teaching. The Internet provides an almost endless amount of information. Our curriculum and instructional practices must look to technology as one of many tools to add to textbooks, library media, and paper and pencil as ways of helping students prepare for their future productive lives in our changing society.

* Modified with permission of Santa Cruz City Schools

GENERAL RESOURCES FOR TECHNOLOGY INTEGRATION

<http://www.ncrtec.org/tl/lp/> NCRTEC Lesson Planner

This is North Central Regional Educational Laboratory's lesson planning page. This page includes drop-down menus for the various steps as well as links to pages to set up student checklists for their projects and rubrics (see also <http://rubistar.4teachers.org>)

<http://mtn.merit.edu/> Michigan Teacher Network

Not only are there technology integration ideas at this site, but also the lesson plans are linked to the Michigan Curriculum Framework.

<http://www.remc11.k12.mi.us/bstpract/bstpract.html> Best Practices in Technology Integration

"Welcome to the Best Practices of Technology Integration in Michigan Site. This site is sponsored by Michigan Association of Intermediate School Administrators, the REMC Association of Michigan, and the Great Lakes Educational Network (GLEN). The lesson plans that you will find here have been written by practicing teachers and have been "kid tested" to work in the classroom. All of these lessons have been aligned with the Michigan Framework Document. We hope you find these lessons helpful. They are examples of how technology can be used as a valuable tool in your classroom. Please feel free to try or adapt any of these lessons in your classroom."

<http://www.teachers-connect.net/TNT/6-8.htm> Tried and True Model Lesson Plans

Plans are set up by class and grade level.

http://www.pd.l2l.org/tch_classroom.html Links to Learn; Teach Using Technology as a Tool

"The first steps you take in integrating technology into your classroom will be the most difficult. Our **Classroom Activities** can help make those first steps a little bit easier. Designed by teachers for teachers, each classroom activity provides you with a framework and strategy for implementing a lesson that integrates the Internet and other technology tools into your classroom. These are not prescriptions as to how to go about integrating technology. These are sparks that will get you started."

<http://www.ncrtec.org/tl/sqsp/index.html> Scoring Guide or Student Products

Evaluating content and the effective use of computers.

<http://webquest.sdsu.edu/matrix.html> Matrix of Webquests

Examples by subject and grade level.

<http://www.internet4classrooms.com/>

"Helping teachers make effective use of the Internet" is the stated goal of this site. Links to engaging activities for students (brain teasers, question of the day, interesting trivia) are provided along with suggested Internet sites for teachers to use when planning units or projects.

<http://www.internet4classrooms.com/on-line.htm>

One can also find step-by-step online learning modules for popular computer applications. Training materials, web activities and handouts are available for Claris Home Page, Microsoft Excel, HyperStudio, Inspiration, Macintosh, Netscape, PowerPoint, Web Quest, Windows PC and Microsoft Word.

http://www.internet4classrooms.com/integ_tech_lessons.htm

A listing of resources for integrating technology into lesson plans.

<http://fcit.usf.edu/INTERNET/DEFAULT.HTM>

This site presents a series of lessons on the Internet. The lessons include an introduction to the Internet, Internet basics, responsible use, and advanced tips. Included are interactive activities for students. Although the lessons are designed for students, they would be appropriate for staff development or community education as well.

<http://www.open.k12.or.us/jitt> **Just in Time—Resources and Tutorials**

This site helps teachers become familiar with the Web and how to use it for teaching and learning. The site provides links to model projects, online opportunities for funding, classroom technology tips, sample district technology projects and professional development ideas.

<http://www.edzone.net/~mwestern/index.htm>

Marilyn is a technology integration specialist and a former technology using educator on loan for the Michigan Department of Education. Her site offers teachers handouts, instructions, and articles on using technology in the classroom. She gives tips on using software such as PowerPoint, Inspiration, Kid Pix Studio, and Internet browsers. She also gives good advice on classroom management related to technology use, such as how to work with young children in a computer lab or how to use technology effectively in a one computer environment. This is also a good place to find technology integration ideas with lists such as 101 Uses for a Classroom Computer, 101 Ways to Integrate Technology into Literacy Activities, and more.

<http://www.lburkhart.com/>

This site includes lesson plans, guidelines, interactive projects, and resources for integrating technology into elementary and secondary schools, as well as simplified technology for students with disabilities

<http://www.webteacher.org/windows.html>

This is a very good tutorial covering every possible aspect of the Internet. In addition to "how to use" information, there is information on basic html, creating sound and movie formats, and more advanced Web page editing (for example, JavaScript). Designed for beginners as well as advanced users, the tutorial can be completed sequentially or by choosing chapters at random.

<http://www.ala.org/ICNN/onlineco.html> **ICONNECT online courses**

Several four week online courses (one lesson per week) dealing with integrating the web into the curriculum

<http://www.compstrategies.com/staffdevelopment/sdresources2.html#innovative>

Collection of resources- Innovative teaching practices

<http://landmark-project.com/index.php> Landmarks for schools

Listing of websites includes ideas for how the teacher and students can make use of the website.

Don't forget the **MI_CLIMB** program which is available on your applications page

Integrated Sample Lesson Plan for Grade 3

Title: *Types of Paragraphs*

Subject: Writing

Description:

Students will write the four different types of paragraphs: descriptive, narrative, persuasive, and expository. They will type each paragraph using MS Word, saving each in its own file. The students will use MS Word to create a newsletter with text boxes. Finally, the students will present their newsletter to the class.

Narrative:

Throughout the year, students will learn about the different types of paragraphs, and will write their own paragraphs. Using MS Word, they will use all of the computer skills that they have learned in class in this cumulative report that will showcase their talents.

Material/Hardware/Software:

Students will use the computers in the lab, the Internet, and MS Word to create, and present their project.

Preparation Teacher:

Teachers need to be familiar with the software listed above, as well as teach lessons using the above software so students are equipped to complete the project. The MS Word lessons need to include the proper formatting of a paragraph. The teacher also needs to provide instruction on the different types of writing.

Prerequisite Student Skills:

In technology: students need some skill with MS Word, (creating and formatting paragraphs, text boxes). In the classroom: students need to learn the different types of paragraphs.

Student Activities/Procedures:

Students will first learn to write a descriptive paragraph. For a good descriptive paragraph, the student will need lots of detail about how things look, sound, smell, feel, etc. Students will describe their favorite room in their home. After they write their paragraph, they will then type it using MS Word, following the teacher's formatting instructions.

Next, students will learn to write a narrative paragraph. For a good narrative paragraph, the student will need details about an experience that he wants to share, how it began, what problems occurred, and how it ended. Students will describe their favorite memory of their childhood. After they write their paragraph, they will then type it using MS Word, following the teacher's formatting instructions.

Next, students will learn to write a persuasive paragraph. For a good persuasive paragraph, the student will need facts, figures, and examples to support his opinion about a topic that the teacher assigns. After they write their paragraph, they will then type it using MS Word, following the teacher's formatting instructions.

Finally, students will learn to write an expository paragraph. For a good expository paragraph, the student will need facts to explain the process of getting ready for school. After they write their paragraph, they will then type it using MS Word, following the teacher's formatting instructions.

The students will then create a MS Word document, create text boxes, and copy their previous MS Word documents into their text boxes. They then will find clipart on the Internet to enhance their newsletter.

This unit will end with a discussion/sharing of the students' finished newsletters. Some will be chosen to be in the school newspaper.

Assessment/Evaluation:

Teachers will develop writing rubric(s). Students will be assessed according to the completeness of the rubric(s) and their ability to share orally.

Integrated Sample Lesson Plan for Grade 4

Title: *How Michigan's History Connects with Me*

Subject: Social Studies

Description:

As students begin these Timeline projects, they will make personalized connections between events in Michigan's rich history and the impact of these events on their own as well as other families' lives. They will make discoveries by asking the following questions: "When did various members of their family come to Michigan? Why did they come? Where did they come from, where did they live and are members of the family living in other parts of Michigan today?" They will also think about places they have visited; adventures they have had and/or stories they and their families have about Michigan. These will lead to investigation of major figures, places and events related to the exploration, early settlement and statehood of Michigan.

Narrative:

Students will come to a better understanding of how Michigan's population became so diverse. Students will answer the question: "What events in Michigan's past or present have attracted my

own and other families from different places?” Students talk to their parents and various other members of their extended family to learn when they came to Michigan, where they came from and why. Beginning with these conversations, they will have many opportunities to talk with other adults and students about their findings. In the process of sharing their timeline and PowerPoint projects, they will come to appreciate how and why different families came to Michigan. They will see how these reasons have changed over time. In addition, they will put many requisite skills, concepts and standards into action in a real-life project. The Internet will make the research more current and more easily accessible. The use of word processing and the draw program will make the finished products more professional looking.

Material/Hardware/Software:

Students will use the computers in the lab, the Internet, MS Encarta, MS Word, and MS PowerPoint to research, create, and present their project.

Preparation Teacher:

Teachers need to be familiar with the software listed above, as well as teach lessons using the above software so students are equipped to complete the project.

Prerequisite Student Skills:

In technology: students need some skill with MS Word or MS Publisher (using draw tools), and MS PowerPoint (create presentation including things created with other software). In research: students need some skill in locating and gathering information with MS Encarta and the Internet, and in putting this into their own words.

Student Activities/Procedures:

Students begin by talking to their families and completing the Family Interview Form (included). The places in Michigan or occupations of family members should lead to further research. For example: If a great grandfather came from Poland to work in the copper mines in the Keweenaw, this will lead to research on Douglas Houghton or the Calumet & Hecla mine. If a grandfather worked as a lumberjack, this could lead to a study of Saginaw and the lumber barons. The next activity will be a timeline of 10 major events in Michigan history between 1700 and 2000 including when their family arrived. Students will be given some required events and they will choose some (at least one) from their family history. They will meet in learning clubs to brainstorm and compare the results of their research. They will make a rough copy of their timeline and then complete the final copy on the computer, using the draw function of MS Word or MS Publisher.

This unit will end with a discussion/sharing of the students finished timelines in a PowerPoint presentation. Using the attached template, students fill in their dates, moving the text boxes accordingly. Each date on the timeline becomes a button, which connects to another card. Each new card will have a narrative description giving details and an original drawing, clip art, or digital image of a photo or artifact.

Assessment/Evaluation:

Teachers will develop needed rubric(s). Students will be assessed according to the completeness of the rubric(s) and their ability to share orally.

Integrated Sample Lesson Plan for Grade 5

Title: *State Report*

Subject: Social Studies

Description:

Students will choose a state of interest other than Michigan. They will research their state using Encarta, and the Internet to find information. The students will use this information to create a PowerPoint presentation. Finally, the students will present their presentation to the class and invited guests.

Narrative:

Students will learn about other states in our nation through the exploration of the state they have chosen, and the presentations of other students in class. They will use all of their computer skills that they have learned in class in this cumulative report that will showcase their talents.

Material/Hardware/Software:

Students will use the computers in the lab, the Internet, MS Encarta, MS Word, MS Excel, MS Publisher, and MS PowerPoint to research, create, and present their project. *They could also use the school's digital camera or scanner to enhance their work.*

Preparation Teacher:

Teachers need to be familiar with the software listed above, as well as teach lessons using the above software so students are equipped to complete the project.

Prerequisite Student Skills:

In technology: students need some skill with MS Word (basic skills), MS Excel (creating tables and graphs), MS Publisher (creating flyers), and MS PowerPoint (create presentation including things created with other software). In research: students need some skill in locating and gathering information with MS Encarta and the Internet, and in putting this into their own words.

Student Activities/Procedures:

Students begin by choosing a state of interest. Next, the student gathers information about that state. This information can include the following or information about the following: state outline map, state seal, state flag, state bird, state tree, state song, state motto, capital, largest cities, important cities, national landmarks, resources, historical highlights, famous people from state, and tourist attractions. This information will be saved on server. Students will then use this information to create a report using MS Word. It is important to stress that this needs to be in their own words. Students will then use this information to create a table using MS Excel. Students will then use their information to create flyer in MS Publisher. After flyer is created, students will create PowerPoint presentation, which will include the flyer they created in MS Publisher, the table they created in MS Excel, as well as information from their MS Word assignment.

This unit will end with a discussion/sharing of the students finished projects in a PowerPoint presentation.

Assessment/Evaluation:

Teachers will develop needed rubric(s). Students will be assessed according to the completeness of the rubric(s) and their ability to share orally.

Examples Of Integrated Lesson Plans

For Middle and High School

Subject	Title	Author	Description	Technology	Source	Codes
Spanish	Power Point Comes to "El Mundo Hispanico"	William J. Nichols	Students research individuals in small groups and present a Power Point presentation in Spanish.	PowerPoint, Internet	Best Practices	A
Science, Geometry	Plot, Proof and Persuasion Supporting Ideas in Science, Math and Language Arts	John Gilbert, Wendy Martin, Kevin Richard	As investigative journalists, students research a device which uses waves from the electromagnetic spectrum and publish a newsletter.	Internet, Publisher, Word	Best Practices	A,R
Language Arts	Novel News	Mary L. Fox	Student groups write various types of newspaper articles using the novel content.	Word Publisher	Best Practices	A,R
Language Arts	Quilting with Literature: internet research and multi-media presentation skills in AP English	Linda Berlin, Melissa Schneider, Ginger Sisson	Semester project to understand the eras and writing styles. Evaluating resources and presenting a multimedia presentation to the class about the literary period studied.	Internet, Filamentality (hot lists) , PowerPoint, Data Projector	Best Practices	R,S
Business, Math, Geography, Computers, Spanish	The Ultimate Vacation	Cinda Shanks	Research and plan a vacation. Create letter, flyer, Itinerary, activity list, cost spreadsheet, reference page.	Internet, Scanner, Word, PowerPoint, Spreadsheet	Best Practices	R. M
English, Math, Science, Geography, Computer Lit, History	The Year You Were Born (collaborative lesson)	Amy Allen	In various classes, students collect data relating to the subject area on the year that they were born. They produce a report with images, a spreadsheet, graph and multimedia presentation.	Internet, scanner, Word, Excel	Best Practices	M, MS

Mathematics	Purchase a cell phone with systems of equations	Jeffery Jenkins	Show relevance of higher order math by showing how to use math to make informed decisions about a product they are likely to purchase.	Internet, graphing calculators, PowerPoint or Publisher, Data Projector	Best Practices	
Mathematics	How Much Does that Car Cost?	Rebecca Skutt	Discover how much a used car will cost to buy and finance. Use interest formulas, find car, find appropriate loan comparing different state's rates and prepare report on why loan is chosen.	Internet, Excel, Word, Scanner	Best Practices	A
Algebra, English	Statistical Picture of School and Life	Joyce Hansen, Scott Modisher, Doug Stark	How math is used in everyday life. Students conduct survey of 5 questions of interest to them. Graph result, prepare 3 minute oral report and 1-2 page written report.	Computer, LCD Word, Excel PowerPoint	Best Practices	
Physics, Language Arts	The Emperor's New Clothes and Mahler's Ninth Symphony writing to explain confidently and efficiently even physics!	Wendy Martin, Kevin Richard	Explanatory writing and physics concepts to produce a quality brochure explaining concept to an 8th grade science student. Use of peer editing and employment of a reflective paper.	Internet, Publisher	Best Practices	M
English, Business	Student Meets the real world	Susan Bennett	Working in groups, students meet with local business and design and produce an advertising/promotional package for them.	Word, Excel, PowerPoint, Scanner, Video Camera, Digital Camera	Best Practices	R,A
Economics, Math	Gotcha Covered	Cheryl Wiseman	Students sell stock options via paper trading.	Internet	Best Practices	

Social Studies	The American Dream of the Decades	Amy Allen	Students in groups role play and report the events of a decade focusing on the America Dream of the decade chosen. Could be a culminating activity for the year.	Internet, scanner, digital camera, PowerPoint, Photoshop, Hyper studio	Best Practices	MS,R
Government, Geography, Economics	Trade in the Global Village	Gerry Chirgwin	As trade ambassadors of a chosen nations, student study factors that effect economy. Determining three products/ resources that they can/must import or export they arrange trades with other nations.	Internet, Word	Best Practices	M,A,R
Multidisciplinary (Core)	Interstellar Travel Magazine	Kelly Knight et al Kingsley Area Schools	Produce a 24 page travel magazine persuading people to visit their planet. Individual assignments in each academic class.	Internet, Word, Puzzlemaker, Excel, Publisher	Best Practices	M,S
English	Experiencing Romeo and Juliet	Edward Johnson	Student created projects about the era, comparing and contrasting Shakespeare and the modern versions.	Internet, Word, digital camera, scanner, video camera, editor, PowerPoint	Best Practices	A
English, Life Skills, Freshman seminar, Psychology	My Inspiration Project	John McCarthy	Student reflect about decision making in their life and explore those feeling. They produce several narratives, songs, poems, reflections and a "slide show."	Internet, PowerPoint, Word	Best Practices	M
Art, Language arts	Art History and Technique	Sharon Pollice, Doug Jenkins, Peg Howard	Research painter and painting, write critique, create original painting in style of the artist studied peer assessment and critique.	Slide projector, scanner, digital camera, Internet, Multimedia software	Best Practices	M
Music	Spring Concert Time, Already?	Sahara Waiters	Student decide on a theme for a concert, research music, choose pieces and design and write program notes.	Internet, Word, Publisher, PowerPoint	Webquest	

Social Studies, Science, Fine Arts, Language Arts	Guess Who's Coming to Dinner.	Patricia Link	Students are transported back in time and in order to get to know the people host a dinner party inviting major figures of the time. Each group member assumes the identity of one of the guests.	Internet, Word, scanner,	Webquest	R,M,M S
Art	Art Exhibit!	Cathy Nolan	Students act as curators to research and acquire artworks to display in their museum.	Internet, scanner, PowerPoint, Web publishing	Webquest	MS,R
Physical Education, Math	National Hockey League Salary Creator	Robert Neiswender	Project on salaries using mathematical concepts to evaluate hockey players both for skills and pay scale.	Excel, Internet, Word	Webquest	M
Physical Education, Health	Personal Trainer	Gary Djonne	As a personal trainer, develop an individualized diet and exercise portfolio for a client.	Internet, Word, Excel, Publisher	Webquest	M
Math, Art	Mathart Connecting Geometry and Art	Barbara Lierly, Elaine Sullivan	Students design and present a lesson that integrates Art and Geometry.	PowerPoint, Internet, LCD, Paint (or like program), Word	Webquest	

R=rubric, A=assessment, S=semester, M=multidisciplinary, MS=also middle school

STUDENT ACHIEVEMENT

21st-Century Job Performance “Know-How”

Reading and writing at fairly high levels of comprehension, analysis, and interpretation will become the norm. Workers will need to read well enough to understand and interpret diagrams, correspondence, manuals, charts, graphs, and specifications, and to create such products as well.

Mathematics and computational skills, essential to maintain records, estimate results, use spreadsheets, or apply statistical process controls to negotiate, identify trends, and/or suggest new courses of action, will become the standard in many jobs.

The high-tech nature of many industrial and professional fields will increasingly make technology literacy skills a basic requirement for employment.

Review of Literature

Reviews of research conclude that low-achieving students, or those with little prior content knowledge, are likely to require more structure and instructional guidance than students at high levels of achievement or with more content knowledge. Thus, a rule of thumb for selecting technology resources is that students with different levels of achievement and content knowledge require a range of technology resources. Students also require guidance on how to use electronic tools appropriately. Today's interactive digital technologies call for higher-order thinking skills, as well as technology literacy skills, to maximize uses of technology for authentic purposes.

Sources:

McNabb, M.; Valdez, G.; Nowakowski, J.; and Hawkes, M. *Planners' Handbook*. North Central Regional Educational Laboratory, U.S.Department of Education, 1999.

Schacter, John. *The Impact of Education Technology on Student Achievement, What the Most Current Research Has to Say*. Miliken Exchange on Education Technology, Santa Monica, California, 1999.

Technology Delivery

Students in the Hopkins Public Schools will have access to distance learning through the offerings of the Michigan Virtual High School. Credit recovery is also available through this venue as well as ACT & SAT online preparation. Implementation of new, real-world technology courses such as desktop web publishing will be offered. Video streaming and video delivery are available through REMC. In addition, English-as-a-Second-Language students have access to online courses through Learning Express Library.

Parent Communications and Community Relations

The promotion of parent and community involvement will be done through our website, www.hpsvikings.org; our district newsletter; *The Viking View*; the annual report, and by building principals at their student and parent orientations.

PROFESSIONAL DEVELOPMENT

INTRODUCTION

Hopkins Public Schools recognize the need for professional development to enhance the use of technology as a teaching tool. We recognize and plan to follow state and national standards addressing technology competencies of all staff involved in, or supporting, the teaching process.

STRATEGIES

Hopkins Public Schools understands that technology is only useful in supporting the teaching process when it is used as a tool to enhance teaching. For that reason, ongoing professional development is necessary to assure that all involved in the teaching process are adequately trained in the use, and application, of all available technology within the district. Technology changes quickly and new and better technology tools are developed daily. For this reason, research of new technology tools is a necessary part of professional development. Use of workshops and conferences, such as MACUL, should be a regular part of the professional development process.

TIMELINES

- **Fall 2009**
Assess the professional staff development activities and plan for future training needs. (See section on “Monitoring and Evaluation” on page 45).
- **Spring 2010**
Begin small group trainings for staff to aid in the integration of technology within the district.

SUPPORTING RESOURCES

Hopkins Public Schools provides the following strategies and supporting resources to support effective use of technology:

- Acceptable use policies are distributed to, and signed, by students and staff. A copy of the policy is in the student handbook at the high school level (**See Appendices C-L**).
- A manual of suggested lesson plan integration will be posted on the school’s intranet.
- A video lending library which is posted to the high school catalog is available for checkout. All teachers have access to REMC materials through online ordering.
- A school website is established. Teacher pages are being posted. A library web site with links to various instructional tools is in the developmental stage.
- A software selection process has been established and appropriate materials have been purchased for various programs throughout the school district.

- The following online subscriptions services are available through Access Michigan to all students and staff: Infotrac, FirstSearch, Electric Library and SIRS Discoverer on the Web. Home use options are available for students and staff.
- Information about online courses available to staff has been disseminated by email.
- Computer stations in the high school media center have been configured to facilitate students using the Michigan Virtual High School.

INFRASTRUCTURE

Hopkins Public Schools 1997 Technology Plan laid the groundwork for a robust infrastructure that has been proven capable to sustaining the growing use of technology within the district.

The Hopkins Public School District infrastructure is a flat LAN design. All schools within Hopkins Public Schools are connected with fiber. Each school contains one of more distribution facilities that connect classrooms and office areas with Category 5e or 6e cabling for voice and data communications as well as audio-video grade cables for video distribution. Every classroom in the district is equipped to support at least one phone and at least 6 computer workstations. Every classroom is also equipped to support at least one video connection to the district's IP based video distribution system. All classrooms within each school are also equipped to allow reverse broadcast of audio and video back to the video distribution system. In the summer of 2008 all schools were equipped with WiFi bringing wireless connectivity to all parts of the building.

The purpose of the Michigan Technology Readiness Tool (MTRAx) is to gauge the technology readiness of Michigan districts to meet the state's target of online growth assessment by 2014. In this initial year, the MTRAx tool incorporates technical specifications and data elements from the Smarter Balanced Assessment Consortium (SBAC), the Michigan online assessments. By 2014, MTRAx will include broader considerations for Michigan School District networking, infrastructure, and devices/hardware in order to comply with state requirements that districts effectively use technology to deepen student learning, increase student engagement through relevant, authentic learning, and build digital citizenship to position students for viability in a high-tech, global, networked society.

Our 2006 goals have all been met:

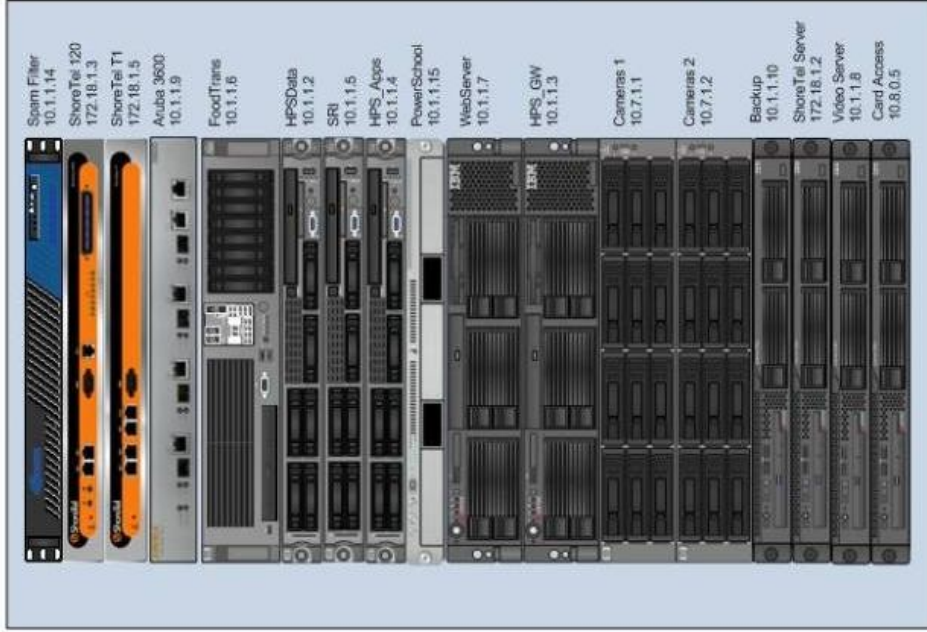
- A Broadband connection between Hopkins Public Schools and Allegan County ISD.
- A broadband connection to a major ISP.
- Fiber cabling to the classrooms.
- Wireless connectivity
- Replacement or upgrade of our PBX/Voicemail System

As we move forward, our current goals include:

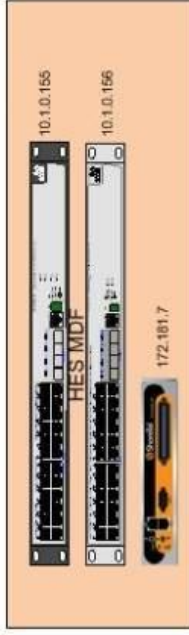
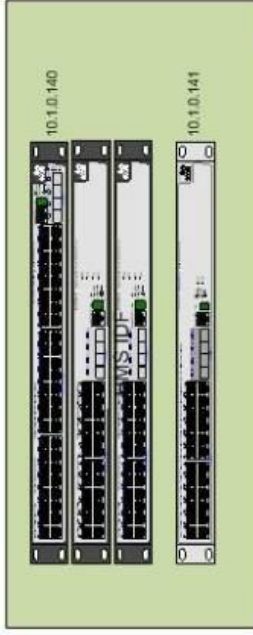
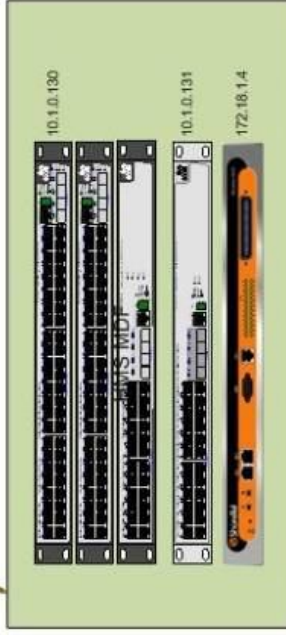
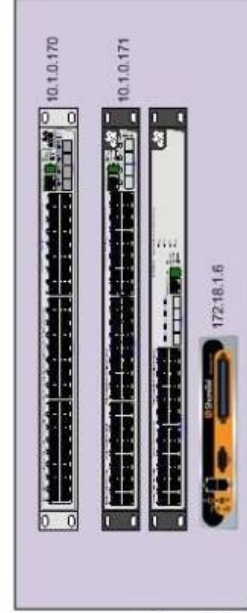
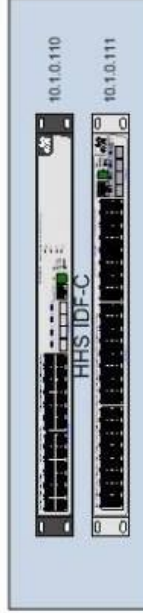
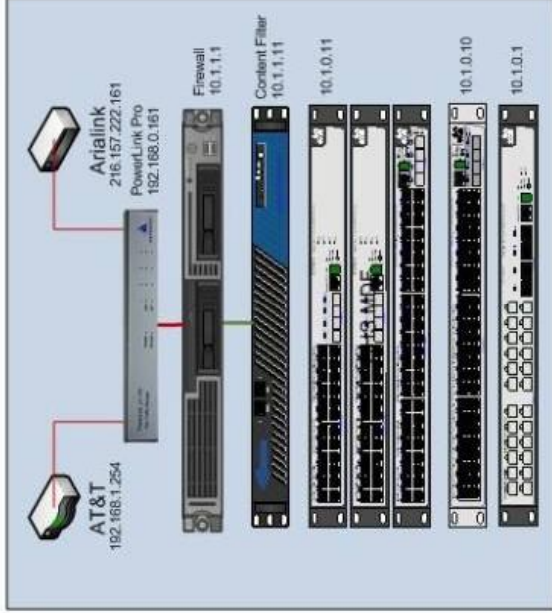
- Increased internet bandwidth.
- Use of hosted services to deliver services to students and staff.
- Public education to protect our students and community online.



Hopkins Technology



- High School
- Middle School
- Hopkins Elementary
- Sycamore Elementary
- Bus Garage



HARDWARE

In the past six years, Hopkins Public Schools has seen an enormous growth in the amount of technology hardware available for teaching and learning. Before the 1997 Technology Plan, only Hopkins Jr/Sr High and Hopkins Elementary housed a computer lab. By 2006 every school has a computer lab and every classroom within the district is equipped with at least one computer workstation and phone. Permanently mounted TV's and VCR's are found in most classrooms at Hopkins High School and in select locations throughout the rest of the district. Specialized hardware, such as document cameras and probe ware, have also been added as the needs arise. In the summer of 2008 and 2009, each classroom was equipped with a projector, audio enhancement system, document camera, and Interactive Whiteboard. As Hopkins Public Schools begins to focus more thoroughly on integrating technology into the curriculum, additional hardware needs are expected.

CURRENT HARDWARE

Hardware	Hopkins High School	Hopkins Middle School	Hopkins Elementary School	Sycamore Elementary School	Admin. Office and Bus Facilities
Servers	17				
Switches / Hubs	13	8	6	5	1
Computer Labs	Science Lab (8) Office Practice Lab (30) Media Center Lab (26) Technology Lab (10)	Media Center (30) Office Practice Lab (30)			
Computers Workstations	146	90	57	67	9
Computer Stand Alones	4		5	7	
Laptops	92	60	30	32	
Telephones	55 1 Per Classroom	38 1 Per Classroom	34 1 Per Classroom	28 1 Per Classroom	10
Televisions	2	2	2	2	
VCR's	1	1	1	1	
LCD Projectors	40	38	30	30	
Document Cameras	40	38	30	30	

SOFTWARE

Software within Hopkins Public Schools can be categorized into 5 distinct fields: Operating Systems, Support Software, Information Systems Software, Core Software, and Enrichment Software.

The software industry is a dynamic system that improves quickly. Continuous research, evaluation, and installation of software is necessary to keep Hopkins Public Schools current with national standards. The following is an example of the software in use at Hopkins Public Schools:

Operating Systems - Novell Netware 6.5, Windows 2008 Server, Mac OS X, Windows XP

Support Software – Barracudda, ZENWorks, Vexira, LAN State

Information Systems Software – PowerSchool, SIRS, Destiny, Meal Magic, Financial Software, Special Education Software, Versatrans

Core Software – Microsoft Office, Accelerated Reader, Accelerated Math, KeyChamps, Type To Learn, PageMaker, Internet Explorer, etc...

Enrichment Software – Reader Rabbit Math, Jumpstart Kindergarten, Music Ace, Hotdog Stand, etc....

SOFTWARE INFORMATION

Software Category	Definition	Approval Process	Funding
Operating Systems	The operating system software determines the platform that the computer is running. Common examples would be Windows, Netware, and Macintosh Operating System.	Technology Department	Technology Department Software Budget
Support Software	Support software encompasses all software that assists in the management of the LAN/WAN. Examples would include Anti-virus Software, Internet Filtering, and Desktop Security.	Technology Department	Technology Department Software Budget
Information Systems Software	Information Systems Software manages records. Examples would include Student Records, Financial Software, Special Education Records, etc...	Evaluation conducted by committees organized to select the software.	Organization Responsible for Use of the Software
Core Software	Software that will be used or taught as a class. Examples would include Microsoft Office, Visual J+, KeyChamps, Type to Learn 3, etc...	EXCELL (See Appendix M)	EXCELL Budget
Enrichment Software	Software that will be used to supplement the curriculum. Examples would include Reader Rabbit Math, Jumpstart Learning, etc...	Software Evaluation Process (See Appendix N)	Individual or School Budget

TECHNICAL SUPPORT

Hopkins Public Schools currently sustains several staff members in an effort to address the need for technical support:

Technology Director (1 FTE)

The job of the Technology Director is to implement the technology program for Hopkins Public Schools under the guidance of the Superintendent and School Board. The responsibilities include:

- I. The purchase, installation, maintenance and repair of the district's data, voice, and video technology.
- II. Troubleshoot and resolve technology equipment and software problems.
- III. Communicates with hardware and software vendors to resolve operational problems.
- IV. Coordinates the repair and maintenance of K-12 LAN and WAN data, voice and video technology equipment.
- V. Establishes and maintains standards for the District's:
 - a. LAN and WAN Cabling,
 - b. File Server Logs for service and software solutions,
 - c. PBX and telecommunications equipment and software logs and file management records,
 - d. Video and head end equipment.
- VI. Maintains inventory of technology and software in the district.
- VII. Ensures district-wide compliance with policies and copyright laws as related to computer and other educational technologies.
- VIII. Provides user training and support.
- IX. Oversee the staff of the Technology Department.

Technology Coordinator (2 FTE)

The job of the Technology Coordinator is to assist the Technology Director in the implementation of the technology plan and duties assigned by the Technology Director.

Technology Priority Guidelines

The following standards have been developed to prioritize response to technology problems within Hopkins Public Schools.

- I. What is the potential impact on District operations?
- II. How is the problem affecting instruction or business operations?
- III. How many total persons are affected (students + staff)?
- IV. Will safety be compromised?
- V. What is the impact on community relations?
- VI. Is the user(s) able to get by with other options and/or equipment?

Request For Technical Support

Technical support can be found in a variety of ways:

- Email / Support Ticket Request
- Phone Request

FUNDING AND BUDGET

The following is an estimate of the expected operational expenses at a per year interval for technology within the district.

Item	Quantity	Unit Cost	Total Cost
Salaries and Benefits			
Technology Director			\$100,000.00
Technology Coordinator			\$ 70,000.00
Technology Coordinator			\$ 61,000.00
Hardware and Networking			
Monitors	20	\$150.00	\$ 3,000.00
Computer Workstation (4 Year Turnover)	50	\$500.00	\$ 25,000.00
Printers	2	\$1,500.00	\$ 3,000.00
Server	1	\$5,000.00	\$ 5,000.00
Switches	2	\$2,000.00	\$ 4,000.00
Wireless Upgrades	10	\$200.00	\$ 2,000.00
Maintenance and Service			
Repair and Maintenance			\$ 5,000.00
DSL Internet			\$ 1,000.00
Cable Internet			\$ 5,000.00
License Agreements			
Microsoft License Agreement	150	\$20.00	\$ 3,000.00
Content Filter	1	\$2,400.00	\$ 2,400.00
Software and Curriculum Support			
DyKnow Instructional Software	1	\$10,000	\$ 10,000.00
Misc. Instructional Software	1	\$500	\$ 500.00
Professional Development			
Staff Professional Development	100	\$ 80.00	\$ 8,000.00
Technology Department Staff Development			\$ 500.00
Miscellaneous			
Travel			\$ 600.00
Supplies and Materials			\$ 1,000.00
Office Supplies			\$ 500.00
Dues and Fees			\$ 250.00
Miscellaneous			\$ 500.00
Total			\$345,000.00

Projected Hardware Replacement Cycle

Summer 2010 —

- Sycamore Laptops
- SIS Server Replaced
- Printers

Summer 2011 —

- Teacher Workstations
- HHS Laptops
- Data Server Upgrade

Summer 2012 —

- HES Laptops
- Data Server
- Grade 7 & 10 Netbooks

Summer 2013 —

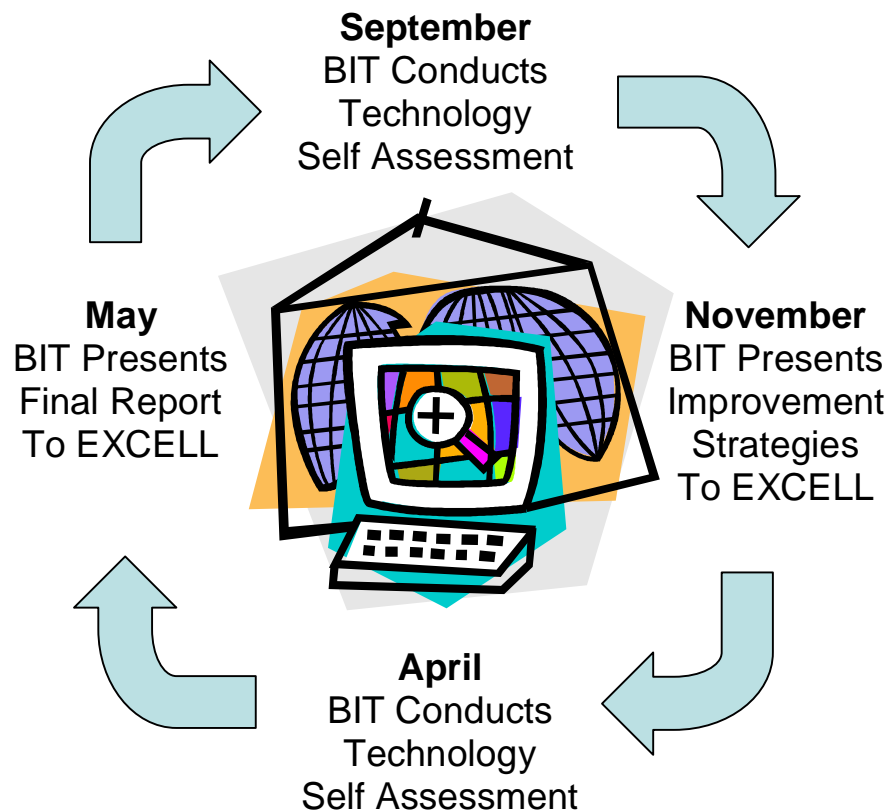
- Grade 7 & 10 Netbooks

MONITORING AND EVALUATION

Hopkins Public Schools reviews the district Technology Plan twice a year. The K-12 Technology committee oversees both the review process and the planning process.

The initial review is led by the building K-12 technology representative starting in September (See **Appendix B**). Based on the Technology Plan Rubric for Assessment, basic issues or problems that need additional attention are identified and goals and strategies for the school year are developed or revised. These strategies are approved by the BIT in October and integrated into the School Improvement Plan. The BIT (building school improvement team) presents their School Improvement plan (technology goals included) to EXCELL (district school improvement team) in November.

The second review takes place in April. The BIT conducts a technology self assessment in April and it is included in the final report, and presented to EXCELL in May. The final report should include the goals that were accomplished, an assessment of whether the strategies were effective in accomplishing the goals, and an update to the strategies that were not effective. This is used in preparing and updating the Plan for the next year.



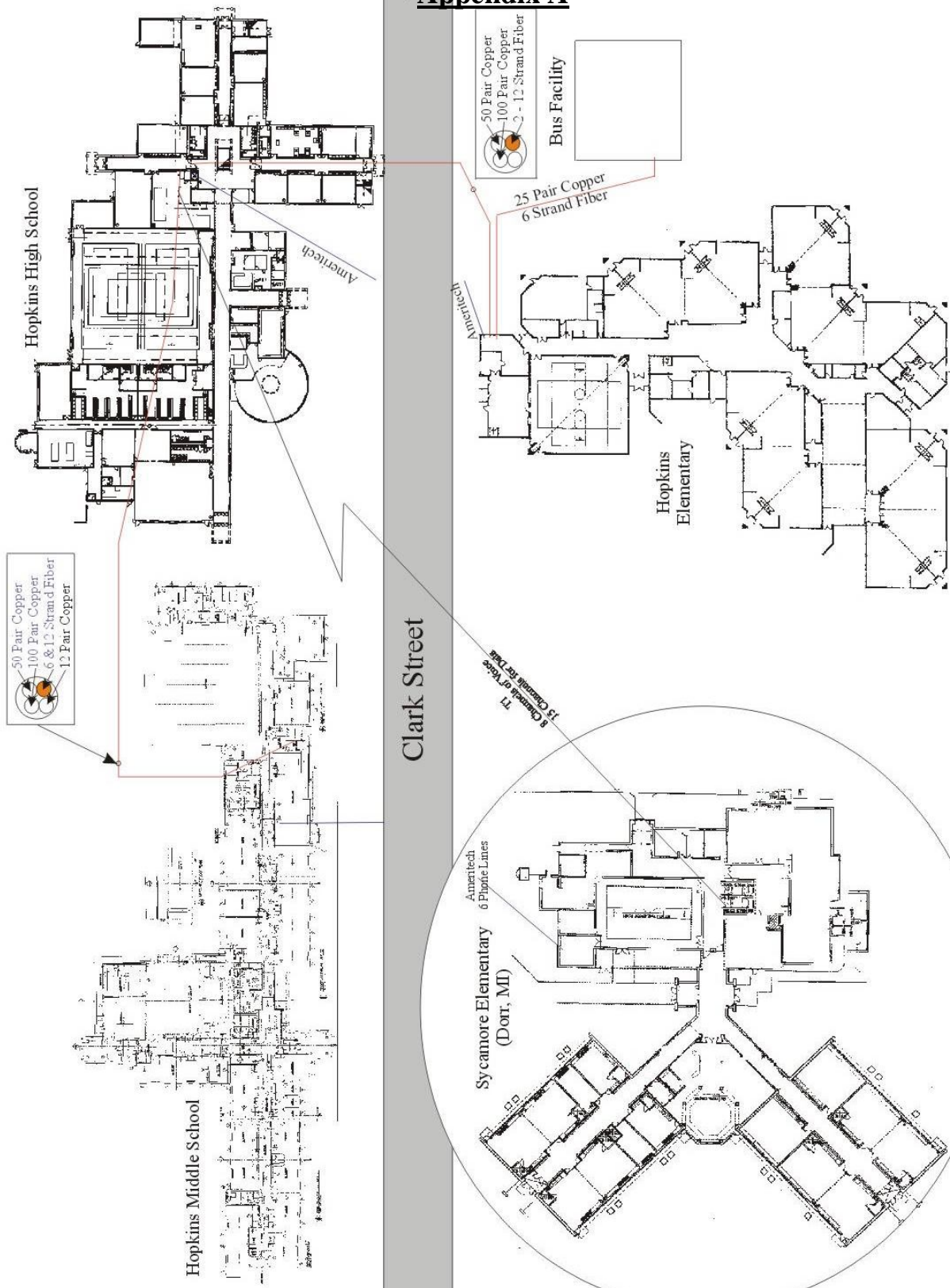
Technology Plan Rubric for Assessment

	Limited (1)	Adequate (2)	High (3)
	Planning		
	<ul style="list-style-type: none"> No technology plan exists. No data is collected. 	<ul style="list-style-type: none"> Technology plan has been developed with; input from, and is communicated to, staff and community. Data is collected for planning. 	<ul style="list-style-type: none"> Technology plan has been developed with; input from, and is communicated to, staff and community and reviewed annually. Future needs are analyzed and planned for based on data.
	Staff Development		
	<ul style="list-style-type: none"> Some options available to limited number of staff members. Attendance is voluntary. Assessment of knowledge and skills. No system of support. 	<ul style="list-style-type: none"> One or two options are provided for staff members. Attendance may be mandatory. Integration into lesson plans is monitored. Support is provided when requested. 	<ul style="list-style-type: none"> A variety of options are provided for all staff (teachers, administrators, support staff). Attendance expected. Staff implementation is evaluated and monitored regularly. A well thought out plan for support is in place.
	Infrastructure		
	<ul style="list-style-type: none"> Technical support is inadequate to meet the needs of all users. No district standards for hardware and software. There is no plan for technology upgrades. 	<ul style="list-style-type: none"> Technical support in place throughout district. District standards for hardware and software are in place. Technology resources are not inventoried, maintained, and upgraded on a consistent basis. 	<ul style="list-style-type: none"> Effective and timely technical support is provided by a broad based plan. District standards for hardware and software are reviewed annually. Technology resources are inventoried, maintained, and upgraded based on critical data.
	Funding		
	<ul style="list-style-type: none"> Funding is sporadic and derives from one-time-only sources. No funding has been sought from outside sources. 	<ul style="list-style-type: none"> Funds are limited and budgeted on a year-to-year basis. Funding from outside sources is being considered. 	<ul style="list-style-type: none"> Permanent line item exists in the budget. Outside sources regularly provide input, assistance, or donations.
	Curriculum Planning		
	<ul style="list-style-type: none"> Technology occasionally used in district for research and curriculum development. 	<ul style="list-style-type: none"> Technology used in district for research and curriculum development in core areas. 	<ul style="list-style-type: none"> Technology used in district for research and curriculum development in all curricular areas.
	Instructional Integration		
	<ul style="list-style-type: none"> Teacher use of technology to provide learning experiences to enhance instruction is encouraged. Information literacy skills are taught in only a limited number of classrooms. 	<ul style="list-style-type: none"> Teacher use of technology to provide learning experiences to enhance instruction is expected. Students are taught and expected to use information literacy skills in core classes. 	<ul style="list-style-type: none"> Teacher use of technology to provide learning experiences to enhance instruction is expected and monitored. All teachers integrate information literacy skills in all aspects of instruction.
	Polices and Procedures		
	<ul style="list-style-type: none"> No technology policies or procedures are in place regarding copyright, ethics, and appropriate use. 	<ul style="list-style-type: none"> Technology policies or procedures are developed, but adhered to inconsistently. 	<ul style="list-style-type: none"> Technology policies or procedures are in place, reviewed annually, and adhered to consistently.

Use box on the left of each row to mark status of each Required Component: Limited (1), Adequate (2), or High (3). *Wednesday, February 12,*

APPENDICES

Wide Area Network



Appendix A

Appendix B

**Hopkins Public Schools
Project Activity Plan – Worksheet**

Committee: _____

Goal: _____

Project/Activity (include time line)	What is expected (outcome-measurement)	What are the resources needed?	What is the funding source?	Person (s) responsible

CF00-01

Appendix C

EFD

HOPKINS PUBLIC SCHOOL DISTRICT WEB SITE POLICY

EFD

To make the HPS web site an efficient medium to gather and dispense information, it is necessary that all parties involved in the creation of the web site understand their roles and adhere to a uniform set of policies. These policies pertain to all home pages to be included within the HPS web domain; or any home page which represents HPS e.g. Lightspan, Page One, employee web page, etc.

1. Information added to the HPS web domain must reflect the HPS's Mission Statement and comply with the HPS Acceptable Use Policy, the HPS Web Site Administrative Practices Guidelines, the following HPS Web Site Policy Guidelines (policies EFD and EFE), and the established rules and regulations.
2. Materials posted with the HPS web domain should not be libelous, obscene or infringe on the rights of privacy, copyright or the terms of any licensing agreement. Please refer to the HPS Acceptable Use Policy for further explanation. The HPS Department Heads, Web Communication Manager, and System Administrator hold the right to remove pages that violate these provisions.

POLICY GUIDELINES

The HPS Board of Education authorizes the creation of web sites by employees and students of the HPS to be published on the World Wide Web. The creation of web sites by students must be done under the supervision of a professional staff member. These web sites must reflect the professional image of the HPS, its employees, and students. The content of all pages must be consistent with the HPS's Mission Statement.

The purpose of the web site is to educate, inform, and communicate. The following criteria should be used to guide the development of such web sites:

- A. Educate – Content provided in the web site should be usable by students and teachers to support the curriculum and HPS Objectives.
- B. Inform – Content may inform the community about school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and department programs and policies.
- C. Communicate – Content may provide an avenue to communicate with the community.

The information contained on the web site should reflect and support the HPS Mission Statement.

When the content includes a photograph or information relating to students, the HPS will abide by the Web Site Policy and Rules (EFD-R3 & 4) and complete a Hopkins Public Schools Personal Information Release Form (Policy EFE).

All links included on the pages must also meet the above guidelines.

Under no circumstances is a web site to be used for commercial purposes or to provide financial gain to an individual.

Pages should reflect an understanding that both internal and external audiences will be viewing the information.

All HPS web sites must be located on HPS-affiliates servers.

Publishing Personal Information

HPS supports and encourages the use of the World Wide Web. However, the HPS respects staff and student privacy. Therefore, it is an HPS Policy that:

- A. Information about students (even their names) may not be published without a signed release from the student's legal guardian.
- B. Information about staff (other than name, department or school phone and/or e-mail) may not be published without a signed release.
- C. All postings must be by the Building Web Coordinator and follow the HPS Administrative Practice Guidelines. No independent posting will be allowed.

Approved: 12/18/00

Appendix D

EFD-R1

HOPKINS PUBLIC SCHOOL DISTRICT WEB SITE ADMINISTRATIVE PRACTICES GUIDELINES

EFD-R1

(Refer to the EFD-R1 Flow Chart)

1. The Superintendent or his/her designee and Technology Coordinator are responsible to oversee the Principals and/or Web Coordinators for the overall coordination of the HPS web domain and the implementation of web practices and policies. The Superintendent or his/her designee and Technology Coordinator confer with and give direction to Principals and/or Web Coordinators about links to or placement of a particular home page in relation to the HPS web domain.
2. The Principals are responsible to oversee their designated Web Coordinators, to insure that all the HPS organizational/design guidelines, and procedures for the creation, maintenance and approval are followed for their school building web site. The Superintendent is responsible to oversee his/her designated Web Coordinator to insure that all the HPS organizational/design guidelines, and procedures for the creation, maintenance and approval are followed for the HPS Web Domain.
3. The Web Coordinators are responsible for creation of the web site, maintenance of the web site, and overseeing the content, development and maintenance of home pages in their specific designation of the HPS web domain. They are responsible to insure that they adhere to the HPS organization/design guidelines, including the HPS procedures for the creation, maintenance, and approval of all ~~their~~ home pages within their designated web site.
4. The Technology Coordinator is responsible to provide specialty services, graphics creation assistance, and “out of the ordinary” requests. The Web Coordinator is the “gatekeeper” and is responsible to initiate all postings to the Internet.
5. Web Coordinators and Designers must ensure that information contained within their specific home pages, including links to outside resources, is accurate, current, and appropriate to the goals and purposes of the HPS. Web Coordinators and the Web Designers are required to maintain, update, remove or correct web materials as necessary. Files that are not properly maintained will be removed from the HPS web structure at the discretion of the Superintendent, and Technology Coordinator, after conferring with the Principal.
6. The Web Coordinators, under the guidance of the Technology Coordinator, must ensure the efficient use of file-space and the avoidance of duplication or excessively large files.
7. All web pages that contain pages must clearly identify themselves as “A PROGRAM OF THE HOPKINS PUBLIC SCHOOLS DISTRICT” and include HPS logo in a prominent location. Further, each web site should have easily understood titles and logically organized subdirectories. The Superintendent or his/her designee and Technology Coordinator are responsible for providing a consistency of organization for Web Coordinators and the Web Designers to follow. Please refer to the HPS Web Site Design and Production Standards.
8. Principals must designate and train Web Coordinator for their web sites. If for any reason the Web Coordinators are unable to maintain their home pages for a period longer than one month, the alternate Web Coordinator should be directed by the Principal to maintain their resources for them in their absence. If their absence is permanent, the person assuming the responsibility for the home pages must notify the Superintendent.
9. Home pages within the HPS web domain are at all times open to review. Web Coordinators are accountable for all materials within their directories and web pages. In extreme cases, those violating HPS policies or federal, state or local laws or regulations will be referred to the appropriate authorities.

Appendix E

EFD-R2

HOPKINS PUBLIC SCHOOL DISTRICT WEB SITE DESIGN & PRODUCTION STANDARDS

EFD-R2

These standards will apply to all web sites and pages on the HPS servers, whether created by teachers, students, district staff, departments, or other persons.

WEB SITE SPECIFICATIONS

First Page of the Site

The first page of the web site must contain:

- A. The index or table of contents for the site;
- B. A department/school name, address, and phone number;
- C. The Web Coordinator and e-mail address of the person responsible for the site;
- D. A date when the page was last updated or modified;
- E. A link to the HPS web site

Organization of Site Structure

- A. The overall plan or file structure must provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the web site.
- B. Each page must be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g. use the same backgrounds, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the department/school name in the <title> tag of each HTML document.
- E. Limit page length, keep the HTML documents as small as possible.
- F. There must be a “mail to” link that provides a means of feedback on all main pages.

Keep Your Web Site Current

- A. Pages must be checked regularly on an identified schedule to ensure that links are working and meet HPS standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update files by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages must be grammatically correct.
- B. All words must be spelled correctly – web pages must be spell checked.

Navigation Tools

All pages should include a “back to” main menu in order to provide a link back to the web site index.

Backgrounds

- A. Keep backgrounds simple. Light colors are better. Select backgrounds that make text easy to read.
- B. Keep background tiles small.

- C. Re-use background images, pages will reload quicker and the user will be able to view your pages with ease.
- D. Do not use a background to convey information.
- E. If using a tile image, make the background color approximate to the color of the background of the tiled image.

Copyrights

- A. All web site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, and sound.
- B. Departments, staff, and students must copyright information on their web site if the author does not want it duplicated or used by others.

Graphics

- A. Smaller is better, images should be less than 50k.
- B. Pictures should be in GIF or JPEG format.
- C. Reuse graphics when appropriate. When graphics are re-used, they remain in the computer and will load quickly into a web page.

Use of Student Names, Staff Names, Pictures, Original Work, and E-mail Addresses

- A. The HPS will allow the use of photographs of students/staff and/or names on the Internet only after the appropriate release form has been signed.
- B. Original work of students such as art work, poetry, essays performances, etc. may be placed on the web site only after the appropriate release form has been signed.

BOE Approved 12-18-00
BOE Revision: 10-21-02

Appendix F

EFE

HOPKINS PUBLIC SCHOOL DISTRICT POLICY FOR PUBLISHING SCHOOL-RELATED WEB PAGES AND PERSONAL INFORMATION

EFE

Hopkins Public Schools supports and encourages the use of the World Wide Web. However, the District respects staff and student privacy. Therefore:

It is the Hopkins Public Schools Policy that:

- Schools may not publish information about students (even their names) without a signed release from the student's legal guardian.
- Schools may not publish information about staff (other than name, school department or grade school phone, and e-mail address) without a signed release.
- All postings must be made by the Web Coordinators or district Technology Coordinator. No independent posting will be allowed.

Web pages may serve as valuable sources for research, communication, and presentations. Schools may choose to develop and post pages. These pages are developed and published with the knowledge that the page is accessible from anyone in the world via the World Wide Web.

Therefore it is required that the published page:

- Will not include staff pictures, home addresses, or home phone numbers without permission of the staff member.
- Will not include student names; individual, identifiable, student pictures; e-mail address; or other personal information without written permission from the parent or legal guardian.
- Will not allow direct, outside access to any student via the World Wide Web (no external links to personal pages)
- Will be reviewed by more than one person before being posted.
- Will be in compliance with the District's Acceptable Use Policy and all other applicable School Board Policies.
- Will adhere to any building level posting policies and guidelines that are developed in addition to those listed here.

It is suggested that if any questions arise in the creation of these pages, the Technology Coordinator or building principal may be consulted.

BOE Approved 12-18-00
BOE Revision: 10-21-02

Appendix G

EFE-2

**HOPKINS PUBLIC SCHOOL DISTRICT
PERSONAL INFORMATION RELEASE FORM**
For School Related Posting on the Internet

EFE-2

STUDENT SECTION

STUDENT NAME: _____ GRADE: _____

BUILDING: _____

I authorize Hopkins Public Schools to publish the following information on the World Wide Web.

☐ Publish the student's name as shown: _____

☐ Additional Information: _____

I understand that this information will be available to anyone on the World Wide Web and hereby waive any statutory, regulatory, common law or other confidential and/or privacy interest in the above indicated information.

Signature of Parent/Legal Guardian

Date

- Please note that this does not replace the Acceptable Use Policy or imply permission to use Internet services. Publication of this data does not imply that subjects are required to use the Internet.

CONSTITUENT, OFFICER, TRUSTEE, OR EMPLOYEE SECTION

NAME: _____ POSITION: _____

BUILDING: _____

I authorize Hopkins Public Schools to publish the following information on the World Wide Web.

☐ Publish the student's name as shown: _____

☐ Additional Information: _____

I understand that this information will be available to anyone on the World Wide Web and hereby waive any statutory, regulatory, common law or other confidential and/or privacy interest in the above indicated information.

Signature

Date

BOE Approved 12-18-00

Appendix H

EFG

HOPKINS PUBLIC SCHOOL DISTRICT ACCEPTABLE USE POLICY

EFG

Use of technology (VOICE, VIDEO, AND DATA HARDWARE AND SOFTWARE) at Hopkins Public Schools is a privilege extended to students, faculty, and staff to enhance learning and exchange information. Each user of technology shall read the following Privileges, Responsibilities, and Disciplinary Action statements and sign the following User's Responsibility Declaration form prior to accessing and using the technology.

FOR PURPOSES OF THIS POLICY, "USER OF TECHNOLOGY" INCLUDES STUDENT, EMPLOYEE, BOARD MEMBER, VOLUNTEER, OR ANY CONSTITUENT OF THE DISTRICT.

Privileges

- Users have the privilege to use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.
- Users have the privilege to access information from outside resources which facilitates learning and enhances educational information exchange.
- Users have the privilege to access the Internet to facilitate personal growth (for students only) and professional growth (work related only for employee, board member, volunteer, or any constituent of the district) in technology, information gathering skills, and communication skills.
- Users have the privilege to use the following methods for accessing information: Electronic Mail (E-Mail), Telnet, File Transfer Protocol (FTP), News Groups, World Wide Web, or other authorized services or products.

Responsibilities

- Users are responsible for utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the purposes of the school.
- Users are responsible for properly using and caring for that hardware and software which they have been trained and authorized. Users are prohibited from using any technology for which they have not received training and/or authorization.
- Users are responsible for logging into any network only with a user identification and password they have been assigned. Students are prohibited from using another user's login ID and password.
- Users are responsible for adhering to the rules established by the technology facilitator for use of the hardware, software, labs, and networks in the school.
- Users are responsible for obtaining permission from the technology facilitator before bringing in their own software and using it on school equipment.
- Users are responsible for preventing and deliberate installation of computer viruses on school equipment.
- Users are responsible for keeping hardware and software from being relocated, removed from school premises, or modified without permission from the technology facilitator.
- Users are responsible for adhering to the printer use guidelines and limits established by the technology facilitator.
- Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.
- Users are responsible for all materials sent or received via the Internet under his/her user accounts and accepts responsibility for keeping all pornographic material, inappropriate text files, or files

dangerous to the integrity of the school's network, equipment, or software from entering the school via the Internet.

EFG-2

EFG-2

- Users are responsible for seeking prior approval from the technology facilitator before requesting subscriptions to Listserves or Newsgroups on the Internet.
- Users are responsible for maintaining the integrity of the electronic mail (E-mail) system, reporting any violations of privacy, and making only the E-mail contacts which facilitate learning and enhance educational information exchange.
- Users are responsible for maintaining a log of all contacts made on the Internet and logging the full Internet address of any files transferred.
- Users are responsible for adhering to the copyright guidelines in the use of hardware and software and in the transmission or copying of text or files on the Internet or from other resources.
- Users are prohibited from using the technology for personal or private business, for product advertisement or political lobbying, or for making any financial commitments on the Internet unless previously authorized by the technology facilitator.
- Users are prohibited from the malicious use of the technology to disrupt the use of technology by others, to harass or discriminate against others, or to infiltrate unauthorized computer systems.
- Users are responsible for reporting any violations of the use of technology to the technology facilitator.
- Users who violate the policies of the Hopkins Public Schools may have their account privileges discontinued.
- Users are responsible for seeking prior approval from the technology facilitator for the use of technology.

Disciplinary Action

- Users violating any of these Privileges and Responsibilities will face disciplinary action.
- Users violating any of these Privileges and Responsibilities may be banned from using school hardware and telecommunications software to access the Internet.
- Users will be required to make full financial restitution for any unauthorized expenses incurred or any damages to hardware and software.
- Users who wish to continue using school hardware, software, and Internet access violating any of these Privileges and Responsibilities may be required to attend additional training sessions.
- Users violating any of these Privileges and Responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school.

Approved: 4-16-01

Revision Approved: 05-20-02

Appendix I

EFG-R

HOPKINS PUBLIC SCHOOL DISTRICT ACCEPTABLE USE FOR BOARD MEMBER, EMPLOYEE, VOLUNTEER, OR ANY CONSTITUENT OF THE DISTRICT

EFG-R

Username and Passwords:

Your username and password is used to protect you and your documents from being accessed by students as well as other colleagues. Logs are maintained on the network so that in the event of vandalism, the perpetrator can more easily be found. While you are logged into the network, you are responsible for what occurs.

- Do not allow students and other staff members to log into the network with your username and password for any reason.
- Do not share your password with anyone other than system administrators.
- Do not allow students to log into the network using another user's username and password.
- Log off the network when you are done using the computer to prevent others from tampering with your documents or misusing the system with your account.

Etiquette:

Everyone is expected to follow general etiquette rules when using the technology of Hopkins Public Schools.

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not use the technology in such a way that you would disrupt the use of the technology by other users.

Vandalism and Theft:

The technology equipment, as well as the data in which it holds, is considered property of the district. Vandalism to these materials is a crime that may be dealt with by the police.

- Do not intentionally damage any technology equipment within the schools.
- Do not intentionally create or spread computer viruses on any computers located in the schools.
- Do not intentionally delete or modify the district's or other user's documents, data, or software.
- Do not remove technology equipment from the schools without consulting the system administrator first.
- Do not abuse the phones with numerous personal calls.

Internet Use:

The Internet can be a very powerful tool in education. It contains an ever growing and changing amount of educational materials. Unfortunately, the Internet also contains material that can be offensive, inappropriate, and/or incorrect. For this reason, it is important that students are closely observed when using the Internet.

- Use the Internet for educational purposes only. Avoid personal use of the Internet. Personal use includes, but is not limited to, use of the Internet for commercial advertising or political lobbying, gambling, personal research, or playing of non-educational games.
- Check the accountability of the page's owner before using any information found online as fact.
- Do not transmit any illegal material. This includes copyright material, threatening or obscene material, or material protected by trade secret.
- Avoid inappropriate sites on the Internet. This would include sites containing pornography, criminal activities, terrorist acts, or information pertaining to construction of explosive devices.
- Avoid sending any message that includes personal information, such as a home address, phone number, credit card number, or social security number, for yourself, or any other person.
- Always use language that is appropriate and respectful when sending messages across the Internet. Remember that you are a representative of your school and district when you are online.
- Do not leave students alone while they are using the Internet.

Copyright:

It is a federal offense to duplicate copyrighted materials without authorization of the holder of the copyright.

- Do not install or copy software on any computer without prior consent from the system administrator.
- Do not use copy other people's work without prior consent. Be sure to give credit to the person from whom you have borrowed the information.

Name_____ Position_____

School or Department_____

I understand and will follow the guidelines listed in this document *and Hopkins Public Schools Acceptable Use Policy EFG*. I understand that the use of technology is a privilege, and inappropriate use will result in the loss of that privilege and/or disciplinary action.

Signature_____ Date_____

Approved: 4-16-01

Appendix J

EFG-R3

HOPKINS PUBLIC SCHOOL DISTRICT ACCEPTABLE USE FOR MIDDLE AND HIGH SCHOOL STUDENTS

EFG-R3

Username and Passwords:

Username and Passwords are used to protect you and your documents. While you are logged into the network, you are responsible for what occurs. Those caught using another user's account will be disciplined.

- Do not allow others to log into the network with your username and password for any reason.
- Do not share your password with anyone.
- Do not log into the network using another user's username and password.
- Log off the network when you are done using the computer to prevent others from tampering with your documents or misusing the system with your account.

Etiquette:

Users are expected to follow general etiquette rules laid out in the student handbook when using the technology of Hopkins Public Schools.

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not use the technology in such a way that you would disrupt the use of the technology by other users.

Vandalism:

The technology equipment, as well as the data in which it holds, is considered property of the district. Vandalism to this property is a crime that may be dealt with by the police.

- Do not intentionally damage any technology equipment within the schools.
- Do not intentionally create or spread computer viruses on any computers located in the schools.
- Do not intentionally delete or modify the district's or other user's documents, data, or software.
- Do not remove any technology equipment from the schools.

Internet Use:

The Internet has a growing web of educational information that can be a very powerful tool in education when used properly. The Internet also contains information that can be offensive, inappropriate, and/or incorrect. Hopkins Public Schools uses software designed to help block some of this material, but unfortunately it is impossible to block all of it.

- Use the Internet for educational purposes only. Avoid personal use of the Internet. Personal use includes but is not limited to, use of the Internet for commercial advertising or political lobbying, gambling, or playing of non-educational games.
- Check the accountability of the page's owner before using any information found online as fact.
- Do not transmit any illegal material. This includes copyright material, threatening or obscene material, or material protected by trade secret.
- Avoid inappropriate sites on the Internet. This would include sites containing pornography, criminal activities, terrorist acts, or information pertaining to construction of explosive devices.
- Avoid sending any message that includes personal information, such as a home address, phone number, credit card number, or social security number, for yourself, or any other person.
- Always use language that is appropriate and respectful when sending messages across the Internet. Remember that you are a representative of your school and district when you are online.

Copyright:

It is against federal law to duplicate copyrighted materials without authorization of the holder of the copyright.

- Do not install or copy software on any computer without prior consent from the system administrator.
- Do not use copy other people's work without prior consent. Be sure to give credit to the person from whom you have borrowed the information.

Required Signatures

I understand and will follow the guidelines listed in this document *and Hopkins Public Schools Acceptable Use Policy EFG*. I understand that the use of technology is a privilege, and inappropriate use will result in the loss of that privilege and/or disciplinary action.

Student Name (Please Print) _____

Student Signature _____

Parent or Guardian Signature _____

Date _____

Approved: 4-16-01

Appendix K

EFG-R5

HOPKINS PUBLIC SCHOOL DISTRICT ACCEPTABLE USE FOR ELEMENTARY SCHOOL STUDENTS

EFG-R5

1. Do not tell another student your password or try to find out another student's password. Tell your teacher if another student is trying to get your password.
2. Be friendly to others when using the computers. Do not swear or cut down other students.
3. Do not damage any school computer. Never delete any files or applications that are not yours.
4. Do not try to spread computer viruses.
5. Ask your teacher before visiting a site that may contain information that is inappropriate to the lesson.
6. Do not send others personal information like your address or phone number. If someone asks for this information tell your teacher.

Required Signatures

I understand and will follow the guidelines listed in this document *and Hopkins Public Schools Acceptable Use Policy EFG*. I understand that the use of technology is a privilege, and inappropriate use will result in the loss of that privilege and/or disciplinary action.

Student Name (Please Print) _____

Student Signature _____

Parent or Guardian Signature _____

Date _____

Approved: 4-16-01

Appendix L

EFJ

HOPKINS PUBLIC SCHOOL DISTRICT INTERNET FILTERING

EFJ

The Superintendent shall be responsible for directing appropriate District technology staff, or technology Consultant staff, to bring all computers used by children into full compliance with all federal requirements regarding Internet filtering software so as to assure that District discounts under the federal e-rate program are not jeopardized.

Approved: MASB Rec. (Assure compliance with federal law regarding e-rate funding)
LEGAL REF: H.R. 4577, December 2000. Omnibus Spending Bill.

Filtering Software

Any District computer used by students shall have Internet filtering software in place either on the computer itself, or on the server through which the computer accesses the Internet.

District staff shall not allow students to use any computer in the District with Internet capability that does not have Internet filtering software. This includes any computer, laptop, or desktop, in the District's Libraries or media centers, classrooms, laboratories, or offices where students are, for any reason, allowed to use a computer, or any other such device, with Internet access.

Staff members violating these rules are subject to disciplinary action up to and including discharge.

Approved: April 16, 2001

Appendix M

HOPKINS PUBLIC SCHOOLS

EXCELL COMMITTEE PROPOSAL

NOTE: This proposal form must be completed and submitted to the Superintendent or EXCELL chairperson no later than March 1st

A. CURRICULUM PROPOSAL

Curriculum Proposal Title:

Date Submitted:

Chair/Contact Person:

Proposal Presented by:

Names and Building Locations of Committee Representatives:

CURRICULUM COMMITTEE

APPROVED YES NO (or see attached recommendation)

Curriculum Chair Signature

Date

SCHOOL IMPROVEMENT TEAM

APPROVED YES NO (or see attached recommendation)

BIT Chair Signature

Date

PRINCIPAL'S RECOMMENDATION

APPROVED YES NO (or see attached recommendation)

Signature

Date

- B. IDENTIFIED OUTCOMES OF THE PROPOSAL (List Below)
- C. ACTIVITY
1. Rationale –
 2. Background -
 3. Current Status -
 4. Alternatives Explored –
 5. Recommendation for Action -
- D. ORGANIZATIONAL STRUCTURE
1. Needs – (personnel; facilities; instructional materials; equipment; professional development; school community relations)
 2. Evaluation -
 3. Suggested Calendar of Activities -
- E. BUDGET
1. Approximate Cost of the Proposal
 2. Itemized Cost Expenditures (Approximate) –
- F. COMMENTS

Appendix N

HOPKINS PUBLIC SCHOOLS Hopkins, MI 49328

Procedures for Selection and Collection Development of LAN/WAN Instructional Software

1. Secure a "LAN/WAN Instructional Software Selection Criteria Form" from the Instructional Media Specialist. (see below)
2. Complete the form and return it along with the software to the building principal.
3. Within 10 school days, the software will be reviewed by the building principal; Instructional Media Specialist, and the Technology Coordinator. If it meets the criteria of Board policy IFBC it will be loaded and available for students and staff use.
4. If the software does not meet the criteria, a final evaluation will be conducted by the superintendent as described in guidelines found in Board policy IFBC-R.

LAN/WAN Instructional Software Selection Criteria

Give complete title of software reviewed _____

Grade level of material K-2 3-5 6-8 9-12 (*Please circle all that apply*)

Number of copies to be purchased _____ (equal number of copies must exist at Elementary buildings)

Evaluator _____ Date _____

	YES	NO
1. Does the software support and supplement the curriculum?	_____	_____
2. Does it promote wise use of leisure time?	_____	_____
3. Does it develop literary discrimination and appreciation?	_____	_____
4. Does it encourage students to become productive citizens?	_____	_____
5. Does it present various reading levels?	_____	_____
6. Does it present different points of view concerning the problems and issues of the times?	_____	_____
7. Is the software free of racial, ethnic, and sexual stereotyping?	_____	_____
8. Is the proposed software compatible to the existing District's hardware and software?	_____	_____
9. Please list any reputable, unbiased, professionally prepared selection tools you consulted? _____		

10. Does this proposed software duplicate or replace existing collection? If so, which existing software:
_____ (*please circle one: duplicate or replace*)

Title

11. Rate the following characteristics as High, Medium, or Low.

	High	Medium	Low
• Accuracy	_____	_____	_____
• Artistic Quality	_____	_____	_____
• User Friendly Format	_____	_____	_____
• Credible/Reliable	_____	_____	_____
Information Source	_____	_____	_____

If you have any specific comments to support or critique this software, please use the other side for your responses. All files kept in District Technology Coordinator's Files.

OFFICE USE:

Is software licensing and documentation on file _____

Are selection forms on file: minimum of 2 _____

Date Approved _____ Initialed by person responsible for files _____