

**BRIDGEPORT-SPAULDING  
COMMUNITY SCHOOLS**

***Technology Plan  
June 2009 - June 2012***

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**DISTRICT/SCHOOL MISSION STATEMENT**

All students will learn and effectively use fundamental skills and develop abilities which will enable them to achieve lifelong success in our changing global society. To this end, we commit our skills, abilities, and resources.

**DISTRICT PROFILE**

The Bridgeport-Spaulding Community School District, located southeast of the City of Saginaw off Interstate 75 in Saginaw County, Michigan, serves Bridgeport and Spaulding Townships. The District offers programs for children in preschool through grade 12.

The District instituted a major reorganization plan at the end of the 2004 – 2005 school year. Grades Pre-K through eight were completely restructured throughout the district. This plan was developed to better utilize the facilities within the district and to integrate all students from Pre-K through grade twelve.

In 2007, the District decided not to participate in School Of Choice for the 2007-2008 school year onwards. This has impacted the size and growth of the District in terms of staff members and student enrollment.

|                            |                   |
|----------------------------|-------------------|
| Certified Staff Members    | 133               |
| District Enrollment        | 1,753             |
| Number of Schools          | 5                 |
| Locale Type                | Rural, inside MSA |
| Economically Disadvantaged | 69%               |
| Free and Reduced Hot Lunch | 69%               |

**School Buildings**

|   |   |
|---|---|
| Thomas White Elementary<br>(Pre K and Kindergarten)<br>3650 Southfield Dr.<br>Saginaw, Michigan 48601 | Martin G. Atkins Elementary<br>(Grades 1 – 6)<br>3675 Southfield Dr.<br>Saginaw, Michigan 48601 |
| Bridgeport-Spaulding Middle<br>(Grades 7 – 8)<br>4221 Bearcat Blvd.<br>Bridgeport, Michigan 48722     | Bridgeport High School<br>(Grades 9 – 12)<br>4691 Bearcat Blvd.<br>Bridgeport, Michigan 48722   |
| Brucker School - BASE<br>(Alternative Education)<br>6005 Fort Rd.<br>Birch Run, Michigan 48415        |   |

### **TECHNOLOGY VISION STATEMENT**

Instructional technology will be used to support a standards-based educational process that supports teacher/student learning, accommodates individual differences in learners, and provides students with tools to effectively:

- Communicate, problem solve, and collaborate with others
- Utilize technology to explore higher education and career opportunities
- Become productive citizens in a global society

### **TECHNOLOGY BELIEF STATEMENTS**

We believe:

- All students must become proficient in accessing technological resources in order to compete in a global society.
- It is essential that all students, teachers, district employees use technology to enhance their experience within the District.
- The use of technology enhances the development of critical thinking, problem solving, communication, and collaboration, which are essential to success in our rapidly changing information age.
- Technology allows us the opportunity to better serve the diverse learning styles of our students.
- Our schools must prepare students for a global society and must instill in them 21<sup>st</sup> century skills.

### **TECHNOLOGY GOALS**

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting communication, collaboration, and problem solving. Furthermore, it is our goal to continue to expose students to a variety of learning modalities as a means of creating the capacity for achievement through technology integration. This plan is considered fluid and will be adapted and molded to meet and address change and growth in the District and in the world. It is also understood that this plan will be supplementary to the State of Michigan Educational Technology Plan 2009-2012 and the Educational Technology Standards.

### **Curriculum Goals**

- Aggressively push to further integrate technology into every classroom in the District.
- Expose children to technology at an earlier age so that they are capable of continuously advancing their skill sets by the time they graduate High School.
- Continue to develop an elective technology curriculum at the Middle and High School levels to provide a broader range of opportunities for our students.
- Provide for and educate teachers on the technological tools necessary to engage and interact with their students regularly.
- Acquire grants and utilize available in-District funds to acquire classroom equipment such as document cameras, graphing calculators, projectors, hand-helds, tablets, and other equipment that is appropriate and adds value to the curriculum.

### **Professional Development Goals**

- Further develop and adhere to a plan for professional development that addresses possible strategies, ongoing support for staff, flexible scheduling, and continuity of programs over time.
- Maximize available materials by consistently updating and maintaining a resource for training and skill set advancement.
- Consistently and aggressively educate the staff on technological offerings in relation to hardware, software, and other concepts that may benefit the students.

### **Infrastructure Goals**

- Maintain an updated inventory list of all hardware and software in the District.
- Further develop and implement a regularly scheduled network assessment schedule that addresses baselines, operation, faults, and recovery.
- Assess and implement new technologies, i.e. wireless access, handhelds, as required.

### **Technology Support Goals**

- Coordinate and organize support measures in keeping with the District's needs and future issues relating to security, maintenance, repair, and replacements.

### **Monitoring & Evaluation Goals**

- Further evaluate available student assessment packages and implement the chosen package.
- Implement a rigorous pre- and post-assessment schedule to adhere to the NCLB requirements and also serves to educate the District on survey and grade data.



# ***CURRICULUM***

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***Element A: Curriculum Integration***

***Element B: Student Achievement***

***Element C: Technology Delivery***

***Element D: Parental Communications  
Community Relations***

***Element E: Collaboration***

## **CURRICULUM INTEGRATION**

***A. Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.***

Bridgeport-Spaulding's curriculum for technology instruction is based on the National Educational Technology Standards (NETS), the Michigan Educational Technology Standards (METS), Michigan Grade Level Content Expectations (GLCEs), and Standards and Benchmarks. Emphasis has been placed on 21<sup>st</sup> Century Skills: standards and objectives that are concrete, challenging, measurable, and allow students to communicate, collaborate, and problem solve. It is the intent of the District to fully integrate technology into every classroom and still provide a framework for students to utilize these tools during school hours. To that end, installation of wireless began in Fall of 2007 at Bridgeport High School, and continues in public areas throughout the district such as auditoriums, offices, and common meeting areas.

The District is committed to improving students' academic performance while preparing them for life beyond high school. 21<sup>st</sup> Century Skills such as creativity, innovation, and communication are realized through exposure to a variety of learning modalities such as distance learning opportunities and collaborations, virtual courses, text-less classrooms, and wireless classrooms. These provide a means of creating capacity for achievement through technology integration in an ever changing global society.

Students are utilizing technology in early elementary and will continue to develop and apply their skills throughout their educational experience within the District, thus creating the need for District employees to remain current in technological advancements impacting the classroom. The district's technology committee is committed to aligning the technology curriculum from first through 12<sup>th</sup> grade. Through this commitment we will see advanced integration of technology through each core content area, and will create students rich in knowledge and expertise that are able to utilize technology in everyday life.

Specific strategies to increase student achievement are obtained through use of technology that incorporates higher-level thinking skills into the core curriculum, professional development, and utilization of technology related equipment.

1. Align technology curriculum from first grade through 12<sup>th</sup> grade.
2. Make use of ipods, cell phones, projectors, document cameras, and other equipment to better deliver curriculum to the students.

3. Investigate with eventual implementation use of video gaming systems such as Nintendo DS and/or Wii to help strengthen core curriculum and create excitement and integration.
4. Engage students in curriculum by creating classroom activities that infuse technology hardware such as SMART Boards and clickers (CPS).
5. Provide additional technology training and in-district support to ensure that every teacher has the skills and comfort to integrate technology into their classrooms.
6. Create multi-classroom projects that integrate technology through the core content areas. For example students would use technology to research geographical regions of the Western Hemisphere and then use technology to create presentations, videos, or pod casts.

The District has been utilizing technology in the learning environment; therefore this is not a new concept. It is currently occurring in many different areas and forms. To promote integration of technology into curriculum, we understand educators need support and resources. One goal is to further enable and empower staff to integrate curriculum into their existing curricular framework. The District supports them by means of ongoing instructional periods and resources as outlined in the Professional Development section.

### **STUDENT ACHIEVEMENT**

***B. Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.***

Technology is a powerful tool for learning and will be integrated into the instructional program for communication, collaboration and problem solving. Children will utilize technology in all areas of the curriculum in order to access, interpret, produce, disseminate and evaluate information and products. To this end, they will use the resources of the Internet, streaming video, distance learning carts, collaborative events, and have access to networking capabilities of technology. The use of technology will go beyond searching the Internet in order to write papers and basic skills in the use of the Microsoft Office tools.

The following are examples where technology will be used to gather data, explore questions, produce products and communicate results.

- Acquisition of hardware for classroom uses. For example, projectors, laptops, ELMOs, and SMART Boards (interactive white boards).
- Continue to schedule collaborative opportunities for teachers to work via distance learning carts with same content area teachers from other school districts.
- Finding and offering free applications that encourage students to be engaged and inspire teachers to differentiate instruction.

- Continued partnership in coordination of distance learning opportunities and collaborations.

Aligning curriculum and integration of technology have been key topics for the Technology Committee through the 2008 – 2009 school year. With the assistance of key personnel within the District, a plan is being developed to infuse technology throughout the content areas. By the beginning of the 2009 – 2010 school year, technology curriculum will be aligned from 4<sup>th</sup> – 8<sup>th</sup> grade, with plans to expand the alignment to our youngest and high school students during the school year. The aim is to define a path to improved student performance in the information age and to make advances in preparing our students for a global society.

### **TECHNOLOGY DELIVERY**

***C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.***

The District, as a consortium member of SAGINET, (a county-wide educational fiber optic network), has access to multiple sources for instructional opportunities, staff development opportunities, and collegial interaction. Through SAGINET, the District is able to participate in the following:

- Instructional Events
- Virtual Field Trips
- Shared Classes
- Video-On-Demand
- Career and Technical Education
- Staff Development Opportunities

There is a continual effort to expand programming with multi-county consortiums, ISD's, and other states. These activities are sustained through grants obtained by SAGINET, in-District funds, and through no-cost content providers. Future projects that are currently being evaluated are:

- District teachers collaborating with other districts in a shared core content area to develop and carry out lessons and projects.
- Virtually communicating with international schools to further advance world studies and global understanding.
- Working with pilot teachers to aggressively integrate technology into their lesson plans.
- Utilize interactive virtual carts to offer programs for community and adult education.

- Sharing classes between the High School and alternative education building to provide content that otherwise would not be available to the alternative education students.

In addition to SAGINET, the district subscribes to United Streaming for online videos that enhance or support classroom instruction.

Future technology delivery options will be considered based on their abilities to galvanize the instructional process, improve assessment and evaluation, address diverse learning styles and student needs, build community, and improve the efficiency of school administration.

### **PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS**

***D. Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.***

The District will increase communication with parents and the community by continuing existing methods of communication and implementing new projects. Below are methods currently utilized to communicate with parents and community stakeholders:

1. Providing surveys online which parents are able to access at school and at home.
2. Implementation of Honeywell Instant Alert System to increase communication.
3. Using teacher websites to post and promote student projects.
4. Inform parents and the community about general news, activities, policies, and bulletins through webpage maintenance.
5. Maintain Voice Mail systems for every teacher.
6. Expand current secure online information system that allows parents access to student grades, attendance and other relative data to include elementary students.
7. Continue to expand our current e-mail system for all staff in order to provide better communication between staff, parents, and community members.
8. Report progress to the school board regarding goals and objectives.

9. Post state and District technology plans online so they are easily accessible.

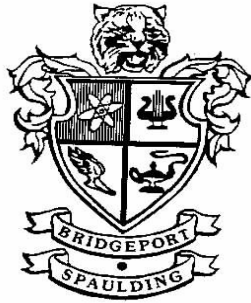
### **COLLABORATION**

|  |
|--|
| <b><i>E. Strategies for developing the program, where applicable, with adult literacy providers.</i></b> |
|--|

The District currently utilizes an alternative education facility that provides students with an alternative to obtaining a GED. Bridgeport's Alternative for Successful Education (B.A.S.E.) Program is a structured secondary school. The program is designed for the training and development of students who have experienced little success in a previous school setting. The program is designed to meet the needs of young men and women who, for one reason or another:

- Are failing to earn credit for graduation or promotion
- Are having difficulty adjusting to a traditional school setting
- Have been referred for consideration by the principal of Bridgeport High School

Further opportunities for collaborative programs are being researched and a timeline for implementation will be drafted during the 2009 – 2010 school year. Some of the opportunities involve working with the local public library and county literacy council and also partnering with the local township and their community education program.



# ***PROFESSIONAL DEVELOPMENT***

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***Element F: Professional Development***

***Element G: Supporting Resources***



## **PROFESSIONAL DEVELOPMENT**

***F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.***

To effectively utilize technology to improve education, staff members must be provided with updated knowledge and support required to integrate technology into their classroom environment. The District Technology Committee has analyzed curriculum and planned a schedule of professional development that supports further integration. The plan addresses professional development strategies, ongoing support, flexible scheduling, and continuity of programs over time.

The District is moving towards standards-based instruction and future professional development will focus on instruction. Current professional development offered to staff regarding standards based instruction includes discussion and analyzing 21<sup>st</sup> century skills. The District Technology Committee is creating a schedule for the next three school years detailing professional development opportunities to support integration of technology within standards based instruction. Finally, current staff development opportunities related to technology is outlined.

### Professional Development Strategies

1. Utilize district personnel for in-services when applicable.
2. Contact trainers from REMC/SISD as needed.
3. Import non-district personnel as needed or offer them the possibility of connecting via distance learning technology.
4. Instruct with focus classroom integration.
5. Utilize online learning such as webinars and distance learning carts.

### Provide Ongoing Support for Staff.

1. Provide technology coaches.
2. Attend Michigan Association of Computer Users in Learning (MACUL) or other technology conferences.
3. Maintain an online library of supporting resources and consistently share updated information with the staff.
4. Offer SB-CEU's for workshop attendance, where applicable.

### Flexible Scheduling

1. Schedule technology training on professional development days, during preparation periods, after school and during summer training workshops.
2. Use coaching model to push into classroom to provide support for technology integration.
3. Schedule webinars and offer to staff.

4. Offer after school sessions in-district.
5. Offer book studies before and after school.

#### Continuity of Programs

1. Survey district staff using Zoomerang at beginning and end of each school year as to technology training needs.
2. Analyze results to plan professional development.
3. Compare beginning and ending survey results to measure effectiveness of the year's professional development.
4. Offer beginning, intermediate, and advanced application sessions.
5. Continue offering multi-leveled application sessions each year.

#### Current staff development opportunities related to technology.

1. Summer in-service workshops (local and ISD).
2. Release time for in-service.
3. Local after-school workshops.
4. SISD after-school workshops.
5. On-demand training.
6. Conference attendance and online workshops.
7. Distance learning and online conferences.

In order for the District to best serve the staff in regards to training, the District first needs to acquire a reliable and up-to-date baseline of the skill sets of the classroom instructors. That baseline will lead to measurable instructional goals that will be assessed on a regular basis. Based on those assessments, focused instructional intervention will take place as needed.

Once again those steps will be:

1. Acquire baseline data
2. Set measurable instructional goals
3. Regularly scheduled assessment
4. Focused instructional intervention

The goal of the District in regards to professional development is to address the need for raising the skill sets of the classroom instructors and implementing an aggressive yet realistic schedule for attaining that goal.

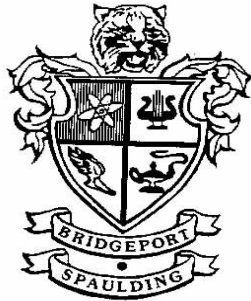
The District Technology Committee has evaluated OpenOffice and decided to both versions for the rest of the 2009 -2010 school year. At the beginning of the 2010 - 2011 school year, all computers in district will be migrated to OpenOffice. As times deems fit, one instructional lab will be upgraded to the current version of Microsoft Office as to give our students a competitive advantage in a global society.

## **SUPPORTING RESOURCES**

***G. Strategies and supporting resources such as services, software, other electronically-delivered leaning materials, and print resources that will be acquired to ensure successful and effective uses of technology.***

The following describes a variety of resources that the District will utilize to support the entire technology program.

1. The IT Manager arranging ongoing professional development and support for staff.
2. A curriculum coach in district will provide professional development for staff and support in classrooms and in computer labs.
3. Every staff member has access to online professional development presentations through REMC.
4. Access to SAGINET offers distance learning that addresses instructional technology.
5. District owned training materials are available to staff.
6. Computer labs are housed in each school building and available before and after school hours for training.
7. An in-service room capable of supporting technology to provide presentations has been created at Atkins Elementary.



# ***INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE***

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***Element H: Infrastructure Needs/Technical  
Specification and Design***

***Element I: Increase Access***

**INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN**

***H. Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.***

The passage of a 2003 bond issue addressed the District’s immediate need for a telecommunication and data infrastructure to allow connectivity between all instructional and service buildings. The current infrastructure meets the current needs and is capable of addressing moderate growth. District reorganization in 2005 has freed up some of the infrastructure resources which will contribute to any future growth. Current growth has been effected due to the District deciding not to participate in School Of Choice, thus reducing future infrastructure growth compared to previous years.

The following subsections briefly detail the current status of the highlighted areas:

Hardware: Every teacher in the District has a classroom PC that is used for internal communication, attendance, grading, and other instructional purposes. There are multiple labs in the District, whereupon some are used for scheduled courses and others are designated as sign-up labs. Every building has printers that are set up on the network specifically for the teachers use, whereas each lab is equipped with their own individual networked printer.

The District operates seven servers, all of which are housed at the High School. District funds and E-Rate funding have both contributed to the purchase of the servers and associated hardware.

| <b>SERVER</b> | <b>FUNCTION</b>   |
|---------------|---|
|               |   |
| STAFF         | House staff user data and shared folders.                           |
| STUDENT       | House student user data and shared folders.                         |
| DATA          | House applications and shared user folders.                         |
| MAIL          | House GroupWise mail program.                                       |
| MEALMAGIC     | House POS for food service.   |
| WEB           | House District Website, staff websites and district print services. |
| BACKUP        | Backs up other servers daily and monthly.                           |

Software: Teacher and administration workstation OS software is Windows XP. Instructional labs throughout the district are Windows XP, with a few non-instructional labs running Windows 2000. Classroom student workstations are comprised of Windows 2000 and few Windows 98 SE editions. The network OS software is Novell Netware and is part of an annual School License Agreement

(SLA) agreement with Novell. E-Rate funding contributes to the purchase of the Novell server software. The District annually purchases anti-virus software for all workstations and servers on the network. The District Technology Committee has evaluated OpenOffice and decided to use both OpenOffice and Microsoft Office versions for the rest of the 2009 -2010 school year. At the beginning of the 2010 – 2011 school year, all computers in district will be migrated to OpenOffice. As time deems fit, one instructional lab at the high school level will be upgraded to the current version of Microsoft Office as to give our students a competitive advantage in a global society.

The High School, Middle School and Martin G. Atkins Elementary libraries are currently automated using Athena software.

The District has implemented remote workstation-connectivity so that network PC's can be repaired from remote sights allowing for faster response times and shorter periods of down time. Virtual network connection software is utilized to allow for IT staff to remotely connect to the servers from out-of-District locations.

The District also utilizes an online work order program that enables teachers and staff members to submit technology work orders. This provides a faster response time and also documents the activity. During summer of 2009, a shortcut to the work order database will be placed on each staff member's PC to expedite work order response time and provide documentation of technical issues.

Network Infrastructure: E-Rate dollars have funded the wiring of several instructional buildings and the 2003 District bond funded the wiring of non-eligible buildings and their classrooms. This fiber backbone network is connected to the county-wide SAGINET network. There is one teacher drop and 4-5 student workstation drops per classroom. This network provides Internet access, data storage, e-mail communication, and software application deployment to all the labs, classrooms, and office areas in all buildings.

The wiring closets are built on Cisco Catalyst switch equipment. A sufficient number of switches exist to provide for the current classroom wiring needs and still allow for moderate growth.

Current wiring or reconstruction of labs is done in house by the Maintenance Department or Technology Department.

Telecommunications: The telecom equipment is housed in the wiring closets for each respective building. The system, purchased in 2003 with bond dollars, provides for a phone in every classroom and every office in all District buildings. The telecom system also serves as the building public announcement system. This system is maintained by the Maintenance department, assistance and warranty work is provided by the local vendor.

Technology Services: All District technology hardware and software is maintained by the full time IT Manager and contracted services (as needed).

The District employs multiple methods of support for their technology in addition to the previously stated options:

- Contracted services with local vendors
- Saginaw County District Technician Listserv
- Saginaw ISD/REMC
- State level Technology Coordinator listserv

Support resources and materials include:

- Online vendor websites
- Technical and software support websites
- Technical publications
- State guidebooks and technology plans

One of the ongoing technical support goals for the District is to coordinate and organize support measures in keeping with the District's needs and future issues relating to security, maintenance, repair, and replacements. These goals are accomplished through the following tasks:

- Maintain reasonable level of replacement hardware inventory
- Ensure that unsafe or questionable practices are addressed and resolved
- Budget for and employ virus detection software, spy ware detection utilities, network security assessment software, and data protection utilities
- Properly train and allow for ongoing education for District support personnel
- Maintain Technology Committee to address District's technical needs and other issues as deemed necessary

The District Technology Services department constantly researches and updates all technical support means and measures to ensure that everything is being done to enforce a viable and current support system for networked and stand-alone computers, printers, scanners, digital cameras, infrastructure equipment, and all manners of software. The present and future goals of the Technology Services department include, but are not limited to:

- Maintain, improve, and add-on to the District websites
- Find safe and low-cost means of disposing of old and unusable equipment
- Maintain an updated inventory list of all hardware and software in the District
- Develop a regularly scheduled network assessment program and a software license assessment schedule

The following subsections briefly detail what needs to be acquired in order to improve education:

Hardware: A workstation replacement schedule needs to be completed so the District may begin forecasting for future budgeting and hardware needs. The Elementary building utilizes a SMART Board and SMART Board lessons in their curriculum. A grant through Saginaw Valley State University in 2006 provided

Document cameras, Clickers, and projectors are also utilized in every building. The District Technology Committee is currently investigating the feasibility of purchasing wireless carts for mobile use in classrooms.

Software: Classroom and lab software needs to be audited annually to ensure that the latest versions and software patches are acquired, when feasible. Network infrastructure software, such as anti-virus and backup software, needs to maintain status as a line item in the annual budget to ensure that they are kept up to date and active. The District also needs to purchase enough licenses of workstation disk protection software to prevent any changes to the workstation software. It is also a goal to continue working towards standardizing the versions of software utilized in the District.

Network Infrastructure: Servers and switches need to fall into a replacement rotation period so that aging equipment is replaced if it no longer meets network operational criteria. The budget should allot for their replacements. The network should also be tested regularly under a District prepared Disaster Recovery Plan to ensure that all involved personnel are prepared to address any issues and what role they will play in the recovery. Wireless access points were added to specific locations at the high school in 2007. Due to the needs of staff and students for greater and improved access, wireless access points will be running in libraries, common areas, and office areas.

Telecommunications: The telephone system needs to be maintained by the use of preventative maintenance and assessments need to be scheduled to ensure that the system is operating at its fullest capability. The system should also be tested to ensure that disaster recovery has been sufficiently addressed and prepared for.

Technology Services & Support: The District will continually evaluate and monitor the technical support department to assess whether it is capable of supporting the growing amount of technology resources owned and operated by the District. To this end, it is feasible to employ another part-time technician, out-source services on an as-needed basis, or take advantage of high school or college students that show an interest in a school-to-work program and have them perform minor repairs as they arise.

**TABLE OF LABS**

The District currently utilizes 13 labs. The following tables identify the labs along with their location and approximate purchase date.

| <b>LAB NAME</b> | <b>BUILDING</b>       | <b>PURCHASE DATE</b> |
|-----------------|-----------------------|----------------------|
| Lab 224         | Elementary            | 2008                 |
| Lab 300         | Elementary            | 2001                 |
| Library Lab     | Elementary            | 1999                 |
| Lab 218 Science | Elementary            | 2003                 |
| Lab TW          | Thomas White          | 1999                 |
| Library Lab     | Middle – Schrah       | 2000                 |
| Lab 15          | Middle – Schluckebier | 2003                 |
| Lab 22          | Middle - Schrah       | 2003                 |
| Lab 33          | High School           | 2008                 |
| Lab 82          | High School           | 2008                 |
| Lab 84          | High School           | 2008                 |
| Library Lab     | High School           | 2003                 |
| Lab BASE        | BASE                  | 2008                 |

**PRIORITY NEEDS**

|                                   | <b>Priority Level</b> |
|-----------------------------------|-----------------------|
| <b>PC Replacement</b>             |                       |
| a. Labs                           | High                  |
| b. Teacher/Staff                  | Medium                |
| <b>Printer Upgrades</b>           | Low                   |
| <b>Software/ Curriculum</b>       |                       |
| a. Desktop Operating System       | Medium                |
| b. Core Software Applications     | High                  |
| c. Utility Applications           | Low                   |
| <b>Server Upgrade/Replacement</b> | Medium                |

***Please see Appendix section for table updates.***

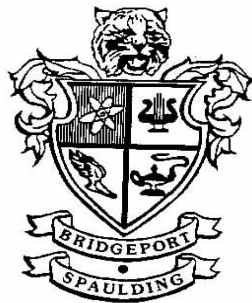
## **INCREASE ACCESS**

### ***I. Strategies to increase access to technology for all students and all teachers.***

Additional labs are being considered in order to address immediate needs for greater student access to the network and Internet. Another consideration involves the purchase of mobile wireless labs that would allow for laptops to be distributed to a class to have wireless access and have the ability to sit at their desks and work online. Grants and alternate means of funding are considered in the purchase of said equipment.

The District is currently evaluating the possibility of opening up a building lab after school hours to provide Internet and productivity software access to students and community members on a regular basis.

Assistive technologies have been employed in the District to support students that have been identified with physical and visionary disabilities. This hardware is employed on an as-needed basis in select locations for specific students.



# ***FUNDING AND BUDGET***

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***Element J: Budget and Timetable***

***Element K: Coordination of Resources***

**BUDGET AND TIMETABLE**

***J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.***

The following details the District’s timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development. It is necessary to preface this section with the qualification that technology budgets must react to the latest technological innovations and funding availability. Therefore our future budgets are based on existing knowledge and retain the ability to be modified as needed.

|                              | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|------------------------------|------------------|------------------|------------------|
| Salaries                     | \$45,675         | \$46,360         | \$47,055         |
| Benefits                     | \$17,500         | \$18,400         | \$19,300         |
| Professional Development     | \$2,000          | \$2,000          | \$2,000          |
| Hardware/Support             | \$5,000          | \$10,000         | \$10,000         |
| Software Maintenance/Support | \$1,500          | \$1,500          | \$1,500          |
| SAGNET/County Wide Network   | \$53,000         | \$53,000         | \$53,000         |
| Gratiot-Isabella ISD         | \$12,000         | \$12,000         | \$12,000         |
| Software License Agreements  | \$5,000          | \$5,000          | \$5,000          |
| Curriculum                   | \$4,000          | \$4,000          | \$4,000          |
| Office Supplies              | \$1,000          | \$1,000          | \$1,000          |
| Computer Hardware Upgrades   | \$3,000          | \$3,000          | \$3,000          |
| Equipment and Furniture      | \$5,000          | \$2,000          | \$2,000          |
| Federal Technology Grant     | \$5,824          | \$5,824          | \$5,824          |
| <b>Total:</b>                | <b>\$160,499</b> | <b>\$164,084</b> | <b>\$165,679</b> |

The acquisition of new hardware is being provided through three sources. First, monies are provided through the community involvement of our Parent Teacher Organization. Second, budgeted accounts provide for low-expense items for classroom use and replacement as needed. Finally, our educators are aggressively seeking grants to finance special projects concerning the integration of technology into our classrooms. Many individual grants have been awarded to our teachers involving projects involving technology.

It is unrealistic for the District to create and adhere to a strict technology hardware rotation or replacement schedule. Many factors, including funding, budget, allocation, and disposal, will be considered prior to assessing any replacement or upgrade plan. The current industry desktop PC’s have a longer life expectancy than does industry software. As is the case in the District today, some of the utilized software is overtaxing select workstations and requires

newer hardware to run at its full capacity or productivity. That said; the older workstations are sometimes still viable in some capacity but need to be rotated into lower-demanding areas. The District currently classifies the lower-demanding areas as extra student PCs in the classrooms. Labs maintain the high-level priority.

The following table is a proposed schedule for the PC workstation replacement/rotation. This is very fluid as the financial state of the District plays a major role in this timetable.

| <b>LOCATION</b> | <b>BUILDING</b> | <b>REPLACE YR</b> | <b>EST. COST</b> | <b>RESULT</b>                          |
|-----------------|-----------------|-------------------|------------------|--|
| Library lab     | High School     | 2010              | \$20,000         | Old PC's rotate into classrooms.       |
| Lab 15          | Middle          | 2010              | \$24,000         | Old PC's rotate into TW Lab.           |
| Library lab     | Middle          | 2010              | \$24,000         | Old PC's rotate in Elementary lab 300. |

***Please see Appendix section for table updates.***

In the instances where workstations are rotated into older labs, the replaced lab workstations, if still viable, will be moved into classrooms.

### **COORDINATION OF RESOURCES**

***K. Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.***

The District needs to begin setting aside annual funds not only for the replacement of PC workstations, but also for hardware such as document cameras, projectors, graphing calculators, SMARTboards and other equipment that facilitates integrating technology into the classroom and presenting curriculum to the students.

To this end, an emphasis needs to be placed on finding equipment that is appropriate and proven. A grant-writing committee needs to then research funding opportunities for the District so the equipment may be purchased without using general funds. An informal group of teachers interested in

researching and writing grants has already been identified and are being sent information regularly. Formal meetings have not yet taken place.

The following are a variety of funding resources used to implement our technology plan:

### ***Saginaw Intermediate School District***

The District will continue its collaboration with the Saginaw ISD, keeping informed of current technology opportunities and funding. In the past the ISD has provided technical services, professional development, instructional support, and consortium priced deals with software and new technology for participating school districts.

### ***Grants***

The District has sought out grants to finance acquisition of technology, implementation of projects, and integration of technology into core curriculum. Numerous grants have been awarded to individuals regarding technology projects. The District will continue to make writing grants for projects involving technology integration into classrooms a priority.

### ***Professional Development***

To effectively utilize education technology to improve student learning, staff members must be provided with the knowledge and skills to use and integrate technology into the classroom environment. This is accomplished primarily through attendance at conferences such as MACUL and through professional development.

### ***Technology Plan***

The technology plan is used as a flexible guide to integrate technology in a way that promotes communication, collaboration, and problem solving. To ensure that the District is attaining these goals, the Technology Committee will continually monitor the goals and objectives presented in this plan, making sure that they are aligned with state and national standards. Revisions will be completed as needed.

### ***Technology Budget***

The technology budget will be monitored annually and adjusted to reflect current situations.

Finally, there is a continual effort to expand programming with multi-county consortiums, ISD's and other states. These activities are sustained through grants obtained by SAGINET, in-District funds, and through no-cost content providers.



# ***MONITORING AND EVALUATION***

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***Element L: Evaluation***

***Element M: Acceptable Use Policy***

## **EVALUATION**

***L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teacher to teach, and enabling students to reach challenging state and national academic standards.***

Since technology is an integral part of the operation of the District as well as an important instrument to meet curricular goals for students, the District’s plan includes a method to evaluate its success. Since the District is moving its emphasis to standards-based instruction, it is imperative that data collection and review takes a priority. School improvement teams have designed a survey given at Spring conferences to staff. Survey data includes feedback information from staff in regards to curriculum, professional development, and other information as needed. Surveys will be given once a year through a survey application such as Zoomerang. Student data will be collected through the MEAP, attendance and referral information, grades, and other methods as deemed necessary. Classroom walk-throughs are another utilized method for obtaining data. Surveys given to community stakeholders are also examined and used as a springboard for change.

The collected data will be analyzed and a review committee will determine any actions that need to be taken to address unmet goals. Some of the strategies possibly employed would be more opportunities for direct professional development with classroom instructors and differentiated approaches to instruction. The key is to collect the data, accurately analyze it, identify problem areas, and intervene in a timely manner and correct the problem.

| <b><i>Action Plan: Monitoring and Evaluation</i></b>                             |   |                              |   |
|--|---|------------------------------|---|
| <b>Activity</b>  | <b>Designated For</b>                     | <b>Frequency</b>             | <b>Activity Evaluation</b>                        |
| Curriculum Integration   | Curriculum Coach                          | Continuing                   | Ongoing teacher support and frequency of requests |
| Professional Development   | IT Manager/Curriculum Coach               | Continuing                   | Teacher evaluations and surveys                   |
| Needs Assessment   | IT Manager/ District Technology Committee | Quarterly                    | Develop training activities                       |
| District Assessment in accordance with 8 <sup>th</sup> grade technology literacy | Select Identified Teacher                 | Grades 4 <sup>th</sup> – 8th | Test for baseline data, subsequent years TBD      |
| Distance Learning/Collaborations   | Administrator                             | Annually                     | Three per year per teacher for distance learning  |

If it is determined that one or more goals have not been attained in our efforts to increase student achievement, integrate technology into existing curriculum, provide professional development to strengthen abilities of staff, or enable students to attain technology standards, the following strategies shall be implemented:

1. Additional staff development shall be offered based upon need.
2. Technology mentors; pairings of teachers who are highly skilled, will be provided and monitored carefully.
3. Technology mentor and partner will be provided an allotment of time to complete needs assessment and form partnerships to provide support.
4. Differentiated approaches to instruction will be offered to address student achievement.

**BRIDGEPORT-SPAULDING COMMUNITY SCHOOL DISTRICT**  
**P.O. Box 657, 3878 Sherman Street, Bridgeport, Michigan 48722-0657**  
**(989) 777-1770**

**TECHNOLOGY**  
**ACCEPTABLE USE POLICY**

Preamble

The Bridgeport-Spaulling Community School District (hereinafter referred to as “*District*”) strongly promotes the use and advancement of technology in educational endeavors. The District provides access to informational resources available in a variety of electronic formats that enable and assist teachers and District staff to complete assigned tasks, communicate and develop skills necessary to participate and contribute to a technologically-rich environment and to further assist them in becoming responsible and self-directed educators.

This policy is intended to inform and educate District employees as to the inappropriate uses of District technology and lay the foundation by which malicious behavior or intentional technology-related misuse is judged and consequences for unacceptable behavior are weighed. All infractions will be initially handled by the respective building administrator. If it is determined that the issue requires intervention at a higher level, then the issue may be brought before the superintendent and/or Board of Education. At no point will an employee be without their right to due process in any inappropriate situation involving technology.

District Resources

The primary purpose of the District’s communications network is to support and enhance learning and teaching to prepare students for success. Providing access to the network is an investment in the future for both students and staff.

District staff are to use technology in a responsible, ethical, and considerate manner in accordance with the guidelines herein, policies, procedures, and guidelines within the “Codes of Conduct” handbooks. This document serves as the primary policy for technology use.

*Network etiquette* is defined within the District’s instructional policies. Users assume responsibility for understanding the policy and guidelines as a condition of using the available technology resources. Staff members are accountable to teach and use this technology responsibly. Deliberate use of technology that is inconsistent with this policy may result in limited access, as well as other disciplinary and/or legal action.

Network administrators may review files and communications saved in the network storage areas (personal folders) in order to maintain system integrity. Otherwise, user folders and email accounts are not monitored. Therefore, users should not expect that

files stored on District servers are always private nor that the District is responsible for any damages the teacher may experience, such as delays and interruptions, non-delivery of files/documents, or loss of data.

### Internet Filtering Measures

The District's informational technology network is a protected and self-contained component of the Saginaw County SAGINET Network. As part of that network, certain services are shared among all Saginaw County school districts taking part. Web-content filtering takes place at the Saginaw Intermediate School District level, which houses the SAGINET network hardware infrastructure. All web activity on the District's network is monitored and recorded. Inappropriate material is blocked with Internet filtering software. This process is in compliance with the Children's Internet Protection Act (CIPA) passed in December 2000 for all schools and libraries receiving federal E-Rate funds for Internet access or internal connections.

### *Email*

Any e-mail created, sent, and/or received is not guaranteed to be private. All communication & information accessible via the District network is the property of the Bridgeport-Spaulding Community Schools.

Any inappropriate messages known to be created, sent, and/or received should be reported to supervisors or administrators.

Posting anonymous messages and sending junk mail is not allowed on or via the District network.

*Harassment of others or engaging in hate mail, discriminatory remarks, or antisocial behaviors is prohibited.*

### Unacceptable Use

Staff members are expected to teach responsible use to students when accessing the Internet, as well as provide guidance and supervision to students using the Internet. Staff members are also expected to act responsibly when using the technology resources. The following uses of the District's technology resources are unacceptable and may result in revocation of network privileges or other appropriate discipline. *Unacceptable use* is defined to include, but not limited to, the following:

- Violation of District policies, procedures, guidelines, or any provision within the "Codes of Conduct" Handbooks.
- Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- Use of profanity, obscenity, or other language that may be offensive to another user.
- Any form of vandalism, including but not limited to: damaging computers, computer systems or networks, mouse pads, and/or disrupting the operation of the network.
- Copying and/or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.

- Use of the network for financial gain, commercial activity, or illegal activity (e.g. hacking).
- Use of the network or Internet for instant interactive communication (e.g. chat rooms).
- Use of the network for political activity.
- Use of the network to access pornographic or obscene material.
- Knowingly creating and/or placing a computer virus on the network.
- Intentionally accessing another person's individual account or accessing a restricted account of the responsible administrator or teacher.

### Consequences

Any user violating or demonstrating the intent to violate any of the guidelines set forth in the policy may face disciplinary action. Depending on the nature and severity of the policy violation or number of past violations, the District may take one or more of the following disciplinary actions:

#### Discipline:

- Referral to administration for possible disciplinary action
- Possible legal action
- Law enforcement notification
- Responsibility for unauthorized charges, expenses, and fees

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**TECHNOLOGY**  
**ACCEPTABLE USE POLICY**

Preamble

The Bridgeport-Spaulling Community School District (hereinafter referred to as “District”) strongly promotes the use and advancement of technology in educational endeavors. The District provides access to informational resources available in a variety of electronic formats that enable and assist students to complete assigned tasks, communicate and develop skills necessary to participate and contribute to a technologically-rich environment and to further assist them in becoming responsible and self-directed individuals.

This policy is intended to inform and educate students as to the inappropriate uses of District technology and lay the foundation by which malicious behavior or intentional technology-related misuse is judged and consequences for unacceptable behavior are weighed.

Educational Purpose

The District’s network has been established for educational purposes. The term “educational purposes” includes classroom activities, career development, and limited high-quality self-discovery activities. The District has the right to place reasonable restrictions on the material you access or post through the network.

Publications, such as still photography, audio recording, digital imaging, video conferencing or videotaping are used for educational purposes by Bridgeport-Spaulling Community Schools. Educational use includes the edited, duplicated, reproduced, broadcast and/or reformatted likeness in any form and manner without any further release and without the payment of any compensation by the school district for use in yearbooks, directories, annual reports, web sites, professional development tools, presentations, promotional videotapes, or in the participation of video conferencing activities.

The District makes no guarantee that the functions or the services provided by or through the District network will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the network. The District will not be responsible for financial obligations arising through the unauthorized use of the network.

Internet Filtering Measures

The District’s informational technology network is a protected and self-contained component of the Saginaw County Saginet Network. As part of that network, certain

services are shared among all Saginaw County school districts taking part. Web-content filtering takes place at the Saginaw Intermediate School District level, which houses the Saginet network hardware infrastructure. All web activity on the District's network is monitored and recorded. Inappropriate material is blocked with Internet filtering software. This process is in compliance with the Children's Internet Protection Act (CIPA) passed in December 2000 for all schools and libraries receiving federal E-Rate funds for Internet access or internal connections.

### Unacceptable Uses

Cyber-Bullying is defined as using the internet or other mobile devices to send or post harmful or cruel text or images to bully others. These technologies include but are not limited to email, text messages, instant messaging, online chat rooms, web pages, blogs, and cell phones. Use of these devices for the purpose of cyber-bullying is strictly prohibited on school grounds. In addition, if a student's off-school speech or behavior results in substantial disruption of the learning environment, the student can be disciplined.

Procedures for reporting cyber-bullying are as follows: save and/or print the offensive material, notify a teacher and/or administrator immediately.

Students will not use the District's network to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people (such as hate literature).

Students will not download or install any commercial software, shareware, or freeware onto local workstations, network drives or disks, unless they have written permission from their teacher. Nor should students copy other people's work or intrude into other people's files.

Students will not attempt to gain unauthorized access to the District's network or to any other computer system through the network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing". Any means of proxy avoidance, tunneling, or disruption of filters will be subject to disciplinary action.

Students will not bring USB drives, 'flash drives' or other mini storage devices to school and attempt to connect them to any District workstation, unless they have written permission from their teacher.

Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

Students will not join in or communicate through chat rooms.

Students will not download music or use District hardware to make copies of personal music CD's. Such activity may end in the confiscation of the music CD's and the student is still subject to other disciplinary actions.

Students will not vandalize or destroy District technology property, to include but not limited to; workstations, monitors, mice, keyboards, printers, or mouse pads.

Parents should instruct their children if there were additional material that they think would be inappropriate for the student to access. The district fully expects that the students will follow their parent's instructions in this matter.

Routine maintenance and monitoring of the District's network may lead to discovery that a student has violated this policy or the law. If there is reasonable suspicion that a student has violated this policy, that student can expect to be disciplined by the building Principal or another designated disciplinary agent.

Students need to understand that whenever they are on the network, they leave "electronic footprints" that can reveal where they've been and what they've been accessing. Network monitoring software is in place that allows all activity to be seen and recorded and in the case of a violation, to be used against the student. Network administrators and building principals may review files and communications to maintain system integrity. And insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

#### Consequences

Any user violating or demonstrating the intent to violate any of the guidelines set forth in the policy may face disciplinary action. Depending on the nature and severity of the policy violation or number of past violations, the District may take one or more of the following disciplinary actions:

##### Discipline:

- Referral to administration for possible disciplinary action including warning, detention, suspension, or expulsion
- Possible legal action
- Law enforcement notification
- Responsibility for unauthorized charges, expenses, and fees

**ATKINS ELEMENTARY**  
**STUDENT APPLICATION FOR**  
**TECHNOLOGY AND INTERNET USE PRIVILEGE**

***Please review the attached Technology Acceptable Use Policy  
before signing***

As parent/legal guardian of the below-named child, I have read, understand, and will abide by the guidelines established within the attached Technology Acceptable Use Policy of the Bridgeport-Spaulling Community School District (hereinafter referred to as "District."). I recognize that it is impossible for the District to restrict access to all controversial and inappropriate materials available on the network. I will hold harmless the District, the employees, agents, and Board members, for any harm caused by materials obtained via the network. I hereby give my permission for my student to

access school technology, the internet, and the District network and certify that the information contained on the form is correct.

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

\_\_\_\_\_

Parent Name [Please Print]

Parent Signature

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

***Publication Consent***

I hereby give permission for my child's photograph and/or name to be published on District publications or other school related district activities.

I give permission for my child's photograph and/or name to be published on District web pages as part of a team and/or other group photograph.

\_\_\_\_\_

Parent Name [Please Print]

Parent Signature

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

### **Appendix 1**

The following tables are updated from pages 21 and 22.

#### **TABLE OF LABS**

The District currently utilizes 13 labs. The following tables identify the labs along with their location and approximate purchase date.

| <b>LAB NAME</b> | <b>BUILDING</b>       | <b>PURCHASE DATE</b> |
|-----------------|-----------------------|----------------------|
| Lab 224         | Elementary            | 2008                 |
| Lab 300         | Elementary            | 2001                 |
| Library Lab     | Elementary            | 1999                 |
| Lab 218 Science | Elementary            | 2003                 |
| Lab TW          | Thomas White          | 1999                 |
| Library Lab     | Middle – Schrah       | 2000                 |
| Lab 15          | Middle – Schluckebier | 2003                 |
| Lab 22          | Middle - Schrah       | 2003                 |
| Lab 33          | High School           | 2008                 |
| Lab 82          | High School           | 2008                 |
| Lab 84          | High School           | 2008                 |
| Library Lab     | High School           | 2003                 |
| Lab BASE        | BASE                  | 2008                 |

#### **PRIORITY NEEDS**

|                                   | <b>Priority Level</b> |
|-----------------------------------|-----------------------|
| <b>PC Replacement</b>             |                       |
| a. Labs                           | High                  |
| b. Teacher/Staff                  | Medium                |
| <b>Printer Upgrades</b>           | Low                   |
| <b>Software/ Curriculum</b>       |                       |
| a. Desktop Operating System       | Medium                |
| b. Core Software Applications     | High                  |
| c. Utility Applications           | Low                   |
| <b>Server Upgrade/Replacement</b> | Medium                |

**Appendix 2**

The following table is updated from page 25. The **Replacement Year** and **Estimated Cost** columns have been removed and replaced with a general order of replacement, from top to bottom. The lab replacements will occur throughout a period of time where teacher PC's are replaced and the former teacher PC's are moved into the labs. All teacher PC's were purchased in 2003 and would adequately address the needs of the labs and still provide an upgrade from the existing lab hardware. This table only addresses those labs with the highest priority need for replacement.

| <b>LOCATION</b> | <b>BUILDING</b> | <b>RESULT</b>                    |
|-----------------|-----------------|----------------------------------|
| Library Lab     | Elementary      | Old PC's rotate into classrooms. |
| Lab             | Thomas White    | Old PC's rotate into classrooms. |
| Lab 300         | Elementary      | Old PC's rotate into classrooms. |