

# **EDUCATIONAL TECHNOLOGY PLAN**

**Gladstone Area Public Schools  
400 South 10<sup>th</sup> Street  
Gladstone, Michigan 49837  
906-428-2417  
District Code Number: 21025  
[www.gladstoneschools.com](http://www.gladstoneschools.com)**

**Tom Davis – Technology Director  
2100 M-35 Highway  
Gladstone, MI 49837  
906-789-8310  
[tedavis@gladstone.k12.mi.us](mailto:tedavis@gladstone.k12.mi.us)**

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## **Introduction**

The Gladstone Area School District is a progressive school district in the heart of the Upper Peninsula of Michigan. The district includes the city of Gladstone, Escanaba Township, and Brampton Township. It covers an area of approximately 87.3 square miles with an estimated population of 9,852. The district facilities include two elementary schools, a junior high school, and a high school, with a total enrollment of approximately 1,500 students and 87 teachers. The district student population is 97% Caucasian and 3% American Indian, with 35% of the student body eligible for free and/or reduced lunch. The district has a \$39,800 mean household income, and operates on a \$13 million dollar annual budget.

The district also participates with the Delta-Schoolcraft Intermediate School District in programs and services, such as the Learning Center for students with disabilities, Vocational Technical Center for occupational programs, Alternative High School for non-traditional students, and a Teen Parenting program

## **Gladstone Area Schools District Mission Statement**

The Gladstone Area Schools will educate all students to become productive, multi-faceted citizens by providing a positive learning environment. This environment will include support from parents and community; encompass a progressive, cooperative staff, and implement a diverse curriculum that meets the challenges of today and tomorrow. Our graduates will be responsible, self-motivated individuals who exhibit confidence, competence, and the ability to adapt in a changing society.

## **Technology Vision Statement**

Technology is the tool that powers the educational machine. The technologies provided by the Gladstone Area School District serve as important tools that enable our students and staff to reach their potential. Further, through the use of evolving technologies, students will enhance their positive approaches to the inevitable challenges, changes, and adjustments of life.

Technologies used in “hands-on” procedures enable students to gain more understanding in their learning. With these technologies, they have access to resources from around the world. In addition, students are able to “individualize” their

learning through a variety of mediums in all subject areas. Through integration of technology, a wide range of student learning styles are accommodated.

### **Goals**

- Members of the school and public community will be able to use technology to explore, access, retrieve, and store information.
- Technology will be available as a problem-solving tool to all members of the school and public community.
- The District will provide equity in access and use of technology to all students and staff.
- There will be on going support and training in the use of current and emerging technology.
- Responsible and legal use of technology will be practiced at all times.

### **Student Technology Learning Goals**

The following broad goals reflect the desired outcomes of students graduating from Gladstone Area Schools. In order for students to successfully complete these goals, technology has been integrated into each classroom beginning at the primary grades.

Key categories presented in this document are Communication, Information Processing, and Productivity. A more concise review of K – 12 goals and benchmarks are presented following this broad review.

#### **COMMUNICATION**

- Students will use technology to communicate effectively and creatively.
- Students will communicate through application software.
  - Create well-written documents, spreadsheets, databases, and presentations.
- Students will communicate visually, graphically and artistically using multimedia presentations.
  - Use a variety of technologies (computers, tablets, projection devices, camcorders, video-editing equipment, scanners, calculators, copiers, video and audio equipment, and digital cameras).
  - Students will communicate through networks and telecommunication.
    - Use computer networks and telecommunications (electronic mail, Internet).

#### **INFORMATION PROCESSING**

- Students will use technology to access and retrieve, to interpret and evaluate visual and auditory information.
  - Use search strategies to retrieve information.

- Use on-site electronic resources (encyclopedias, catalogs, hand-held learning tools).
- Use networks to access information (on-line databases, libraries, and electronic discussion boards).
- Use the Internet to send and retrieve information.

## **PRODUCTIVITY**

- Students will use technology and its applications to maximize productivity and skill development.
  - Use technology to develop learning and workplace skills.
  - Use technology to support the development of skills in all content areas.
  - Develop strategies for problem solving, critical and creative thinking.
  - Create high quality multimedia products to convey these skills.
  - Select and access technology appropriate to needs.

### **I. Curriculum:**

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

#### **Kindergarten & Readiness Benchmarks:**

- Technology vocabulary including **desktop, monitor, mouse, keyboard, click, CPU, CD/DVD, Login, and Log-off.**
- Using the mouse (left-click, right-click, double-click).
- Login and log-off procedures.
- Learning usernames and passwords.
- Working with drawing program for hand-eye coordination with mouse.
- Entering and exiting programs.
- Adjusting volume on headphones.
- Care and proper use of computer, headphones, and disks.
- Knowledge of individual software used at this grade level by the district.

#### **First Grade Benchmarks:**

- Work with the **File Menu, Open and Print.**
- Using text to compose documents.
- Recognizing and using drawing tools in drawing programs.
- Inserting photos into projects.
- Using shift key for capital letters.

- Using mouse to insert the cursor.
- Use of backspace key
- Knowledge of individual software used at this grade level by the district.

### **Second Grade Benchmarks:**

- Accessing the network shared drive to retrieve documents and images.
- Create digital documents that communicate their ideas
- Insert and position graphics into documents
- Proper hand placement for keyboarding (right and left)
- Adding text to documents
- Use of delete and arrow key
- Use Internet based software and resources
- Know and understand the Michigan Cyber Safety Initiative rules
- Knowledge of individual software used at this grade level by the district.

### **Third Grade Benchmarks:**

- Font selection, size, and color.
- **Spell Check, Center, Left and Right** align tools
- Keyboard posture, hand position, location of keys, and “home row” position.
- Desktop publishing, keying text, choosing and inserting graphics.
- Choosing correct network printer.
- Saving documents to home directory on the network – use of **save** vs. **save as**
- Reinforce Internet and Internet safety concepts and procedures
- Internet vocabulary and tools, including **home page, back, forward**, and **home** buttons
- Simple pie, line, and bar graphs
- Knowledge of individual software used at this grade level by the district

### **Fourth Grade Benchmarks:**

- Keyboarding continued concentrating on key/finger accuracy
- Expansion of desktop publishing including **edit, undo, spell check, copy, cut & paste, print preview, bold, italics**, and **underline**
- Further exploration of Internet using search engines to retrieve information
- Graphing data using spreadsheet programs
- Knowledge of individual software used at this grade level by the district

### **Fifth Grade Benchmarks:**

- Keyboarding continued emphasizing speed and accuracy
- Expansion of Internet applications including types of search engines, how to search for topics, cutting and pasting from the Internet, and placing information into other documents
- Word processing expanded; using formatting toolbar, importing text and graphics into documents from the shared drive, the Internet, and/or other applications
- Use of a Word Art program to enhance documents
- Understand digital collaboration tools for group learning projects
- Understand the validity of Internet resources, and checking sources
- Use digital resources in a cross-curricular platform to enhance learning
- Recognize and understand cyber-bullying, and personal safety when online
- Knowledge of individual software used at this grade level by the district

### **Sixth through Eighth Grade Benchmarks:**

- Produce a document or project using common software incorporating both text and graphics and following the writing process steps.
- Create databases and spreadsheets and integrate them into reports or word-processed documents.
- Use publishing software and scanners to produce page layouts.
- Use collaboration applications such as Google Apps to support communication.
- Create multimedia presentations that link various media including digital video and audio.
- Cite sources formally using accepted writers protocols
- Identify different web sites relating to domain names
- Use preventative maintenance (troubleshooting) skills to understand hardware and software issues
- Understand the dangers and consequences of online communications
- Recognize and understand secure web sites
- Identify file formats and understand file conversion issues and compatibility
- Understand, sign and abide by an acceptable user agreement.
- Understand copyright laws and other ethical issues pertaining to use of technology in society.

### **Eighth Grade Technology Literacy Certification**

In order to comply with the Michigan Department of Education Eighth Grade Technology Certification Requirement, the district is continually editing and re-aligning its technology education curriculum to meet this requirement. Assessment of how well our students will measure technology proficiency and will include:

- Teacher Observation
- Portfolio (hard copy or electronic)
- Formal Assessment
- Completion of Coursework

### **Ninth through Twelfth Grade Benchmarks:**

- Use publishing software, digital cameras and scanners.
- Communicate through spreadsheets: entering data and setting up formulas, and create graphs or charts to visually represent data.
- Create effective multimedia presentations that use a variety of media.
- Use search strategies to locate electronic information (identify key words, narrows search by addition of terms, broadens search, uses truncation, uses wild cards).
- Use networks for information (on-line databases, libraries).
- Formally cite sources.
- Develop creativity and innovation through the use of technology.
- Care for technology equipment and use it safely.
- Understand, sign and abide by user agreement.
- Understand copyright laws and other ethical issues pertaining to use of technology in society.

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

Wherever possible throughout the curriculum, we have implemented technologies that stress collaboration and learning without limits. As early as 1998, we standardized on software that met the highest industry standards. Budget and reduced funding issues have led the district to lower cost or no cost solutions to achieve the desired outcomes.

At the district level, we have standardized on Google Apps for Education, Open Office solutions, and specialized web applications to better prepare our students for situations they will encounter after graduation from Gladstone Schools. Google Apps for Education, and specifically Google Docs have been extremely well received by our students. The ability to collaborate on projects and include selected staff in the scope of the project have changed the way we approach word processing and writing projects. OpenOffice is considered comparable to the industry standard Microsoft Office and provides the most economical solution when operating in a Microsoft Windows environment. Using OpenOffice as a substitute for Microsoft Office provides the industry standard compatibility and functionality. Through mastery of these professional-grade applications, students can achieve professional results.

Additionally, we have begun a student-based project of documenting specialized teaching processes and presentations using Prezi and Microsoft PhotoStory 3. Software such as this replace Microsoft PowerPoint and we have found that we have many more options for creativity. This project will insure that great teaching techniques are preserved long after the individual teacher has retired from our district. This is an on-going project and will enable the district to build a library of great teaching moments that can be used by entry-level teachers as part of their professional development plan (PDP).

Gladstone Area Public Schools continually looks for new ways to incorporate technology into the curriculum as appropriate. Just recently in February 2012, the district passed a bond proposal that will bring upgraded and new technology to the district. As of this writing, we are in the process of evaluating our current configuration and exploring new technologies that will most impact student learning in a positive way.

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

Gladstone Area Public Schools has a long history of specialized and rigorous classes as part of the curriculum. This long-standing tradition was greatly enhanced by the 1999 successful bond proposal that resulted in the construction of a new high school, renovation of the existing high school into a grades 6-8 middle school, and technology enhancements to the two grade-leveled elementary buildings. All 4 buildings are now wired with single-mode fiber optics, multi-mode fiber optics, T1 lines, and enhanced category 5 network connections to every classroom in the district. As a result of this bond issue, every classroom in the district now has a minimum of six 100 Mb network connections.

To leverage this infrastructure investment, the district has invested in curriculum driven software that is allowing our staff and students to fundamentally change how we teach, and how our students learn.

At the elementary level, our students are introduced to computers at the kindergarten readiness level and this infusion of technology is continued at each successive grade level. The district uses software such as the award-winning Jump-Start series from Knowledge Adventure Software and the suite of elementary software from the Learning Company. In both of these cases, the district has invested in an itinerant computer teacher who works with the respective elementary teachers and their classes to focus on the State of Michigan elementary benchmarks.

At the middle school level, the district has developed the curriculum with a focus on technology as well. One example of this is the Art curriculum. Students at Gladstone Area Middle School use the Internet to research artists and their works, and digital imaging software such as PhotoSuite by Roxio Software to edit and publish digital photography. As a result of this technology integration, students' digital



works are being showcased at the local Fine Arts center, and on their individual school web page. Additionally, students use web sites such as [www.grogster.com](http://www.grogster.com) and [www.voki.com](http://www.voki.com) to creatively express their projects. Another example of new teaching strategies can be found in our creative writing classes. Here students use the network shared drive and individual class folders to collaborate on such projects as the school newspaper. Additionally, students and teachers use the network to share assignments and class instruction. With the start of the 2010-2011 school year, each middle school student is provided a school-sponsored e-mail account to enhance their learning and increase collaboration.

At the high school level, the Gladstone Area High School continues to be an innovator in specialized or rigorous courses that involve technology. The annual yearbook is created in a class using Photoshop and vendor specific software. The addition of Google Apps for Education has enabled students and teachers to collaborate on projects and has enabled the ability to work on their projects anywhere, on any platform. Students now use the school-issued e-mail accounts to form groups, increasing communication and information sharing. The student e-mail accounts are limited to the school domain, and other select domains to insure the safety and security of our students.

The Junior High School and the High Schools both have adopted on-line classes to help students remediate classes that they previously have had difficulty. Through Compass Learning and Michigan Virtual High School, students are now able to work at their own pace to better understand the material. Advanced coursework is also offered in the form of dual-enrollment courses at the local Community college. Through these dual-enrollment courses, students have the opportunity to pursue college level courses while still in High School.

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

The educational technology plan is considered a dynamic document that reflects the efforts of Gladstone Schools to infuse technology into the curriculum, communicate with our community, and run the business of the school. In an effort to provide public access to this document, it is posted on the district web page and is incorporated into the school improvement process at Gladstone Area Schools. Being part of the School Improvement process provides parents and other community members regular opportunity to participate in the planning, implementation, and ongoing assessment of the technology plan

To better serve our community, the district has placed a telephone in each classroom with DID telephone service to these respective telephones. At the start of each school year, parents are provided with these telephone numbers to increase communications between teachers and parents. When class is in session, or when

the teacher is not available to take parent calls, individual voice mail accounts record messages that can be handled when the teacher is available. Additionally, each staff member is provided with a district-sponsored e-mail account, and that information is prominently displayed on the district web page ([www.gladstoneschools.com](http://www.gladstoneschools.com)).

The district had invested in the Jackson Software GradeQuick electronic grading and attendance program that enables our teaching staff to more efficiently and effectively assess the student's achievement. Additionally, since implementation of the software, our teachers are now able to keep current grade, attendance and important other student information readily available to them. An important feature to GradeQuick is the ability to seamlessly interface with the ISD AS400 mini-computer that runs the district demographics, scheduling and financial information. Although this solution has worked well, the district is in the process of migrating to the industry-standard PowerSchool for the 2012–2013 school year. We believe PowerSchool will provide a more robust array of options to increase parental involvement and enhance communication.

In another effort to increase parent communications, the district has developed a transportation/Athletics telephone hotline that enables parents to know precisely when busses will be arriving back at their respective buildings from after school or week-end extra-curricular activities. The system uses multiple voice mail accounts on the district voice-mail system and the bus drivers have the ability to update their respective mailbox when they are on the road. Parents have told us that, of all the communication tools provided by the district, this one is the one they appreciate most.

To further enhance communication between Gladstone Area Schools and our parents, we participate in the Facebook experience and utilize Twitter to keep our public informed of happenings at the school district. Additionally, our school web page is continuously updated with items of interest and pictures of activities at the various schools.

*E. Strategies for developing the program, where applicable, in collaboration with adult literacy providers.*

Gladstone Area Public Schools provides technology-related adult enrichment classes on an as-requested and as-needed basis. Past classes have included web page design, basic word processing, Internet safety, and basic woodworking. Regular in-service sessions with the respective building parent-teacher organizations are held and topics to be covered are determined by the organizations. Additionally, the district partners with the school and public library to offer literacy and reading enhancement programs for the general public. In addition to these offerings, the district also provides technology assistance to public library patrons when they use the school and public library.

Whenever it is appropriate, the district has partnered with the local senior citizens center to pair students and senior citizens on projects of common interest. More recently, some of the middle school and high school art students have used technology to help senior citizens paint a historic mural depicting Gladstone at the turn of the century. Some of the technology used in this project included scanning old photographs, enhancing the scanned images with photo enhancing software, projecting the images onto the surface to be painted, and using Internet resources to obtain additional images. Projects such as these will continue as opportunities arise.

Starting with the 2011-2012 school year, Gladstone Schools has initiated a program to provide GED completion classes to at-risk students as part of the regular high school curriculum, housed in the high school building. To facilitate this new program, additional technology, accommodations, and subject specific software have been provided to insure the success of the program.

## **II. Professional Development**

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

As part of the collective-bargaining process, a minimum of two district-wide professional development days are worked into the school calendar for each school year. The topics to be covered in these professional development sessions are determined jointly by the local educational bargaining unit and the Gladstone Area Public Schools board of education. Most recently, the district has provided staff professional development on the new PowerSchool service being implemented and two recent state initiatives, Data Director and Curriculum Crafter. As a follow-up to these sessions, staff are being surveyed to further identify professional development needs.

Additionally, the Delta-Schoolcraft ISD has been a reliable source for grants that have enhanced the professional development of our staff. Most recently, we have been able to participate in homeland security grants that have increased the awareness for safety and security in our schools. In the past, the Gladstone Area School District has received in excess of \$130,000.00 in professional development and technology-related fixed assets through related workshops, and the training required to best use these assets in our district. Special Education teachers are continuously being trained on new methods of constructing Individualized Education Program support for the students with special needs. Assistance from our ISD at this level has been crucial to the level of technology integration at the district.

Staff development is crucial in supporting technology usage. Training at district and building levels must be ongoing and keep pace with rapidly changing technologies. Some ways we determine technology needs are as follows:

- When appropriate, the staff are surveyed to determine their current needs for training. As these needs are identified, every effort is made to use staff to lead the instruction.
- Areas currently identified for staff in-service include:
  - Introduction to networked systems to include: file sharing, Google Apps for Education, OpenOffice, and safe Internet practices.
  - Basic network applications such as: library systems, networked software, and network drives.
  - Integration of technology into the curriculum.
  - Basic administrative productivity tools, including word processing, spreadsheet, database management, e-mail, and student management programs.
  - Using technology to make presentations (Prezi, Microsoft PhotoStory,).
  - Web page design to enhance the existing staff web pages
  - Exploring subject-specific software designed to enhance the existing curriculum.

The following technology goals reflect the expectations of the district that all teachers, administrators, and other relevant educators will perform the tasks appropriate for their grade and/or subject level.

**PRODUCTIVITY:** Increase actual teaching time by using management programs to streamline grades, attendance, lunch count, etc. Utilize report card programs, databases, and spreadsheets for management of student data. Prepare high quality teaching materials.

**COMMUNICATION:** Use electronic mail systems to communicate within the building and throughout the district. Use network access to link up with other educators on specific topics through list-serv's. Increase communication with parents by phone, voice mail, district web page, and portal.

**INFORMATION:** Access current information to supplement teaching resources with electronic sources and on-line services. Utilize programs which allow teachers to more easily evaluate, assess, and present information.

**ASSESSMENT:** Track individual work and entire class progress with reporting options available on the GradeQuick and PowerSchool software programs. Report student achievement to parents on a timely basis by providing real-time access to teacher gradebooks. Review portfolios of student work and writing saved on the network. Prepare written assessments of student progress with GradeQuick and PowerSchool.

**INSTRUCTIONAL RESOURCES:** Use a variety of multi-media materials more effectively. Differentiate instruction to reach students with diverse learning styles. Plan individualized learning programs based on assessment data. Increase student motivation with expanded multi-media resources for class work and assignments. Provide opportunities for students to work collaboratively and actively.

## Professional Development Anticipated Timeline

Summer 2012:	PowerSchool Training Internet Security and Safety
Winter 2012:	Google Apps for Education PowerSchool Refresher Training StoneWare Cloud Computing Training
Summer 2013:	Google Sites Training Internet Classroom Integration PowerSchool Refresher Training
Winter 2014	Cloud Computing Refresher Training PowerSchool Refresher Training

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

Gladstone Area Public Schools participates with all the schools in the Delta-Intermediate school district to insure that technology integration objectives are established and achieved. Through regularly scheduled departmental meetings and information sharing, technology integration into the curriculum has been a primary focus at the Gladstone Area Public Schools. In addition to local technology integration, the district has strived to meet the State of Michigan benchmarks for technology integration. New subject-specific software will be acquired by the district to expand disciplines as the opportunity arises. A good example of this is the recent technology enhancement to the middle-school fine arts curriculum.

Recently, we added Photoscape software to enable digital image editing into the curriculum. By using this software, middle school students are learning the fundamentals of digital photography, and how to manipulate the images. Because of the success at the middle school, the software has also been incorporated into the High School computers and art curriculum. By incorporating this software, our students learn fundamentals of digital photography, and the possibilities of digital image manipulation.

An example of acquired technology by the Gladstone Area Public Schools is two digital music mixing/editing stations. Through ISD grant funding, the district music instructor participated in a series of workshops focusing on this new technology. As a result of his participation and training, he was able to secure the two stations for his curriculum.

Another example of integrating technology can be shown by the formation of a student technology team to handle the duties in the auditorium director's booth. Directed by the district technology director, these students are responsible for all audio, video, and special effects requirements in the auditorium. In addition to performing these duties, the lead students are required to train underclassmen to continue support after they graduate.

### **III. Infrastructure, Hardware, Technical Support, and Software**

*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 technology to be acquired.*

Gladstone Area Public Schools has installed a wide-area data and voice network connecting all buildings. The current network configuration for the Gladstone Area Public Schools is listed here:

1. Four Microsoft Windows Network Servers  
GAPSDC2 – Primary Domain Controller: Dual P4-2.8 Ghz, 2 GB RAM, 60Gb  
GAPSDC1 – Back-up Domain Controller P4-2.8 Ghz, 2 GB RAM, 30GB Raid 5  
GWARC - (Sophos, DHCP, Smartfilter – P4-2.8Ghz, 2 GB RAM, 30Gb Raid 5  
MealMagic – P4-2.8Ghz, 2 GB RAM, 30GB Raid 5
2. Two leased 1Gb telecommunications two strand single mode fiber links connecting Middle/Jones and Cameron Elementary to the High School.
3. Two leased T1 telecommunications lines connecting Middle School/Jones and Cameron Elementary to the High School
4. Multiple strand 1GB multimode fiber backbone distribution running the length of the High School and Middle School/Jones connecting MDF closets to IDF closets.
5. Minimum 6 Internet drops in every classroom in the district. (Kindergarten through 12<sup>th</sup> grade.)
6. Minimum 2 Internet capable student computers in every classroom in the district. (Some have more than 2.)
7. 3 Computer Labs in the high school (min. 24 station); 2 computer labs in the middle school (min. 24 station); 1 computer lab (min 30 station) in each elementary school.
8. 3 Lucent Definity telephone switches provide telecommunications for each building in the district, as well as the ability to route all calls through a single-source call-accounting monitoring system. All calls within the district (building to

building) are no charge to the district due to the leased T1 connection arrangement.

9. Telephones in every classroom. All staff has individual voice mailboxes and the telephones are programmed not to receive calls from outside of the district during regularly scheduled teaching hours.
10. Each student and staff member throughout the district has a password protected, individual and unique username to access the data network. Group membership in Microsoft Active Directory determines what applications are available to the respective user.
11. All Staff and students grade 6-12 have district-sponsored e-mail. Ex. [Username@gladstone.k12.mi.us](mailto:Username@gladstone.k12.mi.us)
12. The network provides individual home directories for user storage and common drives to share data with other users across the network.
13. GradeQuick electronic attendance and grading is available at the High School and Middle School. The district will be changing to PowerSchool for the 2012-2013 school year.
14. A SmartFilter network filtering and reporting system has been installed to further enable the district to restrict inappropriate web sites and track users who are not in compliance with the district acceptable-use policy. Plans are to replace this device with a LightSpeed multi-function appliance for the 2012-2013 school year
15. 21 Cellular telephones providing cellular and data service to the district staff.

With the successful passing of the bond proposal in February 2012, the district is currently evaluating adding the following technologies: We expect that most or all of these items will be implemented over the next three years.

1. Security Camera systems in all four district buildings
2. Install wireless network access points throughout the district.
3. Upgrade data servers to incorporate virtual server technology
4. Replace the current SmartFilter system with a Lightspeed appliance
5. Replace current CIMS based SIS with Pearson PowerSchool
6. Student/Parent notification system utilizing telephone and/or SMS texting
7. Upgrade district data switches to include POE for WAP devices
8. Install PaperCut Networking Print Manager system
9. Install Stoneware cloud solution and Classroom Management software

To support the technology in place and proposed, the district currently employs one Technology Director and one part-time technician. This staffing level is clearly insufficient to support the installed base of hardware, software, teachers, and students however budget constraints limit the support to this level.

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

Under the current configuration, a wide variety of technology is readily available for the students and staff at Gladstone Area Public Schools. Adopting Google Apps for Education has enabled students and staff to plan to continue in this direction by increasing the number of computers in the district to decrease the student-to-computer ratio. Additionally, we are exploring the BYOD concept and 1-1 computing to increase access to technology. The district has also implemented wireless hot-spots as appropriate throughout the district to accommodate the wireless computing needs of our students and staff.

#### **IV. Funding and Budget**

*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.*

We recommend that the district budget appropriate the necessary funds each year to maintain existing technology and to purchase new technology as needed and outlined in the following technology budget request.

Funding for equipment, hardware and software, technical support, and annual telecommunications costs outlined in the Gladstone Area Public Schools Technology Plan is based on using available district operating funds. The district will also consider technology improvements in developing future bond issues.

In addition to district funds, we also apply for federal and state grants and E-Rate funds where applicable to enhance technology, but do not rely on these to provide the backbone of the technology plan. The District will make sure that all technology systems meet E-rate standards and requirements for Federal grant applications.

The three-year educational technology budget request for Gladstone Area Public School District is listed below.

**2012 – 2013:**

Purchased Services (Fiber Lease):	\$16,800.00
Purchased Services (ISDN/PRI Line)	\$10,620.00
Purchased Services (Network Licenses):	\$4,350.00
Purchased Services (Technician):	\$35,625.00
Purchased Services (Network Maintenance):	\$8,000.00
Purchased Services (Telephone Programming):	\$2,500.00



Technology Maintenance (High School):	\$7,500.00
Technology Maintenance (Middle School):	\$6,000.00
Technology Maintenance (Jones Elem.):	\$5,000.00
Technology Maintenance (Cameron Elem.):	\$5,000.00
Replace All Network Switches and Hubs	\$97,000.00
Replace 150 computers (1/4 of district total):	\$80,000.00
Replace network printers	\$4,000.00
Replace Workstation Printers	\$2,500.00
F-Prot Virus Protection District License	\$2,500.00
Add one district license middle school software	\$1,800.00
Add one district license elementary software	\$3,600.00
Travel (local/conference)	\$1,550.00
Technology Supplies/Maintenance	<u>\$9,720.00</u>
<b>Total:</b>	<b>\$304,065.00</b>

**2013– 2014:**

Purchased Services (Fiber Lease):	\$16,800.00
Purchased Services (ISDN/PRI Line)	\$10,620.00
Purchased Services (Network Licenses):	\$4,350.00
Purchased Services (Technician):	\$36,337.00
Purchased Services (Network Maintenance):	\$8,000.00
Purchased Services (Telephone Programming):	\$2,500.00
Technology Maintenance (High School):	\$7,000.00
Technology Maintenance (Middle School):	\$4,000.00
Technology Maintenance (Jones Elem.):	\$4,000.00
Technology Maintenance (Cameron Elem.):	\$4,000.00
Replace 150 computers (1/4 of district total):	\$82,500.00
Replace network printers	\$4,000.00
Replace Workstation Printers	\$2,500.00
F-Prot Virus Protection	\$2,500.00
Replace District Network Back-up system	\$4,000.00
Add one district license high school software	\$1,800.00
Add one district license middle school software	\$1,800.00
Add one district license elementary software	\$3,600.00
Travel (local/conference)	\$2,500.00
Technology Supplies/Maintenance	<u>\$7,000.00</u>
<b>Total:</b>	<b>\$209,807.00</b>

**2014 – 2015:**

Purchased Services (Fiber Lease):	\$16,800.00
Purchased Services (ISDN/PRI Line)	\$10,620.00
Purchased Services (Network Licenses):	\$4,350.00

Purchased Services (Technician):	\$37,063.00
Purchased Services (Network Maintenance):	\$8,000.00
Purchased Services (Telephone Programming):	\$4,000.00
Technology Maintenance (High School):	\$7,000.00
Technology Maintenance (Middle School):	\$4,000.00
Technology Maintenance (Jones Elem.):	\$4,000.00
Technology Maintenance (Cameron Elem.):	\$4,000.00
Replace 150 computers (1/4 of district total):	\$82,500.00
Replace network printers	\$4,000.00
Replace Workstation Printers	\$2,500.00
F-Prot Virus Protection	\$2,500.00
Replace 3 district network servers	\$12,000.00
Add one district license high school software	\$1,800.00
Add one district license middle school software	\$1,800.00
Add one district license elementary software	\$3,600.00
Travel (local/conference)	\$2,500.00
Technology Supplies/Maintenance	<u>\$3,000.00</u>
<b>Total:</b>	<b>\$216,033.00</b>

## **V. Additional Sources of Funding**

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

Gladstone Area Public Schools continues to work closely with the Delta-Intermediate School District to insure that we are included in any and all grant applications. These grant applications include local, state, and federal grants such as the Technology Literacy Challenge Grants. Additionally, we are working with the service organizations in the local area (Lions, Kiwanis, etc.) to insure that any and all available funds are secured for our school district. Lastly, Gladstone Schools annually applies for supplemental funding from the local casino.

## **VI. Monitoring and 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 teachers to teach, and enabling students to reach challenging State academic standards.*

Gladstone Area Public Schools continually monitors staff and student progress regarding the use and adoption of technology into the curriculum. Some of these assessment tools are participation in staff development workshops and participation

in the ISD sponsored teacher-leader program for using peer learning to integrate technology into the curriculum. Another assessment strategy is anecdotal review of lesson plans by the respective building principals looking specifically for technology integration. Evaluation of the student use of technology is included in the grading process.

Evaluation of this plan is an ongoing, continual process. District Technology needs are continuously reviewed as we focus our progress toward meeting the curriculum benchmarks. It will continue to be the responsibility of the Technology Director to recommend modifications to the plan as needed and appropriate.

Success is determined by:

- Continued improvement of student scores on annual standardized tests. This is our primary indicator of improved student learning.
- Meeting and completing the benchmarks outlined in the Student Technology Goals section.
- Annual evaluation of the number of students who achieve Eighth Grade Technology Literacy Certification requirements.
- Achieving the funding at levels indicated in the plan.
- Meeting training goals and positive evaluations of training from participants.
- Successful implementation of skills curriculum.
- The district has identified one individual as the district evaluation coordinator to compile the relevant data and report on the competency level of district students.
- Periodic informal surveys of staff will be used to determine their level of confidence using technology in the classroom, level of perceived technology integration into the curriculum, training needs, and perceived level of student competency related to the Student Technology Goals outlined in this plan.
- Using the above criteria, determinations of when and where recommendations for modifications to the plan should be made. The Technology Plan is viewed as a “live” document. and its contents, benchmarks, and progress toward goals and overall relevancy to technology in education is continually assessed

*M. Strategies are in place to monitor the district’s Acceptable Use Policy for staff and students use of technologies.*

All students and staff are required to abide by the district’s Acceptable Use Policy. The applicable policy is included in each student and staff handbook. Additionally, each student is required to have a signed copy of the Acceptable Use Policy on file in the respective building office file that is signed by both the student and their parent/guardian. A copy of the district student and staff Acceptable Usage Policy is attached to this plan.

## **Gladstone Area Schools Computer Network and Internet Access Administrative Guidelines for Students/Staff**

The intent of this document is to insure that students/staff comply with all Network and Internet Acceptable Use Guidelines approved by the Gladstone School District, herein known as the District. Unless amended by the District, the provisions contained within this document will be in effect for the duration that the student attends the Gladstone Area School District.

In exchange for the use of the District computers and network resources, I understand and agree to the following conditions:

**A.** The use of the Internet/Network use at school is a privilege which may be revoked by the district at any time and for any appropriate reason. Reasons for revoking privileges include but are not limited to, altering of system software, placing unauthorized information, computer viruses, or other harmful on or through the computer system. The District reserves the right to monitor files, remove files, limit or deny access, and refer students/staff for other appropriate disciplinary actions.

**B.** The District reserves all rights to any and all data stored in files contained on the District File Servers and will remove any and all material which the district, at its sole discretion, believe may be unlawful, obscene, pornographic, offensive, or otherwise objectionable. Students/staff will not use the District network resources to obtain, view, download, print, or otherwise gain access to such materials.

**C.** The District has implemented filtering software intended to block minors' access to materials that are obscene, child pornography, harmful to minors, or that the District determines to be inappropriate for minors. However, the District does not guarantee that school officials can control users access to all such materials, or that users will not have access to such materials while using the District's network resources. This filtering software operates only within the District wide area network (WAN) or local area network (LAN).

It shall be the responsibility of all members of the district staff to supervise and monitor usage of District network resources and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

**D.** All information services and features contained on District File Servers are intended for the educational use of its registered users and any use of these resources for commercial, for profit, or any other unauthorized purposes (ie. advertisements, political lobbying, marketing), in any form, is expressly forbidden.

**E.** The District and/or Network resources are intended for the exclusive use by their registered users. Students/staff are responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a student's/staff's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of Network/Internet privileges.

**F.** Any misuse of a student/staff account will result in suspension of the account privileges and/or discipline action as determined by the District. Misuse shall include, but not be limited to:

1.) Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.

2.) Disrupting the operation of the Network through abuse of the hardware or software of any component of the network, including personal computers.

3.) Malicious use of the network through harassment, profanity, vulgar statements or discriminatory remarks.

4.) Interfering with others using the network

5.) Extensive use of the network resources for non-curriculum purposes.

6.) Downloading or Installing unauthorized software.

7.) Unauthorized modification, copying, or use of licensed or copyrighted software.

**G.** The use of District Internet/Network Resources are for curriculum related purposes only.

**H.** The District does not warrant that the functions of the network will meet any specific requirements that the user might have, or that it will be error free or uninterrupted; nor shall it be liable for any indirect, incidental, or consequential damages (including lost data, information or time) sustained or incurred in connection with the use, operation, or inability to use the system.

**I.** The student/staff will diligently delete old, no longer needed files or images on a timely basis from their personal home folder and/or Common Drive to avoid excess use of server file space.

**J.** The District may periodically make determinations on whether specific uses of the network are consistent with the Acceptable Use Policy. The District reserves the right to monitor and log Internet use, user activity, and file server space utilization by the user. When deemed necessary, the District also reserves the right to remove a user account from the network to prevent further unauthorized activity.

**K.** Students/staff may not download files, shareware, or software from any source including the Internet without permission from the District Technology Director. Students/staff agree to check, or have checked, any file with a virus detection program before opening the file on any district computers. Should students/staff transfer/download a file or software which infects the network and cause damage, the

student will be liable for any and all costs to repair the network. Additionally, the student/staff may be subject to other disciplinary measures as determined by the District. Students/staff will be liable to pay the cost or fee of any file, shareware or software transferred to the network, whether intentional or accidental, without such permission.

**L.** Violations of this Acceptably Usage Policy will result in, but not be limited to the following sanctions:

- (1) Loss of Computer/Network privileges for one week.
- (2) Loss of Computer/Network privileges for one month.
- (3) Loss of Computer/Network privileges indefinitely.

The District reserves the right to impose these listed sanctions in any order or the district may impose immediately a higher sanction if the situation warrants.

In consideration for the privileges of using district network resources, and in consideration for having access to the information contained on or by the district network resources, the student/staff hereby releases the District, network and their operators and administration from any and all claims of any nature arising from use, or inability to use district network resources.

**M.** On the back of this sheet is a list of specific examples that outline unacceptable usage of the District/Network resources. This list is meant to help further clarify acceptable use of District/Network resources by students/staff. A copy of this complete Student Acceptable Usage Policy is available upon request at the High School office.

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Please sign and return this portion of the Student/Staff Acceptable Usage Policy to either your computer teacher or building main office.

I agree to abide by such rules and regulations of Internet/Network/Computer usage as outlined in the Student Acceptable Usage Policy for Gladstone Area Public Schools. I also agree that I will reimburse the District for any fees, expenses, or damage incurred as a result of my use or misuse of the network or equipment.

\_\_\_\_\_  
Signature of Student/Staff

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please legibly print the student's/staff name here

\_\_\_\_\_  
Signature of Parent/Guardian (Students Only)

\_\_\_\_\_  
Date

Gladstone Area Schools Computer Network and Internet Access  
Computer/Network Acceptable Use Policy

**Examples/Specifics:**

1. You are responsible for your unique network log-in username (**05JJJONE**). Only you have access to it. If you think someone else may know your password, it is your responsibility to have it changed. We will be happy to do this for you.
2. Your home directory is to be used for **data storage only**. Unless it is specifically required for a class, and only with instructor approval, no programs are to be stored in student home folders. Only educationally related images or pictures may be saved in student home folders. Any pictures that are saved must be needed for a class that the student is currently enrolled in, and delete when they are no longer needed for that class.
3. Students are **not** to download or save any programs, images, or files from the Internet without specific approval and directions from an instructor.
4. Students are **not** to use any of the many Internet based e-mail clients, including but not limited to Hotmail and YahooMail. Additionally, students are not allowed to access Internet Chat rooms of any kind.
5. Students are **not** to use any streaming audio or streaming video from the Internet.
6. When using the Internet, students shall only access educationally appropriate web sites that relate to the classes they currently are enrolled in at Gladstone Area Public Schools. Students are not to play games of any kind on school computers.
7. Students are **not** to change any network or computer settings. This includes, but is not limited to, display settings, background wallpaper, screen savers, borders, date and time, and file attributes.
8. The Acceptable Use Policy in the student handbook must be signed by a parent/guardian and returned before a student can access the network. Any willful damage caused to district network computers or resources will be turned over to local law enforcement authorities.

**Violation of any of the above listed items will result in suspension from the district network and school computers.**