

# DeWitt Public Schools Technology Plan 2003-2006



# DeWitt Public Schools

P. O. Box 800  
DeWitt, Michigan 48820  
Phone: 517.668.3000  
Fax: 517.668.3018  
School District Code: 1919010  
Intermediate School District: Clinton County RESA

## Technology Plan July 1, 2003-June 30, 2006

Technology Plan Contact Person  
Sherry L. McVay  
Director of Technology  
Phone: 517.668.3034  
Fax: 517.668.3591  
[smcvay@edzone.net](mailto:smcvay@edzone.net)

Technology Plan Web Location: <http://www.edzone.net/~dpstech/techplan/>

## Table of Contents

### Items:

Description of the District. . . . .	2
Consortium Acknowledgement. . . . .	5
Technology Planning Team. . . . .	5
Needs Assessment. . . . .	6

### Elements of the DeWitt Technology Plan:

Infrastructure. . . . .	8
Curriculum Integration Plan. . . . .	10
Collaborations. . . . .	21
Professional Development. . . . .	22
Technical Support. . . . .	29
Supporting Resources. . . . .	30
Projected Total Cost. . . . .	32
Coordination of Resources. . . . .	34
Evaluation of Technology Plan Implementation. . . . .	35
Acceptable Use Policy. . . . .	39
Communication/Public Relations. . . . .	47

# DeWitt Public Schools

## District Profile

DeWitt, Michigan is a suburban and rural community located approximately ten miles north of downtown Lansing. DeWitt is a corridor to the North via highway 127. We serve approximately eight square miles of middle to upper income homes.

DeWitt Public Schools educate 2,742 students in grades kindergarten through twelfth grade. The schools are a central focus for the community in education, community education, child care, sports and other extra-curriculars. There 161 teachers working in six school buildings that make up our school system:

*Fuerstenau Early Childhood Center –  
Continuous Progress Kindergarten and Pre-School  
205 W. Washington  
DeWitt, Michigan 48820*

*Schavey Road Elementary – Grades first and second  
1721 Schavey Rd.  
DeWitt, Michigan 48820*

*David Scott Elementary – Grades third and fourth  
804 Wilson St.  
DeWitt, Michigan 48820*

*Herbison Woods School – Grades fifth and sixth  
3147 Herbison Rd.  
DeWitt, Michigan 48820*

*DeWitt Junior High School – Grades seventh and eighth  
2957 W. Herbison Rd.  
DeWitt, Michigan 48820*

*DeWitt High School – Grades ninth through twelfth  
3100 W. Clark Rd.  
Lansing, Michigan 48820*

DeWitt has a graded school system where students progress through each level in an environment uniquely designed to meet the needs of the specific age group within each building. While we have students from all nationalities and income levels, we are a predominately caucasian and middle to upper middle income community near Lansing.

## DeWitt Public Schools Mission Statement is: Providing Quality Educational Opportunities for All

### Targets:

1. Target Area: Curriculum and Instruction

Goals:

- To explore and promote programs and services for all learners.
- To improve parents' understanding of curriculum and student programs.
- To integrate the academic curriculum with school-to-work skills.
- To examine, and when appropriate, implement successful and innovative instructional strategies.

2. Target Area: Culture and Communication

Goals:

- To increase the presence and strengthen the image of DeWitt Public Schools within our community and all of mid-Michigan.
- To establish a culture which celebrates critical thinking, respects differences, and fosters changing relationships.
- To expand strategies for more effective communication and involvement with all stakeholders.
- To nurture and support faculty and staff at all stages of their careers.

3. Target Area: Fiscal Responsibility

Goals:

- To actively pursue alternative funding sources.
- To educate various communities and stakeholders about fiscal realities and implications for the district.
- To responsibly manage fiscal resources and facilities.

4. Target Area: Technology

Goals:

- To integrate current technology as the norm in instruction and management.
- To tailor training in current technology to meet individual needs of the learning community.

5. Target Area: Continuous Improvement

Goals:

- To use a variety of assessment tools to improve district programs and services.
- To achieve district-wide outcomes-based North Central Accreditation for the continual improvement of student achievement.
- To strengthen professional performance and life-long learning of all staff.

# DeWitt Public Schools Technology Plan Summary

## **Background:**

DeWitt has recently completed expenditure of bond technology funds to update infrastructure and purchase hardware in accordance with a technology bond proposal adopted in 1996 for 13.9 million. The district is connected to MMNET using high speed fiber for complete networking capabilities within and outside of our schools, including voice, video and data.

## **Technology Mission Statement:**

The DeWitt Mission for technology is to provide an integrated, evolving tool and resource that promotes thinking, creativity, communication and problem solving for all.

## **Goals Alignment:**

Technology is an integral part of our district strategic plan (see previous page) and our school improvement building process. DeWitt participates in North Central Accreditation for each of our six buildings. All of these buildings include technology as one of their three goals. This technology plan has been developed to support and promote district goals in an overlapping and imbedded integrated capacity.

## **Goals of the Technology Plan:**

Our strategic plan therefore contains strategies for us to achieve the following goals:

1. Fully train staff in equipment use and curriculum integration,
2. Strategically develop student skills using technology,
3. Using technology as a tool; integrating technology in the curriculum (using the equipment to teach and produce work) aligned with the Michigan Curriculum Frameworks and Benchmarks,
4. Implementing software for a variety of purposes; to manage records, reports, products, etc.; to educate students, and; to facilitate staff communications and networking,
5. Provide on-going district fiscal and technical support.

## **Goals for district teachers and students:**

1. Use equipment appropriately; develop skills,
2. Demonstrate application knowledge to extend learning or work opportunities, and
3. Curriculum integration; using technology to understand content, synthesize or analyze concepts, demonstrate knowledge or produce work.

**Evaluation:**

Quarterly technology committee meetings with representatives from all buildings will support and promote implementation. The district technology team will annually record progress in each plan area and recommend an action plan for the following year through a collaborative effort with staff, parents, students, and administrators. The DeWitt Administrators and School Board will be routinely advised of progress and approve or recommend changes in plans and funding needs to achieve the District's Mission of: *Providing Quality Educational Opportunities for All.*

**Consortium Acknowledgement**

Consortium Members	Contact Person
Clinton County Regional Education Services, St. Johns, Michigan ➤ Provides technical training and support ➤ Offers network for staff communication on educational issues ➤ Coordinates grants and funds to support technology	Steve Cameron, Technology Coordinator
Gratiot, Isabella Intermediate Educational Services, Ithaca, Michigan ➤ Provides technical training and support ➤ Links MMNET activities and coordinates cross-counties ➤ Coordinates grants and funds to support technology ➤ Serves student attendance, finance and grading data bases ➤ Provides high speed internet access, ITV and local toll phone calls between districts	Dave Childs, Director

**District Technology Planning Team  
2003-2006**

Name	Position
Tina Templin	Assistant Superintendent
Sherry McVay	Director of Technology
Dennis Rogoszewski	Director of Finance and Parent
Pat Howard	Communications Specialist and Parent
Candy Snyder	Media Specialist – High School
Sue Hornbach	Teacher –Jr. High School
Mary Osmar	Media Specialist –Jr. High School
Neil Hufnagel	Jr. High Principal
Anne Billings	Media Specialist – Elementary

Heather Dolby	Teacher – Elementary
Judy Hanson	Teacher – Schavey Road
Ruth Pearson	Teacher – Schavey Road
Elizabeth Webb	Teacher – Fuerstenau
Greg Shubel	Elementary Principal
Sara Cochran	Teacher - Scott School
Sarah Sinke	Teacher – Scott School

**Technology Needs Assessment:**

The DeWitt Technology Committee has conducted several building level surveys regarding professional development, software, hardware, and use needs. An in depth building sample was organized to further specify staff perceptions, attitudes, abilities and curriculum connections and follow up inquiries have been taken. In addition to these requests for information to use in developing a technology plan, the technology staff has completed the School Technology and Readiness Chart for the district. From these reports, we summarize the following:

1. There is a need for on-going technical support and training.
2. Staff training is a priority for use of equipment (voicemail, projectors, scanners, cameras, etc.) and curriculum integration (software; word processing, multi-media, Excel, Power Point, GroupWise, etc.).
3. Reinforcement of the curriculum to organize and plan for instruction and application at each grade level is needed.
4. Maintaining the district's substantial investment is becoming more of a priority over time.

## District 1999 StaR Assessment

	DeWitt's Total:	Low Tech	Mid Tech	High Tech	Target Tech
<b>Hardware:</b>	Total: <b>85</b> StaR Chart Group: <b>17</b>	0 - 5	6 - 11	12 - 15	17 - 20
<b>Connectivity:</b>	Total: <b>64</b> StaR Chart Group: <b>13</b>	0 - 2	3 - 7	8 - 12	13 - 15
<b>Content Software:</b>	Total: <b>16</b> StaR Chart Group: <b>3.2</b>	0 - 4	5 - 8	9 - 12	13 - 25
<b>Professional Development:</b>	Total: <b>38</b> StaR Chart Group: <b>7.6</b>	0 - 7	8 - 14	15 - 20	21 - 30
<b>Instructional Integration and Use:</b>	Total: <b>30</b> StaR Chart Group: <b>6.0</b>	0 - 3	4 - 6	7 - 8	9 - 10
<b>Overall Total:</b>	Total: <b>40.8</b> StaR Chart Group:	0 - 21	22 - 46	47 - 68	69 - 100

## District 2002 StaR Assessment

	DeWitt's Total:	Low Tech	Mid Tech	High Tech	Target Tech
<b>Hardware:</b>				X	
<b>Connectivity:</b>			X		
<b>Content:</b>			X		
<b>Professional Development:</b>				X	
<b>Instructional Integration and Use:</b>			X		
<b>Overall Total:</b>			X		

# DeWitt Public Schools

## *Infrastructure Plan*

The district is currently a member of MMNET, a consortium of 9 school districts all connected via fiber optic cabling allowing high speed voice, video and data services.

### **MMNET provides the following services:**

1. High speed, filtered, firewalled Internet service
2. Low cost dial-up access to the Internet for staff and students
3. ITV programs
4. Local toll phone calls between member districts
5. Allows us to buy various services cheaper because we purchase as a consortia

DeWitt Public Schools current data network infrastructure consists of a switch at each building connected to one another via fiber optic cabling, the switches communicate with each other using gigabit Ethernet. Within each building we have remote cabinets which service 2 classrooms. These remote closets connect to the main building switch via 2 strands of Multi-Mode fiber optic cabling at a speed of 100 MB per second. There is an additional 2 strands of fiber optic cabling to each remote closet for future use. Each classroom has at least 6 category 5 computer drops connected to a 100 MB per second hub at the remote closet.

The electrical in every building has been updated to support our future plans. The network servers are connected to the main switch via gigabit NIC's. The 3 servers currently in place offer the following services:

- The main file server offers each student and staff member a directory to save their files. It also has a directory to share information and serves applications to the entire district.
- The mail server provides Staff with internal and Internet e-mail.
- The Windows 2000 server provides applications serving as well as internal video streaming.

All servers are backed up to tape regularly. We offer staff and students Web filtering and space to create their own Web pages through collaboration with MMNET.

We currently have over 1000 computers in the entire system of which 90% are Pentium II class multimedia computers or higher. 5 of 6 buildings have at least one lab of 28

computers and every classroom has at least 1 late model computer. Every Classroom in the district has a Laser printer and 5 of 6 buildings have 1 high end color printer.

The voice network provides a phone in every classroom within the district. Every staff member has voicemail allowing easier communication between staff and parents. Each teacher also has a homework hotline mailbox which allows students and parents to call in and hear a recording of assignments for a class.

The video network connects all buildings together with fiber optic cabling providing cable TV from a centralized control point. Every classroom in the district has a TV and VCR. Every building has a portable video broadcast cart which allows a class to broadcast a live program, which can be viewed on any TV in the district. The High School has an ITV classroom, which allows distance learning opportunities for students and staff. The ITV classroom is currently connected to 9 other school districts.

### **Infrastructure Goals:**

1. Plan for hardware replenishment. Target areas will be end user technologies, this plan will be developed throughout the duration of this technology plan.
2. Maximize capacity of existing resources. A bandwidth analysis is currently underway to determine areas that may need to be targeted for packet shaping. Network operating systems are continuously updated to provide the highest performance possible.
3. Integrate existing data resources and provide interfaces for widespread usage. The School Infrastructure Framework is being investigated to determine ways of integrating current data resources to maximize ease of use and to minimize duplication of information entry. Implementation will gradually develop over the course of this technology plan.
4. Support anywhere anytime learning using voice, video and data. DeWitt Public Schools is gradually adding wireless capabilities as well as expanding IP video conferencing capabilities to all locations throughout the district.

# **DeWitt Public Schools**

## ***Curriculum Integration Plan***

### ***Goal:***

**The K-12 Staff will implement an authentic integration curriculum throughout 2003-06 across academic core areas.**

Through the duration of the previous technology plan, a focus was put on development of a scope and sequence of objectives for the use of technology in the classroom. This framework is in place and is functioning as a guiding document for technology instruction. The next level that becomes the focus for this technology plan is on implementation of the curriculum on a broader scope. During the time period from 2003-2006 strategies will be pursued that disseminate and demonstrate how the technology curriculum will be applied across the entire curriculum. Strategies toward this end will range from integration demonstrations, targeted training sessions and building level support. A plan is in place for 2002-03 that will increase the integration skills of the building level technology representatives, who will then be well prepared to support extended integration into the classrooms. By 2006 a majority of staff members will engage students in technologically enhanced lessons based on this curriculum within their particular content area. Teachers will have access to and instruction on, as in the past, specific technologies and integration methods with the addition of the ability to build and utilize online learning environments through Web publishing and interactive distance learning through video conferencing. Communication of student accomplishments both technologically and traditionally delivered will be expanded from our current system of data based collection to include the pilot of online grades delivery as well as Web publishing and Internet based communications tools. This technology plan will be posted on the school district Web site, and numerous print and verbal contacts will be made with the school community concerning technology and student progress. Parents and community members are involved with all facets of the DeWitt Public Schools, including technology. The following pages provide an outline view and an up close look at the DeWitt Public Schools technology curriculum.

# ***ELEMENTARY TECHNOLOGY OVERVIEW***

## ***GRADES K - 6***

This proposed curriculum sets criteria for elementary schools. Students will be introduced to the keyboard as early as kindergarten. Skills students will need to master at each elementary grade level have been identified.

Keyboarding is not the only skill this curriculum addresses for the elementary student. K-6 students will have experiences in word processing at all elementary schools, as well as the introduction of desktop publishing to students in grades 2-6. Elementary schools will also incorporate technology into all areas of the curriculum. Students will take part in a project-oriented and integrated approach to technology. Projects will include book reviews, class newspapers, book publishing, research reports, introductory multimedia projects, and telecommunications with children in other schools via on-line resources.

## ***JUNIOR HIGH SCHOOL TECHNOLOGY OVERVIEW GRADES 7 – 8***

The Junior High School Curriculum will build on the skills learned at the elementary level. It is the goal of this plan is that students will enter the Junior High school being able to type twenty words per minute at 90% accuracy. The Junior High school will integrate typing throughout the curriculum to reinforce these skills. Students will further their knowledge by completing courses in word processing, multimedia, database and spreadsheets throughout their Junior High experience.

Across the curriculum in all content areas, Junior High school teachers will integrate the technological skills that students have learned in their elementary years. Teachers will integrate word processing skills into their courses at the seventh and eighth grade levels. The seventh grade courses will integrate multimedia across the curriculum, wherever possible, exposing students to the more advanced features of multimedia as a communication tool. The eighth grade courses, across the curriculum, will integrate database and spreadsheet applications wherever possible. Therefore, students will leave the Junior High having improved their typing and multimedia skills, and having mastered word processing, database and spreadsheet applications. They will also have a greater understanding of the World Wide Web as a pre-existing database and a research tool.

In additional, in Junior High school, students will:

1. Understand how technologies work together.
2. Evaluate the advancements in technology.
3. Identify and explain the resources needed to operate selected technological systems.
4. Use computers for word processing, communication, problem solving and control of other devices.
5. Identify and use computers and peripherals (e.g., computers, videodisks, CD-ROMs).
6. Apply technologies, learning their functions and capabilities.
7. Evaluate the advantages and disadvantages of using technological solutions to problems.
8. Understand copyright, patent, and Freedom of Information laws as they relate to the use of technology.
9. Describe the impact of technology on the home, school, community, and workplace.

# ***HIGH SCHOOL TECHNOLOGY OVERVIEW***

## ***GRADES 9 – 12***

Our goal is to incorporate technology into all areas of curriculum. Word processing, database manipulation, spreadsheet, presentation software and applications will be integrated into student required courses. The use of on-line resources will be integrated into curricular areas for the exchange of ideas. Student elective courses will provide additional technological skills, including CAD/CAM, programming, computerized accounting, and multimedia information.

The High School Integrated technology curriculum may involve the following components:

- I. Technology integration into all content areas.
- II. Advanced knowledge in word processing, research, and multimedia through the study of language arts.
- III. Programming and spreadsheet applications through the study of mathematics.
- IV. Spreadsheet and database applications through the study of science.
- V. Telecommunications through the study of social studies.

Students will:

1. Produce word-processed documents.
2. Manipulate databases.
3. Understand and use on-line resources.
4. Publish documents on-line.
5. Discuss, and model ethical, legal, and responsible uses of technology.
6. Use spreadsheets.
7. Manipulate spreadsheets.
8. Use content-specific software.



**Standard 2: All students will use technologies to input, organize, manipulate, evaluate, and communicate information.**

K	1	2	3	4	5	6	7-8	9-12
-Familiar with keyboard								
-Familiar with menu								
-Compose, graphic, print – with help								
-Left/right hand position (use of yarn on keyboard to give sense of hand positions)								
-File menu: open, save and print								
-Keys: delete, return, arrow								
-Use mouse to insert cursor								
-Home row hand position								
-Key/finger introduction								
-File, menus, quit								
-Font selection/size								
-Type text, choose graphic edit and print								
-Create text, image, and use existing sound for a multimedia presentation related to content area. (Examples: field trip, thematic units, class book, etc.)								
-5 key finger accuracy								
-80% accuracy								
-Score printout in portfolio								
-Minimum – cover all letter keys, shift, space bar and punctuation								
-File menu: new, open, close, save as (title of document), print preview and print								
-Edit menu: undo, Reference menu: add graphic								
-Document menu: spelling and thesaurus								
-Tab key								
-Text menu: size								
-Introduce online								
-Access through signing on and signing off								
-Learn acceptable use of communication								
-Create text, image, and record sound								
-10 words per minute								
-85% accuracy								
Score printout in portfolio								
-Left/right hand position								
-Home row hand position								
-Correct key/finder								
-Access template								
-Edit menu: cut, copy, paste, select all								
Justification and style								
-Font type and size								
-Text menu: font, alignment and style								
-(Optional – border and color)								
-Learn acceptable use of communication								
-Knowledge of individual software								
-Organize and arrange information for a multimedia presentation								
-Create and import images from a variety of sources								
-Create and use sound from a variety of sources								
-Knowledge of currently available software								
-20 words per minute								
-90% accuracy								
-Score printout in portfolio								
-Review above								
-Set margins and tabs								
-Create folders and classify own documents								
-Set margins and tabs								

K	1	2	3	4	5	6	7-8	9-12
								<ul style="list-style-type: none"> <li>-40 words per minute</li> <li>-90% accuracy score printout in portfolio</li> <li>-Demonstrate the use of system commands or a computer program to control a technological system</li> <li>-Demonstrate the use of tabs and columns within a report</li> <li>-Use technologies to prepare, evaluate, and synthesize information which is to be collected and stored (voice, data, video, graphics, etc.)</li> <li>-Research a technological problem, develop possible solutions, and create a solution using different types of technologies</li> <li>-Retrieve, communicate and input information using various technologies (voice, data, video, graphics, etc.)</li> <li>-Multimedia used as a tool for organizing, arranging and storing information</li> <li>-Introduce technology media (Computer, telecommunications, still and live video, to effectively search, collect process and store information)</li> <li>-Apply technologies to interpret, analyze, synthesize and evaluate data information</li> <li>-Use information technologies as tools for creative expression and communication of ideas</li> <li>-Demonstrate the more advanced features of database computer applications in hands-on problem solving</li> <li>Introduce spreadsheet/computer applications and use learning activities to answer "what if" questions by manipulating numeric data formulas</li> <li>-Use pre-existing databases to collect research</li> <li>-To brainstorm possible topics and narrow the focus by asking questions which identify a "driving question"</li> <li>-To develop a search strategy using keywords which define the topic</li> <li>-To learn strategies for online searching which aid in the management and movement of data</li> <li>-To explain and use online resources that are appropriate for the learner and the topic</li> <li>-To organize and analyze information in order to draw conclusions and implications based on the online investigation</li> <li>-To utilize other print and non-print sources as necessary</li> <li>-To produce a product using online sources combined with other resources</li> <li>-To evaluate search results making a decision about accuracy of the data and reformulate the search if necessary</li> <li>-To learn to evaluate a web site</li> <li>-To become familiar with internet procedure</li> <li>-To practice electronic mail skills to communicate with the online community</li> <li>-To learn and to model ethical, legal and responsible behavior in the online community</li> <li>-Use technologies to demonstrate skills and problem solving (voice, data, video, graphics) etc.</li> <li>-Given a specific scenario develop multiple options and present the solutions using a variety of technologies</li> <li>-Retrieve, communicate, organize, evaluate and manipulate information using a technological system (voice, data, video, graphics, etc.)</li> <li>-Evaluate information received through technologies</li> </ul>



K	1	2	3	4	5	6	7-8	9-12
---	---	---	---	---	---	---	-----	------

**Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems and environments.**

								<ul style="list-style-type: none"> <li>-Use the basic terminology for a variety of technological systems (i.e. input, process, output, and feedback). (Systems)</li> <li>-Presents technological solutions using sketches and drawings. (Graphic Technological Solutions)</li> <li>-Use measurement to determine lengths, widths, and heights to construct and record technological solutions to problems. (Measurement)</li> <li>-Transfer and record measurements from technological solutions to problems. (Measurement)</li> <li>-Explore and compare tools used in cutting, forming, fastening, and finishing materials to produce technological solutions to problems. (Processes)</li> <li>-Use appropriate tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem. (Safety)</li> <li>-Identify the components (input, process, output, feedback) and follow a basic systematic approach (process folio) to design technological solutions to a given problem. (Systematic Approach)</li> <li>-Create a simple quality prototype using appropriate tools, materials, equipment, and processes to solve a given technological problem. (Technological Products &amp; Systems)</li> <li>-Identify how resources and processes are used to help people in society accomplish tasks to achieve a technological solution to a problem. (Resources)</li> </ul>
								<ul style="list-style-type: none"> <li>-Construct technological systems which use input, process, output, and feedback. (Systems)</li> <li>-Presents technological solutions using scale and proportion in sketches and drawings. (Graphic Technological Solutions)</li> <li>-Use measurements of dimension (length, area, volume) to construct technological solutions to problems. (Measurement)</li> <li>-Transfer measurements for the purposes of marking and layout in producing technological solutions to problems. (measurement)</li> <li>-Analyze, select, and use the appropriate tools for cutting, forming, fastening, and finishing materials to produce technological solutions to problems. (Processes)</li> <li>-Show/demonstrate the appropriate use of tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem. (Safety)</li> <li>-Demonstrate a basic systematic approach to design a technological solution to a given problem using a process folio. (Systematic Approach)</li> <li>-Design/redesign a quality technological prototype to meet a societal or environmental need. (Technological Products &amp; Systems)</li> <li>-Demonstrate how the appropriate use of resources and processes affect the environment and societal needs to achieve a technological solution to a problem. (Resources)</li> </ul>
								<ul style="list-style-type: none"> <li>-Construct technological systems that exhibit continuous improvement. (Systems)</li> <li>-Presents technological solutions using scale and proportion in multiview sketches and drawings. (Graphic Technological Solutions)</li> <li>-Use measurements of dimension and capacity as criteria to produce and analyze technological solutions to problems. (Measurement)</li> <li>-Transfer measurements within appropriate tolerances for the purposes of producing technological solutions to problems. (Measurement)</li> <li>-Use industrial tools, materials equipment, and processes to produce prototypes and technological solutions to problems. (Processes)</li> <li>-Forecast potential hazards, establish guidelines for safe behavior, and demonstrate the understanding for common safety practices in a technological environment. (Safety)</li> <li>-Apply a systematic approach to identify a current societal need that requires technologies, determine and assess solutions, select the best solution, develop the product, process, or service that meets the need, and evaluate. (Systematic Approach)</li> <li>Design, redesign a quality technological prototype to meet a societal or environmental need using investigation, analysis and idea development, proposals, planning, making a prototype of the solution, testing and evaluation of the prototype, and self assessment. (Technological Products &amp; Systems)</li> <li>-Compare and contrast different resources and processes to evaluate technological solutions to a problem. (Resources)</li> <li>-Adapt solutions to the needs and values of individuals, groups, society, and environment when designing/redesigning problem solutions and creating a quality end product to meet the need.</li> <li>-Analyze resources and processes to choose the best combination to create a technological solution to a problem. (Resources)</li> </ul>





## **DeWitt Public Schools** ***Collaborations***

Goal 1: The DeWitt Community Education Department will play a key role in collaborations to assist technology training. Community Education has expanded its course offerings to include evening technology classes for multiple skill levels with the goal of advancing adult computer literacy. Technical support for these classes will continue throughout the duration of this technology plan.

Goal 2: The district is looking to explore collaborations with the community's local library. Communications with the library have identified a need for high speed Internet access. Further talks, expected to continue into the 2003/04 school year may result in a collaborative solution to this need.

Goal 3: Opportunities for collaboration also exist with the DeWitt Business Association. The DeWitt Public Schools will remain vigilant for such opportunities throughout the duration of this technology plan.

# DeWitt Public Schools

## *Professional Development*

Goals	Standard	Example	Type of Workshop/Activity and Time
<b>Goal A-Basic Technology Operations and Concepts</b>			
	A. 1. Teachers will be able to use voice, video and data networks to communicate with students, colleagues, administrators and parents.	Homework Hotline – annual inservice Voice Distribution Email – Groupwise Newsletters	<b>Annual</b> inservice for new teachers or interested staff. Inservice per building. Newsletter Awareness via voice distribution call.
	A.2. Teachers will be able to use terminology related to computers and technology to identify and relay error messages to technology support personnel.	Hardware Terms Error Messages Software Terms	<b>Ongoing Access to:</b> Vocabulary Lists Help Desk Newsletters – use letter tips on an ongoing basis using a folder on desktop. Groupwise
	A.3. Teachers will be able to operate a computer system with related peripheral devices for multimedia, data, and communication software programs.	Power Point Spread Sheet Database Desktop Publishing Multimedia Word Processing Groupwise	Workshops determined by need per building (from a total of 5 available building level opportunities a year).

Goals	Standard	Example	Type of Workshop/Activity
	A.4. Teachers will be able to connect technological devices which support imaging; including scanners, digital cameras, and/or video cameras.	Scanning text Graphics Downloading Graphics, Pictures, Clip Art Inputting video frames or action	Workshop using scanners, video cameras, and digital cameras (from a total of 5 available building level opportunities a year).
	A.5. Teachers will be able to participate in the use of audio/video conferencing.	Audio/Video Conferencing via the Internet/Intranet Audio/Video Collaboration via District Video Network	Audio/Video Conferencing Workshop (from a total of 5 available building level opportunities a year).
	A.6. Teachers will be able to participate in the use of broadcast instruction, audio/video conferencing, and other distance learning applications.	Satellite Programming Cable Programming Local Origination Programming	Newsletters (District Web Page) Awareness Presentations at Staff Meetings. Training at the high school ITV lab.
	A.7. Teachers will be able to identify and implement basic troubleshooting techniques related to using a multimedia system with related devices or printers.	Hardware Terms Multimedia Setup Error Messages	Multimedia training as needed (from a total of 5 available building level opportunities a year).

Goals	Standard	Example	Type of Workshop/Activity
<b>Goal B – Professional and Personal Use of Technology</b>			
	B.1 Teachers will be able to apply tools for enhancing their own professional growth and productivity.	Word Processing Desktop Publishing Browsing Software and Techniques Web page Design Internet Projects Internet Lesson Plans Multimedia/Presentation software.	Workshops (from a total of 5 available building level opportunities a year).
	B.2. Teachers will be able to use technology in conducting research, solving problems, and data collecting.	Internet Projects CD ROM Resources Internet Resources	Internet Workshops (from a total of 5 available building level opportunities a year).
	B.3. Teachers will be able to plan and participate in activities that encourage lifelong learning and promote equitable, ethical and legal use of technology resources.	Acceptable Use Policies Copyright	Newsletters Handouts Internet
	B.4. Teachers will be able to use and apply productivity tools for personal and professional use.	Word Processing Data Bases Spreadsheets Power Point	Workshops (from a total of 5 available building level opportunities a year).

Goals	Standard	Example	Type of Workshop/Activity
<b>Goal C- Application of Technology in the Curriculum</b>			
	C.1. Teachers will be able to apply technologies to support instruction in their grade level and subject areas and create professional products.	Word Processing Data Bases Spreadsheets Curriculum Software Power Point Internet Web Page Design	Arranged departmental sharing of information, School Improvement Committees, Opportunities to attend professional development in curricular areas.
	C.2. Teachers will be able to plan, explore, evaluate, and deliver instructional units that integrate a variety of technologies.	Curriculum Activities Software Internet ITV lab – high school	Arranged departmental sharing of information, School Improvement Committees, Opportunities to attend professional development in curricular areas.
	C.3. Teachers will be able to apply specific research software for learning and application in curricular areas.	Electronic Reference CD ROM Library Resources Online/Search Engines	Arranged departmental sharing of information, School Improvement Committees, Opportunities to attend professional development in curricular areas.
	C.4. Teachers will be able to use electronic mail and Web browser applications for communicating and researching on-line communications networks.	Internet Activities Intranet Activities	Ongoing departmental sharing of information.

Goals	Standard	Example	Type of Workshop/Activity
	C.5. Teachers will be able to identify, select, and incorporate digital images and video in presentations and products that support instruction.	Scanning Images Digital Images Video Capture Clip Art PowerPoint	Workshops (from a total of 5 available building level opportunities a year). Arranged departmental sharing of information, School Improvement Committees, Opportunities to attend professional development in curricular areas.
	C.6. Teachers will be able to use computer projection devices to support and deliver presentations.	Presentations using Projectors	Workshop (from a total of 5 available building level opportunities a year).
	C.7. Teachers will be able to conduct research and evaluate on-line sources of information that support and enhance curriculum.	Internet Activities Internet Lesson Plans Internet Projects CD ROM Software Library Resources Online Electronic References	Workshops (from a total of 5 available building level opportunities a year).

## **Professional Development Supporting Resources**

DPS supports one (or two) instructional technology representatives per building. A stipend is paid to these teachers who perform the following services throughout the school year:

- Work to secure the necessary personal skills to support current technology initiatives (e.g. GradeQuick, FrontPage etc.) Support for this responsibility will be provided through the technology office.
- Schedule and hold at least two professional development opportunities for individual or small group support during the school day. A substitute will be provided for this responsibility. Schedule as in the past.
- Schedule and hold at least 3 after school sessions for staff.
- Troubleshoot entry level technology problems, communicate issues to technology office.
- Update the Web page or support the designated Web page designer for the building.
- Provide drop in support for staff on the use and integration of stand alone/network computers and peripherals, Web site development, suggested classroom utilization etc.
- Participate in 4 technology committee meetings. Funnel information provided to building staff.

Additional opportunities and supporting resources are available in the following ways:

- District Wide and Building Inservice Days-Approx 10% of the total Professional Development Budget is Earmarked for Technology Related Training
- Staff Meetings
- Arranged training sessions by building request
- Mentoring
- Inservices from vendors of technological equipment
- Conferences (e.g. MACUL)
- Help Desk
- Departmental Information Sharing
- Technology Tips in District Newsletter and on District Wide Information TV Channel
- School Improvement Committee
- ITV Lab/Video Conferencing
- Volunteer staff sharing after school hours
- Hardware and software training tutorials (available in print, video and online)
- DPS Curriculum available online, other curriculum resources available via technological means (e.g. <http://dewitt.edzone.net/~curric/>, [www.miclimb.net](http://www.miclimb.net) and other michigan.gov resources).
- On-line tutorials and policies

Examples:

- Instructional Web site portal and Help Pages:  
<http://dewitt.edzone.net/~dpstech>
  - DPS Administrative Policies:  
<http://www.neola.com/dewitt-mi/>
  - Michigan IT Training Initiative:  
<http://www.mivu.org/courses/ittraining>
  - Universities course and program offerings
  - Intermediate School District and other Regional course/workshop offerings
- Examples:
- Regional Technology Academy
  - ATA Technology Academy
  - REMC After School Specials
  - Leading the Future (for Administrators)

# **DeWitt Public Schools**

## ***Technical Support***

Dewitt Public Schools currently employs 1 full time director of technology, 1 network manager, 2 technicians and 1 office assistant to support all systems. Training is paid for by the district for the IT Department staff to keep their skills current. We have a working relationship with a local computer consulting firm which offers guidance and its professional services. New hardware and software is cataloged, asset tagged and placed in a database before it is delivered to the buildings. Each building has a user manual for all hardware. The following goals have been set to help insure increased access to technology by all DPS staff and students:

### **Goals:**

1. Improve communication with users about status of network operations and work requests.
2. Improve communication about training opportunities to improve end users basic troubleshooting skills decreasing time spent on entry level problems.
3. Fine tune and improve overall system performance.

# DeWitt Public Schools

## *Supporting Resources*

DeWitt Public Schools recognizes the need for internal and external support services to maintain and update our technology.

*Internal support systems include:*

- District Technology Committee consisting of building instructional staff, media, administration, and school board representatives meets quarterly to share information, discuss curriculum related to technology and award proposals for software and hardware based on criterion developed by the committee. This committee is responsible for developing surveys and assessment tools to evaluate our long range technology plan and review policies or programs related to technology in the plan.
- Technology Oversight Committee meets several times a year to review the process of our plan, provide a financial structure and make recommendations. The committee consists of building administrators, teachers, the superintendent, business director, board members and curriculum director.
- Community Education provides support for building use guidelines and course offerings outside the school day.
- The Technology Department led by the technology director provides for maintenance, assessment of software/hardware, installation and security. The Technology Department operates a helpdesk to facilitate timely technology interventions, provides high quality training, constructs and maintains the district Website and supports the use of technology at all levels.
- Building Tech Leaders consisting of district media teams and Technology Committee representatives provide building support for curriculum, training, software and hardware. Select leaders assist with Web page publishing.
- Media Centers house operating manuals, copies of curriculum materials, videotapes, REMC materials, laptops, scanners, cameras and tutorial CD programs for checkout use.
- The Communications Director solicits and publishes Web site information.

Goal:

1. Fine tune support staff procedure for technical support.
2. Increase tutorials; on-line, CD selection and manuals.

3. Improve breadth and depth of Website information.

*External support includes:*

- Consortium relationships and support services from Gratiot-Isabella and Clinton County RESA.
- Opportunities for training at several local colleges (MSU, CMU, LCC, etc.)
- Consulting relationships with Novell, Sequoia, Web site and software providers.

# DeWitt Public Schools

## *Projected Total Cost*

2003/04

	General Fund (Includes Technology Budget, Building Level and Curriculum Budget Resources)	Grant Funds (Includes Title IID, and County Wide Shared Contributions)	E-Rate/USF Funds
Salaries and Benefits Technical Support Staff	\$212,933.00		
Professional Development	\$12,920.00	\$11,125.00	
Contracted Services	\$7038.00		
Hardware	\$23,000.00	\$10,000.00	
Travel/Dues/Fees	\$816.00		
Maintenance Agreements Software	\$41,110.00		
Software Licenses	\$41,000.00		
MMNET Consortia Fees Internet Access Student/Business Mgmt. Software	\$56,300.00		\$18,500.00
Computer Equipment Repairs	\$6,120.00		

**2004/05**

	<b>General Fund (Includes Technology Budget, Building Level and Curriculum Budget Resources)</b>	<b>Grant Funds (Includes Title IID, and County Wide Shared Contributions)</b>	<b>E-Rate/USF Funds</b>
Salaries and Benefits Technical Support Staff (Projected 3% increase yearly)	\$219,321.00		
Professional Development	\$12,920.00	\$11,125.00	
Contracted Services	\$7038.00		
Hardware	\$23,000.00	\$10,000.00	
Travel/Dues/Fees	\$816.00		
Maintenance Agreements	\$41,110.00		
Software Licenses	\$41,000.00		
MMNET Consortia Fees Internet Access Student/Business Mgmt. Software (Increases based on Student Count)	\$58,973.00		\$18,500.00
Computer Equipment Repairs	\$6,120.00		

**2005/06**

	<b>General Fund (Includes Technology Budget, Building Level and Curriculum Budget Resources)</b>	<b>Grant Funds (Includes Title IID, and County Wide Shared Contributions)</b>	<b>E-Rate/USF Funds</b>
Salaries and Benefits Technical Support Staff (Projected 3% increase yearly)	\$225,900.00		
Professional Development	\$12,920.00	\$11,125.00	
Contracted Services	\$7038.00		
Hardware	\$23,000.00	\$10,000.00	
Travel/Dues/Fees	\$816.00		
Maintenance Agreements	\$41,110.00		
Software Licenses	\$41,000.00		
MMNET Consortia Fees Internet Access Student/Business Mgmt. Software (Increases based on Student Count)	\$61940.00		\$18,500.00
Computer Equipment Repairs	\$6,120.00		

As the district has just completed a bond, the hardware and infrastructure are relatively recent. With the number of machines currently in service, the focus for technology expenditures will be on maintenance and repair as opposed to replacement. The district fully realizes that budgeting for new hardware will have to be addressed before the end of this three year plan and is now investigating alternatives that will be added into the plan as they are developed.

## Coordination of Resources

A variety of funding sources will be utilized to implement our technology plan:

- USF/E-rate funding will be used for telephone services and Internet access fees.
- Public and private grants will be sought to assist in funding professional development, software licenses and equipment purchases.
- Sources of funding for replacement cost of equipment and technical support staffing will be explored.
- CCRESA funding for the Rural Utilities Service grant and resources from their recent Technology Literacy Challenge Fund grant will be utilized in an ongoing fashion locally for professional development and student learning, adding value to the DeWitt Public Schools technology program. An extension of these activities through the Rural Utilities Service grant is currently being sought by CCRESA for additional use at DPS.
- Internally a coordination of technology department funds, curriculum support and building level expenditures will provide consistent funding for all areas of technological need.

# DeWitt Public Schools

## *Evaluation of Technology Plan Implementation*

### Evaluation Plan

Evaluation toward progress in implementation of the technology plan will be monitored by the technology oversight committee, with support from the district technology committee and the technology department. Progress toward current goals has been established through a review of the Teacher Technology Initiative survey data, the STAR chart and summary data from professional development offerings. The following focus areas have been identified and will be addressed as per the timeline. Focus areas will be evaluated using a variety of indicators including increased participation in professional development opportunities as well as data from evaluations of those sessions. Additionally, the STAR chart will again be used. Although MEAP data focus is not specifically technology related, success on these tests can partially be attributed to the technology rich environment at DeWitt Public Schools, therefore in evaluating technology it will be most appropriate to review that data in regard to student outcomes. Progress toward NCA goals that pertain to technology will also be reviewed. DeWitt's progress toward district goals will be measured using technology, which is an outcome in and of itself. Such instances of true integration will be sought and identified in further technology plan evaluations. Given the specified timeline, with ongoing review the technology committee will determine specific targets to insure that no goal is left unmet.

REQUIRED COMPONENTS	ACCOMPLISHMENT	PROGRESS TOWARDS GOALS	FOCUS AREAS	TIMELINE
INFRASTRUCTURE	Provided a stable technical environment for teaching and learning.	<ul style="list-style-type: none"> <li>• Classroom workstations, technical support and extensive professional development have been added</li> <li>• Network-based helpdesk program to track repairs and inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Increase stability of existing resources.</li> <li>• Establish reporting cycles for data collection from tracking systems.</li> <li>• Increase proactive work done to prevent technical</li> </ul>	2003/2004 School Year

REQUIRED COMPONENTS	ACCOMPLISH MENT	PROGRESS TOWARDS GOALS	FOCUS AREAS	TIMELINE
		<p>machines has been implemented.</p> <ul style="list-style-type: none"> <li>• Assessment of training needs is ongoing.</li> <li>• Internet connection speed has been increased.</li> </ul>	issues from occurring.	
<b>CURRICULUM INTEGRATION</b>	Constructed guiding document and shared district wide.	<ul style="list-style-type: none"> <li>• Developed K-12 technology curriculum.</li> <li>• Shared curriculum via Web and technology committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of curriculum implications across content areas.</li> </ul>	2003/2006 School Year
<b>COLLABORATION</b>	Collaborated with community partners to increase technological awareness and understanding.	<ul style="list-style-type: none"> <li>• Classes offered through community education.</li> <li>• Learning opportunities collaborated upon with statewide and regional agencies (e.g. ATA and Regional Technology Academy).</li> <li>• Technology highlighted in district publications and local news.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase staff participation in collaboratively offered workshops.</li> </ul>	2003/2004 School Year
<b>PROFESSIONAL DEVELOPMENT</b>	Provided quality learning experiences for all staff.	<ul style="list-style-type: none"> <li>• Training Opportunities have increased as a result of grant funded sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish technology standards for staff.</li> <li>• Implement staff training.</li> </ul>	2004/2005 School Year
<b>TECHNICAL SUPPORT</b>	Restructured technology department.	<ul style="list-style-type: none"> <li>• Technology director</li> <li>• Network manager</li> <li>• Technical support</li> <li>• Building Based</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and continually fine tune department structure to meet current needs.</li> </ul>	2003/2006 School Year

REQUIRED COMPONENTS	ACCOMPLISH MENT	PROGRESS TOWARDS GOALS	FOCUS AREAS	TIMELINE
<b>SUPPORTING RESOURCES</b>	Developed strategies for obtaining technical information.	<ul style="list-style-type: none"> <li>Support</li> <li>Increased Web and server based resources for training and technical support.</li> <li>Established helpdesk and problem reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Professional library of tutorials and manuals (per building).</li> <li>Increase use of Web based trouble tracking system.</li> </ul>	2003/2006 School Year
<b>TIMETABLE</b>	Reviewed and Updated Technology Plan Annually	<ul style="list-style-type: none"> <li>Technology Plan review in January 2003.</li> </ul>	<ul style="list-style-type: none"> <li>Review plan mid 2004</li> </ul>	Next Major Update 2005/2006 School Year
<b>COST FUNDING</b>	Efficiently managed available resources.	<ul style="list-style-type: none"> <li>Completed bond fund expenditures.</li> <li>Manage district funds.</li> <li>Establish framework for use of building funds for technology needs.</li> </ul>	<ul style="list-style-type: none"> <li>Develop plan for efficiently working with budgeted decreases in funding.</li> <li>Explore grant and collaborative opportunities.</li> </ul>	2003/2004 School Year
<b>COORDINATION OF FUNDING RESOURCES</b>	Provided structures for fund management.	<ul style="list-style-type: none"> <li>Technology director and technology oversight committee well established.</li> </ul>	<ul style="list-style-type: none"> <li>Use collaborative processes to work through budgeting issues.</li> </ul>	2003/2006 School Year
<b>ACCEPTABLE USE POLICY</b>	Reliance on well written acceptable use policies at all levels.	<ul style="list-style-type: none"> <li>Established acceptable use policy for all staff and students per building.</li> </ul>	<ul style="list-style-type: none"> <li>Develop structures to insure that policies are performing at building level.</li> <li>Review AUP's for fit with current needs.</li> </ul>	2005/2006 School Year
<b>COMMUNICATIONS</b>	Increased communication about all aspects of technology.	<ul style="list-style-type: none"> <li>Increased Web page content.</li> <li>Increased communication with staff on technical support issues.</li> </ul>	<ul style="list-style-type: none"> <li>Work to establish better school to home links via technology.</li> </ul>	2004/2005 School Year
<b>IMPACT ON</b>	Developed	<ul style="list-style-type: none"> <li>Electronic</li> </ul>	<ul style="list-style-type: none"> <li>Increase</li> </ul>	2003/2006

REQUIRED COMPONENTS	ACCOMPLISHMENT	PROGRESS TOWARDS GOALS	FOCUS AREAS	TIMELINE
STUDENT ACHIEVEMENT	curriculum that was demonstrated through gains in student achievement.	portfolios. <ul style="list-style-type: none"> <li>Student multi-media products and demonstrations</li> </ul>	understanding of linkages between curriculum and student progress. <ul style="list-style-type: none"> <li>Review current structures to report student progress toward curriculum goals.</li> </ul>	School Year

# **DeWitt Public Schools**

## ***Acceptable Use Policies***

### DeWitt Public Schools Internet Safety Policy

In compliance with CIPA (Children's Internet Protection Act) requirements, DeWitt Public Schools (DPS), through the M2NET Internet service provider has in place a filter that restricts access to inappropriate and harmful materials on the Internet for all DPS network users, including minors. DPS, through M2NET and through direct observation, monitors and tracks student Internet activity.

This filter is designed to allow DPS to restrict access by category to sites including direct communications such as Chat and E-mail. Currently the ability to "Chat" is restricted, while the ability to use Web-mail is not restricted.

Current building level acceptable use policies, as well as technological constraints on port traffic are in place to prevent unauthorized access or "hacking" activities by minors online.

The policies that are in place restrict DPS's unauthorized disclosure, use and dissemination of personal identification information regarding minors.

### DeWitt Public Schools Acceptable Use Policy

#### 7540.03 - INTERNET USE BY STUDENTS AND STAFF

The purpose of this policy is to facilitate network (electronic mail and electronic bulletin board) and internet access (all referred to as "Network"), for educational purposes for the staff and students where appropriate. As such, this access should (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills. For the purpose of this policy, "user" includes both staff and students.

- A. All District computers, servers and any information, student data, programs, or software provided by the District are the property of the District and are to be used for educational or communication purposes.
- B. The use of the networks is a privilege. The District may review activities and use of computers and internet at any time. Using the computer or internet in a manner not authorized may result in disciplinary action or removal of access. The staff member is entitled to a review meeting and due process. Misuse of the networks includes, but is not limited to intentionally:
  1. altering of system software
  2. placing or distributing of unlawful or unauthorized information
  3. installing viruses or harmful programs on or through the computer system either in public or private files or messages
  4. misrepresenting other users on the network

5. disrupting operation of the networks through abuse of equipment or software
  6. malicious use of the networks through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks
  7. extensive use for non-curriculum related communication
  8. illegal installation of copyrighted software
  9. unauthorized copy or use of licensed copyrighted software
  10. allowing anyone to use an account other than the account holder
  11. intentionally seeking information on, obtaining copies of or modifying files, other data, or passwords belonging to other users
- C. The District retains the right to access and review all electronic mail, computer files, data bases, and any other electronic transmissions contained in or used in conjunction with the District's system. Staff members should have no expectation that any information contained on such systems is confidential or private.
- D. A staff member will not use his/her access to intentionally access or remove any material that is unlawful, obscene, pornographic, abusive, or objectionable; doing so will result in disciplinary action. If the staff member is not certain whether material falls outside of these parameters, approval should be sought from their immediate supervisor prior to accessing or transmitting such material.
- E. All information services and features contained on the networks are intended for the educational use of its registered users and may not be used for commercial purposes. Staff members will not send or forward chain mail or unsolicited advertising.
- F. The use of networks are resources for (in order of priority):
1. support of the academic program
  2. telecommunications
  3. general information
  4. school communications
  5. reasonable personal or association communication to the extent that such use does not violate any express prohibitions of this agreement and does not interfere with assigned duties and responsibilities
- G. The District and/or internet networks does not warrant that the functions of the system will meet any specific requirements that the user may have or that it will be error free or uninterrupted; nor shall it be liable for any direct or 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.
- H. The staff member will diligently delete old mail messages on a weekly basis from the personal mail directory to avoid excessive use of the electronic mail disk space.

- I. The District and/or internet networks will periodically review and make determinations on whether specific uses of the networks are consistent with the acceptable use policies. The District and network reserves the right to log internet use and to monitor electronic mail space utilization by users.
- J. The staff member may not transfer file, shareware, or software from information services and electronic bulletin boards without the permission of the DeWitt Technology Director. The staff member will be liable to pay for the cost or fee of any file, shareware, or software intentionally transferred without such permission.
- K. Student supervision of networks use is expected to the extent possible. Staff members however, will be released from liability for inappropriate acts committed by a student with regard to the network or internet without their knowledge.
- L. The District will provide each staff member with a password for accessing the internet and e-mail. The staff member will protect the password and provide for its security.

"For Student" computers will utilize a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. The District may use passwords and or filters.

The District reserves the right to log computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account on the Network to prevent further unauthorized activity.

The user is responsible for the proper use of the equipment and will be held accountable for any damage to or replacement of equipment caused by abusive use.

M.C.L.A. 397.606 (6)

Adopted 6/11/01

DeWitt Public Schools  
Fuerstenau Technology Code of Ethics &  
Acceptable Use Policy

---

**Privileges and Rights**

The use of electronic equipment at school is a special privilege. I can use these tools to enhance my educational experiences.

I will take responsibility for my behavior while using the equipment.

When using the equipment, I will always tell the truth.

If I find a problem, I will tell an adult.

I will try my best to produce quality work to share with my teacher, family and friends.

**Guidelines Hardware/Software**

When using hardware/software:

I will take care of the hardware/software.

I will always ask if I can use the equipment.

I will only use the software that is provided by the school.

I will let my teacher know if the equipment is broken or not working.

I will let my teacher know if someone is not using the equipment properly.

**Internet Guidelines**

When using the Internet:

I will only go on the Internet with my teacher's approval.

I will only use the Internet for school projects.

I will let my teacher know if I find any information that makes me feel uncomfortable.

**Consequences for misuse of school equipment**

If I do not follow the rules or my teacher's instructions this may happen:

I may receive a warning.

I may lose my computer privileges for an amount of time that he/she decides is appropriate.

I may have my parents contacted.

DeWitt Public Schools  
Schavey Road Technology Code of Ethics &  
Acceptable Use Policy

---

**Privileges and Rights**

The use of electronic equipment at school is a special privilege. I can use these tools to enhance my educational experiences.

I will take responsibility for my behavior while using the equipment.

When using the equipment, I will always tell the truth.

If I find a problem, I will tell an adult.

I will try my best to produce quality work to share with my teacher, family and friends.

**Hardware/Software Guidelines**

When using hardware/software:

I will take care of the hardware/software.

I will always ask if I can use the equipment.

I will only use the software that is provided by the school.

I will let my teacher know if the equipment is broken or not working.

I will let my teacher know if someone is not using the equipment properly.

**Internet Guidelines**

When using the Internet:

I will only go on the Internet with my teacher's approval.

I will only use the Internet for school projects.

I will let my teacher know if I find any information that makes me feel uncomfortable.

**Consequences for misuse of school equipment**

If I do not follow the rules or my teacher's instructions this may happen:

I may receive a warning.

I may lose my computer privileges for a determined amount of time that he/she decides is appropriate.

I may have my parents contacted.

DeWitt Public Schools  
Scott School Technology Code of Ethics &  
Acceptable Use Policy

---

DeWitt Public Schools encourage and strongly promotes the use of electronic information technologies for educational endeavors. The district provides student access to information resources available in a variety of electronic formats for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in technologically rich environment and assist them to become responsible, self-directed, life-long learners.

**Privileges and Rights**

The use of electronic equipment at school is a special privilege. I can use these tools to enhance my educational experiences. I will enjoy this privilege by:

- producing quality work to share with my teacher, family and friends.
- taking responsibility for my behavior while using the equipment.
- informing the teacher of any problems I may experience.
- informing the teacher of any equipment that is not functioning properly.

**Hardware/Software Guidelines**

- I will follow the proper procedures for caring for the equipment.
- I will be responsible for the equipment that I am using.
- I will only use software that is approved by the school district.

**Internet Guidelines**

- I have the right to access the Internet to facilitate learning and personal growth in technology information gathering skills, and communication skills.
- I will only go to Internet sites that my teacher has approved.
- I will only use the Internet for school projects.
- I will let my teacher know if I accidentally find any information that makes me feel uncomfortable.

**Consequences for misuse of school equipment**

If I do not follow the rules or my teacher's instructions this may happen:

I may receive a warning.

I may lose my computer privileges for a determined amount of time that he/she and/or principal decide is appropriate for the misbehavior.

I may have my parents contacted.

DeWitt Public Schools  
Herbison Woods School Technology Code of Ethics &  
Acceptable Use Policy

---

DeWitt Public Schools encourage and strongly promotes the use of electronic information technologies for educational endeavors. The district provides student access to information resources available in a variety of electronic formats for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in technologically rich environment and assist them to become responsible, self-directed, life-long learners.

**Privileges and Rights**

The use of electronic equipment at school is a special privilege. I can use these tools to enhance my educational experiences. I will enjoy this privilege by:

- producing quality work to share with my teacher, family and friends.
- taking responsibility for my behavior while using the equipment.
- informing the teacher of any problems I may experience.
- informing the teacher of any equipment that is not functioning properly.

**Hardware/Software Guidelines**

- I will follow the proper procedures for caring for the equipment.
- I will be responsible for the equipment that I am using.
- I will only use software that is approved by the school district.

**Internet Guidelines**

- I have the right to access the Internet to facilitate learning and personal growth in technology information gathering skills, and communication skills.
- I will only go to Internet sites that my teacher has approved.
- I will only use the Internet for school projects.
- I will let my teacher know if I accidentally find any information that makes me feel uncomfortable.

**Consequences for misuse of school equipment**

If I do not follow the rules or my teacher's instructions this may happen:

I may receive a warning.

I may lose my computer privileges for a determined amount of time that he/she and/or principal decide is appropriate for the misbehavior.

I may have my parents contacted.

DeWitt Public Schools  
DeWitt Junior High/DeWitt High School  
Technology Code of Ethics & Acceptable Use Policy

---

DeWitt Public Schools encourage and strongly promote the use of electronic information technologies for educational endeavors. The District provides student access to information resources available in a variety of electronic formats for the development of information management skills. Together these allow learners to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment, and assist them to become responsible, self-directed, life-long learners.

References to the District network means all district-owned technology.

**Privileges and Rights**

1. Students have the right to access the District network to facilitate learning, diversity, personal growth in technology, information gathering and communication skills.
2. Students are responsible for the integrity of their account. Misuse or sharing of their account with others may result in the loss of access privileges.
3. Students will not use their network access to obtain, view, download, or otherwise gain access to offensive or objectionable materials.
4. Each student is responsible for all material received and stored under his/her user account. The District reserves the right to access any materials stored in files.
5. Students may not load, store, or use unapproved software on the district network.
6. The District reserves the right to log computer use and to monitor file space used and to limit that space. The District reserves the right to remove a user account on the network to prevent unauthorized activity.
7. The District reserves the right to log Internet use.
8. It is the intent of the District to maintain reliable network services. However, loss of files, information, data, or time may happen, in which case the district is not liable.
9. Any transfer of files either electronically or via floppy disks must be virus free. Should a student transfer a file, shareware, or software which infects the District network with a virus which causes damage, the student will be liable for any and all repair costs to make the District network once again fully operational or virus free. The student may also be subject to other disciplinary measures as determined by the District.

Failure to abide by these guidelines may result in the suspension or elimination of access to the District's network.

# **DeWitt Public Schools**

## ***Communication/ Public Relations***

Effectively communicating the DeWitt Schools Technology Plan is the role and responsibility of many individuals, but will ultimately be directed by a team of people working to assure the success of the plan. Two primary audiences exist within the context of communicating the technology plan: An internal audience and an external audience. The internal audience consists of the staff and students. The external audiences consists of parents, the business community and community members who do not have children in our schools.

Many school initiatives are unsuccessful because the district's administrative team fails to market the notion to the schools internal audience. The district's technology plan will be a mainstay in the monthly staff newsletter. As well, regular technology updates should be distributed through internal e-mail. Twice monthly staff meetings have proven to be an effective venue for sharing information as well as fielding staff questions. Building secretaries are a critical audience for the technology plan. Very often they are put in positions to confirm or dispel rumors. If they are informed of the progress of the technology plan, their assistance in communicating factual information can be valuable. Students will have first-hand knowledge of the district's technology commitment in their daily schedules. However, teachers are the first line of information with the students and will have opportunities to share the technology plan with students. Student representatives may also assist the district's technology committee in efforts to communicate effectively with their peers.

In past years, the district has committed time and resources to upgrading its Website. Regular publications will continue to be integral to communications and the Website will continue to undergo ongoing improvement lead by the district Communications and Community Education Director. With the support of the technology department, communications in and amongst internal and external stakeholders can improve and expand throughout the duration of this technology plan.