



EDWARDSBURG PUBLIC SCHOOLS

TECHNOLOGY PLAN COVER SHEET

District: Edwardsburg Public Schools

District Code: 14030

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Technology Plan:

http://www.edwardsburgpublicschools.org/apps/pages/index.jsp?uREC_ID=704481&type=d&pREC_ID=1136126

Intermediate School District: Lewis Cass

Years covered by this plan: 2016 to 2019

Start Date of Plan: July 1, 2016

End Date of Plan: June 30, 2019

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EDWARDSBURG PUBLIC SCHOOLS

DISTRICT PROFILE

Edwardsburg Public Schools (EPS) is a rural district in Southwest Michigan. EPS serves a student population of 2,700 covering grades K through 12 with a teaching staff of 128.

School Buildings

Edwardsburg Primary-Grades K-1

69410 Section Street
Edwardsburg, MI

Eagle Lake Elementary-Grades 2-3

Avenue C
Edwardsburg, MI

Edwardsburg Intermediate-Grades 4-5

69410 Section Street
Edwardsburg, MI

Edwardsburg Middle School-Grades 6-8

69410 Section Street
Edwardsburg, MI

Edwardsburg High School-Grades 9-12

69410 Section Street
Edwardsburg, MI

Edwardsburg Alternative Learning Center

69410 Section Street
Edwardsburg, MI

District Mission Statement

The mission of Edwardsburg Public Schools is to maximize all students' potential to be successful in life.

Background of our technology planning initiative:

Technology has become a part of everyday life. Internet access has become nearly as important as electricity. Today's student must have adequate access to technology resources and the skills to effectively use available technology. To support the District's Mission, it is necessary to prepare our students for careers that may not currently exist. Our students are children of the Information Age and, as such, require a technology rich learning environment. This report represents Edwardsburg Public School's plan to expand the use of technology to enhance the learning experience of all students providing them with the skills needed to become 21st century citizens as well as lifelong learners.

District School Improvement Goals

All students will:

1. Demonstrate effective communication skills in the area of informational reading.
2. Demonstrate effective communication skills in the area of writing.
3. Improve problem solving and critical thinking skills in the area of mathematics.

Major goals of the technology plan:

- **Edwardsburg Public Schools** plans to continue to update any necessary infrastructure, hardware, and software to give every individual within the school family access to voice, video, and data from school premises to the outside world through the Internet and interactive sources.
- **Edwardsburg Public Schools** plans to offer and encourage professional growth opportunities for all members of the school family and community.
- **Edwardsburg Public Schools** will maintain an Acceptable Use Policy for the protection of all members of the school family. Policies and guidelines will be reviewed as needed to accommodate the continuous changes in technology and the law. All students and staff will be required to sign and honor the Acceptable Use Policy of the district (copies in Forms area of the Appendix)
- **Edwardsburg Public Schools** plans to expand student opportunities through online programs to offer our community a technological alternative to the on-campus degree:
 - Edwardsburg Early College
 - Distance Learning Centers
 - NovaNet/e2020 System – HS/Alternative Ed
 - Credit Recovery Services
 - College on-line courses
- **Edwardsburg Public Schools** will continue to dedicate significant portion of its technology budget for ongoing staff training to assist with the effective and efficient use of instructional technology.
 - Provide staff with the opportunity to receive training on-site in purchased software/hardware for district use/classroom integration, on-site training using trainers, webinars, and other online opportunities

Edwardsburg Public School District

Technology Vision/Mission Statement

The Edwardsburg Public Schools will implement a comprehensive technological program encompassing all aspects of the district (education, community, administration, and operations) to enrich and expand the learning environment.

The district will provide the following evaluation procedures to ensure the time, quality, and benefits are meeting the needs of the District Staff.

- Evaluation form to be filled out after each in-service/workshop and/or conference
- Yearly survey to be filled out by all staff members
- Informal observation of staff usage/implementation
- Formal evaluation of usage/implementation through teacher evaluation process.
- Principal observation through lesson plan inclusion of technology.

Goals for district teachers and students

All students will:

- Use technology as a learning tool;
- Learn to be responsible users of technology as a 21st Century Learner;
- Have access to the Internet to do research; and
- Learn technology skills that will carry over into careers and/or higher education

All staff will:

- Use technology as a teaching tool in their curriculum area;
- Use technology as an administrative tool for grades, attendance, and lesson planning;
- Use technology as a communication tool with students and parents; and
- Use the Internet to enhance the learning of students or to enhance their preparations for teaching students.

CURRICULUM INTEGRATION PLAN

The development of curriculum and educational programs for Edwardsburg Public Schools is an ongoing process served through the cooperative effort of all professional staff. Teachers, administrators and Board of Education members continually work together to update existing curriculum to develop the best possible plans for the schools.

The Curriculum Review Committee is comprised of educators who teach in the subject area that is being reviewed. The district often works with a consultant or experts in the field from colleges/universities, the ISD, the State or private organizations in order to evaluate the current program and make recommendations for change. After the Curriculum Committee writes a curriculum proposal, the plan goes back to the Building Councils for approval. The team must also present the proposals to the district level Professional Council and the School Board Curriculum Subcommittee for support.

All of these groups review and make recommendations in an advisory capacity. Upon adoption all teachers receive the curriculum guides, which become the basis for instruction. These guides include:

Michigan Content Standards, district goals and objectives, performance activities, materials, and the evaluation process. It is also the expectation of the district that writing, reading, speaking, and listening will span across the curriculum in all content areas, as well as the use of technology to support the district educational goals.

Within each curriculum proposal several elements are required:

- Rationale for Change
- Review of Literature and other curriculum models to determine best practice
- Research in the field
- Statement of Philosophy
- Sequential course design/description
- Review of textbooks and instructional materials
- Technology as it relates to the curriculum
- Staff Development Needs
- Evaluation process
- Budget
- District Curriculum Guides

The district curriculum is aligned with the Michigan Curriculum Framework. These benchmarks are the basis of curriculum decisions for the district. Upon their review by a K-12 team (representatives from all grade levels) the district creates a curriculum that reflects these standards as well as expresses local goals and objectives. The curriculum review process for each curriculum area at EPS is done on a rotational basis. After a complete review has been accomplished, the curriculum area is revisited each year to assess the implementation process.

Data analysis reports and teacher/student and parent feedback are appraised at K-12 curriculum meetings. If the examination of the curriculum shows areas of need, modifications are made to the plan. When EPS reviews a specific content area the technology needed to enhance instruction is

considered during the review process. Copies of the state and national standards for technology education are included for review so that the committee is cognizant of the goals and so that the members will integrate them into the core subject areas.

Technology is utilized throughout the curriculum for instruction and assessment. To ensure that curriculum guides are followed, administrators evaluate teachers via lesson plans and classroom observations to monitor if they are using a variety of instructional tools and delivery modes to teach content standards as determined by the Curriculum Committee.

Edwardsburg Public Schools has provided staffing to guide and support technology. EPS's Director of Information Technology oversees the workmanship of over 1,100 computers district-wide and ensures that the systems perform optimally for student and teacher use. The district employs a K-12 Media Specialist who support teachers and students in educational technology within the media centers that are automated and equipped with computers.

CURRICULUM INTEGRATION

GOALS AND STRATEGIES

Our first and foremost goal at the district and building levels is to provide differentiated instruction for students and to use technology to support and enhance this varied instruction and therefore improve student achievement. In this mode, technology will be integrated into all content areas. The assurance of the integration of technology has been created through the district professional development plan and curriculum review process. Educational technology can provide a multitude of resources for teachers so that a comprehensive, multimedia, visually-enhanced multi-sensory approach is provided to meet the diverse needs of students.

Numerous programs have been implemented in the district to support instruction. In order to better understand the diverse needs of our students and their progress in learning skills, the district will use technology to organize information and present data in a way for teachers and parents to understand their students' strengths and weaknesses. Our premise is that data-driven decision making will improve student achievement.

Many of the Edwardsburg educational programs are infused with technology. Accelerated Reader and Reading Renaissance encourages reading and assesses comprehension via computer tests on the books. This allows for a classroom of students to work at their own level. The technology provides a means for students to work more independently. The NWEA, Study Island, and USA Test Prep provides lessons for students in math and reading that are designed to meet their personal needs. As soon as a skill is mastered, new lessons are added. MICLiMB, Atlas Rubicon, and SchoolNET are tools for teachers to focus on standards and to find lessons to support them. A multitude of skill specific lessons, which are multi-sensory and directed to the multiple intelligences, can be found using these programs.

The use of technology to organize data is imperative as we look at MEAP, MME, ACT, EXPLORE, PLAN, and NWEA scores in order to better understand how the student population is performing on district assessments. The Lewis Cass ISD and KRESA are assisting us in better understanding how all members and subgroups are performing in the curriculum areas on testing instruments.

A second district goal is to use technology to assist teachers in assessing the learner in order to better meet student needs. Currently many assessment tools are in place and several technological resources provide feedback on the academic progress of students. Some of the technology used to assess student learning in the district include: Write to Learn, Accelerated Reader, Star Testing, SchoolNet, Work Keys, ACT preparation, Study Island, Easy CBM, MICLiMB, DIBELS, NWEA grade level testing, (Northwest Evaluation Association) and other related Internet web sites which assist the teacher and district in evaluating student progress and district instruction.

Using these various technological testing tools will assist educators in improving academic achievements by allowing parents, teachers and students to identify the skills that have been mastered and those that must be introduced or reviewed. This information allows staff to regroup students for instruction to better meet their needs. The information is used to identify students who would benefit from remedial programs such as tutoring or summer school.

Lastly, our third goal is to improve student and teacher competency in using technology as an instructional tool. This will necessitate EPS to provide in-services, training sessions, and classroom support to teach how to use technology. Computer labs and classroom computers afford teachers and students the opportunities to use them often. At the elementary level scheduled computer classes with teachers and instructional aides provide the instruction in computer use and time to work in instructional programming and keyboarding. At the Middle School and High School specific courses that focus on technology education provide opportunity for training in using technology as well as the integration of technology across content areas. All students (K-12) have access to computers in classrooms and labs, as well as in media centers.

The technology plan will continue to be a part of the yearly curriculum reviews. The plan will be communicated to the staff and School Board in this process. Parents serve on the building Advisory Council and on the School Improvement Teams. They will have input at building and district level. The technology plan will be on the district website and available in all buildings for review. School Improvement teams at buildings and the district will view the plan as they formulate goals and objectives and look for ways to support the instruction in classrooms.

STUDENT ACHIEVEMENT

Strategies to Integrate Technology into Curricula

Strategies Using Telecommunication and Technology

- Students have been involved in preparing PowerPoint presentations that highlight their educational career;
- Class projects often involve technological support;

- Oral presentations are enhanced by graphic work done on the computer;
- Students develop journals with the computer;
- Students practice skills using educational software;
- Students use instructional resources on various forms of media;
- The Internet is used for research;
- In Science, cooperative groups of students use computer-based labs for measurement and analysis;
- Weather data is obtained on the Internet;
- Learners use still/live video and animation software in projects;
- NovaNet and e2020 Coursework for students seeking alternative learning;
- Compact discs with music are used as another media form
- Students compose music using technology;
- The library has a computerized card catalog;
- Students create video campaigns;
- Teachers with a strong background in technology take on the role of building leaders and share their expertise;
- During summer school, technology is integrated into the program as an instructional and assessment tool and a computer lab or iPads assist with individual intervention learning plans;
- Discussion boards are used to further studies;
- Educators organize, follow and plan using the databases, which contain student progress
- Students create computer-generated graphs;
- Timelines are designed on the computer;
- Children follow current events through electronic media resources;
- Title I staff have been trained in using instructional software to teach skills not mastered by the students;
- Voicemail and Internet are available to all teachers;
- District wide report cards were revamped to a format whereby teachers enter data, grades, checklists and rubrics on a continuum of skills via computer and standards;
- District website provides sites for teachers to post assignments and other pertinent information;
- District website posts printed information such as: brochures, annual reports, newsletters, etc.;
- Teachers and staff use video streaming to view clips of relevant video when learning a concept;
- Students access research materials online for projects in core curriculum; and
- Teachers are learning more ways to create databases to store information and to retrieve it in meaningful graphs and tables to make instructional decisions

Strategies Based Research Integrating Technology into Curricula

- Word attack skills and vocabulary development are used to strengthen language arts skills;
- Students practice classroom skills using word processing, spreadsheets and Internet research;
- Michigan Virtual and online courses provide educational options;
- NovaNet/Edgenuity – coursework;

- Simulation software is used for practice in decision-making and problem solving;
- During summer school, technology is integrated into the program as an instructional and assessment tool and a computer lab or iPads assist with individual intervention learning plans; Spell check, thesaurus, and grammar check are used in the writing process;
- Alternative Education students use virtual coursework and software programs to better individualize their instruction based on student need;
- Counselors use Career Cruising to discover student interests and to plan for further education
- EDPs (Educational Development Plans) are entered into a computer database;
- Students use Vernier Lab and Pearson software with probes during investigations and create graphs, tables and other graphic organizers on the laptop computers;
- Technology is used in Physical Education classes to monitor heart rate, etc.; and
- Technology driven writing lab at the middle and high schools.

Strategies for Delivery of Specialize Courses

- Word attack skills and vocabulary development are used to strengthen language arts skills;
- Students practice classroom skills using word processing, spreadsheets and Internet research;
- Michigan Virtual and online courses provide educational options;
- Nova Net and e2020 – coursework;
- Spell check, thesaurus, and grammar check are used in the writing process;
- Inspiration and Kidspiration provide an avenue for students to organize ideas for thinking and writing;
- The Distance Learning Lab brings sites from across the U.S. to the students and allows them to interact with students all over the country;
- Students in “After School Tutoring” programs have access to computer labs, laptops, and/or iPads;
- Career Pathways are embedded in the curriculum and computer programs such as “Paws in Job Land” further student interests in careers;
- Instructional technologies such as scan converters, televisions, Smart Boards, digital cameras, scanners, projection units, laptops, and LCD panels are used to support instruction in the classroom;
- Counselors use Career Cruising to discover student interests and to plan for further education;
- EDPs (Educational Development Plans) are entered into a computer database; and
- Technology driven writing lab at the middle and high schools.

The goals of the district mirror the descriptors for “New Learning Environments.” (from International Society for Technology Education)

Learning Environments should prepare students to:

- Communicate using a variety of media and formats;
- Access and exchange information in a variety of ways;
- Compile, organize, analyze and synthesize information;
- Draw conclusions and make generalizations based on information gathered;

- Use information and select appropriate tools to solve problems;
- Know content and be able to locate additional information as needed;
- Become self-directed learners;
- Collaborate and cooperate in team efforts; and
- Interact with others in ethical and appropriate ways

Educators are provided the Michigan Educational Technology Standards (METS) which are aligned with the National Educational Technology Standards (NETS) as guidelines for instructional planning:

- 1) Basic operations and concepts
- 2) Social, ethical and human issues
- 3) Technology productivity tools
- 4) Technology communication tools
- 5) Technology research tools
- 6) Technology problem-solving and decision-making tools

Teachers also have the State Content Standards for their use in planning instruction:

- 1) Students use and transfer technical knowledge and skills for life roles.
- 2) Students use technologies to input, retrieve, organize, manipulate, evaluate and communicate information
- 3) Students apply appropriate technologies to critical thinking, creative expression and decision-making skills.
- 4) Students employ a systematic approach to technology solutions by using resources and processes to create, maintain and improve products, systems, and environments.
- 5) Students apply ethical and legal standards in planning, using, and evaluating technology.
- 6) Students evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequence to make informed civic, social, and economic decisions.

TIMELINE FOR ADDITIONAL TECHNOLOGY INTEGRATION INTO CURRICULA/INSTRUCTION

<u>ACTION</u>	<u>DATE</u>
Develop assessments using SchoolNET	Fall 2014
Expansion of the Edgenuity/E2020	Fall 2014
Web Based Data Analysis tool (SchoolNET) for making data driven decisions	Fall 2014

Note: Building and district level decisions will determine the technology that will be integrated each year in the area of curriculum.

COLLABORATIONS

Our district collaborates with the Berrien RESA to receive Distance learning programs and to have access to the REMC library. Presenters from the ISD have come to our district to train and our staff has attended sessions at the ISD. Our district also collaborates with the Kalamazoo RESA for data collection and student information services support. They in turn download this information to the State SRSD file. EPS is also in consortium with the Lewis Cass ISD, which provides resources for the district. KRESA and Lewis Cass ISD continues to provide workshops and support to Edwardsburg staff.

Edwardsburg Schools has worked cooperatively with the Lewis Cass ISD to secure grants within the consortium to meet the needs of children and their families. We are currently participating with a number of districts in a Regional Data Initiatives Grant. This program is being facilitated by the MI-CASE consortium.

EPS collaborates with the Elkhart Career Center, Southwestern Michigan College, Indiana University at South Bend, as well as the Math and Science Center at Andrews University to provide enriched course offerings. Currently, Western Michigan University is offering coursework for professional staff. Michigan Virtual is available to students. These colleges and universities allow staff access to technology via online library or the use of facilities and computer labs. Junior Achievement is active within the schools and offers a means for sharing resources in the community.

COMMUNICATIONS / PUBLIC RELATIONS

- Yearly updates are presented to the Strategic Planning Committee and to the Board of Education.
- All on-going projects and the Technology Plan will be posted on the Edwardsburg Public School's Website.
- District and Building Newsletters will keep those within the school and community up to date on all Technology progress.

PROFESSIONAL DEVELOPMENT

The district Professional Development Team as part of the North Central Accreditation (NCA) Team is involved in the planning of the Professional Development for the district. Representatives from each building are the liaisons that bring the needs of the staff to the committee. These needs come out of building school improvement teams and advisory committees as well as from the information and data gathered from surveys and needs assessments. The Assistant to the Superintendent for Instructional Services and Accountability chairs this group and is responsible for ensuring curriculum alignment and student achievement. The group looks at the information at hand and determines what is needed to solve the problems that surfaced in the needs assessment and conversation with staff. It is the expectation that any Professional Development recommended has value in the purpose of student learning and its effectiveness should be evidence-based. The Assistant Superintendent and Director of Informational Technology garners support at district level and is responsible for planning in-services and training and providing resources for staff. The district Director of Information Technology works closely with building teams to provide insight as to the needs of the staff and students. State and National Standards for addressing technology education are used as a guide when planning Professional Development. Additionally ISD and regional initiative goals are considered. Best practice research also determines the course of the Professional Development Plan.

With this dialogue and communication the district gains commitment and support for the Professional Development Plan, which includes the technology, teachers and students need. The computer/media labs, classrooms and Distance Learning Center are state of the art and provide outstanding settings for learning. Trainers and presenters who work with education programs or assessments, ISD consultants, and in house specialists provide training. Director of Information Technology works with instructors to assist educators as they work with students to meet instructional goals. Realizing that educators need time to share ideas, team or partner planning time is built into the schedule at the elementary level when possible. Some of the teachers choose to team in order to collaborate and combine resources. The K-12 Curriculum Meetings provide time for staff to plan across grade levels.

The Professional Development Plan considers the goals for each school and brings to staff the training that is needed to accomplish the goals. The district evaluates progress and provides follow-up sessions and further training when needed. Evaluation feedback forms are used as well as open dialogue at various building and district level meetings to improve technological training, as it relates to district and building educational goals. Tools such as surveys evaluate the instruction in technological use.

Professional Development for certified staff to further the use of technology in the classroom is varied and numerous. The offerings are aligned with district and building goals and objectives. Our focus is on improving student achievement, and improving student, as well as teacher competency in using technology as an instructional tool.

Professional Development is determined by the goals of the district and supports best practice and research based strategies for student learning. The focus of our district at this time is that of

providing “Differentiated Instruction” for our learners and technology is a tool and means to accomplish that end. Instruction in the use of technology is a piece of the Professional

Development in order to teach educators how to integrate technology to improve instruction and to provide variety in instructional delivery. Several workshops offered by the district have focused on educating staff to the endless opportunities for instructional enhancement through a huge volume of websites. We continue to share this information with staff. Within the curriculum section of this plan the process by which EPS implements technology tools into new and existing curriculum is defined. Each curriculum review is to consider the technology standards for students as well as inclusion of technology as a teaching tool. Piloting programs is encouraged at the onset of the review. Technology is viewed as a means to support the given curriculum objectives.

The following reiterates the goals and highlights the research that is used to determine the kinds of Professional Development that will be a part of staff training.

EPS Curriculum Goals with Integrated Technology

- Provide “Differentiated Instruction” for students and to use technologies to support and enhance this varied instruction and therefore improve student achievement.
- Use technology to assist teachers in assessing the learner in order to better understand where a student is on the continuum of learning and plan instruction to meet the needs of the student and to increase student engagement
- Improve student and teacher competency in using technology as an instructional tool.

Best Practice and Research Supported Strategies

The following information is shared with educators and reflected upon as they make decisions regarding curriculum and the technology that weaves within the educational plan:

“Attributes of Effective Teachers” from What Matters Most.

The EPS goals help teachers to become more effective in the following ways:

- 1) Educators become experts in their subject area when they use the endless online sites and electronic libraries to research their subject matter.
- 2) Teachers become more skillful in using a variety of teaching strategies and lesson plans to teach curricular objectives while using the limitless resources those online sites and connections with other educators around the world can provide.
- 3) The EPS goal of differentiating instruction requires teachers to acknowledge student differences and respect diverse background. The teacher must reflect on their teaching role and be the instructional leader who creates learning experiences that meet the needs of students.
- 4) Teachers will become more knowledgeable in assessing students and determining their needs. This assists teachers in determining the skills and experiences needed to increase learning.

Enhancing Student Achievement, a Framework for School Improvement (2002)

Charlotte Danielson highlights research that provides insight in how to improve schools in her book. The following is a summation of research and best practice taken from her text. These combined with technology should enhance learning in the classroom. The team will be mindful that Professional Development aligns with these findings.

Marzano, Pickering, and Pollock (2001) have reviewed research and identified nine categories of research-based instructional strategies that improve student achievement.

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Assigning homework
- Using nonlinguistic representations
- Fostering cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypothesis and questions
- Providing cues and advance organizers

Fasko and Grubb (1995) found that effective teachers use more learner-centered and active-learning practices—such as critical thinking, inquiry-based practices, and hands-on activities.

Brophy and Good (1986) found that the practices of effective teachers include careful lesson planning, and articulation of learning goals to students, monitoring of student work, and use of time-on-task activities.

Pressley, Yokoi, Rankin, Wharton-McDonald, and Mistretta, (1997) and Darling, Hammond, Aness, and Falk (1995) found that effective teachers use assessment results to evaluate student work and as an instructional tool.

Darling, Hammond, (1997) and Brophy (1986) found that teacher knowledge and skill level affect student achievement.

Porter and Brophy (1988) found that in order for feedback to affect student learning and self-confidence, it must be timely and unambiguous.

Emmer (1988) found that feedback must be diagnostic in nature, and should be constructive rather than destructive.

Schunk (1988) discovered that feedback is necessary to establish learning goals and improve achievement outcomes.

TIMELINE FOR IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT

<u>ACTION</u>	<u>PERSON RESPONSIBLE</u>	<u>DATE</u>
Needs Assessment	Assistant Superintendent	Spring 2015
In-House Training Sessions	Director of IT	Ongoing
Data Collection	Director of IT	Summer/Fall 2015
On-Line Video Tutorials	Director of IT	Fall 2016
Data Analysis Tools	TBA	Fall 2015
Administration of On-Line Assessments	TBA	Fall 2015
Expanding On-Line Curriculum	TBA	Spring 2016
Evaluation of Programs	Participants	Ongoing

Cycle continues in the following years beginning with the needs assessment and ending with evaluation. Attendance at all district provided professional development sessions will be recorded via a sign-in sheet. All sign-in sheets will be retained in the administration office.

SUPPORTING RESOURCES

EPS provides numerous resources to teachers supporting the technology program.

- On-line support for software programs
- Access to videos through the library
- On-line learning environment via Moodle
- Recorded video tutorials for various software programs
- All staff have access to support any manuals for hardware and software used by EPS

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

PRESENT STATUS

1. Edwardsburg Public Schools has developed a network infrastructure that provides:

- shared academic and administrative resources through the use of Microsoft Active Directory Services
- high speed data and communication exchange for administration and instruction
- high speed access to the Internet/World Wide Web
- access to higher education offerings
- electronic delivery of video and software resources
- electronic links to business, industry and governmental agencies
- video conferencing and shared resource capabilities for meetings and staff development
- local online forum for student projects and teacher collaboration
- multimedia computers sufficient in power to support student applications
- printers in every classroom, color laser printers in every building and connections to backup printers as needed
- all buildings have had electrical and wiring upgrades to support technology into the future
- backup systems district-wide
- security in every building to rooms housing large amounts of technology
- hardware and software as recommended through Professional Council
- InterTel Brand Telephone System
 - Phones in all HS offices and classrooms
 - Phones in all elementary offices and classrooms
 - Phones in all MS offices and classrooms
 - Voice Mail
 - Caller ID

- SMART Projectors in each instructional area
- District web-site
- Food service automation
- Library automation with online access
- On-line Gradebook with Student/Parent viewer accessible on the Internet
- Various district and curricular software/on-line applications and testing
- Moodle on-line classroom system
- enhanced curricular choices for students (via ITV, Internet/Web, satellite)
- compatible standards among all schools within the district

2. The core network infrastructure provides Gigabit Ethernet via fiber communications between all buildings except Eagle Lake School. Eagle Lake School is connected to the rest of the campus via 10mbit business Ethernet connection. All workstations and printers are connected to the core via fast Ethernet connections.

FUTURE STATUS – TO BE ACQUIRED

Types of technologies

- Implement a Microsoft SharePoint environment to enhance collaboration
- Configure Microsoft Lync to allow for faster communication between staff
- Enhance network/server backups to extend life of District data
- Managed Print Services to make printer fleet more efficient and reduce cost per print
- Message/Video streamlining to desktop PCs and TVs
- Purchase additional Virtual Server hosts
- Purchase additional switches
- Continue to replace Computers on a 4-year cycle
- Purchase software application for inventory control
- Automate scheduling of students
- Additional On-line High School opportunities
- Curriculum related software
- Augment District Forms on-line

STRATEGIES FOR INTEROPERABILITY

Strategy	2014-2015	2015-2016	2016-2017	2017-2018
Computer Replacement Cycle 4-year	HS Library, HS Writing Lab, HS Tech Classrooms, MS Tech Classroom, MS Library \$40,000	Intermediate Classrooms, Eagle Lake Lab, Eagle Lake Classrooms, \$30,000	Teacher/Staff Laptops \$90,000	Primary Lab, Primary Classrooms, Admin \$25,000
Digital Security Cameras/Supplies		High School \$17,500	Middle School Intermediate \$10,000	Eagle Lake, Primary AltEd, Transportation \$10,000
Expand Wireless Access		Intermediate \$15,000	Middle School \$15,000	High School \$15,000
Software application for inventory control	District-wide No cost			
Write-to-Learn Software	High School \$10,000	High School \$10,000	High School \$10,000	High School \$10,000
On-line University/High School /Nova opportunities	High School Alternative Ed \$6,500	High School Alternative Ed \$8,000	High School Alternative Ed \$8,000	High School Alternative Ed \$9,000
Curriculum related software (Professional Council)	Science \$10,000	Math PE \$5,000	Art/Music Social Studies \$10,000	Language Arts \$10,000
District Forms on-line. Fillable-forms		District-wide No Cost		
Repair Parts	\$18,000	\$18,000	\$18,000	\$18,000
Purchased Maintenance	\$2,800	\$3,000	\$3,000	\$3,200
Technology Director	\$104,404 includes benefits	\$104,404 includes benefits	\$104,404 includes benefits	\$104,404 includes benefits
Computer Technician	\$45,321 Includes benefits	\$45,321 Includes benefits	\$45,321 Includes benefits	\$45,321 Includes benefits
TOTALS	\$262,225	\$256,504	\$313,725	\$249,925

**** Includes Technician & Director

TECHNICAL ASSISTANCE/TRAINING

At this time, EPS addresses technical support through the District Director of Technology, a Computer Technician, Media Technicians, and contracted outside sources when needed. We are able to maintain approximately 4,100 computers, 40 servers, and all LAN/WAN equipment with the above people. District training is maintained in a number of ways. Outside trainers, ISD level trainers, and district staff. With the advancement of technical knowledge by all personnel, the district will require less on-site training in the future.

The school's information technology resources are continuously updated:

- Annually in connection with Professional Council recommendations, technology resources and materials are reviewed for value to the curriculum in supporting student learning. Those resources or materials that no longer support the goals of the instructional program are withdrawn.
- Hardware is reviewed for possible replacement within at least four (4) years of purchase and annually thereafter based on instructional need and demand by updated software requirements. Equipment receives regular inspection and routine maintenance on at least an annual basis. Properly trained technical personnel are hired or contracted to perform maintenance and repair.
- Emergency repairs are made promptly. All other repairs are dealt with within 24 hours if parts are available.
- Records adequately document repair and maintenance of equipment through the use of PO's and logs by the Technology Director.
- Support issues are tracked using a web-based help desk ticketing system.
- High Concentrated areas of technology have a security system in place with coded access limitations.
- The District maintains an up-to-date inventory of its information technology resources which is done through the business office at the time of purchase and again through the technology department when items are put into place.
- The School's inventory includes software, hardware, printed information, and resource materials.
- All materials and equipment are classified, cataloged and processed at the time of their acquisition.
- All materials and equipment are marked and documented.
- The School's insurance policy provides adequate coverage for materials and liability.

FUNDING AND BUDGET

This budget sheet reflects the anticipated budget for all years covered by this plan.

Item	Local District	***Grants	Donations	Other
Director of Technology (includes benefits)				
Computer Technician				
District High Speed Internet	\$18,000			USF = \$35,700
Video Streaming	\$1,500			
Switch/Router Replacements	\$5,000			
Additional Switches Router	\$5,000			
Computer Replacement	\$40,000			
Projectors/Printers	\$5,000 per bldg			
Digital Security Cameras	\$15,000 per bldg.			
Inventory Control Software/Setup	No Cost			
Automated Student Scheduling	No Cost			
Virtual/Nova HS College	\$6,500			
Professional Council	\$40,000 Hdwr/Softwr			
Yearly License Fees	\$25,000			
Professional Development	\$15,000	\$10,000		
Purchased Maintenance	\$4,000			
Repair Parts	\$7,500			
District on-line forms	Done In-House			No Cost

***Edwardsburg Public Schools does not meet the requirements of high numbers of free/reduced lunch and low MEAP scores in order to qualify for most State and Federal Competitive Grants. In the past, when Technology Literacy and Goals 2000 grants were available for technology, we applied

and received several. There are not as many competitive grants available for technology as there were 7 years ago.

TECHNOLOGY RESOURCES SUPPORT

Information Resources

The District Website and the District Policies and Guidelines are readily available to all students, staff, faculty, administrators, and the community. The district has on-line access on every computer in the district and a community lab open regularly.

Human Resources

EPS has a full time Director of Technology, a Computer Technician, library supervisors, and aides available during all working hours for assistance in all aspects of technology. The district has local service people on retainer for emergency fixes.

Time Resources

Through the use of on-line forms, automated attendance programs, on-line attendance and online student scheduling – more hours are now available for staff to spend with students.

Policy Resources

All district policies – as listed below – are available to all staff both on-line and in written form within the buildings.

7530	Lending of District-Owned Equipment
7530.01	Wireless Communication Allowance and Staff Use of Wireless Communications Devices
7530.02	Staff Use of Personal Communication Devices
7540	Computer Technology and Networks
7540.01	Technology Privacy
7540.02	District Web Page
7540.03	Student Network and Internet Acceptable Use and Safety
7540.04	Staff Network and Internet Acceptable Use and Safety
7540.05	Electronic Mail
7540.07	Personal Internet Account Privacy - Students
7540.08	Personal Internet Account Privacy - Staff

Technology Access

The number of devices in the district has reached over 1,100. All computers have high speed Internet access. There are laptops available in each building for students/staff to check out as needed. The Director of Special Education attends every IEP in the district and works closely with the Director of Technology to ensure that any assistive technology that is needed – is purchased.

EVALUATION OF PROGRESS

Evaluation and Determination of Success:

- The Director of Curriculum will provide an evaluation form to be filled out after each in-service/ workshop and/or conference.
- Building principals will include technology in the informal and formal observations of staff members.
- Building principals will monitor lesson plans for technology integration during each grading period.
- All teaching staff will be required to keep a technology log of technology integration in the classroom and submit it to the building principal.
- District technology team will re-evaluate the Technology Plan yearly to update and evaluate by using the Chart Below.
- Unmet goals will be re-evaluated for implementation or replacement.

EVALUATION PLAN - YEAR 2015-2018

Required Components	Accomplishments	Progress Toward Goals	Focus Areas for Improvement	Notes
Curriculum Integration				
Professional Development				
Infrastructure				
Technical Support				
Supporting Resources				
Timetable				
Cost/Funding				
Coordination of Funding Resources				
Acceptable Use Policy				
Impact on Student Achievement				

ACCEPTABLE USE POLICY

Edwardsburg Public Schools Bylaws & Policies

The Policies shown below are the current, board approved versions. The policies will be modified to include guidelines addressing cyber-bullying, chat-rooms, and social networking sites. It is also expected to include a more detailed breakdown of consequences for violation.

7540.03 - STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information and,
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's Network.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Principal as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Adopted 8/22/01

Revised 2/27/02

Revised 8/31/09

Adopted 9/26/11

Revised 8/27/12

7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Staff use of the District's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The Superintendent or Director of Information Technology may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online; and,
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.

Staff members shall not access social media for personal use on the District's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Principal as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children's Internet Protection Act of 2000
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47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Adopted 2/27/02
Revised 8/31/09
Revised 9/26/11
Revised 8/27/12

District Internet Filtering

Edwardsburg Public Schools utilizes a redundant Checkpoint application layer firewall system to protect from threats at an inbound or outbound intention. All Internet traffic is routed through this firewall. This filter, in addition to GoGuardian (a locally installed, chromebook filter application) prevents access to inappropriate material found on the Internet.