



**BRIDGEPORT-SPAULDING
COMMUNITY SCHOOLS**

***Technology Plan
June 2016 - June 2017***

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DISTRICT/SCHOOL MISSION STATEMENT

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

DISTRICT PROFILE

The Bridgeport-Spaulling Community School District, located southeast of the City of Saginaw off Interstate 75 in Saginaw County, Michigan, serves Bridgeport and Spaulding Townships.

The District offers programs for children in preschool through grade 12.

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

Certified Staff Members	150
District Enrollment	2,234
Number of Schools	5
Locale Type	Rural, inside MSA
Economically Disadvantaged	60%
Free and Reduced Hot Lunch	67%

School Buildings

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

TECHNOLOGY VISION STATEMENT

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

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

TECHNOLOGY BELIEF STATEMENTS

We believe:

- All students must become proficient in accessing technological resources made available to them via internet (concept search, data retrieval, email/communication etc.) in order to compete in a global society.
- It is essential that all students, teachers, district employees use technology to enhance their experience within the District.
- The use of technology enhances the development of critical thinking, problem solving, and collaboration, which are essential to success in our rapidly changing information age.
- Technology allows us the opportunity to better serve the diverse learning styles of our students.
- Our schools must prepare students for a global society.

TECHNOLOGY GOALS

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting communication, collaboration, and problem solving. Furthermore, it is our goal to continue to expose students to a variety of learning modalities as a means of creating the capacity for achievement through technology integration. This plan is considered fluid and will be adapted and molded to meet and address change and growth in the District and in the world. It is also understood that this plan will be supplementary to the State of Michigan Educational Technology Plan 2006-2010 and the Educational Technology Standards.

Curriculum Goals

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

Professional Development Goals

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

Infrastructure Goals

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

Technology Support Goals

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

Monitoring & Evaluation Goals

- Further evaluate available student assessment packages and implement the software to address District and federal AYP requirements.
- Implement a rigorous pre- and post-assessment schedule to adhere to the NCLB requirements.



CURRICULUM

Element A: Curriculum Integration

Element B: Student Achievement

Element C: Technology Delivery

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

Element E: Collaboration

CURRICULUM INTEGRATION

<p><i>A. Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve</i></p>

The Bridgeport Spaulding District Technology Committee created a grade level outline for the 2006 – 2007 school year based upon the Michigan Education Technology Standards (METS), the National Educational Technology Standards (NETS), and the District’s current technology curriculum. The developed outline is being used to create a District Integrated Technology Curriculum. Technology courses, such as web page development, AutoCAD (drafting), and programming are being considered as elective courses at the high school level and are not emphasized as courses to address the METS requirements. Emphasis has been placed on the standards and objectives that are concrete, challenging, measurable, and allow students to communicate, collaborate, and problem solve. It is the intent of the District to fully integrate technology into every classroom.

The District is committed to improving students’ academic performance while preparing them for life beyond high school. In an effort to meet this objective, in the ever-changing global society, technology will be used to strengthen the response time for assessments and general student-based data. Furthermore, it is one of our goals to expose students to a variety of learning modalities such as virtual courses, text-less classrooms, and wireless classrooms. These provide a means of creating capacity for achievement through technology integration.

Students are utilizing technology in early elementary and will continue to develop and apply their skills throughout their educational experience within the District, thus creating the need for District employees to remain current in technological advancements impacting the classroom.

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

1. Make use of projectors, document cameras, and other equipment to better present curriculum to the students.
2. Research, find, and create lesson plans that integrate technology to provide differentiated approaches to curriculum content areas.
3. Engage students in curriculum by creating classroom activities centered around technology hardware such as eInstruction's CPS (clickers).
4. Provide greater access for teachers to professional development and additional technology training to ensure that every teacher has the skills and comfort to integrate technology into their classrooms.

5. Create multi-classroom projects that require students to carry work from one content area into another and use technology to fuse their work into one project. For example, initiating a classroom project on the atmosphere that utilizes online science resources from NASA. Students would then use the activity in their ELA class to type up reports in Microsoft Word.

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

STUDENT ACHIEVEMENT

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

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

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

- Loaning hardware for classroom usage. This equipment includes laptops, projectors, document cameras, digital cameras/video cameras, AlphaSmarts and/or QuickPads, and devices that connect PC workstations to classroom televisions.
- Providing online resources that offer technology-integrated lesson plans and working with teachers to develop and utilize such lesson plans.
- Working with the SAGINET director to develop collaborative opportunities for teachers to work via distance learning carts with same content area teachers from other school districts.
- Finding and offering free applications that encourage students to be engaged and inspire teachers to teach differently. Some of the latest tools are Google Earth, NASA's Math Trax, Virtual Lab, and World Wind.

- Coordinating virtual learning opportunities with SAGINET and other outside agencies.

It is apparent that a successful future for any district requires that the curriculum department work closely with the technology department to aggressively pursue a fully integrated technology curriculum and to achieve the reality of a technology-enriched environment.

Integration has been a key topic for the 2005-2006 school year. With the assistance of District consultants and key personnel within the District, a plan and timeline are being developed with a planned initiation of the 2006 – 2007 school year. The aim is to define a path to improved student performance in the information age and to make great advances in preparing our students for a global society.

TECHNOLOGY DELIVERY

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

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

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

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

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

- Utilize interactive virtual carts to offer programs for community and adult education.
- Sharing classes between the High School and alternative education building to provide content that otherwise would not be available to the alternative education students.

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

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

PARENTAL COMMUNICATIONS AND COMMUNITY RELATIONS

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

The District will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

1. Inform parents and the community about general news, activities, policies, and bulletins through webpage maintenance.
2. Post curriculum maps reflecting technology standards integrated into existing curriculum on district web pages.
3. Maintain Voice Mail systems for every teacher.
4. Explore options for a secure online information system that allows parents access to student grades, attendance and other relative data.
5. Continue to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide better communication between staff, parents, and community members.
6. Report progress annually to the school board regarding goals and objectives.
7. Post state and District technology plans online so they are easily accessible.

COLLABORATION

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

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

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

Further opportunities for collaborative programs are being researched and a proposed outline will be available for the 2006-2007 school year. Some of the opportunities involve working with the local public library and county literacy council and also partnering with the local township and their community education program. Resources for available adult education opportunities are linked on the District website.



PROFESSIONAL DEVELOPMENT

Element F: Professional Development

Element G: Supporting Resources

PROFESSIONAL DEVELOPMENT

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

To effectively utilize education technology to improve student learning, staff members must be provided with updated knowledge and skills to use and integrate technology into the classroom environment. A technology committee comprised of educators and administrators researched state and national standards addressing technology competencies for teachers and developed a plan to address these issues. The plan that emerged addressed professional development strategies, ongoing support, flexible scheduling, and continuity of programs over time.

The District is moving towards standards-based instruction and future professional development will focus on instruction and the use of data. Supporting resources will include curriculum guides and rubrics created by teachers and used for the evaluation of student learning. Finally, current staff development opportunities related to technology are outlined.

Professional Development Strategies

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

Provide Ongoing Support for Staff.

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

Flexible Scheduling

1. Schedule technology training on professional development days, during preparation periods, after school and during summer training workshops.
2. Offer after school sessions in-district and in conjunction with neighboring school districts.
3. Summer/weekend reading. Print, audio, and video materials will be available to staff to assist with learning and planning.

Continuity of Programs

1. Survey district staff at beginning and end of each school year as to technology training needs.
2. Use the results to plan professional development.
3. Each staff member or curriculum content team creates their technology development plan based upon their completed survey.
4. Compare beginning and ending survey results to measure effectiveness of the year's professional development.
5. Offer beginning, intermediate, and advanced application sessions.
6. Continue offering multi-leveled application sessions each year.

Current staff development opportunities related to technology.

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

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

Once again those steps will be:

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

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

SUPPORTING RESOURCES

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

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

1. A district policy will be completed in the 2005 – 2006 school year to support the technology curriculum that will begin in the 2006 – 2007 school year.
2. The IT Director will assist in providing and arranging ongoing professional development and support for staff.
3. Every staff member has access to online professional development presentations through REMC.
4. Access to SAGINET offers distance learning that addresses instructional technology.
5. District owned training materials are available to staff.
6. The District is currently researching convenient and cost-effective online tutorials such as www.atomiclearning.com.
7. Computer labs are housed in each school building and available after school hours for training.
8. An in-service room capable of supporting technology to provide presentations has been converted at Schluckebier School.



INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

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

Element I: Increase Access

INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

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

The passage of a 2003 bond issue addressed the District’s immediate need for a telecommunication and data infrastructure that allowed connectivity between all instructional and service buildings. The current infrastructure meets the current needs and is capable of addressing moderate growth. District reorganization in 2005 has freed up some of the infrastructure resources which will contribute to any future growth.

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

Hardware: Every teacher in the District has a classroom PC that is used for internal communication, attendance, grading, and other instructional purposes. There are multiple labs in the District, where some are used for scheduled courses and others are designated as sign-up labs. Every building has printers that are set up on the network specifically for the teachers use.

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

SERVER	FUNCTION
STAFF	House staff user data and shared folders.
STUDENT	House student user data and network print services.
DATA	House applications and shared user folders.
MAIL	House GroupWise mail program.
WEB	House District website and student created websites.
HELPDESK	House online work order database program.

Software: Teacher workstation OS software is Windows XP. The building labs are either Windows 2000 or Windows XP. Classroom student workstations are mostly Windows 98. The network OS software is Novell Netware and is part of an annual School License Agreement (SLA) agreement with Novell. E-Rate funding contributes to the purchase of the Novell server software. The District annually purchases anti-virus software for all workstations on the network.

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

The District also utilizes an online work order program that enables teachers to submit technology work orders. This provides a faster response time and also documents the activity.

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

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

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

Technology Services: All District technology hardware and software is maintained by the full time IT Manager and one part time IT service technician. The District continually evaluates the possibility of utilizing high school students in a School-to-Work program whereupon they work directly with the IT department and perform repairs, services, and preventive maintenance on select District IT hardware. The current part time IT employee is a former School-to-Work student.

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

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

Support resources and materials include:

- Online vendor websites
- Technical and software support websites

- Technical publications
- State guidebooks and technology plans

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

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

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

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

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

Hardware: A workstation replacement schedule needs to be completed so the District may begin forecasting for future budgeting and hardware needs. The District has also evaluated building needs for wireless access and mobile wireless laptop labs to allow for greater student access to the Internet and network resources. The District is also evaluating and assessing curriculum presentation hardware that supports the integration of technology in the classrooms.

Software: Classroom and lab software needs to be audited annually to ensure that the latest versions and software patches are acquired, when feasible. Network infrastructure software, such as anti-virus and backup

software, needs to maintain status as a line item in the annual budget to ensure that they are kept up to date and active. The District also needs to purchase enough licenses of workstation disk protection software to prevent any changes to the workstation software. It is also a goal to continue working towards standardizing the versions of software utilized in the District.

The High School and Middle School libraries are currently automated using Athena software. It is a goal to automate the elementary building and develop one District-wide database of books that have the potential of being shared between buildings.

Network Infrastructure: Servers and switches need to fall into a replacement rotation period so that aging equipment is replaced if it no longer meets network operational criteria. The budget should allot for their replacements. The network should also be tested regularly under a District prepared Disaster Recovery Plan to ensure that all involved personnel are prepared to address any issues and what role they will play in the recovery.

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

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

TABLE OF LABS

The District currently utilizes 12 labs. The following tables identify the labs along with their location and approximate purchase date.

LAB NAME	BUILDING	PURCHASE DATE
Lab 224	Elementary	2003
Lab 300	Elementary	2001
Library Lab	Elementary	1999
Lab TW	Thomas White	1999
Library Lab	Middle – Schrah	2002
Lab 15	Middle – Schluckebier	2003
Lab 19	High School	2003
Lab 33	High School	2003
Lab 82	High School	2003
Lab 84	High School	2001
Library Lab	High School	2000
Lab BASE	BASE	2001

PRIORITY NEEDS

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

INCREASE ACCESS

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

Additional labs are being considered in order to address immediate needs for greater student access to the network and Internet. Another consideration involves the purchase of mobile wireless labs that would allow for laptops to be

distributed to a class to have wireless access and have the ability to sit at their desks and work online. Grants and alternate means of funding are considered in the purchase of said equipment.

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

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



FUNDING AND BUDGET

Element J: Budget and Timetable

Element K: Coordination of Resources

BUDGET AND TIMETABLE

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

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

	2006 - 2007	2007- 2008	2008 - 2009
Salaries	\$80,000	\$81,600	\$83,232
Benefits	\$38,000	\$38,570	\$39,149
Professional Development	\$4,000	\$4,000	\$4,000
Hardware/Support	\$12,000	\$12,000	\$12,000
Software Maintenance/Support	\$2,000	\$2,000	\$2,000
SAGNET/County Wide Network	\$76,000	\$76,000	\$76,000
Software License Agreements	\$5,000	\$5,000	\$5,000
Curriculum	\$4,000	\$4,000	\$4,000
Office Supplies	\$1,000	\$1,000	\$1,000
Computer Hardware Upgrades	\$4,000	\$4,000	\$4,000
Equipment and Furniture	\$2,000	\$2,000	\$2,000
Federal Technology Grant	\$14,904	\$14,904	\$14,904
Total:	\$236,904	\$239,074	\$241,285

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

It is unrealistic for the District to create and adhere to a strict technology hardware rotation or replacement schedule. Many factors, including funding, budget, allocation, and disposal, will be considered prior to assessing any replacement or upgrade plan. The current industry desktop PC’s have a longer life expectancy than does industry software. As is the case in the District today, some of the utilized software is overtaxing select workstations and requires newer hardware to run at its full capacity or productivity. That said; the older workstations are sometimes still viable in some capacity but need to be rotated

into lower-demanding areas. The District currently classifies the lower-demanding areas as extra student PC's in the classrooms. Labs maintain the high-level priority.

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

LOCATION	BUILDING	REPLACE YR	EST. COST	RESULT
Library lab	High School	2006	\$12,000.00	Old PC's rotate into classrooms.
Lab 84	High School	2007-2008	\$18,900.00	Old PC's rotate into TW Lab.
Library lab	Middle	2008-2009	\$21,000.00	Old PC's rotate in Elementary lab 300.
Lab 15	Middle	2009-2010	\$17,500.00	Old PC's rotate into Elementary library lab.
Lab 33	High School	2010-2011	\$17,500.00	Old PC's rotate into BASE lab.

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

COORDINATION OF RESOURCES

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

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

To this end, an emphasis needs to be placed on finding equipment that is appropriate and proven. A grant-writing committee needs to then research funding opportunities for the District so the equipment may be purchased

without using general funds. An informal group of teachers interested in researching and writing grants has already been identified and are being sent information regularly. Formal meetings have not yet taken place.

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

Saginaw Intermediate School District

The District will continue its collaboration with the Saginaw ISD, keeping informed of current technology opportunities and funding. In the past the ISD has provided technical services, professional development, and instructional support.

Grants

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

Professional Development

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

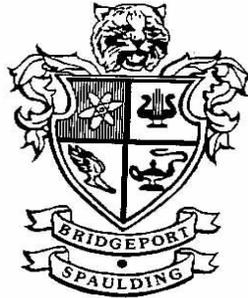
Technology Plan

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

Technology Budget

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

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



MONITORING AND EVALUATION

Element L: Evaluation

Element M: Acceptable Use Policy

EVALUATION

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

Since technology is an integral part of the operation of the District as well as an important instrument to meet curricular goals for students, the District's plan includes a method to evaluate its success. Since the District is moving its emphasis to standards-based instruction, it is imperative that data collection and review takes a priority. The District Curriculum Consultants are working with designated District instructional leaders to establish the collection of survey and student data. Survey data will include feedback information from the staff in regards to curriculum, professional development, and other information as needed. Surveys will be given approximately twice a year through a survey application such as Zoomerang. Student data will be collected through the MEAP, attendance and referral information, grades, and other methods as deemed necessary. Classroom walk-throughs are another utilized method for obtaining data.

The collected data will be analyzed and a review committee will determine any actions that need to be taken to address unmet goals. One of the strategies employed would be professional development that centers on differentiated approaches to instruction. The key is to collect the data, accurately analyze it, identify problem areas, and intervene in a timely manner and correct the problem.

The following describes the methods by which the district will evaluate the impact of its implementation:

1. Participants will complete training Evaluation Sheets after each training session.
2. Staff will complete needs-assessments twice a year.
3. Staff will complete self-assessments based on district standards.
4. Administration will monitor the integration of technology and technology curriculum in the classroom through classroom observations and assessments completed by staff.
5. Documentation of professional development opportunities and number of hours completed will be recorded by each teacher and collected annually.
6. Yearly, summarized results from each evaluation will be provided to the Board of Education.

<i>Action Plan: Monitoring and Evaluation</i>			
Activity	Designated For	Frequency	Activity Evaluation
Curriculum Integration	Administrators	Continuing	Teacher observation, lesson plans, and test scores
Professional Development	Curriculum Director/IT Director	Continuing	Teacher evaluations and surveys
Needs Assessment	Curriculum Director/ IT Director	Bi-annually	Develop training activities
MS Office	Teacher	Continuing	Pre and post assessments
District Assessment in accordance with 8 th grade technology literacy	Select Identified Teacher	End of 8 th grade	Test for baseline data, subsequent years TBD

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

1. Additional staff development shall be offered based upon need.
2. Technology mentors; pairings of teachers who are highly skilled, will be provided and monitored carefully.
3. Technology mentor and partner will be provided an allotment of time to complete needs assessment and form partnerships to provide support.
4. Introductory Microsoft Office classes will be required at the high school for students coming into the district who do not exhibit proficiency with Microsoft Office.
5. Differentiated approaches to instruction will be offered to address student achievement.

BRIDGEPORT-SPAULDING COMMUNITY SCHOOL DISTRICT
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STAFF TECHNOLOGY
ACCEPTABLE USE POLICY

Preamble

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

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

District Resources

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

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

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

Network administrators may review files and communications saved in the network storage areas (personal folders) in order to maintain system integrity. Otherwise, user folders and email accounts are not monitored. Therefore, users should not expect that files stored on District servers are always private nor that the District is responsible for any damages the teacher may experience, such as delays and interruptions, non-delivery of files/documents, or loss of data.

Internet Filtering Measures

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

Email

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

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

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

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

Unacceptable Use

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

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

- Use of the network to access pornographic or obscene material.
- Knowingly creating and/or placing a computer virus on the network.
- Intentionally accessing another person's individual account or accessing a restricted account of the responsible administrator or teacher.

Consequences

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

Discipline:

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

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STUDENT TECHNOLOGY
ACCEPTABLE USE POLICY

Preamble

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

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

Educational Purpose

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

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

Internet Filtering Measures

The District’s informational technology network is a protected and self-contained component of the Saginaw County Saginet Network. As part of that network, certain services are shared among all Saginaw County school districts taking part. Web-content filtering takes place at the Saginaw Intermediate School District level, which houses the Saginet network hardware infrastructure. All web activity on the District’s network is monitored and recorded. Inappropriate material is blocked with Internet filtering software. This process is in compliance with the Children’s Internet Protection

Act (CIPA) passed in December 2000 for all schools and libraries receiving federal E-Rate funds for Internet access or internal connections.

Unacceptable Uses

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

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

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

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

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

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

Students will not join in or communicate through chat rooms.

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

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

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

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

Students need to understand that whenever they are on the network, they leave "electronic footprints" that can reveal where they've been and what they've been accessing. Network monitoring software is in place that allows all activity to be seen and recorded and in the case of a violation, to be used against the student.

Consequences

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

Discipline:

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