



TECHNOLOGY PLAN

Bendle Public Schools - 25060

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July 1, 2009 to June 30, 2012

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Technology Committee

John Angle	Superintendent
Peggy O’Keeffe	Director of Instruction
Jeff Kenas	Network Administrator
Bill Parish	High School Principal
Scott Williams	Middle School Principal
Tom Meszaros	West Bendle Elementary Principal
John Krolewski	South Bendle Elementary Principal
Denise Norman	Middle School Teacher
Jan Cowley	West Bendle Teacher
Jamie Hutchison	South Bendle Teacher
Tammy Gwinn	High School Career Coordinator, Parent
Claudia Piegdon	High School Literacy
Genie Trevithick	Adult/Community Education

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Preface

According to the National Education technology plan, “we have not realized the promise of technology in education. Essentially, providing the hardware without adequate training in its use – and in its endless possibilities for enriching the learning experience – meant that the great promise of Internet technology was frequently unrealized. Computers, instead of transforming education, were often shunted to a “computer room,” where they were little used and poorly maintained. Students mastered the wonders of the Internet at home, not in school.”

Today’s students, of almost any age, are far ahead of their teachers in computer literacy. They prefer to access subject information on the Internet, where it is more abundant, more accessible and more up-to-date.

Progressive teachers, principals and superintendents understand this.... they have successfully adapted the endless opportunities presented by computer technology and married them in creative and challenging ways to the high-level technical capabilities and motivation of their students; now all teachers need to do this to enhance teaching and learning for everyone. Students and teachers must become partners in the exploration of this new universe.

Seven Major Recommendations

1. Strengthen Leadership
2. Consider Innovative Budgeting
3. Improve Teacher Training
4. Support E-Learning and Virtual Schools
5. Encourage Broadband Access
6. Move Toward Digital Content
7. Integrate Data Systems

National Educational Technology Plan

Section 2: Introductory Material

Mission

In order to provide the best education possible for Bendle students, the Bendle Board of Education adopted the following mission and goals as part of its strategic planning process:

Mission Statement

Bendle Public Schools is committed to helping people help themselves to improve the quality of their lives and that of future generations.

District Goals

- Goal 1:** All Bendle students will demonstrate the academic and social skills necessary to be successful in their adult roles in life.
- Goal 2:** The Bendle community will strive to overcome all barriers to learning through intensive interventions.
- Goal 3:** All Bendle schools will be accredited by the State of Michigan.

Introduction

Technology may be used anywhere, anytime, thus expanding its use to everyone, everywhere, 24/7. Technological innovations occur constantly, affecting and changing the way things are done. Schools are continually being transformed by the emergence of the new technologies. Schools need to be reminded that technology is a tool: a learning tool, an information-gathering tool, a tool to use for creative endeavors, and a tool for lifelong learning. Teachers, administrators, and staff, as well as students, are becoming more technologically literate. Bendle Public Schools has developed this DRAFT Technology Plan as a blueprint for its continued pursuit in assisting students, faculty, and staff to become life-long learners in a very technologically rich world.

Bendle Public Schools encompasses less than four square miles and is located within the City of Burton, congruent with the southern border of the City of Flint. The District employs 190 people – 85 teachers, to educate approximately 1,250 K-12 students annually at four buildings: a new high school (2008), one middle school, and two elementary schools. It also operates an adult/alternative education center and has an early childhood center located in the Friel Early Childhood Center. The ethnic composition of the district is 97% white and 2.6 % African American and Hispanic. Currently, 73% of the district's students qualify for free/reduced meal programs.

The Bendle community includes an unusually high number of rental properties that contribute to the transience of the student population (approximately 25-33% annual turnover rate). The District encompasses a very high-needs population. All District school buildings have well above the State average free and/or reduced school meal counts. Forty-seven (47) percent of the children live in single-parent homes. In 2007/08 Bendle High School failed to meet Adequate Yearly Progress (AYP); state (MEAP) and national standardized test scores consistently fall below State and National averages.

School Buildings:

Bendle High School	2283 E. Scottwood Ave.	Burton, MI
Bendle Middle School	2294 E. Bristol Rd.	Burton, MI
West Bendle Elementary	4020 Cerdan Ave.	Burton, MI
South Bendle Elementary	4341 Larkin Ave.	Burton, MI
Atlantis Alternative High School	1110 Eldon Baker Dr.	Flint, MI
Baker Career Academy	3375 Van Campen Dr.	Flint, MI
Bendle Carman-Ainsworth Adult Education	G-3329 Burnell St.	Flint, MI

Section 3: Vision and Goals

Effective use of technology is one strategy the District employs in an effort to reach its goals. To emphasize the importance of technology integration into all facets of the curriculum, the Bendle Board of Education adopted the following vision statement:

Technology Vision Statement

The Technology Vision of the Bendle Schools is to ensure that all staff and students become lifelong learners in a technologically rich world.

Technology Mission Statement

Recognizing that technology is a tool for problem solving, information exchange, critical thinking and creative expression, Bendle Public Schools will:

- Ensure that each student is a “technologically literate learner;”
- Use technology as a vehicle for student learning in every subject area;
- Ensure that each staff member is trained and literate in the use of technology to support the learning process;
- Provide up-to-date technology resources in every classroom;
- Extend technology resources and learning to the community.

Technology Goals

In order to provide the best education possible for the Bendle students, the District has based its School Improvement Plan on the district goals. To help meet the district goals, one master technology goal was established with seven supporting goals.

Master Goal

To help all Bendle Public Schools staff and students become “technologically literate learners.” A “*technologically literate learner*” will:

- Explore, evaluate, and use technology
- Develop knowledge, ability, and responsibility in use of technology
- Acquire, organize, and present information
- Expand communication skills
- Solve problems, accomplish tasks, and express creativity
- Apply legal and ethical standards.

Supporting Goals

1. To integrate technology into the curriculum. This includes:
 - Adopt and implement the Michigan Educational Technology Standards
 - Integrate technology into every subject area
 - Use technology as a tool to teach all subjects in order to improve student learning.
2. To use technology as a tool for management in support of the learning process.
3. To provide parents and community with the opportunity to develop technology skills needed to become lifelong learners.
4. To enhance communication with staff, students, parents, the Bendle community, and the global community.
5. To provide professional development in the use of technology for all staff.
6. To maintain the infrastructure and provide needed telecommunication and information technologies.
This includes:
 - Networks: wide area and local area,
 - Hardware,
 - Software,
 - Technical support,
 - Supporting resources.
7. To coordinate available funding resources.

Section 4: A. Curriculum - Integration

The district goal (District Goal #1) the integration of technology into curriculum requires a three-pronged approach:

- District adopts and implements the Michigan Educational Technology Standards.
- Technology will be used to improve academics.
- Identified curriculum and teaching strategies that promote effective technology integration will be utilized.

Michigan Educational Technology Standards

Bendle Public School staff has met and worked to divide the state technology standards into grade-level benchmarks as part of the previous plan. These benchmarks will be reviewed for possible revision during the Spring of 2009. To ensure mastery of the revised district technology curriculum, new end of grade assessments will be developed. Depending on the grade level, this may include teacher observations, portfolio evidence and/or formal assessment. An assessment for 8th grade students was developed by a county-wide committee and implemented in the Spring of 2006. Grade-level check sheets will be developed during the Spring of 2009 for use beginning with the 2009/10 school year. At the high school level, mastery of district standards will begin to be assessed in 2009/10 using authentic assessments. The first year of each level of assessment will be considered as baseline data. Where grade-level average is under 80%, the annual goal will be a 10% increase until 80% of the students are mastering the appropriate grade-level material. Once an average of 80% has been achieved, annual goals of 3% will be used until 90% or more students are at mastery.

Grade Level Benchmarks will be reviewed annually with the expectation that modifications will need to be made as students become more proficient in the use of technology.

Key: I = Introduce R = Review M = Mastery E = Expand

ELEMENTARY TECHNOLOGY BENCHMARKS

South Bendle Elementary, Grades K-2

BASIC OPERATIONS AND CONCEPTS

By the end of Kindergarten each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions) - I
2. identify common use of technology found in daily life - I
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer) - I

By the end of Grade 1 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions) – M

2. identify common use of technology found in daily life - M
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer) - R
4. identify the functions of the major hardware components in a computer system -I
5. discuss the basics of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes) - I
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources) -I
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story) I
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print) - I
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group - I

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions) – E
2. identify common use of technology found in daily life - E
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer) - M
4. identify the functions of the major hardware components in a computer system - M
5. discuss the basics of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes) - M
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources) - M
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story) - M
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print) - M
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group - M

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Kindergarten each student will:

1. identify common uses of information and communication technologies - I
2. discuss advantages and disadvantages of using technology – I
3. discuss scenarios describing acceptable and unacceptable use of age-appropriate technology (e.g., computers, phones, 911) at home or at school - I
4. discuss the consequences of irresponsible use of technology resources at home or at school - I
5. understand that technology is a tool to help complete a task - I
6. understand that technology is a source of information, learning, and entertainment - I
7. identify places in the community where one can access technology - I

By the end of Grade 1 each student will:

1. identify common uses of information and communication technologies – R
2. discuss advantages and disadvantages of using technology - R
3. recognize that using a password helps protect the privacy of information - I

4. discuss scenarios describing acceptable and unacceptable use of age-appropriate technology (e.g., computers, phones, 911, internet,) at home or at school - M
5. discuss the consequences of irresponsible use of technology resources at home or at school - M
6. understand that technology is a tool to help complete a task - R
7. understand that technology is a source of information, learning, and entertainment - M
8. identify places in the community where one can access technology - M

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies – M
2. discuss advantages and disadvantages of using technology - M
3. recognize that using a password helps protect the privacy of information - M
4. discuss scenarios describing acceptable and unacceptable use of age-appropriate technology (e.g., computers, phones, 911, internet) at home or at school - E
5. discuss the consequences of irresponsible use of technology resources at home or at school- E
6. understand that technology is a tool to help complete a task - M
7. understand that technology is a source of information, learning, and entertainment - E
8. identify places in the community where one can access technology - E

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of kindergarten each student will:

1. know how to use a variety of productivity software (e.g., word processors) to convey ideas and illustrate concepts - I
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing) - I
3. be aware of how to work with others when using technology tools (e.g., word processors) to convey ideas or illustrate simple concepts relating to a specified project - I

By the end of Grade 1 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools) to convey ideas and illustrate concepts - R
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing) - R
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools,) to convey ideas or illustrate simple concepts relating to a specified project - R

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools) to convey ideas and illustrate concepts - M
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing) - M
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools) to convey ideas or illustrate simple concepts relating to a specified project. – M

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of kindergarten each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., phones) with assistance from teachers, parents, or student partners - I
2. know how to use age-appropriate media (e.g., word processors) to communicate ideas to classmates, families, and others - I
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others - I

By the end of Grade 1 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., phones) with assistance from teachers, parents, or student partners - R
2. know how to use age-appropriate media (e.g., newsletters, word processors) to communicate ideas to classmates, families, and others - R
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others - R

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners - M
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others - M
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others - M

TECHNOLOGY RESEARCH TOOLS

By the end of kindergarten each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet - I
2. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners - I

By the end of Grade 1 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet - R
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners - I
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners - R

4. provide a rationale for choosing one type of technology over another for completing a specific task - I

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet - M
2. use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information relating to a specific curricular topic with assistance from teachers, parents, or student partners - M
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners - M
4. provide a rationale for choosing one type of technology over another for completing a specific task - M

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of kindergarten each student will:

1. identify ways that technology has been used to address real-world problems (personal or community) - I

By the end of Grade 1 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems - I
2. identify ways that technology has been used to address real-world problems (personal or community) – R

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems - M
2. identify ways that technology has been used to address real-world problems (personal or community) - M

West Bendle Elementary, Grades 3-5

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 3 each student will:

1. discuss ways technology has changed life at school and at home - M
2. discuss ways technology has changed business and government over the years - I
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly - I
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors) - I
5. know proper keyboarding positions and touch-typing techniques - I
6. manage and maintain files on a hard drive or the network - I
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media – I, R, M
8. know how to exchange files with other students using technology (e.g., network file sharing, diskettes, flash drives) - I
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences - I
10. identify search strategies for locating needed information on the internet – I, R
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups - I

By the end of Grade 4 each student will:

1. discuss ways technology has changed life at school and at home - E
2. discuss ways technology has changed business and government over the years - M
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly - M
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors) - R
5. know proper keyboarding positions and touch-typing techniques - R
6. manage and maintain files on a hard drive or the network - M
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media - E
8. know how to exchange files with other students using technology (e.g., network file sharing, diskettes, flash drives) - M
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences - R
10. identify search strategies for locating needed information on the internet - R
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups - R

By the end of Grade 5 each student will:

1. discuss ways technology has changed life at school and at home - E
2. discuss ways technology has changed business and government over the years - E
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly - E

4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors) - M
5. know proper keyboarding positions and touch-typing techniques - R
6. manage and maintain files on a hard drive or the network - E
7. demonstrate proper care in the use of hardware, software, peripherals, and storage media - E
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives) - E
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences - M
10. identify search strategies for locating needed information on the internet - M
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups - M

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 3 each student will:

1. identify cultural and societal issues relating to technology - I
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning – I.R
3. discuss how various assistive technologies can benefit individuals with disabilities – I, R
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources - I
5. discuss scenarios describing acceptable and unacceptable use of technology (e.g., computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use - M
6. discuss basic issues regarding appropriate and inappropriate use of technology (e.g., copyright privacy, file sharing, spam, viruses, plagiarism) and related laws - I
7. use age-appropriate citing of sources for electronic reports - I
8. identify appropriate kinds of information that could be shared in public chat rooms - I
9. identify safety precautions that should be taken while on-line - I
10. explore various technology resources that could assist in pursuing personal goals- I
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals - I, R

By the end of Grade 4 each student will:

1. identify cultural and societal issues relating to technology - R
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning - M
3. discuss how various assistive technologies can benefit individuals with disabilities - M
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources - E
5. discuss scenarios describing acceptable and unacceptable use of technology (e.g., computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use - E
6. discuss basic issues regarding appropriate and inappropriate use of technology (e.g., copyright privacy, file sharing, spam, viruses, plagiarism) and related laws – R, M
7. use age-appropriate citing of sources for electronic reports - R
8. identify appropriate kinds of information that should be share in public chat rooms - R
9. identify safety precautions that should be taken while on-line - R

10. explore various technology resources that could assist in pursuing personal goals – R, M
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals - M

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology - M
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning - E
3. discuss how various assistive technologies can benefit individuals with disabilities - E
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources - E
5. discuss scenarios describing acceptable and unacceptable use of technology (e.g., computers, digital cameras, cell phones, PDAs, wireless connectivity) and describe consequences of inappropriate use - E
6. discuss basic issues regarding appropriate and inappropriate use of technology (e.g., copyright privacy, file sharing, spam, viruses, plagiarism) and related laws - E
7. use age-appropriate citing of sources for electronic reports - M
8. identify appropriate kinds of information that should be share in public chat rooms - M
9. identify safety precautions that should be taken while on-line - M
10. explore various technology resources that could assist in pursuing personal goals - R
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals - R

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 3 each student will:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker) - I
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents - I
3. use a variety of technology tools land applications to promote creativity - I
4. understand that existing (and future) technologies are the result of human creativity - I
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project - I

By the end of Grade 4 each student will:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker) – R, M
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents – R, M
3. use a variety of technology tools land applications to promote creativity - R
4. understand that existing (and future) technologies are the result of human creativity - R
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project – R, M

By the end of Grade 5 each student will:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker) - E
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents - E
3. use a variety of technology tools and applications to promote creativity - M
4. understand that existing (and future) technologies are the result of human creativity - M
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project - E

TECHNOLOGY COMMUNICATION TOOLS

By the end of Grade 3 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, , web conferencing) for collaborative projects with other students - I
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences - I
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents) – I, R

By the end of Grade 4 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, web conferencing) for collaborative projects with other students – R, M
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences – R, M
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents) - M

By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, web conferencing) for collaborative projects with other students - E
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences - E
3. identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents) - E

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 3 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information - I
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM) I, R

3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic - I
4. perform simple queries on existing databases and report results on an assigned topic - I
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource - I
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results – I

By the end of Grade 4 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information - R
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM) R, M
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic - R
4. perform simple queries on existing databases and report results on an assigned topic - R
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource - R
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results - R

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information - M
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM) - E
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic - M
4. perform simple queries on existing databases and report results on an assigned topic - M
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource - M
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results - M

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 3 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase) - I
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community) - I

By the end of Grade 4 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase) – R, M

2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community) - R

By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase) - E
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community) - M

Bendle Middle School (Grades 6-8)

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 6 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed and general efficiency in operating a computer - R
2. use appropriate technology terminology – I, R
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products – I, R
4. understand that new technology tools can be developed to do what could not be done without the use of technology – I, R
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use – I, R, M
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses) - I
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving – I, R, M
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded - I
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose – I, R, M
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions) - I
11. identify appropriate file formats for a variety of applications - I
12. use basic utility programs or built-in application functions to convert file formats - I
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups – I, R, M

By the end of Grade 7 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed and general efficiency in operating a computer - M
2. use appropriate technology terminology - M

3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products - M
4. understand that new technology tools can be developed to do what could not be done without the use of technology - M
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use - E
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses) - R
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving - E
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded - R
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose - E
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions) - R
11. identify appropriate file formats for a variety of applications - R
12. use basic utility programs or built-in application functions to convert file formats - R
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups - E

By the end of Grade 8 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed and general efficiency in operating a computer - E
2. use appropriate technology terminology - E
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products - E
4. understand that new technology tools can be developed to do what could not be done without the use of technology - E
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use - E
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses) - E
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving - E
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded - E
9. identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose - E
10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions) - M
11. identify appropriate file formats for a variety of applications - E
12. use basic utility programs or built-in application functions to convert file formats - M
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups - E

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 6 each student will:

1. understand the potential risks and dangers associated with on-line communications – I, R
2. identify security issues related to e-commerce - I
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing) – I, R, M
4. describe possible consequences and cost related to unethical use of information and communication technologies – I, R, M
5. discuss the societal impact of technology in the future - I
6. provide accurate citations when referencing information from outside sources in electronic reports – I, R
7. use technology to identify and explore various occupations or careers - I
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning – I, R
9. identify use of technology to support communications with peers, family, or school personnel – I, R

By the end of Grade 7 each student will:

1. understand the potential risks and dangers associated with on-line communications - M
2. identify security issues related to e-commerce – R
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing) – E
4. describe possible consequences and cost related to unethical use of information and communication technologies – E
5. discuss the societal impact of technology in the future – R
6. provide accurate citations when referencing information from outside sources in electronic reports – M
7. use technology to identify and explore various occupations or careers – R
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning – M
9. identify use of technology to support communications with peers, family, or school personnel – M

By the end of Grade 8 each student will:

1. understand the potential risks and dangers associated with on-line communications – E
2. identify security issues related to e-commerce – M
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing) – E
4. describe possible consequences and cost related to unethical use of information and communication technologies – E
5. discuss the societal impact of technology in the future – M
6. provide accurate citations when referencing information from outside sources in electronic reports – E
7. use technology to identify and explore various occupations or careers – M
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning – E
9. identify use of technology to support communications with peers, family, or school personnel – E

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 6 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity – I, R, M
2. use a variety of technology resources, including the internet, to increase learning and productivity – I, R, M
3. explore basis applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing) – I, R
4. use available utilities for editing pictures, images, or charts - I
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations - I

By the end of Grade 7 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity – E
2. use a variety of technology resources, including the internet, to increase learning and productivity – E
3. explore basis applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing) – M
4. use available utilities for editing pictures, images, or charts – R
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations - R

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity – E
2. use a variety of technology resources, including the internet, to increase learning and productivity – E
3. explore basis applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing) – E
4. use available utilities for editing pictures, images, or charts – M
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations - M

TECHNOLOGY COMMUNICATION TOOLS

By the end of Grade 6 each student will:

1. use a variety of telecommunication tools (e.g., discussion groups, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences - I
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience – I, R, M

By the end of Grade 7 each student will:

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, videoconferences, and web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences – R
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience – E

By the end of Grade 8 each student will:

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, videoconferences, and web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences – M
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience – E

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 6 each student will:

1. use a variety of Web search engines to locate information – I, R, M
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness – I, R
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au) - I
4. know how to create and populate a database - I
5. perform queries on existing databases - I
6. know how to create and modify a simple database report - I
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task – I

By the end of Grade 7 each student will:

1. use a variety of Web search engines to locate information – E
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness – M
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au) – R
4. know how to create and populate a database – R
5. perform queries on existing databases – R
6. know how to create and modify a simple database report – R
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task - R

By the end of Grade 8 each student will:

1. use a variety of Web search engines to locate information – E
2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness – E
3. identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au) – I
4. know how to create and populate a database – M
5. perform queries on existing databases – M

6. know how to create and modify a simple database report – M
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task - M

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 6 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem - I
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems – I

By the end of Grade 7 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem – R
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems - R

By the end of Grade 8 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem – M
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems - M

Bendle High School, Grades 9-12

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 9 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software) – I, R, M
2. identify the capabilities and limitations of emerging communication resources – I, R, M
3. understand the importance of both the predictable and unpredictable impacts of technology – I, R
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner – I, R, M
5. understand the purpose, scope, and use of assistive technology – I, R
6. understand that access to online learning increases education and workplace opportunities – I, R, M
7. understand the relationship between electronic resources, infrastructure, and connectivity- I, R, M
8. routinely apply touch-typing techniques with advanced accuracy, speed and efficiency – R, M
9. assess and solve hardware and software problems by using online help or other user documentation and support – I, R
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav) – I, R

11. demonstrate how to import/export text, graphics, or audio files – I, R, M
12. proofread and edit a document using an application’s spelling and grammar checking functions – I, R, M

By the end of Grade 10 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software) - E
2. identify the capabilities and limitations of emerging communication resources - E
3. understand the importance of both the predictable and unpredictable impacts of technology - M
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner - E
5. understand the purpose, scope, and use of assistive technology - M
6. understand that access to online learning increases education and workplace opportunities - E
7. understand the relationship between electronic resources, infrastructure, and connectivity - E
8. routinely apply touch-typing techniques with advanced accuracy, speed and efficiency - E
9. assess and solve hardware and software problems by using online help or other user documentation and support - M
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav) - E
11. demonstrate how to import/export text, graphics, or audio files - E
12. proofread and edit a document using an application’s spelling and grammar checking functions - E

By the end of Grade 11 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software) - E
2. identify the capabilities and limitations of emerging communication resources - E
3. understand the importance of both the predictable and unpredictable impacts of technology - E
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner - E
5. understand the purpose, scope, and use of assistive technology - E
6. understand that access to online learning increases education and workplace opportunities - E
7. be provided with the opportunity to learn in a virtual environment as a strategy to build 21 century learning skills – I, R
8. understand the relationship between electronic resources, infrastructure, and connectivity - E
9. routinely apply touch-typing techniques with advanced accuracy, speed and efficiency - E
10. assess and solve hardware and software problems by using online help or other user documentation and support - E
11. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav) - E
12. demonstrate how to import/export text, graphics, or audio files - E
13. proofread and edit a document using an application’s spelling and grammar checking functions - E

By the end of Grade 12 each student will:

1. discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software) - E
2. identify the capabilities and limitations of emerging communication resources - E
3. understand the importance of both the predictable and unpredictable impacts of technology - E
4. identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner - E
5. understand the purpose, scope, and use of assistive technology - E

6. understand that access to online learning increases education and workplace opportunities - E
7. be provided with the opportunity to learn in a virtual environment as a strategy to build 21-century learning skills – M, E
8. understand the relationship between electronic resources, infrastructure, and connectivity - E
9. routinely apply touch-typing techniques with advanced accuracy, speed and efficiency - E
10. assess and solve hardware and software problems by using online help or other user documentation and support - E
11. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav) - E
12. demonstrate how to import/export text, graphics, or audio files - E
13. proofread and edit a document using an application’s spelling and grammar checking functions - E

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 9 each student will:

1. identify legal and ethical issues related to use of information and communication technology – I, R, M
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses – I, R, M
3. discuss possible long-range effects of unethical use of technology (e.g., virus spreading, file pirating, hacking) on cultures and society – I, R, M
4. discuss the possible consequences and cost of unethical use of information and computer technology – I, R, M
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users – I, R, M
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner – I, R, M
7. explain the differences between freeware, shareware, and commercial software – I, R, M
8. adhere to fair use and copyright guidelines – I, R, M
9. create appropriate citations for resources when presenting research findings – I, R
10. adhere to the district acceptable use policy as well as state and federal laws – I, R, M
11. explore career opportunities and identify their related technology skill requirements – I, R, M
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals – I, R, M

By the end of Grade 10 each student will:

1. identify legal and ethical issues related to use of information and communication technology - E
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses - E
3. discuss possible long-range effects of unethical use of technology (e.g., virus spreading, file pirating, hacking) on cultures and society - E
4. discuss the possible consequences and cost of unethical use of information and computer technology - E
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users - E
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner - E
7. explain the differences between freeware, shareware, and commercial software - E
8. adhere to fair use and copyright guidelines - E
9. create appropriate citations for resources when presenting research findings - M
10. adhere to the district acceptable use policy as well as state and federal laws - E

11. explore career opportunities and identify their related technology skill requirements - E
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals - E

By the end of Grade 11 each student will:

1. identify legal and ethical issues related to use of information and communication technology - E
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses - E
3. discuss possible long-range effects of unethical use of technology (e.g., virus spreading, file pirating, hacking) on cultures and society - E
4. discuss the possible consequences and cost of unethical use of information and computer technology - E
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users - E
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner - E
7. explain the differences between freeware, shareware, and commercial software - E
8. adhere to fair use and copyright guidelines - E
9. create appropriate citations for resources when presenting research findings - E
10. adhere to the district acceptable use policy as well as state and federal laws - E
11. explore career opportunities and identify their related technology skill requirements - E
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals - E

By the end of Grade 12 each student will:

1. identify legal and ethical issues related to use of information and communication technology - E
2. analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses - E
3. discuss possible long-range effects of unethical use of technology (e.g., virus spreading, file pirating, hacking) on cultures and society - E
4. discuss the possible consequences and cost of unethical use of information and computer technology - E
5. identify ways that individuals can protect their technology systems from unethical or unscrupulous users - E
6. demonstrate the ethical use of technology as a digital citizen and lifelong learner - E
7. explain the differences between freeware, shareware, and commercial software - E
8. adhere to fair use and copyright guidelines - E
9. create appropriate citations for resources when presenting research findings - E
10. adhere to the district acceptable use policy as well as state and federal laws - E
11. explore career opportunities and identify their related technology skill requirements - E
12. design and implement a personal learning plan that includes technology to support his/her lifelong learning goals - E

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 9 each student will:

1. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence) – I, R, M

2. have access to and utilize assistive technology tools – I, R, M
3. apply advanced software features such as an application’s built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations – I, R, M
4. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project – I, R, M
5. use an online tutorial and discuss the benefits and disadvantages of this method of learning – I, R, M
6. develop a document or file for inclusion into a web site or web page – I, R, M
7. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work) – I, R
8. have the opportunity to participate in real-life experiences associated with technology-related careers – I, R

By the end of Grade 10 each student will:

1. complete a least one online credit, or non-credit, courses or online learning experience - E
2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence) - E
3. have access to and utilize assistive technology tools - E
4. apply advanced software features such as an application’s built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations - E
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project - E
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning - E
7. develop a document or file for inclusion into a web site or web page - E
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work) - E
9. have the opportunity to participate in real-life experiences associated with technology-related careers - M

By the end of Grade 11 each student will:

1. complete a least one online credit, or non-credit, courses or online learning experience - E
2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence) - E
3. have access to and utilize assistive technology tools - E
4. apply advanced software features such as an application’s built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations - E
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project - E
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning - E
7. develop a document or file for inclusion into a web site or web page - E
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work) - E
9. have the opportunity to participate in real-life experiences associated with technology-related careers - E

By the end of Grade 12 each student will:

1. complete a least one online credit, or non-credit, courses or online learning experience - E

2. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence) - E
3. have access to and utilize assistive technology tools - E
4. apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations - E
5. identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project - E
6. use an online tutorial and discuss the benefits and disadvantages of this method of learning - E
7. develop a document or file for inclusion into a web site or web page - E
8. use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work) - E
9. have the opportunity to participate in real-life experiences associated with technology-related careers - E

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 9 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality) – I, R, M
2. use available technologies (e.g., desktop conferencing, groupware,) to communicate with others on a class assignment or project – I, R, M
3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences – I, R, M
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet application – I, R, M
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing) – I, R, M

By the end of Grade 10 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality) - E
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project - E
3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences - E
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet application - E
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing) - E

By the end of Grade 11 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality) - E
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project - E

3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences - E
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet application - E
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing) - E

By the end of Grade 12 each student will:

1. identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality) - E
2. use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project - E
3. use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences - E
4. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet application - E
5. plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing) - E

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 9 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information – I, R, M
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research finding – I, R
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive – I, R
4. distinguish between fact, opinion, point of view, and inference – I, R, M
5. evaluate resources for stereotyping, prejudice, and misrepresentation – I, R
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) – I, R

By the end of Grade 10 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information - E
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research finding - M
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive - M
4. distinguish between fact, opinion, point of view, and inference - E
5. evaluate resources for stereotyping, prejudice, and misrepresentation - M
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) - M

By the end of Grade 11 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information - E

2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research finding - E
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive - E
4. distinguish between fact, opinion, point of view, and inference - E
5. evaluate resources for stereotyping, prejudice, and misrepresentation - E
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) - E

By the end of Grade 12 each student will:

1. compare, evaluate, and select appropriate internet search engines to locate information - E
2. formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research finding - E
3. determine if online sources are authoritative, valid, reliable, relevant, and comprehensive - E
4. distinguish between fact, opinion, point of view, and inference - E
5. evaluate resources for stereotyping, prejudice, and misrepresentation - E
6. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) - E

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 9 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning – I, R, M
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts – I, R, M
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the result to multiple audiences – I, R

By the end of Grade 10 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning - E
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts - E
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the result to multiple audiences - M

By the end of Grade 11 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning - **E**
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts - **E**
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the result to multiple audiences - **E**

By the end of Grade 12 each student will:

1. use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning - E
2. describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts - E
3. formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the result to multiple audiences - E

Technology use to improve academic achievement

Identification and implementation of curriculum and strategies that effectively integrate technology into curriculum and instruction.

ACCESS TO TECHNOLOGY

Access to technology in Bendle Public Schools is extremely good and getting even better. At South Bendle Elementary School, grades Pre K – 2, students have access to at least one computer in the classroom and there are also computers available in a lab setting. SmartBoards have been purchased for each grade level. Teachers all have separate workstations, and there are at least two data projectors per grade (3-4 teachers per grade) available to use for whole-group instruction. All classrooms have sound amplification systems installed. The computer lab at South Bendle was upgraded and all teacher/adult stations were upgraded in the summer of 2006.

Bendle Public Schools has been able to integrate technology into the curriculum, particularly in grades 3 – 8, thanks to the *Freedom to Learn* (FTL) initiative. Every student in these grades has access to a wireless laptop computer all day, every school day. The computers come loaded with a variety of software packages, as well as access to some web-based product. Examples include: *Microsoft Office Suite*, *Encarta*, *Squeak*, *Discourse*, *Class Server* and *Assessment Connection*. FTL has also provided professional development for teachers on using the available software for instructional management, as well as integration into curriculum. At both West Bendle and Bendle Middle School, there are FTL lead teachers who provide support to other FTL teachers in their respective buildings. West Bendle has at least one SmartBoard per grade (3-4 teachers per grade) and all classroom teachers have laptops and data projectors. Teacher workstations at Bendle Middle School are scheduled to be upgraded in 2009/10.

Technology at Bendle High School is currently a model for other school districts. In the fall of 2005, voters in the Bendle Community approved a 15.5 million dollar bond to build a new high school, which opened the Fall of 2008. Technology was a major component of the bond and in the new school all classrooms have teacher laptops, ceiling-mounted data projectors, Quomo document cameras, DVD/VCR/Tuners, sound systems, wireless slates and printer/fax/scanners. BHS was also part of the FTL project and ninety laptop computers were purchased for use in the Fall of 2006. The demand for laptops has grown, so additional laptops were purchased, bringing the laptop/student ratio to better than 1:2. Rooms not assigned a laptop cart have 3 computers for student use. Finally, two computer labs were purchased; one for the business/computer applications classes and an open lab available in the media center.

Additionally, both Bendle High School and Bendle Middle School have distance learning classrooms.

IMPROVING ACADEMIC ACHIEVEMENT THROUGH THE USED OF IDENTIFIED STRATEGIES AND CURRICULUM THAT EFFECTIVELY INCORPORATE TECHNOLOGY

Bendle Public Schools is fortunate to be part of Genesee Intermediate School District (GISD). In the Spring of 2005, GISD initiated a “Pioneer Teachers” program to prepare teachers in effective ways to incorporate technology into their daily instruction practices. Five teachers, at least one teacher from each school, were part of the initial cadre. Since then 3-5 teachers each year have participated in this program. Teachers learn about strategies and equipment to enhance learning such as: video streaming, distance learning opportunities such as virtual field trips, blogging, and pod casting.

Freedom to Learn was a full-service grant initiative that provided a great deal of professional development and software connected with a program that provided one-to-one wireless laptops to disadvantaged students. As part of the FTL project, teachers received training on Class Server (similar to Blackboard), Connected Tech, all three levels of ATA training, and Assessment Connection, a program for authoring and delivering assessments electronically. Technology integration is particularly easy where all students have access to wireless computers all day every school day.

Additional professional development in technology integration has been and will continue to be held. In 2008, teachers at West Bendle and Bendle Middle School (grades 3-8) had two days of professional development on McREL's Classroom Strategies that Work. In addition, West Bendle won a MACUL MI Champion grant in 2008-09. After learning about this wonderful initiative, both South Bendle (K-2) and Bendle High School applied for and were successful in acquiring MI Champion grants for the 2009/10 school year. Bendle Middle School staff has plans to apply for this grant in 2010/11.

Examples of software and technology available to teachers to integrate into their daily instruction include:

- Microsoft Suite
- Study Island
- Inspiration
- Blackboard
- Connected Tech
- Assessment Connection
- Accelerated Reader
- GenNet Distance Learning classes
- Curriculum-specific software
- REMC 14 video library
- Streaming Video
- Career Cruising
- Access Michigan
- STAR Reading
- Reading Plus

Below are just a few examples of ways that teachers are integrating technology in their classrooms.

- Inspiration/Kidspiration as a tool to organize information
- Websites with problems that align to those covered in math classes as sponge activities for review
- Microscopes connected to laptops for science experiments
- DLC for virtual fieldtrips

- Internet resources for a variety of needs such as finding materials at a variety of reading levels to meet the diverse needs of students
- Interactive video high school classes between remote sites. Typically, 2-3 courses are utilized by students each block. This has enabled a small district like Bendle to provide courses like AP calculus to small numbers of interested students.
- Internet-based classes for students in grades 8-12. The addition of on-line courses has truly moved high school beyond 'four walls.' Recently GISD was awarded a seat-time waiver from the Michigan Department of Education which will allow select students to take 3-5 classes virtually.
- GenNET Blackboard delivery of instruction electronically
- Reading Plus software to allow all middle school students the opportunity to improve reading comprehension and reading rate
- MEL, Michigan Electronic Library

Building principals, curriculum committees, and the grade-level teams, under the leadership of the Director of Instruction and the Building Technology Committee, will be responsible for the integration process. The Special Education Department will be involved in adapting the curriculum and adaptive technologies for identified students. It is recognized that this may require certain accommodations, which the Special Education Department will identify, as the need becomes evident.

In addition to the above, the following resources will be used during the life of this Technology Plan:

- Software and other resources identified through the curriculum adoption process
- Resources identified by the Building Technology Committees
- Expansion of the GenNet Distance Learning Program to elementary schools
- Resources identified through professional development activities, conferences and seminars
- Updated tutorial software
- Expansion of on-line courses offered to students via GISD
- Expansion of on-line subscriptions

Section 5: B. Curriculum – Student Achievement

Bendle Public Schools is continuously seeking to identify and implement curriculum, instructional strategies and resources that will enhance student learning. Technology is considered a part of the review cycle of each curricular area and has been since 2000. Examples of current integration efforts include:

- Accelerated Reader, K-8: AR is used to provide teachers with a tool to monitor the independent reading of their students. Students read books and their comprehension are measured via an AR test. Teachers can track the number and level of books read, as well as test scores of each student. Pre and Post assessment help demonstrate learning and also are used to identify children for additional reading support. AR is a required component in grades K-5 and for English/Language Arts teachers in grades 6-8.
- Blackboard, 3-12: This program allows teachers to deliver curriculum electronically. Students can access assignments via a secure website and, in many cases, submit assignments electronically for correction and feedback from the teachers. In 2008/09 secondary teachers began to use Blackboard and building-level points of contact have been identified. During the course of this plan, Blackboard points of contact will be trained in the new features as they become available. The most pressing topics are plagiarism identification and on-line assessments.
- Assessments – Teachers are accessing a variety of assessment banks of test items that align with the GLCEs and HSCEs. These items are used to create both formative and summative assessments that may be delivered in a variety of formats, from paper/pencil to scannable to on-line.
- Blackboard, K-12 Teachers: As each curricular area completes its review cycle, all curriculum, common assessments and lists of resources will be filed in Blackboard. The timetable for the curriculum reviews is as follows:

2008/2009	ELA 7-12, Science K-5 & 9-12
2009/2010	Social Studies, K-5
2010/2011	Other (electives)
- Teachers are required to submit weekly lesson plans to their building principals. We are encouraging teachers to also post lessons on the building share drives for other teachers to use and modify. For this next three years, we will work to make this sharing of lessons more intentional with the goal of bringing more consistency to instruction within grades and courses while improving the quality of the lessons.

TECHNOLOGY AS A MANAGEMENT TOOL

When discussing the use of technology to enhance student learning, it is also important to consider technology as a management tool (District Goal #2). Bendle Public Schools utilizes administrative software packages for:

- Student Management
- Assessment – both scoring tests and creating and delivering online tests
- Monitoring and Evaluation
- Business/Finance
- Human Resources
- Food Services
- Data

1. The District WAN, that includes fiber to each of the schools from Bendle Middle School, allows the Student Portfolio Manager (SPM) package to be used in all schools and offices. Two additional

interfaces were incorporated to facilitate access by teachers. The first addition was a web-based interface called “Teacher Web”. This allows all teaching staff throughout the district to take and view attendance information, as well as marking period grades and transcript information, if relevant. The second interface, called “GradeWise”, serves as an electronic grade book for teachers at the middle and high schools. GradeWise calculates final grades and can post grades, as well as teacher comments, directly into the SPM database.

In 2006/07 Bendle Schools piloted WebGrader, an electronic grade book and report card generator at the elementary school level. During the course of this technology plan, we anticipate becoming more proficient with this tool and begin moving elementary school teachers into a more standards-based assessment/reporting format. If possible, we would like to expand WebGrader to the secondary level sometime in the next three years. SPM provides, at a minimum:

- Real time student record keeping
- Attendance, including attendance reporting from classrooms
- Grade posting: direct entry of grades into the report card at the secondary level
- Scheduling and Transcripts
- Discipline record keeping.

The Director of Instruction is working with SPM and staff at GISD to add a component to SPM that would allow for the storage and access to test results on all students throughout their tenure in Bendle Public Schools, and allow for the manipulation of data to provide enhanced analysis.

Parent Web was opened to Middle School Parents in 2006/07. This implementation was expanded to elementary school parents in 2007/08 and to high school parents beginning in 2008/09. This component of SPM will provide parents, via internet access, with real time information regarding their students. Using Parent Web, parents can check their child’s attendance for the current day and throughout the year. Over the next three years we plan to open more information to parents, including assignments.

2. The District utilizes Test Wiz as an integral component of the assessment program. This software package allows for local scoring of tests and surveys, disaggregating of test scores, including MEAP and CAT, and multi-year tracking of individual student achievement data.
3. The Business and Human Resources packages being used are FAS & HRS, which mesh with the student management program.
4. The Food Service package being used is ISD Education.
5. Phones have been installed in all classrooms, including voice mail, for student and staff safety and to improve communication with parents.

Section 6: C. Curriculum – Technology Delivery

USE OF TECHNOLOGY TO DELIVER SPECIALIZED OR RIGOROUS COURSES

Bendle Public Schools, alone and in partnership with Genesee Intermediate School District, is very active in the research and development of innovative strategies and technologies that deliver specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that students would not otherwise have access due to distances or insufficient resources. Internet, interactive video, on-line courses, and/or other appropriate technologies for distance learning are presented in terms of how these technologies are currently being used to access "distant resources" or might be used in the future to enhance instruction and increase student achievement.

As a member of the Genesee Network for Education Telecommunications (GenNET), Bendle Public Schools has access to a countywide voice, video, and data network that connects all district buildings as well as all GenNET member districts to one another. In addition to high speed Internet, GenNET interconnects throughout Michigan to other K-12 networks and is capable of global voice and video interactivity. GenNET technology has enabled the following strategies to be implemented with the end results being better access to resources, enhanced instruction, and increased student achievement:

- **Internet:** Students and staff of Bendle Public Schools have the advantage of high speed internet access through GenNET. This provides teachers and students with resources for research, collaboration, and communication.
- **GenNET ITV Classes:** Local teachers provide instruction using state of the art ITV classrooms located in every member high school to students throughout the county. Bendle High School students are able to take classes that are not offered in the home school curriculum and are able to experience and learn first hand new communication techniques to qualify them for future employment. Cutting edge technology allows students and teachers to interact in a dynamic classroom environment that enhances learning.
- **GenNET Online Programs:** Bendle High School Students have access to a wide range of courses delivered through the Internet that are not offered in their home school curriculum. Barriers such as time, space, equality of opportunity, and lack of resources diminish with this application of GenNET technology.
- **Middle School and Elementary ITV Classrooms:** Voice and video interactive centers have been installed in Bendle Middle School. Students are now able to connect with other students both in and outside the district for shared projects. Students can also access authors or experts in specific fields for first hand information, as well as people around the world for increased understanding of the global community. Virtual learning experiences also include interactive e-field trips to museums, art galleries, NASA, science institutes, zoos, state parks, national monuments, and universities. Future plans include exploring the feasibility of direct instruction for middle schools students. Currently elementary students are transported to the Middle School ITV classroom(s) for programs, however, expansion plans for GenNET include the installation of interactive equipment in elementary buildings.
- **Blackboard:** This Internet-based platform has been introduced to teachers, students, and staff. Blackboard has the potential to not only enhance communication between students, teachers, and staff but also with parents. The multi-functionality of Blackboard makes it a powerful instructional tool for teachers and students by providing organization and access to resources. As the base for many online courses in college and business and industry, students will be well served by becoming familiar with it during K-12.

- **Video-on-Demand:** GenNET member districts have been accessing instructional video programs via digital delivery over the last few years. Teachers are currently using UnitedStreaming to access over 4000 videos as well as other curriculum materials over a GenNET-based server. Expansion plans include the addition of REMC media materials to be digitally delivered.
- Reading Plus was purchased for use with Bendle Middle School students to enable ALL students to improve their reading rate and comprehension. This program will be expanded into the high school during the next three years. We will also work to develop criteria so that this could be used as a virtual course for credit recovery.

Section 7: D. Curriculum Parent Communications & Community Relations

PARENT COMMUNICATION

In order for parents to make informed decisions about their children's education, it is necessary to provide them with information that is current and relevant (District Goal #4). Parents will be able to access copies of the Bendle Technology Plan on the district website. This information will be provided in the August edition of the Bendle Bugle, a school newspaper that is delivered to every home in the Bendle School community.

Bendle Public Schools is committed to promoting parental involvement and to increasing communications with parents, including a description of how parents will be informed of the technology to be used with students.

- Phones have been installed in all classrooms including voice mail in order to improve communication with parents.
- The Bendle Schools Webpage (www.bendleschools.org) provides parents and community members with up-to-date information on district events. Links to each school's web-page provides easy access to information regarding activities specific to particular schools. The district webpage supports teacher webpages; teachers are encouraged to take advantage of this communications tool and are beginning to do so.
- The district will expand the use of "Parent Web", a component of the student management system, which allows educators to communicate class assignments, student progress, attendance and grades, via the Internet. The initial pilot will be at Bendle Middle School during the 2006/07 school year.
- Each school provides parents with the principal's and teachers' email addresses. Parents are encouraged to provide the school with their email addresses, as well. This allows for rapid communication between parents and school employees. In addition, some schools have developed listserves for the distribution of electronic versions of daily bulletins and school newsletters.
- SynerVoice was purchased to enhance communication with parents. In 2008 the system was launched to provide parents with telephone reminders of events in the school calendar such as ½ days of instruction and days when school is not in session. During 2008/09 the use was expanded to include special events, such as MEAP testing or Homecoming games. We plan to continue to expand the use of this system over the course of this plan to include phoning parents when students are absent from school.

COMMUNITY RELATIONS

Bendle Public Schools is in a consortium with the Carman-Ainsworth School District for adult and community education programs and services. Through the consortium, known as “The Learning Community”, an integrated family service model, adult literacy services are provided to community residents (District Goal #3). Linking Bendle School District technologies with the adult education center strengthens the delivery of the literacy programs: closer, easier access to literacy training, more current, relevant materials can be accessed by students through the use of computers and the internet and technology literacy becomes a natural component of the adult training program.

- Open lab time, will be available in each school on an as needed basis for student and community use after traditional school hours.
- Technology, software, applications, and technical hardware training will be offered to community residents. A combination of free workshops and tuition-based training will be offered through the community education department.
- Area businesses and community agencies are encouraged to participate in pre-designed classes or take advantage of custom designed training at their location or a Bendle site.
- Bendle staff has the ability to link to a variety of training, including technology, offered through the Genesee Intermediate School District (GISD). Several computer classes are offered to staff by Bendle/Carman-Ainsworth Community Education staff at the G.I.S.D., allowing the District to share its expertise with other districts in Genesee County. Training includes but is not limited to computer applications, internet, integrating technology in the classroom, and technical support for GenNet.
- The high school media center has acquired the Follett automation program, which facilitates:
 - Inter-library loaning of material between schools
 - Collection development
 - Printing subject bibliographies for teachers
 - Creating linkages to public and college automated library systems

The following means are utilized as effective vehicles to communicate information regarding technology information and updates to parents and community members.

Bendle Bugle	Published bi-monthly and mailed to every district household.
Open Houses	Opportunity for parents and community members to visit technology labs and classrooms using technology.
Informational Newsletters	Periodic newsletters on a topic specific item are sent home.
SynerVoice	An automated phone message system linked with the district student management software
Marquees	Two computer controlled marquees, one in front of the Middle School and the other in front of the High School are used to provide messages to students, parents and community members.
Suburban News/ Flint Journal	Press releases are forwarded to the local newspapers.

- Technology Trifold** A professionally designed brochure will be created and distributed to community members and area businesses.
- Television** As appropriate and as needed, television stations are contacted with breaking-news information.
- Website** A Bendle School District website has been developed and posted on the internet. The district website has links to school webpages. Teachers are encouraged to have individual webpages linked from their school site.
- Parent Web** Parents may access real time information regarding their students' attendance, grades, and class assignments.
- Open Lab times** Labs will be made available to students and families after school hours.
- Community Access** Software specific courses, internet training, and career information will be offered to the general community.

PARENT/COMMUNITY INVOLVEMENT IN TECHNOLOGY PLAN DEVELOPMENT

Bendle Public Schools utilizes a strategic planning process for continuous improvement. The strategic planning committee is comprised of members of all stakeholder groups: parents, community members, board of education members, teachers, support staff, and building and district administrators. The first goal identified in the district plan is, "All Bendle students will demonstrate the academic and social skills necessary to be successful in their adult roles in life." Increased access to technology for teaching and learning is one strategy identified to help meet this district goal. As part of the ongoing strategic planning process, members are updated on the progress of implementation as well as evaluation data. Based on input from this group the technology plan may be modified. Parents and community members are also welcome on the technology planning committee.

The technology planning team meets at least annually to write, review, evaluate and modify the district technology plan. A list of the current member is available on page 3 of this document. There is currently one parent on this committee.

Section 8: E. Curriculum - Collaboration

Bendle Public Schools, in collaboration with Carman-Ainsworth School District, operates both Adult Education and Alternative Education programs. The integration of technology in these sites has been, and will continue to be a high priority area. Currently the implementation of educational development plans (EDPs) has been the vehicle for introducing technology integration. Students access a secure website to create and revise their EDPs as well as to plan their courses in high school and to identify education and training needs beyond high school to meet career goals. Students also are engaged in researching various careers and exploring possible sites for continuing education via the internet. In addition, the Bendle Director of Instruction works with the Director of Adult and Alternative programs on curriculum development. As curriculum documents are revised, technology is integrated into the each content area. Curriculum documents are posted on a separate B/CA "class" in Blackboard. BPS staff is available to assist Adult and Alternative education teachers with technology use and integration, with streaming video a recent example. Additional information on collaboration was provided in the previous section.

Section 9: F. Professional Development

A sound Technology Staff Development Plan requires strategies for the entire staff (District Goal #5) to gain needed technical skills and usage skills that include:

- Skill development and proficiency based on the Michigan/Bendle Educational Technology Standards.
- Skill development and proficiency on management applications.
- Training on integration methods and Best Practices, in order to provide teachers with skills and ideas as technology and the technology curriculum are integrated across the curriculum.
- On-line and interactive communication for education professionals.

Bendle Public Schools has implemented the following:

- Creation of computer labs at the Middle School, High School and South Bendle Elementary School that are also used for staff training.
- In-service on specific software packages for administrators, teachers, media staff, and support personnel, such as GradeWise, WebGrader, Teacher Web, Blackboard, ExamView and Streaming Video.
- Extensive free/low cost training for staff offered through a variety of initiatives such as Genesee Intermediate School District, MACUL, and the 1:1 Institute.
- Required training for the implementation of the countywide Gen-Net distance learning program, web-based attendance procedures, and an electronic grade book.
- Administrator training on the utilization of assessment databases for the purpose of monitoring student academic progress and analyzing curricular strengths and weaknesses. Principals will use this training to assist building level school improvement leadership teams in analyzing their own data.
- Training on software applications such as Blackboard, TestWiz, Reading Plus, and Study Island.

In order to continue providing the skill development opportunities for all staff, and to ensure that all teachers are integrating technology, the following activities are being implemented:

- At the District level,
 - Training will be provided as administrative software is implemented.
 - As new curriculum is adopted, training will be provided in the technology components, as well as the content and methodology of instruction.
 - Staff who will be using new software or hardware will receive training in its use, including follow-up support.
 - Staff will be permitted to attend conferences and workshops outside the district to enhance the use of technology in the design of lessons and management of the system.
 - Administrators and clerical staff will be trained in accessing data to use as benchmarks for measuring the achievement and accomplishments of students and staff and District or building level progress towards school improvement goals.
 - Training will be provided to assist staff in the integration of the grade level technology benchmarks into classroom instruction.
 - Training in technical usage skills will continue to be offered to all staff through the Bendle/Carman-Ainsworth Community Education Program.
 - Usage of the online courses will be promoted.

- At the building level,

Whenever possible "lead" teachers will be designated at each school. Teachers that have completed the Pioneer Teacher training (at least 2 teachers in each school) serve as lead teachers in the area of integration. These individuals are join by another 1 -2 people at all schools except South Bendle, who are part of a MACUL MI Champions grant. Each school also has designated lead teachers for specific applications such as GradeWise or Blackboard. There are also resident experts on particular pieces of equipment such as SmartBoards and document cameras.

ADMINISTRATORS' ROLE

Improvement of technology use and integration requires the leadership of the administration of the district and school. The International Society for Technology in Education (ISTE) has adopted a set of guidelines for administrators that are focused on the following six themes:

- **Leadership and Vision:** *Foster a vision for technology use and develop a plan that implements and maintains that vision.*
- **Learning and Teaching:** *Use technology to enhance curriculum and instruction, support collaborative learning environments, and assure quality professional development.*
- **Productivity and Professional Practice:** *Model effective uses of technology, engage in professional development, and communicate with peers, staff, parents and the community.*
- **Support, Management and Operations:** *Implement policies to ensure complement of technologies and allocate enough financial and human resources to implement the technology plan.*
- **Assessment and Evaluation:** *Use technology to collect and analyze data and communicate findings to improve student learning and instructional methods.*
- **Social, Legal and Ethical Issues:** *Ensure equal access to technology and communicate, model and enforce social, legal and ethical practices.*

With these six themes in mind, the staff development plan must first address the need for administrators to be skilled in the use of technology and to model that use. As a result,

- Administrative technology training will be provided throughout the year
- The building principal will be a member of the building and district Technology Committee

TIMELINES

2009/10

- Three - five teachers, generally one per building, will be trained on technology integration as part of GISD Pioneer Teachers. Schools already have 2-3 teachers in place that have completed this training.
- Bendle High School teachers, including media staff, will be provided staff development throughout the year in areas identified as needs as the results of moving into a new high school building in the fall of 2008 that has greatly increased capacity for technology integration
- Teams of teachers from South Bendle Elementary and Bendle High School will receive training and coaching thanks to MACUL MI Champions grants. West Bendle Elementary has already had a team trained in 2007/08.

- Principals will receive training on their roles in monitoring implementation of the various software applications provided in their schools. Principals will also receive training on working with data and data analysis.
- Provide any training associated with new curriculum adoptions.

2010/2011

- Three - five teachers, generally one per building, will be trained on technology integration as part of GISD Pioneer Teachers
- It is hoped that South Bendle Elementary will have a MACUL MI Champions grant for improving technology integration.
- Continued training for principals on data analysis.
- Training as identified by buildings.

2011/2012

- Three - five teachers, generally one per building, will be trained on technology integration as part of GISD Pioneer Teachers.
- Continued training for principals on data analysis.
- Training as identified by buildings.

Section 10: G. Professional Development Supporting Resources

Bendle Public Schools utilizes a variety of resources to support the entire technology program. The cornerstone of the technology program is the board approved technology plan which includes the district acceptable use policy. The district technology team maintains a file which contains all the warrantee information and operating instructions for all technology related equipment. This small but dedicated department develops clear instructions and manuals for the operation of more complex equipment, such as the laptop computers, and certain key software programs, such as the county electronic grade book that links real-time with the district's student database.

Bendle is fortunate to be part of the GISD and REMC 14. District personnel are able to access video materials, frequently via streaming video. The ISD also provides support in terms of training on both instructional and management software. Bendle frequently uses REMC to acquire equipment and subscriptions are reduced rates.

Bendle Public Schools has been and will continue to be involved in a number of grant funded projects. Teachers have been working on technology integration for many years as part of Comprehensive School Reform grants, Freedom to Learn grants, ATA and MACUL grants.

Information on the district can be found in the Bendle Public Schools website, www.bendleschools.org.

As a constituent district of Genesee Intermediate School District and a member district of GenNET, Bendle Public Schools is able to access the following services and resources to ensure the effective and successful use of technology.

- Internet access with content filter
- Blackboard server, software, subscription
- Network management services
- CEO Imaging – Scanning and archiving documents and graphics
- Teacher Discovery Center – Integration of materials, online resources
- REMC Association of Michigan statewide services and projects
- REMC Cooperative Acquisitions Project - <http://www.remc.org>
- REMC 14 Media Collection including M-ITV programs Webmax accessible
- Video-on-demand through UnitedStreaming
- Web-based support and documentation for hardware, software, and integration activities
- Application Helpdesk
- Technical Support Helpdesk
- Virtual Learning interactive opportunities, support, and technology
- Professional development and teacher training
- Michigan Electronic Library (MEL) – <http://mel.org>
- Michigan Library Consortium (MLC) – Aggregated purchasing provides savings on technologies, resource databases, and professional development.

Section 11: H. Infrastructure, Hardware, Technical Support, and Software – Needs, Specifications and Design

Current Status

Technology Plan Assessment

The Technology Plan is reviewed each year. Specific application needs will be determined by the District Technology Committee, with input from the building technology committee members. The District Network Administrator will present an updated technology assessment with recommendations to the District Technology Committee (District Goal #6). The district has an established line item budget for technology needs. Additional technology may be purchased through special funds, such as Title I. All hardware purchases must be approved by the District Network Administrator, and all software purchases must be approved by the Director of Instruction.

Network Assessment

Bendle Public Schools has the following technology resources in place:

A **Wide Area Network**, connecting all seven of the District buildings with single mode fiber, has been completed and now runs at 1 GB speed. The district server farm and fiber termination "head end" is located in Bendle Middle School, which is connected to a countywide fibered WAN through Genesee Intermediate School District (GISD), called Gen-Net. This high-speed connection provides the district with connectivity to the Internet, as well as mainframe applications housed at GISD. At this time, the high schools and middle schools across the county participate in distance learning programs. Future distance-learning opportunities will become available at all grade levels. WAN network upgrades are the responsibility of GenNet.

A **Local Area Network** has been installed in each instructional building with teacher and student network connections in every classroom. The teacher connection includes: 1) a computer/network connection, 2) a phone connection, and 3) a classroom coaxial video connection. The student connection consists of four computer/network connections. There are additional connections that support each building's computer labs, media center, and offices. Additionally, non-instructional buildings have been wired with computer/network connections, but not voice or video. Internet access is available in every classroom and office throughout the district. Every room in every building has benchmark CAT 5e data/network connectivity. The new High School building has CAT 6 data wiring in every room throughout the building providing higher speeds and ensures compliance with future standards. Additionally, the new High School houses a new Foundry Wireless Manager that provides wireless coverage to both the High School and Middle School building. West Elementary continues to use the FTL provided HP Procurve Access Points for wireless coverage. Additional access points have been installed at the Administration building, South Elementary, and Friel with limited wireless coverage.

Building Resources vary across the district, dependent on age appropriateness and other resources available in each particular school. South Bendle Elementary (K-2) has one computer lab, a data projector for every 2-3 teachers and Smartboard for every grade (1 for every 3-4 teachers). West Bendle Elementary has no need for a computer lab, since all of its students have wireless computers. All classrooms have data projectors and wireless printers. There is at least one Smartboard for every grade (3-4 teachers). West Bendle has one CPS system. Bendle Middle School also has one-to-one wireless for all students, but this school has a computer lab, as well as a Smartboard and several CPS systems. Bendle High School is a new facility that opened in the fall of 2008. It has two computer labs and a 1:2 ratio of laptops to students. All

classrooms are equipped with teacher laptops, document cameras, wireless slates, ceiling mounted projectors, Sound amplification systems and VCR/DVD/Digital tuner. There is also a Smartboard and CPS system. Digital microscopes are available in schools housing grades 3-12. Most schools also have an assortment of digital cameras. Bendle Administration has computers for every employee with at least one printer in each of the four office areas. The boardroom is equipped with a ceiling mounted projector and a system for viewing VHSs and DVDs.

Classroom Resources throughout the district include a desktop or laptop computer for every teacher for attendance, grading, and software usage. Each classroom includes a telephone with voicemail for teacher use and is capable of providing detailed location information in the event of a call placed to 911. K-2 classrooms have at least one computer for student use. All classroom teachers in grades 3-8, that were eligible for the Michigan Freedom to Learn Grant, are equipped with a wireless access point, 25-30 student wireless laptops, and a laser printer. As noted above, the new Bendle High School classrooms are all equipped with teacher laptops, document cameras, wireless slates, ceiling mounted projectors, Sound amplification systems and VCR/DVD/Digital tuner.

Hardware Assessment

Equipment < 5 yrs	Admin	BHS	BMS	West	South	Friel		Totals
Staff PC	8	10	11	19	22	1		71
Student PC	0	85	0	0	0	0		85
Staff Laptop	1	24	2	0	0	1		28
Student Laptop	0	195	0	0	0	0		195
Servers	0	0	4	0	0	0		4
Foodservice PC	0	3	0	0	0	0		3
LaserJet Printers	3	23	2	1	1	1		31
Ink Printers	0	3	0	0	1	0		4
Scanners	1	23	0	0	0	0		24
Projectors	1	19	0	0	0	0		20
Doc Cameras	0	21	0	0	0	0		21
A/V Systems	1	19	0	0	0	0		20

Equipment > 5yrs	Admin	BHS	BMS	West	South	Friel		Totals
Staff PCs	2	0	26	5	1	1		35
Student PCs	0	0	35	7	46	0		88
Staff Laptops	3	0	16	18	3	0		40
Student Laptops	0	0	294	272	0	0		566
Servers	1	0	1	0	0	0		2
Foodservice PC	0	0	2	1	1	0		4
LaserJet Printers	3	0	17	14	5	0		39
Ink Printers	0	0	3	1	2	0		6
Scanners	0	0	1	1	0	0		2
Projectors	2	0	9	10	6	1		28
Doc Cameras	0	0	1	0	0	0		1
A/V Systems	0	0	0	0	12	0		12

Hardware Grand Totals	
Staff PCs	106
Student PCs	173
Staff Laptops	68
Student Laptops	761
Servers	6
Foodservice PC	7
LaserJet Printers	70
Ink Printers	10
Scanners	26
Projectors	48
Doc Cameras	22
A/V Systems	32

Software Assessment

Software With Annual Maintenance Fees

Microsoft Products	Quantity
MS Windows 2003 Server OS	5
MS Exchange Server 2003	1
MS Windows XP SP2 OS	1,115
MS Office 2003 Word,Excel,Access,PPnt,Publisher	801
MS Office 2007 Word,Excel,Access,PPnt,Publisher	314
MS Outlook Core CALs	128

Other Products

Faronics Deep Freeze	1,000
Faronics Insight (per classroom x30)	7
Follet Circulation	1
GenNET SPM student accounting	26
GenNET GradeWise	37
GenNET WebGrader (enrollment based K-5)	571
Imagine It (Bldg. site lisenice)	1
Inspiration	881
Reading Plus (Concurrent users)	40
Study Island (Bldg. site lisenice)	2

Technology Needs 2010 – 2012 including interoperability of equipment

NETWORK, HARDWARE, & SOFTWARE NEEDS

(Needs are listed in order of importance, not by category. Timeline information reflects latest developments; items appearing in *italics* indicate completed tasks.)

1) Maintain GenNET Services.

Need:

The Genesee Intermediate School District (GISD) through a program known locally as GenNET provides several critical technology services to the school districts within Genesee County. GenNET provides solutions and services that all schools would normally have to purchase individually. By partnering with all the schools in Genesee County GenNET is able to offer greatly discounted prices on its solutions and services. They include student accounting software, antivirus software, student grading packages, data retention/backups, internet connectivity, and most importantly facilitates learning through distance learning classrooms that interconnect all schools in the county. In order to continue to make use of these services the district will need to allocate funds to renew them.

Solution:

Along with the other districts in Genesee County, Bendle currently enrolls in several different services provided by GenNET. In order to maintain our agreements with GenNET, the district will need to continue to allocate funds to continue them.

Description	Qty	GISD Pricing	Total
GenNET SchoolsOpen Services (SPM/FAS/HRS/Gradewise) (06/07 FTE)	1,267.65	\$19.71	\$24,985.38
GenNET ITV Classroom Expansion (Based on 08/09 FTE)	1,625.30	\$17.00	\$27,630.10
GenNET WebGrader (Elementary Gradebook) (South 307, West 264 FTE)	571	\$2.50	\$1,427.50
GenNET Shared Technology Services (Backups, etc) (Annually)		\$2,500.00	\$2,500.00
GenNET SynreVoice Automated Calling System (FTE)			\$4,503.03
GenNET McAfee Antivirus Software (Based on Staff Computer Count)	189	\$4.22	\$797.58
Total Educational Pricing			\$61,843.59

Funding Source:

The District will need to allocate line item funding to maintain GenNET services for every school year.

Timeline:

This goal is completed on a yearly basis by paying the maintenance costs to the GISD.

2) Maintain Software Licensing.

Need:

Microsoft operating systems and applications, such as Office, must comply with the new licensing agreement. Licensing will have to be renewed for all Microsoft products every year. In order to continue using Microsoft Windows XP OS and Office 2003 & 2007 Professional Suite within the District, a budget

will have to be established to renew these software packages. Additionally, there are several other software packages in the district that have annual renewal requirements.

Solution:

Bendle is currently participating in a Microsoft “School Agreement” or “SA”. In order to participate in the site-licensing program, which offers the greatest discount, licensing for at least 300 computers must be purchased. Currently, the District has 430 computers enrolled in the current agreement. According to inventory, licensing will increase to 452 next year. Freedom to Learn granted laptops (qty 656) are not subject to the school agreement. However, as these laptops are replaced by the district they will have to be covered under our license agreement. Participating in the site program will allow flexibility with software versions and expandability for additional PCs purchased for the district. The costs below represent educational discounted School Agreement site licensing. Other software packages are included with their cost to continue maintenance agreements.

Description	Qty	Pricing	Total
MS Windows & Office SA Site Licensing for 1 year	452	\$35.89	\$16,222.28
Faronics Deep Freeze Maintenance Renewel	1000	\$1.95	\$1,954.00
Faronics Insight Maintenance Renewel	7	\$62.38	\$436.63
Follet Library Circulation Support	1	\$1,000.00	\$1,000.00
Imagine It	1	\$10,000.00	\$10,000.00
MxLogic Spam Filter Service	1	\$1,100	\$1,100
Reading Plus (Concurrent users 40)	1	\$3,780.00	\$3,780.00
Study Island (Bldg. site lisenca)	2	\$3,250.00	\$6,500.00
Total Educational Pricing			\$40,992.91

Funding Source:

The District will need to allocate line item funding to maintain appropriate MS licensing for every school year.

Timeline:

This initial goal was completed when the district entered into a site licensing school agreement on September 30th of 2002. This has been renewed annually. This purchase was made in conjunction with the GISD, who obtained special pricing by purchasing licenses for the majority of school districts within the county. The agreement through the GISD ends September 30th 2009 and the district will be responsible for renewing its licenses directly with Microsoft.

3) Replace batteries in existing student laptops

Need:

Beginning in 2002 the Freedom to Learn grant provided the district with 556 laptops for student use. Typical battery life is 3 years before they begin to degrade, diminishing the charge they will hold. The batteries in these laptop computers at West Elementary and Bendle Middle School will no longer hold a charge of more than 10 minutes which is insufficient for classroom use.

Solution:

These laptops are still capable of running all the current student applications. By replacing the batteries we can continue to use them for three more years. New batteries can be purchased for \$60 each and the district needs 556 batteries to cover both buildings. Two hundred Fifty-three batteries were purchased in 2008/09 with the remaining batteries to be purchased in 2009/10.

Description	Qty	Cost	Total
HP NX9010 Laptop batteries	300	\$60.00	\$18,000
Total			\$18,000

Funding Source:

Title I

Timeline:

We hope to have this purchase made before the end of the 2008/09 school year, with the remaining batteries to be purchased next year.

4) Replace middle school staff computers

Need:

The Middle School is the last building with computers for teacher use that are greater than 5 years old. They are barely capable of running current district applications especially the districts grading software. It is the only building that has yet to participate in the districts 5 year lifecycle policy implemented in 2006. In order to meet the needs of current technology newer computers will need to be purchased.

Solution:

The district must purchase 28 new desktop computers for staff members.

Description	Qty	Cost	Total
Desktop computers	28	\$800.00	\$22,400.00
Total			\$22,400.00

Funding Source:

A combination of local and grant dollars will be used to fund this purchase.

Timeline:

2009/2010

5) MS Computer Lab

Need:

The computers in the middle school computer lab are 8 years old and struggling to run even the simplest of programs. This lab is used to teach basic computer skills and the districts computerized reading program. In addition the districts Community Education department uses the lab to conduct adult education classes after normal school hours. In order to meet the technology needs of the district this computer lab must be upgraded.

Solution:

The district would like to move 30 new desktop computers that were installed at the High School Mediacenter in 2008 to the Middle School computer lab. The district would then replace those 30 desktops with laptops to increase the amount of student workspace in the High School Mediacenter. Currently the larger desktops leave insufficient space for students to work.

Description	Qty	Cost	Total
Laptop computers	30	\$1,200	\$36,000
30 station computer cart	1	\$3,000	\$3,000
Total			\$39,000

Funding Source:

The district will use a combination of local funds and grants to cover the cost of this purchase

Timeline:

Purchases will be made and equipment moved by the end of the 2010 school year.

6) Replace Teacher Laptops at West Bendle and Bendle Middle School

Need:

The teacher laptops that were provided by the Freedom to Learn grant are 6 years old and beginning to fail. The laptops are used primarily as a multimedia resource in the classrooms in conjunction with a projector. Unfortunately they are unable to properly display graphic intense applications.

Solution:

Purchase 30 staff laptops. Old teacher laptops could be placed for student use. Other possible options would be to purchase docking stations for these laptops and eliminate the need for the teacher desktops noted in item #4. At the minimum, the other option would be to purchase 1 GB memory upgrades at \$40 per laptop.

Description	Qty	Cost	Total
Laptop computers	30	\$1,200	\$36,000
Total			\$36,000

Funding Source:

The district will use a combination of local funds and grants to cover the cost of this purchase

Timeline:

Purchases will be made by the end of the 2011 school year.

7) Obsolete Equipment Disposal

Need:

As technology becomes obsolete it must be stored until it can be disposed of properly due to the mercury contained in computers and monitors.

Solution:

The district must pay for professional disposal services from a certified recycling company which includes: palletizing, shrink wrapping, and removal.

Description	Qty	Cost	Total
Pallet Cost	10	\$150	\$1,500.00
Total			\$1,500.00

Funding Source:

The district will use local funds to cover the cost of this service.

Timeline:

Summer of 2009

8) New Teacher Laptops at South Bendle Elementary

Need:

Currently the staff at South Bendle Elementary have only one laptop to use with portable projectors.

Solution:

Purchase 6 laptops.

Description	Qty	Cost	Total
Laptop computers	6	\$1,200	\$7,200
Total			\$7,200

Funding Source:

The district will use Title I funds to cover the cost of this purchase

Timeline:

Purchases will be made in the 2009/2010 school year.

9) Create a multimedia classroom that provides technology resources for teachers so they can achieve curriculum goals

Need:

Provide ceiling mounted projectors and document cameras for Middle School staff. 7 classrooms currently have ceiling mounted projectors. None of these rooms have a ceiling mounted audio system or other multimedia equipment such as document cameras or VCR/DVD players at this time.

Solution:

Upgrade classroom equipment to the standard of Bendle High School as time and money allow.

Cost Analysis Per Classroom

Classroom Multimedia	Equipment Equivalent	Unit Price
Projector	Dukane Image Pro 8913-W	\$1,750.00
DVD/VCR/ATSC Tuner		\$300.00
Sound Field System	Lightspeed 820ir	\$1,200.00
Audio/Visual Cabling	2-VGA/1-Component	\$500.00
Patch Cables		\$60.00
Equipment Installation	Projector Mount, Speakers, IR	\$2,000.00
Qomo Tablet	QIT30	\$349.00
Document Camera	QD700	\$1,000.00
Classroom Installation		\$1,200.00
Totals		\$8,359.00

Per Building Cost Analysis:

Description	Qty	Price	Total
Middle School Multimedia Classroom	15	\$8,359.00	\$125,385.00
South Elementary Multimedia Classroom	14	\$8,359.00	\$117,026.00
West Elementary Multimedia Classroom	13	\$8,359.00	\$108,667.00
Total			\$351,078.00

Funding Sources:

A combination of local and grant funds will be used for this purchase. The possibility of using the sinking fund will be explored.

Timeline:

The goal is to achieve a common classroom within one instructional building per year, based on need. Bendle has four main instructional buildings of which the High School has already had classroom multimedia equipment installed. Implementing the multimedia equipment within classrooms should correspond with the buildings five-year life cycle replacement of computers.

Bendle Middle School; 2009-10

Bendle South Elementary; 2011-12

Bendle West Elementary; 2012-13

10) Replace 3 Laser Jet printers

Need:

There are 3 Black and White network LaserJet printers at the Middle School, West Elementary, and South Elementary that have reached their End of Life. They need to be replaced with new LaserJet printers to ensure that they continue to meet staff printing needs. Additionally the Middle School is the only building without a color LaserJet printer.

Solution:

Purchase 3 B&W printers, one for each building, and one color printer for the Middle School

Description	Qty	Cost	Total
Black & white printers	3	\$1,300 ea.	\$3,900
Color printer	1	\$1,500 ea.	\$1,500
Total			\$5,400

Funding Source:

A combination of local and grant dollars will be used to fund this purchase.

Timeline:

2009/2010

11) Additional Management licensing

Need:

Teachers need to be able to manage student computers, ensure appropriate use, and enhance online instruction. The district currently has 6 licenses of Faronics Insight for High School use. However this is currently not enough to cover all of the High School laptops nor any laptops or labs at the Middle School.

Solution:

Purchase 12 additional licenses for Insight, 2 for the High School and 10 for the Middle School.

Description	Qty	Cost	Total
Insight licenses	12	\$399	\$4,788
Total			\$4,788

Funding Source:

A combination of local and grant dollars will be used to fund this purchase.

Timeline:

2009/2010

12) Integrate West Elementary into the New Wireless Manager

Need:

Integrate West Elementary to utilize new wireless architecture utilized at HS and MS which includes permanently mounting access point in the ceiling rather than on carts. This solution is more reliable, offers faster connection speeds, and provides better coverage than original Freedom To Learn HP Procurve access points.

Solution:

Purchase and install additional Foundry wireless access points that use the new wireless manager.

Description	Qty	Cost	Total
Foundry Access Point	11	\$700	\$7,700.00
Total			\$7,700.00

Funding Source:

Local funds

Timeline:

2009/2010

13) Planned Server Lifecycle upgrades

Need:

To maintain network resource stability and responsiveness the district must continue to plan for server upgrades. Mission critical applications and data services demand more resources every year as technology advances. These resources are housed on servers that have a fixed lifecycle. Every 5 years the servers need to be replaced as their warranty for support expires, ensuring that hardware can be replaced in a timely manner in the event of a failure.

Solution:

Maintain all district servers on a fixed lifecycle of 5 years. Two servers are slated for a replacement, including professional installation, in 2010.

Server	Avg Cost	Last Upgrade	Next Upgrade
Administration File Server (Admin-FS2) PDC	\$5,000.00	Jul-05	7/1/2010
Email Server (Bendle-Exchange)	\$7,000.00	Jul-05	7/1/2010
Teacher/Student File Server (Bendle-fs1)	\$12,000.00	Jul-06	7/1/2011
Teacher/Student Application Server (Bendle-fs2)	\$5,000.00	Jul-07	7/1/2012

Funding Source:

Local funds

Timeline:

2010

14) Upgrade High School FTL laptop computers

Need:

The High School currently has 90 laptops from the Freedom to Learn grant that were moved to the new building when it opened. These laptops need additional memory in order to utilize the new High School software. Additionally, these laptops will need battery replacement at the beginning of the 2010/2011 school year

Solution:

Add 1 GB Memory and purchase new batteries for the 90 FTL laptops.

Description	Qty	Cost	Total
1 GB memory	90	\$40	\$3,600.00
HP NC6120 Laptop Batteries	90	\$60	\$5,400.00
Total			\$9,000.00

Funding Source:

A combination of local and grant dollars will be used to fund this purchase.

Timeline:

2010/2011

Technical Support Assessment

In order to provide maintenance and support of the network infrastructure, servers, software applications and computer work stations/peripherals, a full-time Network Administrator was hired in the fall of 2001. The Freedom to Learn grant program has provided our district with 656 wireless laptop devices, which necessitated the hiring of a support technician. In all, the district currently has 1,121 laptops, desktops, and servers. Additionally, the new Bendle High School has new multimedia A/V equipment that requires technical support from local staff. The district employs a full-time Network Administrator, who coordinates and maintains all technologies within the district and a Network Technician who assists the Network Administrator and who also helps perform daily maintenance tasks. Contract support services are used to supplement the technology support needs of the district when necessary.

Current Technical Support position	Total Cost (Salary & Benefits)
Network Administrator	\$81,000.00
Network Technician	\$47,250.00
Contracted Services	\$3,000.00
Total	\$131,250.00

Technical Professional Development

The Bendle Public School District will need continued support from staff capable of learning and implementing new technologies within the district. In order to keep pace with technology and education trends, funds need to be set aside for professional development. Due to the large number of Microsoft products now utilized in K-12 education Microsoft certification training helps support staff maintain a high level of competency with regards to supporting these products. At least one core Microsoft certification class should be budgeted for each staff member annually.

Description	Qty	Cost	Total
Microsoft Certified Training	2	\$1,500.00	\$3,000.00
Total			\$3,000.00

Section 12: I. Infrastructure, Hardware, Technical Support, and Software – Increase Access

Bendle Public Schools has done an amazing job of increasing access to technology, thanks in large part to an aggressive search for grants to support this endeavor. In the three years since the previous technology plan was written, the number of computers has increased from 446 to 1126. In grades 3 – 8 there is one-to-one wireless computer access for every student! At Bendle High School the ratio is better than 1 laptop per 2 students. Where there were six LCD projectors, there are now 48. All labs except the Middle School Pc Lab were expanded and upgraded within the past five years. All teachers have access to least either a laptop or desktop computer connected to the LAN and WAN. We will continue to seek funding to maintain and enhance our access to technology. The focus of this plan is to enhance access for all teachers and staff.

As noted elsewhere in the previous section, the primary focus of this technology will be to upgrade and improve teacher access. Our goal is to provide all teachers with the level of technology now available at Bendle High School.

Section 13: J. Funding and Budget - Budget and Timetable

Bendle Public Schools Technology Budget

2008/09

Item:	Cost:	Funding Source:
<u>Current Technical Support</u>		
Network Administrator Salary and Benefits	81,000	District
Network Technician Salary and Benefits	47,250	District
Contracted Services	3,000	District
<u>Current Technical Support</u>	<u>\$131,250</u>	
<u>1. Maintain GenNET Services</u>		
GenNet Services, including SchoolsOpen (SPM/FAS/HRS/Gradewise), ITV Classroom Expansion, Shared Tech Services, SynreVoice system, and Antivirus Software		
	61,844	District
<u>Maintain GenNET Services</u>	<u>\$61,844</u>	
<u>2. Maintain Software Licensing</u>		
Microsoft Licensing for 1-year	16,222	District
Faronics Deep Freeze and Insight Maint. Renewal	2,391	District
Follet Library Circulation Support	1,000	District
Imagine It	10,000	Title I
MxLogic Spam Filter Service	1,100	District
Reading Plus (Concurrent users 40)	3,780	Title I
Study Island (Bldg. site license)	6,500	Title I
<u>Maintain Software Licensing</u>	<u>\$40,993</u>	
<u>3. Replace Laptop Batteries</u>		
253 Batteries	\$15,180	Title I
<u>Replace Laptop Batteries</u>	<u>\$15,180</u>	
<u>TOTAL 2008/2009</u>	<u>\$249,267</u>	

Bendle Public Schools Technology Budget

2009/10

Item:	Cost:	Funding Source:
<u>Current Technical Support</u>		
Network Administrator Salary and Benefits	82,620	District
Network Technician Salary and Benefits	48,195	District
Contracted Services	3,000	District
<u>Current Technical Support</u>	<u>\$133,815</u>	
<u>1. Maintain GenNET Services</u>		
GenNet Services, including SchoolsOpen (SPM/FAS/HRS/Gradewise), ITV Classroom Expansion, Shared Tech Services, SynreVoice system, and Antivirus Software	61,844	District
<u>Maintain GenNET Services</u>	<u>\$61,844</u>	
<u>2. Maintain Software Licensing</u>		
Microsoft Licensing for 1-year	16,222	District
Faronics Deep Freeze and Insight Maint. Renewal	2,391	District
Follet Library Circulation Support	1,000	District
Imagine It	10,000	Title I
MxLogic Spam Filter Service	1,100	District
Reading Plus (Concurrent users 40)	3,780	Title I
Study Island (Bldg. site license)	6,500	Title I
<u>Maintain Software Licensing</u>	<u>\$40,993</u>	
<u>3. Replace Laptop Batteries</u>		
300 Batteries	18,000	Title I
<u>Replace Laptop Batteries</u>	<u>\$18,000</u>	
<u>4. Replace Middle School Staff Computers</u>		
28 Desktop Computers	22,400	District/Grant \$
<u>Replace Middle School Staff Computers</u>	<u>\$22,400</u>	
<u>5. MS Computer Lab</u>		
30 laptop computers	36,000	District/Grant \$
One 30-station computer cart	3,000	District/Grant \$
<u>MS Computer Lab</u>	<u>\$39,000</u>	

<u>6. Teacher Laptops – BMS and West Elementary</u>		
30 laptop computers	36,000	District/Grant \$
<u>Teacher Laptops</u>	<u>\$36,000</u>	
<u>7. Obsolete Equipment Disposal</u>		
Disposal services from a certified recycling company	1,500	District
<u>Obsolete Equipment Disposal</u>	<u>\$1,500</u>	
<u>8. Teacher Laptops- South Elementary</u>		
6 laptop computers	7,200	Title I
<u>Teacher Laptops</u>	<u>\$7,200</u>	
<u>9. Multimedia Classrooms - BMS</u>		
15 Classrooms, equipment and installation	125,385	District/Grant \$
<u>Multimedia Classrooms – BMS</u>	<u>\$125,385</u>	
<u>10. Replace LaserJet Printers</u>		
3 B&W printers and 1 color printer	5,400	District/Grant \$
<u>Replace LaserJet Printers</u>	<u>\$5,400</u>	
<u>11. Software Management Licenses</u>		
12 Insight Licenses for BMS and BHS	4,788	District/Grant \$
<u>Software Management Licenses</u>	<u>\$4,788</u>	
<u>12. Integrate West Elementary into New Wireless Manager</u>		
Foundry Access Point	7,700	District
<u>Integrate West Elementary into New Wireless Mgr.</u>	<u>\$7,700</u>	

TOTAL 2009/2010 **\$504,025**

Bendle Public Schools Technology Budget

2010/11

Item:	Cost:	Funding Source:
<u>Current Technical Support</u>		
Network Administrator Salary and Benefits	84,272	District
Network Technician Salary and Benefits	49,159	District
Contracted Services	3,000	District
<u>Current Technical Support</u>	<u>\$136,431</u>	

1. Maintain GenNET Services

GenNet Services, including SchoolsOpen (SPM/FAS/HRS/Gradewise), ITV Classroom Expansion, Shared Tech Services, SynreVoice system, and Antivirus Software	61,844	District
<u>Maintain GenNET Services</u>	<u>\$61,844</u>	

2. Maintain Software Licensing

Microsoft Licensing for 1-year	16,222	District
Faronics Deep Freeze and Insight Maint. Renewal	2,391	District
Follet Library Circulation Support	1,000	District
Imagine It	10,000	Title I
MxLogic Spam Filter Service	1,100	District
Reading Plus (Concurrent users 40)	3,780	Title I
Study Island (Bldg. site license)	6,500	Title I
<u>Maintain Software Licensing</u>	<u>\$40,993</u>	

9. Multimedia Classrooms – South Elementary

14 Classrooms, equipment and installation	117,026	District/Grant \$
<u>Multimedia Classrooms – South Elem</u>	<u>\$117,026</u>	

13. Planned Server Lifecycle Upgrades

Replacement and installation of district servers	29,000	District
<u>Planned Server Lifecycle Upgrades</u>	<u>\$29,000</u>	

14. Upgrade High School FTL Laptop Computers

90 upgrades (memory and batteries)	9,000	District/Grant \$
<u>Upgrade High School FTL Laptop Computers</u>	<u>\$9,000</u>	

TOTAL 2010/2011 **\$394,294**

Bendle Public Schools Technology Budget

2011/12

Item:	Cost:	Funding Source:
<u>Current Technical Support</u>		
Network Administrator Salary and Benefits	85,957	District
Network Technician Salary and Benefits	50,142	District
Contracted Services	3,000	District
<u>Current Technical Support</u>	<u>\$139,099</u>	
<u>1. Maintain GenNET Services</u>		
GenNet Services, including SchoolsOpen (SPM/FAS/HRS/Gradewise), ITV Classroom Expansion, Shared Tech Services, SynreVoice system, and Antivirus Software	61,844	District
<u>Maintain GenNET Services</u>	<u>\$61,844</u>	
<u>2. Maintain Software Licensing</u>		
Microsoft Licensing for 1-year	16,222	District
Faronics Deep Freeze and Insight Maint. Renewal	2,391	District
Follet Library Circulation Support	1,000	District
Imagine It	10,000	Title I
MxLogic Spam Filter Service	1,100	District
Reading Plus (Concurrent users 40)	3,780	Title I
Study Island (Bldg. site license)	6,500	Title I
<u>Maintain Software Licensing</u>	<u>\$40,993</u>	
<u>9. Multimedia Classrooms – West Elementary</u>		
13 Classrooms, equipment and installation	108,667	District/Grant \$
<u>Multimedia Classrooms – West Elem.</u>	<u>\$108,667</u>	
<u>TOTAL 2011/2012</u>	<u>\$350,603</u>	

Section 14: K. Funding and Budget - Coordination of Resources

As noted earlier in the plan, Bendle Public Schools seeks and utilizes a variety of sources (District Goal #7), particularly grants, to assist with funding technology and its related components. District funds are generally used to provide staffing for technology support and upgrades to the network. Bendle Public Schools collaborates with GISD and other county LEAs to operate GenNET, the county fiber-optic system. Whenever possible and appropriate, grant funds are used to purchase technology and provide technology related professional development. District personnel will continue to aggressively seek out alternative funding resources. The following are some examples of coordination and leveraging of funds.

Bendle Public Schools will coordinate resources from the following sources to implement its Technology Plan:

- Local District funds, including **\$17** per student annual GenNET fee
- Universal Service Fund (e-rate) reimbursements
- Special Education funds
- Community partnerships.
- Grants, large and small.
- Section 3 la-At-Risk Grant
- Title I Grant
- Title VI Grant
- School Renovation, IDEA and Technology Grant Program
- Title II, Part D
- Tuition

It is recognized that traditional methods of funding are inadequate to meet the ongoing technology needs. As a result, it is recommended that:

- Alternative methods, such as leasing, are considered by the School District
- Alternative sources, such as the sinking fund, be considered when no longer designated.

The District actively lobbies appropriate Federal and State officials for increased funding for technology.

Section 15: L. Monitoring and Evaluation - Evaluation

The District **Technology Committee** will meet on an annual basis in order to review the District's progress in meeting the Technology Plan goals, consider new technologies, update the Plan, review the progress made by individual buildings and the curriculum department, and develop an annual report for the Superintendent and School Board. Individual building Technology Committees (MI Champion teams) will compile an annual progress report that will be included in the annual report. The technology team is responsible for determining how the plan needs to be modified, i.e., what strategies need to be added/modified/eliminated in order to meet all goals.

Goal 1: *To integrate technology into the curriculum.*

- Each teacher, grades K-8, will be given a list of the benchmarks for their particular grade. Teachers will be required to designate, in their lesson plans, when each benchmark is covered.
- Eight grade students will take the 8th grade technology assessment. The success of the students meeting the benchmarks, as measured on these assessments, will serve as part of the evaluation.
- Secondary teachers will meet in curriculum committees to determine how to integrate the technology benchmarks into their curriculum. An integration implementation plan for each core curricular area will be completed that includes authentic assessments of technology curriculum standards. Student success in meeting these benchmarks will serve as part of the evaluation
- Evaluations of programs/facilities used to enhance the integration of technology into the curriculum will be conducted. Implementation of programs, such as Reading Plus, Study Island, Accelerated Reader, Career Cruising and use of the Open Labs at the middle school and at the high school will be monitored.

Goal 2: *To provide professional development in the use of technology for all staff.*

- All school improvement plans will incorporate technology integration where appropriate. Relevant professional development on these identified areas will be provided.
- MACUL's MI Champions grants will be used to develop a cadre of lead teachers at each school.
- Schools will continue to send teachers to the year-long Pioneer Teacher trainings at GISD.

Goal 3: *To maintain the infrastructure and provide needed telecommunication and information technologies. This includes:*

- *The networks: wide area and local area,*
- *Hardware,*
- *Software,*
- *Technical support*
- *Supporting resources.*
- The Technology Consultant will annually evaluate the status of the District technically and prepare an assessment and needs report for the **District Technology Committee**. This will also be used to determine the budget.
- The Committee will also continually research and evaluate new technologies. No new technology will be considered for the District until the research and evaluation has been completed and the Committee recommends the technology.

Goal 4: *To use technology as a tool for management in support of the learning process.*

The successful integration of the management software in the classrooms, schools, media centers and at the District level is the evaluation.

Goal 5: *To provide the community with the opportunity to develop technology skills needed to become lifelong learners.*

- Attendance at various technology oriented events.
- Enrollment in technology related Adult Education and Community Education classes.

Goal 6: *To coordinate available funding resources.*

- The use of various resources to fully fund technology needs.
- Successful funding of technology grant proposals.
- Collaboration and cooperation through partnerships.

Section 16: M. Monitoring and Evaluation - Acceptable Use Policy

BENDLE PUBLIC SCHOOLS *Acceptable Use Policy for Technology*

The Bendle Public Schools supports the use of technology to enhance student learning and to improve efficiency of district operations. We recognize the importance of expanding the curriculum to include the training of staff and students in the use of electronic data networks, the Internet, and all kinds of multi-media technology. Because Bendle Public Schools is a partner in GenNET, a countywide fiber-optic network, content Internet filtering is handled at a county level. It is important to remember that use of the computer network is a privilege, not a right.

The fundamental rule for use of district computer network resources is that all use must be consistent with the district's educational goals and behavior expectations. Because electronic communications are so varied and diverse, these rules do not attempt to list all required or prescribed behavior by system users. Users are expected to use common sense and adhere to the norms of behavior in the school community. Therefore, the following policies and procedures have been established to ensure the proper and ethical use of technology in order to achieve the administrative and instructional goals of the users. In addition, this document was constructed in accordance with federal requirements for privacy and Internet safety (i.e., The Children's Internet Protection Act [CIPA]).

General Policies:

1. Every student and staff member wanting access will first read and agree to this acceptable use policy. These signed agreements will be kept on file.
2. Access to the Internet is for administrative and instructional purposes. All users shall have an instructional focus with specified learner outcomes.
3. Only those users with instruction or prior experience will be authorized to use any hardware or software.

Internet Use

1. Internet users shall adhere to local, state, and federal laws governing the use of the Internet and electronic data. Use shall not be for illegal or for unethical activities. These activities include but are not limited to:
 - a. The transfer of objectionable materials, including offensive language and pornography.
 - b. Gaining unauthorized access to information, data, files, or passwords of others.
 - c. Sharing accounts, logons, passwords, or impersonating others.
 - d. Infiltration of electronic data network components or hacking, which results in the accidental or intentional destruction, mutilation, or theft of files on a computer system.
 - e. Creating unauthorized/misrepresented Web pages.
 - f. Violation of copyright laws.
 - g. Illegally copy, send, or distribute any copyrighted software, work, or other material.
 - h. Use an account of someone other than the registered holder.
 - i. Make any attempt to harm or destroy the data of any other user or any system on the network, including or sending computer viruses or similar computer code.
 - j. Attempt to access material or sites which are blocked by the district, or attempt to use the network while access privileges are suspended.
2. Users are prohibited from using the technology for personal or private business, for product advertisement or political lobbying, or for making any financial commitments on the Internet.

3. It is the user's responsibility to obtain the prior consent of the technology coordinator or system operator before removing, relocating, or modifying any hardware or software.
4. It is the user's responsibility to keep all food and drink out of the computer rooms and away from all hardware.
5. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers, including, but not limited to, the loss of data, delays, non-deliveries, or service interruptions caused by its negligence or the user's errors or omissions.
6. The network provides access to third party data and information over which the district has no control. Though the district will make every effort to block inappropriate material, users may be exposed to defamatory, inaccurate, or otherwise offensive material.
7. The user agrees to reimburse the district for any losses, costs, or damages, including reasonable attorney and consultant fees occurred by the district relating to, or arising out of, any breach of the terms of this request for network access.
8. The user acknowledges that the District's computer network belongs solely to the District and that any files, records, electronic mail, or other communications may be examined or deleted by the District at any time, in accord with district procedures.
9. Subscriptions to News groups and LISTS must be reported to the technology coordinator or designee. Prior approval is required for students and staff.

E-Mail

Before students or staff are issued e-mail accounts, all individuals must have agreed to and signed the Bendle Public Schools Acceptable Use Policy. No student will receive an individual account without written permission from parents. Teachers may request group or classroom accounts, as needed. In addition to the above, the following rules apply:

1. Use of appropriate language and etiquette is expected.
2. Users will not share passwords or use other's accounts.
3. Users will not reveal personal information on-line, for example, address, and phone number.
4. Use of the network or e-mail to harm or harass others is not acceptable.
5. Subscriptions to news groups and lists must have prior approval of system manager.
6. Teachers and administrators have the right to review files and communications to maintain system integrity and insure students are using the system responsibly. E-mail and Internet files stored on district computers are not considered private.

Web Pages

Any web pages constructed by students or staff of Bendle Public Schools and published on a server belonging to the District must meet the following guidelines:

1. A web page cannot contain:
 - a. Abusive, obscene or inappropriate language, messages, or pictures
 - b. Personal information about students including full name, address, e-mail address, phone number, pictures, or other distinctly identifiable information, etc.
 - c. Pictures in which individuals are clearly identified.
 - d. Any material that is in violation of copyright laws.
 - e. Links to sites that are social (for example, chat rooms), controversial, or inappropriate for schools.
2. A web page must serve an educational purpose: for example, instructional resource or community communications vehicle.

3. Each web page must meet high standards of clarity, grammar, spelling, punctuation, etc.
4. All information included must be completely accurate and up-to-date.
5. Each web page must be approved by the technology coordinator or designee prior to placement on the server.
6. Each web page must be maintained on a regular basis with a date published at the bottom of each page, to be sure that information is current and all links are functional. This is the responsibility of the author(s) or the web class. If it is not done, the page will be removed from the server.
7. Students or staff may not publish personal web pages on District servers.
8. A web page may not be used for commercial purposes.
9. At the bottom of the web page there must be a link that returns the user to the appropriate point(s) in the District web pages. A template will be provided for all users.
10. The authorized teacher who is publishing the final web pages for herself/himself, or for a student(s), will edit and test the page(s) for accuracy of links and check for conformance with standards outlined in this policy.
11. Adhere to copyright and/or trademark guidelines regarding use of text, graphics, sounds and clip art.
12. Limit graphics on the opening page so the web page can be loaded within a reasonable amount of time.
13. Be formatted to fit 800x600 resolution.
14. Have a way on the page for the publisher to be contacted.
15. Use links to a commercial site only if there is an educational benefit.

Consequences of Inappropriate Network Behavior

Any user who does not comply with the Acceptable Use Policy will lose network privileges. Infractions of the policy may result in permanent termination of privileges. Users violating any of these privileges and responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the Bendle School District.

Bendle Public Schools' acceptable use policy has been incorporated into the district's Student Code of Conduct. This document is distributed annually, and the signature page is returned to each school's office. Building secretaries are responsible for compiling a list of students with signed AUPs.

BENDLE PUBLIC SCHOOLS
Acceptable Use Policy for Technology

User Responsibility Declaration

Access and use of the Internet, local and wide area networks, computers, and related equipment is a privilege for the user. Bendle Public Schools has developed and *Acceptable Use Policy for Technology* to govern student and staff use.

I have read, understand and will abide by the district's *Acceptable Use Policy for Technology*. I agree to be responsible for and abide by all rules and regulations of this agreement. I understand, failure to abide by these terms and conditions or any of the district's rules and regulations for computer network and technology use may result in the loss of privileges, disciplinary action and/or legal action.

User Name (please print) _____

User Signature _____ **Date** _____

Grade or Position of User _____ **Building** _____

(if you are a student of Bendle Public Schools, a parent or guardian must also read this agreement.)

As the parent or guardian of student, I have read the *Acceptable Use Policy for Technology* and understand that this access is designed for educational purposes.

I hereby give my consent to the noncommercial (may not be used for profit) use of photographs/films/video, audio tapes, student work, and/or artwork in which my child may appear or produce at Bendle Public Schools. These uses may include audio-visual productions, television, web sites, newspaper articles, and/or photographs in noncommercial purposes.

Parents/Guardian Name (please print) _____

Parent/Guardian Signature _____ **Date** _____

*Bendle Public Schools
Burton, MI*

For Office Use Only:		
Password: _____	Date: _____	By: _____
Password: _____	Date: _____	By: _____
Password: _____	Date: _____	By: _____
Password: _____	Date: _____	By: _____

Bendle Secondary **Acceptable Network Use Policy**

I, _____ understand my responsibilities as a user on the Bendle
(Print Name)

Public Schools Network and agree to adhere to and report abuse of the following rules.

- 1) I understand that I am responsible for my Network Identification (ID) and Network Password. I will not allow my password to be used by anyone other than myself. If I believe someone else has learned my ID Password, I will inform my instructor immediately. Any abuse resulting from my negligence is my responsibility.

- 2) If a classroom or lab computer is already on, I will restart it before logging on to the Network. I understand that I will be held accountable for any inappropriate material found or installed in my Network Folder or on my computer. Inappropriate content includes, but is not limited to:
 - Pornography or other Adult material.
 - Threatening, Obscene, or Lewd: Documents, Files, or Pictures.
 - Hacking programs, Viruses, or programs otherwise designed to adversely affect the proper operation of a computer or network.
 - Copyrighted material such as music, video clips, or movies.
 - Any** computer software, including instant message or chat programs.

3) I understand I am not to abuse Bendle Computer and Network resources. I will not purposefully damage any Computer hardware. I will not use Bendle Computers for any use other than class assignments or academic research, which means I will not browse or print material of any kind unless it is directly related to a class assignment. I will not take any printed documents that do not belong to me and will only print in color if instructed to do so by my Teacher or have obtained permission from the Lab/Media Center Monitor.

Failure to adhere to these rules will result in a loss of Computer & Network privileges for 1 Year. If the incident occurs within an enrolled class, I will immediately be dismissed from the class and possibly receive a failing grade. I will also be placed on Technology probation for the rest of my Bendle School Career. A second violation will result in the loss of all computer and network privileges for the remainder of my tenure at Bendle Public Schools and I will be unable to enroll in any class that requires computer usage.

Student Signature _____

Date _____

Parent Signature _____

Date _____