YALE PUBLIC SCHOOLS

TECHNOLOGY PLAN

Section 1

July 1, 2012 – June 30, 2015

Yale Public Schools
198 School Drive
Yale, MI 48097

Phone: 810-387-3231 x 264
Fax: 810-387-4418
www.yale.k12.mi.us

School Code: 74130

Contact: Kenneth Nicholl, Superintendent
knicholl@yale.k12.mi.us

St. Clair County Regional Educational Service Agency
499 Range Road
P.O. Box 5001
Port Huron, MI 48061-5001
Phone: 810-364-8990
Fax: 810-364-7474
www.sccresa.org

Technology Plan URL

http://www.yale.k12.mi.us/documents/techplan.pdf

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TECHNOLOGY PLAN
July 1, 2012 -- June 30, 2015

Section 2

Introduction and Background

Yale Public Schools is located in the northwest corner of St. Clair County, serving the rural communities of Avoca, Brockway, Emmett, Fargo, Goodells, Ruby, and Yale. YPS operates one high school, one junior high school, and three elementary schools. Enrollment for the 2011/12 school year is 2115 students and there are 106 faculty members. The ratio of students to teachers is 19.95 to one. The percentage of district students who passed the MEAP was 92 percent (2010 data).

Based on 2008 data from a study by Standard and Poor's, 30.8 percent of the students in Yale are economically disadvantaged. Nearly one in 10 students (9.9%) resides in a lone-parent household. Ten percent (11.8%) of the students are in special education programs. The median household income range is $50,00 – 75,000. Eighty-nine percent (89.3%) of the adults have at least a high school diploma, while 10 percent(10.3%) have at least a bachelor's degree.

According to 2000 Census data, 98 percent of Yale's population classified themselves as white. None of the students in Yale Public Schools have limited English proficiency.

Yale Public Schools is one of the few Michigan districts that have attained accreditation for all its schools through the North Central Accreditation Association of Schools and Colleges (NCA).

All of Yale Schools' buildings have either been newly constructed or renovated during the past fifteen years. As part of this process, technology infrastructure and software needs for curriculum integration have had a high priority.

Yale Public Schools Building Directory

YPS Central Office
198 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 264
Fax: 810-387-4418

Yale High School
247 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 243
Fax: 810-387-9108

Yale Jr. High School
198 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 232
Fax: 810-387-9207

Avoca Elementary School
8751 Willow St., P.O. #365
Avoca, MI 48006
Phone: 810-324-2660
Fax: 810-324-2843

Farrell-Emmett Elementary School
3300 Kinney Road
Emmett, MI 48022
Phone: 810-384-1300
Fax: 810-384-8010

Yale Elementary School
200 School Drive
Yale, MI 48097
Phone: 810-387-3231 x 212
Fax: 810-387-9413

District Mission Statement

The mission of the Yale Public Schools is to provide excellence in educational programs and services for all students in a safe environment through a dynamic and proactive curriculum that prepares students for lifelong learning.

Technology Plan Introduction

The Yale Public Schools district has had a technology planning process in place for many years. During the 1988-89 school year, a district Focus Review Cycle was implemented. A five-year cycle was designed to conduct a thorough review of every curriculum area, including technology instruction. During the first Technology Focus year, the district equipped each school with a basic set of computer hardware and appropriate staff development. As the district moved through the initial Focus Review Cycle, it became apparent that technology issues needed to be addressed each year as the various K-12 subject areas came under study. Thus, the current Curriculum Focus process incorporates technology applications as part of an integrated approach to each subject area. In 2004 technology was added to the curriculum focus cycle and was addressed during the 2005 – 2006 school year.

As noted above, all buildings in Yale Schools have either been newly constructed or thoroughly renovated over the past fifteen years. As the district approached these comprehensive building projects, it had a unique opportunity to imbed technology infrastructure within each building. The Technology Committee met regularly to determine priority technology projects/applications for each level of the district. This “road map” guided the development of our current technology capabilities.

The district has a full-time position of Director of Technology. The position is responsible for the overall implementation of our district Technology Plan, and coordinates the work of the various technology staff members.

Yale Schools’ Technology Plan continues to evolve as various components are implemented. The Director of Technology meets every other week with the Administrative Council to update the principals and superintendent on technology issues or concerns. The administrators also contact the Technology Director as needed, or at meetings, to problem-solve any situations.

District Technology Vision Statement

Section 3

We believe technology is an integral part of the total educational process for every student. **Integrated communication technology** (voice, audio, video, data) has had, and will continue to have, a profound effect on our world. To ensure that Yale students become fully functioning participants in this continuously evolving society, it is necessary for them to acquire the skills, knowledge and value inherent in the use of technology.

We believe a **flexible curriculum** will best meet the needs of all students regardless of their abilities. Technology will become both a learning and a management tool providing staff, students and parents the educational means and outcomes to address the development, well-being and achievement of all students. Implementation of technology will be ongoing and designed to ensure a logical progression from kindergarten through twelfth grade.

Technology will assist Yale **students in becoming literate, independent, life-long learners** better capable of both problem-solving and critical thinking. Interacting with technology will assist our students in mastering basic skills and developing creative expression. Technology will permit staff, parents and students to better plan and monitor learning outcomes.

All instructional and administrative staff will model the use of technology for both students and fellow staff members. Staff development and in-service activities will be planned and implemented to support staff in the integration of technology into the curriculum. Technology will permit teachers to expand their roles of facilitator and researcher, thereby providing new learning experiences and environments for Yale students.

Technology will provide **better communications between family, community, and school**. Parents will be more routinely and actively involved in communication with teachers and schools through integrated communication technology.

Equity of access to various technologies, materials, and experiences will be fostered through mutual collaboration and communication between all shareholders in the educational process. Networked technology will enhance communication, minimize cost, and maximize access to common devices, software and resources. Technology will be available in schools and classrooms in sufficient quantities to achieve this vision.

District Technology Goals

The Yale Board of Education has a set of District Priority Goals including the vision "to maintain and enhance a measurable curriculum that addresses the academic, physical, and creative need of all students."

Technology strategies toward this vision/goal include:

- Enhance the existing curriculum by providing new modes of instruction.

- Teach technological methodologies as a curricular area for student mastery.

- Enable the delivery and exchange of information to and from students, teachers, administration, parents, and community.
    1. Web page (each building, district)
    2. Phone system (Homework Voice Mail)
    3. Interactive Technology
    4. Community Access TV
    5. Distance learning technology

- Provide continuing professional development on the use of technology as well how to integrate technology into the classroom.

- Work with the RESA and county schools to develop our technology Network.

- Identify within curricular areas the skills and knowledge necessary to function in a changing and technological society for employment and continuing education.

- Utilize technology for instructional support, and as a goal for student skills.

- Maintain a plan to use technology to enhance the overall communication process.

- Professional staff training shall follow the curriculum review cycle and methodologies for which effectiveness have been validated.

The Yale Public Schools Technology Plan for 2012- 2015 is built directly upon our District Mission Statement and the technology goals stated above. The plan takes each of these components and outlines the specific sub goals and strategies necessary to accomplish them. The Michigan Technology Content Standards also provided guidance to the development of our plan.

Curriculum Integration

Section 4, 5, 6, 7

Technology is infused into the general curriculum throughout the K-12 grades; the primary function of technology in these settings is to reinforce and enhance existing core course content. We have implemented strategies to achieve the goals outlined in the ISTE Standards and Benchmarks and CCSS for students as adopted by MDE.

Yale Public Schools realizes the importance of identifying curricula and teaching strategies that integrate technology effectively into curricula and instruction. The district's Curriculum Director attends monthly meetings with the RESA Director of Education Services and curriculum directors from across the county to stay abreast of changing standards, teaching strategies, and legislation that will impact teachers and students. In addition, the RESA Director of Education and Services and RESA Technology Specialists attend local and statewide conferences in order to bring new ideas and strategies back to the local districts. YPS teachers take advantage of training and in-class modeling of new curricula and teaching strategies offered by the RESA to ensure they are implemented in the classrooms.

Major Goals of Technology Plan

Yale Public Schools has five primary technological goals for the next three years:
(Status of each goal is highlighted below)

1. Refining K-12 technology-related curriculum goals and objectives-

   Strategy #1: Define and refine the goals and objectives for the Computer Tech, BST, courses in the high school. **Status: in progress**

   Strategy #2: Institute high school technology goals that stress student Certification attainment. **Status: dependent on funding for equipment, training, and supplies**

   Strategy #3: Revise elementary curriculum for Media and Technology skills (coordinated and taught by Elementary Technology Teacher). **Status: Ongoing**

   Strategy #4: Beginning with the upper elementary grades, use technology based projects, stressing research, to reinforce curriculum concepts in all subject areas. **Status: ongoing**

   Strategy #5: Provide technology related software instruction to develop basic presentation and word processing skills for all K-12 students. **Status: ongoing**

   Strategy #6: Use technology at the elementary level to provide remediation and foster mastery of basic skills. **Status: ongoing**

   Strategy #7 Provide in-class modeling of strategies for teachers to integrate technology into the curriculum.

Status: ongoing

Strategy #8 Provide an assessment program in grades 3-8 that will assist teachers in the diagnoses of student abilities.
Status: ongoing

Strategy #9 Report the percentage of eighth grade students meeting the State Board of Education-approved Michigan Educational Technology Standards & Expectations for grades 6-8
Status:ongoing

2. Improving staff technological competency and participation-

Strategy #1: Develop and adopt district standards for staff technology proficiency, using competency levels to gauge progress.
Status: In process using ISTE standards and NETS

Strategy #2: Continue developing a specific set of technology workshops, offered by both our own Technology Team and specialists from the RESA. Identify which workshops are required and which are optional. These workshops will contain training for both software applications and the use of educational hardware and will tie in with standards. Once teachers have acquired necessary skills, move beyond skill develop and provide in-class modeling of integration. (See goal #1, strategy #8.) **Status: ongoing**

Strategy #3: Provide in-class support for use of technology as a teaching and presentation tool for teachers at all levels.
Status: Provided on an on-going basis by RESA staff and YPS Technology Staff

Strategy #4: Provide sufficient teacher training in the use of any software implemented at a specific grade level (i.e. *Earobics Literacy Launch* in the primary grades, Study Island and CCC *SuccessMaker* software in grades K-8, DataDirector K – 12 and E2020 6 - 12). All newly hired teachers will be trained, as needed, in specific software applications.
Status: Provided on an on-going basis by RESA staff and YPS Technology Staff

3. Upgrade the network backbone, switches, cabling and supporting devices to adequately handle the traffic that VoIP phones, surveillance, HVAC equipment, 1:1 initiatives and online testing will demand of the network.

Strategy #1: Install a district-wide wireless network system. The system will be implemented in phases based on priority. This will provide users with mobile access to internal resources and the internet and provide more, although limited, access to on-line testing and classroom instruction.
Status: First phase to begin during the summer of 2012

Strategy #2: Explore replacing outdated network wiring, switches and hubs to support additional demand that will be required by

wireless clients, future phone system and surveillance system. Combining phone and data into one network would eliminate the need to maintain separate phone and data cabling systems.
Status: Ongoing, depending for funding sources

Strategy #3: Explore replacing each school's independent phone system with a current district-wide system that would unify communications between the buildings, provide an upgrade path to an emergency notification system and potentially save on monthly phone charges.
Status: Ongoing, depending for funding sources

Strategy #4: Provide remote access for network administration and support.
Status: Ongoing

4. Instituting a budgetary system for technology replacement-

Strategy #1: An annual $50,000 budget to establish a hardware replacement cycle will be allocated at the beginning of each school year. When a computer can no longer efficiently perform the tasks required it will either be reassigned to a less demanding setting or be salvaged for parts.
Status: Ongoing as funding allows

Strategy #2: Computers will be purchased yearly with the goal to have a five to six year replacement cycle.
Status: Ongoing, based upon funding for strategy #1

Strategy #3: Printers, network components, servers, and audio-visual hardware will continue to be repaired and replaced out of existing building budgets. **Status: Ongoing**

5. Improving intra- and inter- building communications

Strategy #1: Implement Google Apps for Education, a new e-mail, contacts, calendaring and chat system to help improve communication between staff members.
Status: Spring/Summer 2012

Strategy #2: Train all teachers and administrators in the use of the e-mail and messaging systems. Staff will be expected to use on a regular basis.
Status: Ongoing

Strategy #3: Explore replacing each school's independent phone system with a current district-wide system that would unify communications between the buildings and improve communication in emergencies.
Status: Ongoing, dependent on funding sources

As a new addition to Yale's curriculum focus and funding cycle, technology focus goals will be reviewed annually and completely revaluated every six years by the district technology team, and the district curriculum council. Recommendations for changes and funding will be made to the administrative council and school board.

All elementary classrooms have three or more computers with multi-media capability and CD-ROM based reference software. Our K-5 students use *The Accelerated Reader* software to monitor and evaluate their progress in reading. Earobics software is used in kindergarten and first grade to diagnose, and remediate the student's ability to recognize and process phonemes. The *CCC SuccessMaker* courses are used to reinforce and review the Michigan core curriculum objectives, both during the school day and during after-school, Saturday School, and Summer School intervention programs. The goal of the SuccessMaker program, produced by the Computer Curriculum Corporation (CCC), is to diagnose the strengths and weaknesses of K-5 students in Language Arts and Math, and to provide work tailored to their needs. Reports generated by the C.C.C. gain sort module are used regularly to measure student progress. These reports have become an integral part of our Literacy Plan.

Formal key-boarding and word-processing skills are introduced in the mid-second grade and then reinforced at all successive grade levels. The Elementary Technology Teacher coordinates with the classroom teachers to integrate projects into the ongoing classroom curriculum. Students are encouraged to create both graphic and text-based reports and projects.
A portable video conferencing cart is available to be used in any elementary classroom. This cart enables the class to interact with any other class equipped with video conferencing equipment. The classes have used this equipment to meet and interact with authors, take field trips, and interact with other classes working on similar projects.

At the Junior High School, three computer labs are used for Internet research in a variety of subject areas, for word-processing reports and projects. The two new labs are available to help meet these needs. The staff is developing an accreditation goal for integrating technology throughout the instructional day. Twelve *CCC SuccessMaker* stations are now available in the lab to support students with academic difficulties. New computers were installed in the eighth grade Career Explorations class, to provide easy access to *Career Cruising* and a new portable video conference cart is available to be used in any classroom. This cart enables the class to interact with any other class equipped with video conferencing equipment. The classes have used this equipment to meet and interact with authors, subject matter experts, and other classes working on similar projects.

High School students have a three-tier system of technology-related courses available. All the sequences include a basic set of word-processing and computer operation skills. The Computer Tech I-III sequence focuses on computer hardware and repair; the BST I-III sequence concentrates on the Microsoft Office software package. Internet research is now a major component

of Yale's curricula, and the students must complete a variety of related projects. Each core course department has a multi-media cart to develop students' presentation skills. The Science department uses computer-monitored sensors to collect and process experimental laboratory data. Even our vocal and instrumental music department at the High School uses computer-based accompaniment for solo competition and increasingly uses video presentation tools for classroom instruction.

All buildings use a video networking system for messaging and to provide two-way video links between classes. Video is distributed on demand to the classrooms, and programs are pre-recorded and rebroadcast as needed. The media centers use CD-ROM based references for entire classes or individual student research. All St. Clair County schools are also linked together by Destiny software that allows students to search the shelf list of all the public schools and the community college for information; the materials are then distributed by van throughout the county. The High School Video Conference Lab is connected by fiber to every high school in the county, St. Clair County Community College, and the St. Clair County RESA.

To assist children with special needs who are able to attend YPS, as well as general education students, a variety of low-tech tools were introduced to teachers during Curriculum Integration Project training in 2002/03.

These tools and others are used with students in YPS resource rooms.

District area students that require significant Assistive Technologies are serviced by the Woodlands Developmental Center at the St. Clair RESA site and by the Western Area Special Education services based in Capac Community Schools. The district complies with state and federal guidelines to provide other technology services needed.

Our goal is to teach technology and media skills directly to students, as age appropriate, and then to expect application of these skills in ever-increasing complexity. Once students have the basics of a particular program/concept, they are encouraged to use their new skills to produce reports, slide shows, or visual presentations. Both our subject area curricula and our technology curriculum are based upon the Michigan Curriculum Framework, CCSS and the National Standards. Our Technology Team continually works to improve the speed and accessibility of these activities for all students and members of our community. By interconnecting our schools, we can make computer, Internet, and cable resources available for all instructional classes.

Please see page 22 for timeline.

Technology Planning Team

Our district Technology Planning Team includes representation from all levels of the Yale Public Schools. Parents and community members from the School Improvement team are invited to participate as well. YPS staff members and their positions are as follows:

Positions

Director of Technology
Director of Instruction/Personnel
Elementary Technology Teacher
High School Media-Tech Aide
Jr. High School Media-Tech Aide
Avoca Elementary Media-Tech Aide
Farrell-Emmett Elementary Media-Tech Aide
Yale Elementary Media-Tech Aide

Parental Communications & Community Relations

Section 7

Under the No Child Left Behind legislation, districts must demonstrate that they have in place "strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students."

Our Educational Technology Plan is available on our website or is available upon request.

Current Practice in Yale Public Schools

Yale Public Schools utilizes technology to communicate and inform our parents and community:

Our district web site (www.yale.k12.mi.us) provides information on Board meetings, district initiatives, calendar of events, teacher/building contact information, enrollment information, individual building web pages with teacher-developed web pages. Information is updated regularly.

- Parents have 24/7 access to student grades,transcripts, attendance and more through the use of our current
- Student Information System, Zangle, through Parent Connect.
- Through email addresses parents have access to teachers.

- Several teachers maintain blogs and/or protopages or use Edmodo/Moodle to share information in an interactive and timely manner.

- Annual open houses, Parent-Teacher meetings, and Board “highlights” allow for information sharing and demonstration of equipment.

- Articles in the district newsletter highlight technology initiatives and upgrades when appropriate.

- Articles regarding technology are also placed in the Yale Expositor when appropriate.

Collaboration

Section 8

Yale Public Schools recognizes that collaboration with other districts and agencies across the county and the state is an important part of expanding opportunities for our students, teachers, and community members.

Examples of current collaborative efforts include:

- Distance Learning classes.

- Software application classes have been taught on Yale's central campus by faculty from St. Clair Community College. As part of this arrangement, 1-2 of our teaching staff have been able to attend these classes free of charge.

- Yale Schools hosted several pre-service teachers and student teachers from Saginaw Valley and Central Michigan Universities during the past school year. During their time here, these students were able to video conference with their university supervisors through our Distance Learning lab.

- The St. Clair County RESA offers curriculum consultant services in K-12 Language Arts and K-5 Science and Math. These consultants work directly with teachers in their buildings about 80% of the time. Use of technology within these subject areas is interwoven with the material/strategies they present. An example would be the K-5 Math Consultant's introduction of a very helpful web site for teachers to access while teaching geometry. After showing small groups of teachers how to make best use of the site, the teachers were asked to plan sample geometry lessons to share, making sure to use parts of the web site in their lesson plans.

- Yale Public Schools does not provide an Adult Education program at this time due to funding issues.

Future plans for collaboration include:

- Expanding upon the number of Distance Learning courses offered by the High School. We hope to increase both the sending and receiving of courses.

- Working with St. Clair Community College, and possibly other local colleges, to increase the number and type of courses offered on site here or through the Distance Learning lab. Representatives from SC4 met with Yale representatives during the most recent school year to gain a better understanding of the needs of our students and community members.

- Continue expanding the number of professional development activities available for teachers through Distance Learning. Since Yale is about a 30 minute drive from the RESA, the convenience of receiving classes here will increase the number of teachers participating.

- Explore additional ways that the RESA Consultants can integrate the use of technology into the work they do within our classrooms.

- Improve communication between buildings and districts by implementing Google Apps for Education based email and calendar sharing software.

- Analyze MEAP test results using the Department of Education provided database and Data Director.

- Encourage increased use of the RESA Technology Staff to help with classroom projects using technology. Although this service has been available, our teachers are only beginning to welcome these consultants into their classrooms.

Professional Development

Sections 9 and 10

Yale Public Schools has addressed the goal of improving the staff's technology skill level to meet the National Educational Technology Standards, the International Society for Technology in Education guidelines and the Michigan Department of Education's Educational Technology Standards & Expectations by instituting a program of staff development that uses consultants and peers to present a series of in-service opportunities to the administration, teachers, and support staff.

The St. Clair RESA staff provides additional training and support. This year's topics included basic computer use, Internet use, word processing, file and print sharing, PowerPoint presentations, Publisher generated documents, Data Director (to disaggregate test data), systems integration, curriculum alignment, Zangle grade book, Page Maker, Zen Works, and Destiny. One-on-one and small group training is also provided, as needed.

For our local training, a program of available topics for each school year will be developed and published, with offerings available throughout the year to the buildings. Teachers are also encouraged to participate in the ongoing training sessions offered at the RESA, with district funding support when possible. Principals are informed of any workshops that their staff members have attended at the RESA so that they may follow-up and support the teacher during implementation.

In order to further teachers' understanding of how to integrate the technological skills they learn into daily classroom activities, RESA Technology Specialists work in classrooms with students and the teacher, modeling lessons using new skills to enhance student learning. In addition to the local training topics mentioned above, company representatives are invited to our district to provide specialized training in any software that is adopted for a particular grade level.

Yale Public Schools has a K-12 committee that meets to plan PD in the district with input from all stakeholders Teacher representatives from each building are included, as are all of the principals. The Director of Instruction chairs this committee. Professional development needs are determined by the input of these building representatives and also as a product of each year's Curriculum Focus Process. For instance, the K-12 Language Arts Focus Committee may identify a variety of professional development needs through the process of revising its curriculum.

A goal is the development of a specific list of teacher competencies related to technology, both for teacher use and as an aid to instruction within the curriculum. This set of competencies will be based upon state and national standards. In addition, RESA specialists are offering one-on-one sessions on integrating technology into the classroom as part of the daily activities.

For Professional Development Timeline please see page 24.

Technical Support

Sections 10 and 11

Yale Public Schools uses a multi-tier model for technical support. Initial teacher and workstation support requests are referred to the Media-Tech Aides in each building. The Media Techs and principals address the problems and then refer unresolved concerns to the Director of Technology. If an issue cannot be resolved using in-district resources, the original equipment vendor or installer is contacted and the issue is resolved. Original vendors perform warranted repairs, and non-warrantee work is either performed in-house or contracted out to Detroit-metropolitan area service providers. The RESA also provides considerable network support.

A variety of value added retailers are used as resources to help plan and recommend infrastructure hardware and design. The RESA has launched a variety of superintendent approved, county-wide technology projects (the fiber network, distance learning, and portable distance learning). These projects are often tied to grants awarded to the participating schools and are uniform in design throughout St. Clair County.

The Director of Technology attends monthly countywide meetings that provide informational project updates and a discussion of ongoing technological development. The Media-Tech Aides participate in training sessions on In-Service days to raise the group's level of technology-related expertise. These sessions have been presented by vendors, in-district personnel, or by the RESA consultants.

Supporting Resources

Yale Public Schools uses a variety of methods to support both the faculty and students with educationally related technology topics. The district policies for technology usage are provided to each employee and student at the start of the school year and are reinforced in both staff meetings and the classroom. A collection of original user and secondary support manuals are maintained by the Director of Technology and loaned to users upon request.

The Internet is also used as a supporting resource. Yale maintains district-wide Internet accessible servers that provides current versions of the essential (freeware) software tools needed by the most highly productive users. The Michigan Virtual University website continues to provide each student and teacher with the opportunity to take on-line technology-related courses. The scope of these on-line educational opportunities will be presented during staff meetings at the start of each school year, and building principals will be encouraged to use this resource as a tool for staff development. Our school district also participates in a variety of training sessions, provided via distance learning equipment and coordinated by the St. Clair County RESA. These sessions enable our teachers to share information and experiences with instructors from outside our area. Our district website currently contains links to many teacher recommended research sites, and reference subscriptions have been purchased to provide our students with on-line encyclopedias. The United

Streaming service on Promethean Boards provide each classroom with downloaded video content on a wide variety of topics at all grade levels. The district website has increased the quantity of displayed and linked procedural and organizational materials so that each participant in the educational process will have increased access to this information.

Infrastructure

Section 11

As noted in the Technology Plan Introduction above, Yale Public Schools has had the opportunity to design and build/renovate all of its school buildings over the past several years. Careful planning for infrastructure capabilities, both now and in the future, was an important component of the architectural plans for each building.

All school buildings are linked into a countywide fiber network that currently delivers CIPA-compliant, filtered Internet access. Each classroom in the Yale Public School district has Internet access via a 100-Base-TX network within the building. Each classroom also has networked video resources that allow television broadcast and reception capabilities within the building. Each school has a networked computer lab that enables class projects and instruction. Each building has access to distance learning equipment that enables long-range video conferencing.

Every teacher has a classroom work station, connected to the building and county networks. Uses include e-mail communication, recording attendance, tracking student grades, and development of teaching materials (using word processing, spreadsheets, desktop publishing, etc.)

The elementary school computer labs are networked and there are three computers in each K-5 classroom. This provides for flexibility in using programs such as integrated learning software (CCC *SuccessMaker* , Study Island, Earobics Literacy Launch, DataDirector and E2020). In addition, the Elementary Technology Teacher is able to use the Lab to teach software applications (such as KidPix, HyperStudio, etc.) and research skills using the Internet access in both the Library and Computer Lab.

Library resources are managed through an automated Destiny access system in all buildings.

In the 2000-01 school year, a Distance Learning Classroom was completed at Yale High School. This allowed our district to participate in a shared instructional experience with Marysville High School as the first Distance Learning pilot in St. Clair County. Distance Learning opportunities continue to be expanded,

dependent upon interest among county schools and scheduling accommodations.

Portable distance learning carts and Promethean Boards have been added to all of the schools. Group training on the use and integration of this technology into daily classroom activities will continue until teachers in all buildings are familiar with the technology and have established a comfort level in using it.

Access to Resources
Section 12

- Technology Staff is present during each school hours for student or staff assistance

- Classrooms are equipped with, minimally, one teacher computer with Internet access, Interactive boards, a projector, and document camera. Elementary classrooms also have 3 student computers in each room and an amplified sound system.

- The junior high and high school each have two open computer labs and media centers for student access before, after, and during school hours. With appropriate accounts, passwords and signed AUP students may access the Internet.

- Yale Public Schools subscribes to various on-line resource services such as United Streaming and Renaissance Learning. These are accessible for staff and students while in school.

- Email addresses for all teaching staff and support staff allows for increased communication 24/7. Google Apps for education allows access to email, calendars, documents and chat as easily from a remote site as they do from their classroom or office.

- As curriculum is reviewed, software is reviewed and incorporated if necessary.

- Yale Public Schools works with SCCRESA to gain access to RESA's assistive technology lending library to assist students with special needs.

Projected Budget

Section 13

Item	2012- 13	13-14	14-15
Salaries	134,900	135,000	135,000
Benefits	85,900	90,000	95,000
Travel	2,000	2,000	2,000
Conferences	1,000	1,000	1,000
Supplies	14,000	14,000	14,000
Contracted Services (includes technical support)	27,000	27,000	27,000
Maintenance	2,100	2,100	2,100
Instructional Software (includes license agreements)	20,000	20,000	20,000
Equipment (hardware and networking)	50,000	50,000	50,000
Grand Total	336,900	341,100	346,100

Coordination of Resources

Section 14

Yale Public Schools makes every effort to access additional sources of funding through local, state, and federal grant programs and the district's general fund.

Sources of funding we have obtained in the past three years include:

- Universal Services Fund
- Title I ARRA
- Title II Part A grant

All of these sources have been used to purchase technology services, hardware/software, or to provide professional development for teachers, Title I paraprofessionals, and administrators. In addition, the RESA employs a full-time grant coordinator (mainly for countywide initiatives). We plan to continue using these sources and also search for any additional grant funds. To locate possible sources of funding, we review the following sources regularly:

- St. Clair RESA Web Site
- World Wide Web
- Advertisements in Technical Journals

Evaluation

Sections 15 and 16

The Director of Technology and the Director of Instruction meet biweekly with the Administrative Council to plan district initiatives and discuss any concerns. At these meetings, both the directors and administrators (superintendent and building principals) have the opportunity to bring issues forward for group discussion. Thus, an informal, ongoing evaluation process takes place throughout the school year. Building principals discuss technology issues at their building staff meetings and school improvement meetings in preparation for these district level meetings.

Toward the end of each school year, the Administrative Council and the Board of Education Technology Committee have a more formal discussion of our technology needs and plans for the coming school year. Questions asked include:

- What has been accomplished this year toward our Technology Plan goals? If any planned goals were not accomplished, why not?
- Were the goals realistic for Yale Public Schools, considering available time, staff, and funding? If not, what adjustments need to be made?
- Are we providing enough support to instructional staff to use hardware and software effectively in daily instruction? What else could be done to provide better support?
- Is there sufficient funding to accomplish our stated technology goals? What other sources could be explored?

Please see the Major Goals section above to locate specific evaluation strategies to be conducted for each goal.

Time Line

The following time line will be followed for implementation of Yale Public Schools' Technology Plan:

Curriculum

Year #1 Define and refine the goals and objectives for the Computer Tech, BST courses in the High School, based upon Michigan Technology Standards for students

Explore what is involved in instituting High School technology goals that stress student certification attainment; decide if we wish to implement such a program

Revise elementary curriculum for Media and Tech skills, based upon Michigan Technology Standards for students

Continue expanding technology related software instruction to develop basic presentation and word processing skills for all K-12 students (ongoing)

Communicate expectation that, beginning with upper elementary grades, technology-based projects, stressing research, will be used to reinforce curriculum concepts in all subject areas (ongoing)

Continue use of CCC *SuccessMaker* , Study Islandand *Earobics Literacy Launch* software at the elementary level to provide remediation and mastery of basic skills. Search for additional technology programs that would also serve this purpose (ongoing)

Continue the use of the web based data Director program.

Year #2 Implement the updated goals and objectives for the Computer Tech, BST courses in the High School, based upon Michigan Technology Standards for students (ongoing)

If approved, implement High School technology goals that stress student certification attainment (ongoing)

Implement final version of elementary curriculum for Media and Tech skills, based upon Michigan Technology Standards for students (ongoing)

Continue the ongoing strategies shown in Year #1

Year #3 Continue all the ongoing strategies shown in Years #1 and #2

Infrastructure

Year #1: Install the first phase of a centrally managed district wide wireless network system

Implement new e-mail, contact, calendar and chat system

Implement a remote access solution for troubleshooting, testing and monitoring systems

Purchase a large number of replacement computers

Explore replacement of extremely outdated phone system

Explore replacement of surveillance system(s)

Explore replacement of existing wired network switches and hubs

Explore replacement of network cabling in select locations

Year #2: Review the wireless performance and recommend changes as necessary.

Review Google Apps for Education status and possibly expand the list of available services

Review remote access solution to determine if the solution is effective or are other recommendations required

Purchase replacement computers for selected areas of need

If funding is available prioritize the replacement of legacy phone system, surveillance systems, network cabling and electronics not completed in prior year

Year #3: Purchase replacement computers for selected areas of need

If funding is available prioritize the replacement of legacy phone system, surveillance systems, network cabling and electronics not completed in prior years

Review the wireless performance and recommend changes as necessary.

Review Google Apps for Education status and possibly expand the list of available services

Review remote access solution to determine if the solution is effective or are other recommendations required

Professional Development

Year #1 Conduct a teacher survey in the fall of 2012 to assess teachers' opinion of the amount of in-class support and training provided (do they feel that they have enough support and training available to effectively use technology in daily instruction, what specific technology training needs do they have?)

Ensure that all staff members have received thorough training in technology from RESA consultants.

Develop and adopt specific standards for staff technology proficiency, defining competency levels that will gauge progress; introduce these requirements to all affected staff

Continue developing our set of technology workshops offered through SCCRESA specialists. Determine which, if any, of these workshops will be required of all staff

All new teachers and Title I paraprofessionals will be trained in any software being implemented in their assigned grade level (ongoing)

Provide increasing levels of in-class support as teachers use technology in the classroom, relying on RESA subject area consultants, and RESA Technology
Consultants (ongoing)

Year #2 Expect that all staff members will be using e-mail for communication purposes, both within their buildings and around the district and county.

Implement specific standards for staff technology proficiency, with competency levels that will gauge progress (ongoing)

Continue developing our set of technology workshops offered through RESA specialists.

Continue any ongoing strategies from Year #1.

Year #3 Expect that all staff members will be using the Google Apps for Education Suite on a regular basis, to communicate within their buildings and around the district and county

Continue implementation of ongoing strategies from Years #1 and #2.

Repeat the teacher survey administered in the fall of 2013 to gauge progress in meeting teachers' training and support needs

Acceptable Use Policies

Section 16

Please see attached items for copies of the Acceptable Use Policies for both students and staff members. Yale Public School students and staff receive CIPA compliant filtering and firewall protection as delivered by the Saint Clair County RESA. Students, parents, and employees are informed via newsletter, and handbooks.

YALE PUBLIC SCHOOLS POLICY

TECHNOLOGY SERVICES

PURPOSE

This policy authorizes the District to offer access to technology equipment and services consistent with District administrative regulations which define the appropriate and ethical use of technology resources.

PHILOSOPHY

The District has the capability of offering access to technology equipment and services. These services permit users to enhance educational opportunities, interact with other users and access resources throughout the world. The use of technology services is a privilege.

The District's technology services are a valuable resource for not only the education of students, but for the community at large. The District recognizes its obligation to regulate the use of its technology services. Adequate regulation necessitates rules and regulations for the use of the services and the agreement of all users to comply with them prior to permitting access.

POLICY

The District supports offering access to technology equipment and services. In order to provide this access in a legal, ethical and responsible manner, the District shall implement and publish regulations and user agreements defining appropriate, ethical, and responsible use of technology resources. In addition, the District shall provide for education regarding appropriate on-line behavior and awareness, as provided for in the federal Protecting Children in the 21st Century Act. The District will also continue to implement technology protection measures as required by the Children's Internet Protection Act (CIPA), which attempts to protect users against access through District computers to visual depictions that are deemed obscene, child pornography or otherwise harmful to minors.

In order to further ensure compliance, the adopted administrative regulations will allow the District to monitor technology use and to review, edit and remove any stored materials. Violations of these regulations will result in termination of access rights and/or appropriate disciplinary or legal action.

YALE PUBLIC SCHOOLS
TECHNOLOGY RESOURCES
ADMINISTRATIVE REGULATIONS

RULES AND REGULATIONS

It is the Policy of the Board of Education of the Yale Public School District to

allow District employees and students to access the District's technology resources for educational and work-related purposes. The District's technology resources include, but are not limited to District owned or operated computers, telephones, electronic communication and storage devices and/or systems.

District employees and students may be assigned one or more accounts and passwords which will permit access to technology resources and systems. The assignment of an account or password is considered a privilege in which District users have no entitlement or property, liberty, expectation of privacy or any other interest. The use of passwords does not guarantee confidentiality. This privilege may be revoked, in whole or in part, at any time at the discretion of the Superintendent or his/her designee.

The provided technology resources enable users to access information from around the world. While these resources are used primarily to enhance educational opportunities, interact with other users and increase productivity and efficiencies of the District's operations, some available material may be illegal or inappropriate. The District has implemented protection measures that assist in the guarding against access to visual depictions that are considered obscene, child pornography or otherwise harmful to minors, as defined and required by the federal Children's Internet Protection Act (CIPA). These efforts are intended to protect against accessing materials that may be inappropriate; however, it does not protect against all information that may be inappropriate or illegal.

Users are expected to exercise good judgment and discretion in the use of all technology resources. Users granted access to the District's technology resources assume personal responsibility and liability, both civil and criminal, for use of the resources not authorized by the Board Policy or these Administrative Regulations. Any unlawful or inappropriate use of these resources is strictly prohibited. The District does not assume any responsibility for actions of users that could result in criminal or civil legal sanctions.

Below is a list of general rules and regulations that District users are required to know and follow. These rules apply to any use of the District's technology resources:

1. District employees and students are expected to always exercise good judgment and discretion and to limit the use of the District's technology resources for educational or job-related purposes.

2. The use of the District's technology resources in a manner that is inappropriate, illegal or that could be considered offensive by others is prohibited. Examples of inappropriate and/or offensive use include, but are not limited to the following:

   a. Sending, receiving or displaying content that would violate the District's non-discrimination policy, be considered obscene or pornographic, that could be deemed to be offensive by a reasonable person or which violate any other District policy;
   b. Using technology to harass, insult, stalk, annoy or otherwise interfere with the orderly and lawful functioning of the District;
   c. Any use which could reasonably result in damage to the District's technology resources or systems, including but not limited to the installation of any hardware or software not approved and installed by the District's Technology Department;
   d. Unauthorized invading or trespassing into files, directories/folders, servers, networks to which you have not been given District-approved access;
   e. Intentionally wasting public resources, which may include the use of

District time or resources for personal use, prohibited political use, personal financial interest or gain, or other activities unrelated to the District's purposes.

3. The Superintendent or designee has the authority to make the final decision on what is deemed to be inappropriate use of the District's technology resources at his/her discretion. The District Superintendent or designee, may deny, revoke or suspend access to the District's technology resources. Any such decision is final and shall not be subject to review or appeal.

4. The District administration reserves the right to monitor and review any material accessed, reviewed or stored in connection with the use of District technology resources. The District may edit or remove any material placed or stored on the District's technology resources which the Superintendent or designee, at his/her discretion, determines may be inappropriate.

5. Users will be held accountable for all activity that occurs using their assigned account and password. Sharing the account or password with another person or using another's account or password is prohibited. It is the user's responsibility to change passwords/access codes regularly, to use difficult passwords and to ensure that passwords are kept confidential. District computers are equipped with temporary locking mechanisms in software, which should be used when away from the computer.

PENALTIES FOR VIOLATION

If it is determined by the Superintendent (or designee) that a user has violated the Technology Services Policy or Administrative Regulations, the User will be subject to appropriate discipline, which may include dismissal or expulsion from the District. Violations of a potential criminal nature will also be reported to law enforcement agencies for appropriate investigation and prosecution.

USE AGREEMENT

Prior to any District employee or student receiving permission to access the Internet or other on-line services through the use of the District's technology resources, the person is required to have on file with the District a signed Appropriate Use Agreement, which is approved by the Superintendent or designee. For students under the age of 18, this agreement must also be signed by the student's parent/guardian.

YALE PUBLIC SCHOOL DISTRICT
EMPLOYEE APPROPRIATE USE AGREEMENT

I have read, understand and agree to the terms of the Yale Public School District Administrative Regulations on the use of District's technology resources. I understand that as a condition of my using these resources and/or obtaining a password, I must abide by the law and the District's rules and regulations for access and that the failure to do so may result in me losing my privilege to use the District's technology resources, other disciplinary action and/or criminal or civil legal sanctions.

I agree to defend, indemnify and hold harmless the Tale Public School District from any and all claims arising out of or related to my usage of their provided technology services and equipment.

I have received a copy of the District's Technology Policy and Administrative Regulations which includes, but is not limited to:

- Upon issuance of a password, I have no entitlement, property, liberty, or expectation of privacy. The use of my password does not guarantee confidentiality.
- The privilege of access to technology or equipment may be revoked in whole or in part at any time at the discretion of the Superintendent or his designee.
- Users are expected to exercise good judgment and discretion in the use of all Yale Public School District resources, including technology.
- I assume all personal responsibility and liability both civil and criminal for use of the technology resources not authorized by the Yale Public School District.
- I will abide by the guidelines of the federal *Children's Internet Protection Act* (Public Law 106-554) and *Protecting Children in the 21st Century Act* (Public Law 110-385).
- I am accountable for all activity that occurs using my assigned account and password. Confidentiality of passwords is my responsibility and I am aware that it should be changed frequently.

Signature_____

Date_____

Name (please print)

_____