BLISSFIELD COMMUNITY SCHOOLS

630 South Lane Street
BLISSFIELD, MICHIGAN 49228
SCHOOL CODE: 46040
Phone: 517-486-2205 Fax: 517-486-5701

SCOTT D. MOELLENBERNDT, SUPERINTENDENT

DISTRICT TECHNOLOGY PLAN---JUNE, 2009 TO JUNE, 2012

CONTACT PERSON
K.C. Hufford, Technology Supervisor
Phone Number (517)486-2811 ext. 302
E-Mail khufford@blissfield.kl2.mi.us

URL of this Plan: http://www.blissfieldschools.us/district/administration/technologyplan/

COMMITMENT TO EXCELLENCE

Services Provided by----**Lenawee County Intermediate School District**

Technology Planning Committee

Linda Hamann, Parent/School Board Member
Dianne Raine, Community Member
Al Navarro, Community Member
Chris Hren, HS Teacher
Scott Ricker, MS/HS Teacher
Craig Emery, ES Teacher
Tommy MacBeth, HS Student
Matthew Cook, Educational Technology Coordinator
K.C. Hufford, Technology Coordinator

MISSION

Blissfield Community Schools will provide a learning environment that will challenge students to become life-long learners and productive citizens.

INTRODUCTION

Blissfield School District is situated in Lenawee County, in the southeast corner of Michigan. The District includes the Village of Blissfield, and all, or parts of, the Townships of Blissfield, Riga, Palmyra, Ogden, and Deerfield. Grades K-12 are housed in three buildings and serve the District's approximately 1305 students.

Our Campus is accredited by both the North Central Association of Colleges and Schools (NCA) and the Michigan Accreditation Program.

Blissfield Community Schools consist of three buildings (1 elementary school with grades K-5, 1 middle school with grades 6-8, and 1 high school with grades 9-12) with a total enrollment of 1305 students.

VISION AND GOALS

VISION STATEMENT

The mission of the Blissfield Community Schools' Technology Committee is as follows:

To study ways in which technology can be applied by Blissfield Community Schools to improve educational effectiveness and administrative efficiency. The outcome of this activity will be a long-range plan and specific recommendations to the Board of Education for piloting and implementing technology-based learning, communication, and office automation systems.

TECHNOLOGY VISION STATEMENT

Imagine a fully integrated educational system where students have instant access to knowledge and information anywhere in the world. Imagine the possibilities of shared software in a wide area network for both remediation and enrichment activities. Imagine the possibilities of virtual classes to increase curriculum offerings to all members of the District, both young and old. Students will not only share ideas with other students from neighboring schools, neighboring states and neighboring countries but from countries across the world. These are just a few of the innovations that we envision technology will permit us to implement in the future at Blissfield Schools. Imagine immediate delivery and access to the most current curriculum material to benefit students and teachers through the use of SmartBoards and the Internet.

TECHNOLOGY GOALS

Goal 1: To maintain a reliable and scaleable technology infrastructure.

Objectives:

- More smart-boards
- More computer labs
- Laptop for every student
- Update Computers
- Update existing equipment
- Wireless Access
- More technical staff
- Establish a life cycle for technology equipment

Goal 2: To identify and support the development of technology for all students.

Objectives:

- Let students mentor with employers
- Survey students
- Distance learning opportunities
- Establish elective classes that focus on higher level technology

Goal 3: To evaluate information technology policies, standards, and practices.

Objectives:

- Establish team to review and evaluate policies and practices

Goal 4: To identify and support the development of technology for all staff.

Objectives:

- Survey staff for needs
- Organize professional development training (in-house and LISD)

Goal 5: To assist staff with the implementation of curriculum using technology.

Objectives:

- Provide Instructional Technology staff
- Explore emerging technologies
- Provide media specialists
- Provide curriculum director
- Distance learning opportunities

I. CURRICULUM

A. CURRICULUM INTEGRATION

The following are the technology goals for Blissfield Community Schools. It is apparent that integration and staff development are of the utmost importance in our technology development district-wide. To support our goals the district has hired a full-time technology supervisor to assist the staff with network problems and to repair or replace outdated hardware. In addition, our district employs an instructional technology coordinator for the purpose of supporting the teaching staff with technology integration.

1. Technology used regularly with every class.
2. Increase interest in learning new technology and use in the classroom.
3. Revisit core course curriculum assessments/objectives to integrate technology to meet some of the technology curriculum standards and benchmarks.
4. Continue to include technology in the school improvement plan.
5. Students will continue to use software and Internet to build their levels of competence in all curricular areas.
6. Technology, specifically computers and the lab, will be a reliable tool with which to teach and learn. Students will be able to, with 90% accuracy, access AR tests, S.T.A.R., Internet resources, and other software programs. In addition, students and teachers will be able to use the scanner, digital camera, Smart Board for whole group presentations, and interface with other kinds of technology.
7. Professional development for staff will continue on an ongoing basis with training that may range from class offerings, workshop attendance, one on one tutoring, and colleague to colleague sharing.
8. Community outreach will continue to be a part of the goals with a wider use of the web page for the district and buildings, classes for senior citizens and parents in the labs, and utilization of parent volunteers who have technological expertise.

Educational Technology Standards & Expectations
BASIC OPERATIONS AND CONCEPTS
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)
2. Identify common uses of technology found in daily life
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)
4. Identify the functions of the major hardware components in a computer system
5. Discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)

6. Use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. Use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. Recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. Proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

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, presentation software) to convey ideas and illustrate concepts
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)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

TECHNOLOGY COMMUNICATIONS TOOLS

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
2. Know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
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

TECHNOLOGY RESEARCH TOOLS

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
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
3. Interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners

4. Provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

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
2. Identify ways that technology has been used to address real-world problems (personal or community)

Grades 6-8BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. Discuss ways technology has changed life at school and at home
2. Discuss ways technology has changed business and government over the years
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
4. Know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. Know proper keyboarding positions and touch-typing techniques
6. Manage and maintain files on a hard drive or the network
7. Demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. Know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives)
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
10. Identify search strategies for locating needed information on the internet
11. 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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

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

11. Identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

TECHNOLOGY PRODUCTIVITY TOOLS

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)
2. Know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. Use a variety of technology tools and applications to promote creativity
4. Understand that existing (and future) technologies are the result of human creativity
5. Collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. Use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
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
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)

TECHNOLOGY RESEARCH TOOLS

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
2. Describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
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
4. Perform simple queries on existing databases and report results on an assigned topic
5. Identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
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

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

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)
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)

BASIC OPERATIONS AND CONCEPTS

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

2. Use appropriate technology terminology
3. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. Understand that new technology tools can be developed to do what could not be done without the use of technology
5. Describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
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)
7. Discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. Identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. Identify a variety of information storage devices (e.g., floppies, CDs, DVDs, . ash drives, tapes) and provide a rationale for using a certain device for a specific purpose
10. Identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. Identify appropriate file formats for a variety of applications
12. Use basic utility programs or built-in application functions to convert file formats
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

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

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
2. Use a variety of technology resources, including the internet, to increase learning and productivity
3. Explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. Use available utilities for editing pictures, images, or charts

5. Use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

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, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
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

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

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

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

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
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

BASIC OPERATIONS AND CONCEPTS

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)
2. Identify the capabilities and limitations of emerging communication resources
3. Understand the importance of both the predictable and unpredictable impacts of technology
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
5. Understand the purpose, scope, and use of assistive technology
6. Understand that access to online learning increases educational and workplace opportunities
7. Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills
8. Understand the relationship between electronic resources, infrastructure, and connectivity
9. Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency
10. Assess and solve hardware and software problems by using online help or other user documentation and support
11. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav)

12. Demonstrate how to import/export text, graphics, or audio files
13. Proofread and edit a document using an application's spelling and grammar checking functions

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 12 each student will:

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

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 12 each student will:

1. Complete at least one online credit, or non-credit, course or online learning experience
2. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
3. Have access to and utilize assistive technology tools
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
5. Identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project
6. Use an online tutorial and discuss the benefits and disadvantages of this method of learning
7. Develop a document or file for inclusion into a web site or web page
8. Use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work)
9. Have the opportunity to participate in real-life experiences associated with technology-related careers

Blissfield Community Schools will continue to monitor the state technology benchmarks as well as NCLB and work to align our curricula to these benchmarks. Technology will continue to be a priority as we work in our subject area curriculum committees.

B. STUDENT ACHIEVEMENT

Blissfield Community Schools has technology instruction K-12. Teachers and students are provided with the technology to provide basic skills instruction and to further integrate technology into the classroom. This is evidenced by the multimedia presentations in classes, additional purchases of technology, and the use of word processing in our classes. Annual review of one core curriculum area is done. The role of technology and how technology can support the curriculum area is part of the development process. Our Instructional Technology Coordinator is actively involved in the curriculum review process for each subject area insuring integration of technology in all areas.

Active years for implementation of new curriculum by subject area:
2008-2009 – Mathematics
2009-2010 – Social Studies
2010-2011 – Science
2011-2012 – Language Arts
2012-2013 – Fine Arts

C. TECHNOLOGY DELIVERY

Blissfield Community Schools utilizes distance learning opportunities primarily in the high school. Here we offer virtual classes through Michigan Virtual High School. In addition, the elementary school provides basic computer skills on a regular basis beginning in kindergarten, the middle school also provides a class for computer skills, and the high school has a one year Publications course. This course covers video production, photo editing, and online layout production.

D. PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

Blissfield Community Schools has its own website at http://www.blissfieldschools.us. It is currently being developed and will be under constant revision. In addition to our website the district provides a quarterly newsletter, annual reports, and our educational technology plan. Blissfield Community Schools utilizes Home Access Center by eSchool+. This tool allows parents to see in real time students' academic performance, attendance information, as well as accessing their students' report cards and transcripts.

Parent advisory committees are active in each building, as well as a strategic planning committee composed of various committees of which technology is included. This strategic planning group is made up of community members, parents, and school employees.

E. COLLABORATION

Blissfield Community Schools are part of a consortium with Tecumseh Public Schools, Adrian Public Schools and Sand Creek Public Schools. We do not offer our own Adult Program. Due to the size of Blissfield Community Schools, we are not financially in a position to offer an Adult Education program. We have utilized the Alternative Education and Adult Education programs offered by neighboring schools. We also utilize Michigan Virtual classes for credit recovery purposes.

II. PROFESSIONAL DEVELOPMENT

F. PROFESSIONAL DEVELOPMENT

Blissfield Community Schools will provide quality, timely training for all staff to ensure that technological resources are utilized to the fullest extent to provide quality education and integration for all students. Our goal is to involve and empower instructors with the ability to integrate technology for the sake of improving student achievement.

Objective:

- Identify needs of our staff for in-servicing direction.
- Address immediate goals for professional development for administrators and teachers.
- Technology training for teachers to meet 8th grade state required levels of technology proficiency.

Outcome:

- All staff will be provided, as needed, in service training on new technology equipment purchased by the district and training in integration of curriculum with the technology to effectively with the district's vision, state benchmarks and NCLB standards.
- All staff will be given the tools to successfully integrate technology in the curriculum to enhance student achievement.
- All staff will attend training seminars provided by the LISD on technology subjects of interest to better enhance their teaching.
- Teachers will attend the MACUL convention to gain insight into new technology and ways to utilize current technology more effectively.
- Administrators will take the GATES training and meet the standards of the program.
- Secretaries will attend LISD training to keep them up to date with State Report rules, regulations and deadlines.
- Technical staff will attend workshops on PC troubleshooting and maintenance and also network troubleshooting.
- All staff will receive training for video conferencing and video streaming in the classroom
- eSchool Gradebook training
- Home Access and Teacher Access training

Timeline:

Annual training for all professional development.
Annually review resources to help us maintain our technology.
Annually review resources to help us explore new technology training.
Annually assess staff competencies to measure alignment with national and state standards.

Plans for technology training are aligned with the standards set forth by the Technology Standards for School Administrators (TSSA), the National Educational Technology Standards for Teachers, and the National Educational Technology Standards for Students.

G. SUPPORTING RESOURCES

Available to Blissfield Community Schools are the Lenawee Intermediate School District, the Lenawee Technical Center, and REMC19. These sources can and do provide technology training. In conjunction with these resources Blissfield Community Schools also have individual staff members with specific skills to train fellow staff members.

Blissfield Community Schools has established a "Content Managed" Web Site service that allows news and information to be added by contributors throughout the district in a timely fashion.

The internet gives us access to services such as The Michigan Electronic Library. From the MEL we access SIRS Deluxe, Electric Library Elementary, Kid's Edition, OCLC Firstsearch, NetTrekker, and Galegroup Infotrac Databases. Writing students use the Criterion online service, and Elementary student use Accelerated Reader.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION AND DESIGN

Blissfield Community Schools network is primarily 100mb fast Ethernet. Several network components were replaced just this year, upgrading from 10 to 100 Mb, increasing district wide bandwidth, and replacing several pieces of equipment nearing the end of their life cycle. The network infrastructure between the three main buildings in the district is fiber optics, limited speed wise only by the terminal equipment at each end of the fiber. All classrooms have regular telephone service. As of the 2007-2008 school year, the district has approximately 70% of machines running Celeron 1.6GHz processors or better. Most run 512 MB of RAM. All computers have CDR capabilities and many have DVD-R drives.

Board policy has established the use of the PC format for all computers in the district. Combined with the installation of as many identical computers as possible at a given time, maintenance and

updates are more efficiently accomplished. A four-year life-cycle for workstations is the goal for replacements.

The introduction of data projectors and smart boards is an on-going initiative. Presently, approximately 50% of classrooms have this equipment installed, and plans are to continue these installations until all classroom are equipped.

We have a full-time staff person that does repairs and installations as well as a half-time Instructional Technology Coordinator. Additional resources available to Blissfield Community School students include Internet connections to each classroom as well as computer labs in each building with the same connections.

I. INCREASE ACCESS

Access to technology has been provided to our special education population as well as our regular education population. Our special education rooms have a "miniature computer lab" contained within the room with assistive technologies such as a software package that reads to students from any printed source. Students in these classrooms have access to any and all services a regular education student has plus software programs specifically designed for special education students.

J. TIMETABLE

2008	Upgrade Middle School Library Lab		$20,000
	Upgrade High School Lab A		$19,000
	Upgrade Network Connections		$ 2,000
	Software Support and Web Services		$15,000
	Professional Development / Conferences		$ 3,000
		2008 Total	**$59,000**
2009	Upgrade Teacher Workstations (MS/HS)		$24,000
	Install Classroom Enhancements (Smart/Senteo)		$15,000
	Upgrade Network Connections		$ 2,000
	Software Support and Web Services		$15,000
	Professional Development / Conferences		$ 3,000
		2009 Total	**$59,000**
2010	Install Classroom Enhancements (Smart/Senteo)		$19,000
	Upgrade ES/MS Computer Lab		$20,000
	Upgrade Network Connections		$ 2,000
	Software Support and Web Services		$15,000
	Professional Development / Conferences		$ 3,000
		2010 Total	**$59,000**

2011	Upgrade HS Computer Lab B		$17,000
	Upgrade Teacher Workstations (ES)		$22,000
	Upgrade Network Connections		$ 2,000
	Software Support and Web Services		$15,000
	Professional Development / Conferences		$ 3,000
		2011 Total	**$59,000**
2012	Install Classroom Enhancements (Smart/Senteo)		$19,000
	Upgrade Middle School Library Lab		$20,000
	Upgrade Network Connections		$ 2,000
	Software Support and Web Services		$15,000
	Professional Development / Conferences		$ 3,000
		2012 Total	**$59,000**

IV. FUNDING AND BUDGET

K. COORDINATION OF RESOURCES

To date, Blissfield Community Schools has assumed total responsibility for technology purchases. USF (Universal Service Fund) reimbursements are received for Internet and telephone services directly to Blissfield Community Schools, and in consortium with the Lenawee Intermediate School District. This will continue in the future unless other grants or outside sources become available for technology, in which case Blissfield Community Schools will be ready to take advantage of these opportunities.

L. EVALUATION

Blissfield Community Schools has met many of their goals set in the 2006-2009 Technology Plan. We now have a web site that is information based, and is being updated daily. School information including future events, menus and lunch accounts, parent newsletters, student grades, and homework is now on line and available for students and parents. Evaluation of the overall plan will be the responsibility of the Technology Planning Team during the term of this plan. Our goal is:

- A staff survey will be developed, accessed, and accessed yearly to be assured that all administrators, teachers, and student's needs will be met. The survey will be focused on outcomes pointed at student achievement.
- Upon evaluation, if any goals are not met the technology team will address ways to meet the goals whether it is a financial or a goal that needs to fit into our curriculum.
- The technology team members will be sectioned by building to target each school's specific outcome needs.
- Team members also include community members to better evaluate the needs of the community are being met within our web site.
- School Counselors will use standardized tools and methods for evaluation purposes. Our plan will be evaluated and progress will be monitored yearly. Our technology committee will be responsible for all updates.

M. ACCEPTABLE USE POLICY

Blissfield Community Schools encourages and strongly promotes the use of technology in education. Use of technology is a privilege extended to individuals who wish to enhance their learning experience. Users will be able to broaden their horizons and discover a vast scope of information and experience. To ensure that students, staff, parents and other community members can take full advantage of the technologies available, all users of technology must have proper authorization and adhere to the District's Acceptable Use Policy for Network Computers and the Internet. The following items were approved by the Blissfield Board of Education.
The following Blissfield School District's policy contains the governing philosophy for regulating the use of computing facilities and resources. Access to the School District's computing facilities and resources is a privilege granted solely to Blissfield faculty, staff, registered students, and those with special accounts. All users of the computing facilities must act responsibly and maintain the integrity of these resources. The District reserves the right to limit, restrict or extend computing privileges and access to its resources.
Those who do not abide by the policy listed below should expect at least suspension of computer privileges and possible referral to the appropriate discipline administrator.
The District Network Operations Team as well as a Building Administrator should be notified about violations of computer laws and policies, as well as about potential loopholes in the security of its computer systems and networks. The user-community is expected to cooperate with the Operations Team in its operation of computer systems and networks as well as in the investigation of misuse or abuse. Should the security of a computer system be threatened, user files may be examined under the direction of the Operations Team.

The School District will continue to comply with provisions of the CIPA (Children's Internet Protection Act) by monitoring all internet traffic through the use of a filtering proxy server.

Acceptable Use Policy

The School District's computing policy includes, but is not limited to, the list below.
1. You must not use a computer ID that was not assigned to you, unless multiple access has been authorized for the ID. You may not try in any way to obtain a password for another's computer ID. You may not attempt to disguise the identity of the account or machine you are using.
2. You must not use the School District's network resources to gain or attempt to gain unauthorized access (hacking) to remote computers.
3. You must not deliberately perform an act that will seriously impact the operation of computers, terminals, peripherals, or networks. This includes, but is not limited to, tampering with components of a local area network (LAN) or the high-speed backbone network otherwise blocking communication lines, or interfering with the operational readiness of a computer.
4. You must not attempt to modify in any way a program or diskette that the District supplies for any type of use at its sites.
5. You must not run or install on any of the School District's computer systems, or give to another, a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself. This is directed towards, but not limited to, the classes of programs known as computer viruses, Trojan horses, and worms.

6. You must not attempt to circumvent data protection schemes or uncover security loopholes.
7. You must abide by the terms of all software licensing agreements and copyright laws. In particular, you must not make copies of copyrighted software, unless the District has a site license specifically allowing the copying of that software. Furthermore, you must not copy site-licensed software for distribution to persons other than Blissfield faculty, staff, and students, nor may you copy site-licensed software for use at locations not covered under the terms of the license agreement.
8. You must not deliberately perform acts that are wasteful of computing resources or which unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, creating unnecessary multiple jobs or processes, obtaining unnecessary output, or printing or creating unnecessary network traffic. Printing multiple copies of any documents is also prohibited.
9. The following type of information or software cannot be placed on any District-owned computer system:

- That which infringes upon the rights of another person.
- That which is abusive, profane, or sexually offensive.
- That which consists of information which may injure someone else and/or lead to lawsuit or criminal charges. Examples of these are pirated software, destructive software, pornographic materials, or libelous statements.
- That which consists of any advertisements for commercial enterprises.

10. You must not harass others by sending annoying, threatening, libelous, or sexually, racially, or religiously offensive messages.
11. You must not attempt to monitor another user's data communications, nor may you read, copy, change, or delete another user's files or software, without permission of the owner.
12. You must not use any of the School District's microcomputers, workstations, or networks for other than a Blissfield District course, research project, departmental activity, or personal communications. These resources must not be used for personal or financial gain. (I.e., commercial use, private use for profit, advertising, and/or politics)
13. The primary use of computing facilities is for Academic activities. Other non-restricted use, such as games are secondary and must yield to academic use. Games playing and other secondary uses may be restricted when they are interfering with academic use.
14. Remote access will be extended to paid staff members and others deemed valuable for furthering District goals.
15. The District and/or Network Operations Team can not guarantee that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (i.e., lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.

- Offenders may be subject to criminal prosecution under federal or state law, and should expect the Blissfield School District to pursue such action.
- Any person causing damage to network hardware or software and/or configurations, may be liable for any repair costs to make the network fully operational. Blissfield Community Schools reserves the right to log Internet use, to monitor acceptable use and to monitor fileserver space utilization by users while respecting the privacy of user

accounts. Blissfield Community School reserves the right to remove a user account on the network to prevent further unauthorized activity. Merit (operator of MichNet) /MichNet reserves the right to temporarily disconnect an Affiliate (Blissfield Community Schools) to prevent further unauthorized activity.

The Children's Internet Protection Act (CIPA) requires libraries and schools to install filters on their Internet computers to retain federal funding and discounts for computers and computer access. Blissfield Community Schools does have in place a firewall provided by our local ISD.

This firewall, R3000, is an internet filter with an interface for configuring the filter settings, which can be done from the LISD or internally by our Technology Coordinator. Blissfield Schools are aware and are actively blocking sites that we feel are not appropriate or necessary for our school district.