

Gull Lake Community Schools

Technology Plan

July 1, 2011 to June 30, 2014
Creation Date: February 2011

Gull Lake Community Schools
11775 E D Ave
Richland, MI 49083
269-488-5000 (phone)
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District Code: 39065

Serving the townships of:
Barry, Bedford, Charleston, Comstock, Cooper, Johnstown, Prairieville, Richland, and Ross

Within the counties of:
Barry, Calhoun, and Kalamazoo

Intermediate School District:
Kalamazoo Regional Educational Service Agency

Superintendent:
Mr. Christopher Rundle

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Technology Plan on the Web:
<http://www.gulllakecs.org/techplan>

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District Technology Committee:

Chris Quartermaine - District Technology Director
Drew Bordner - District Curriculum Director
Karen McConnell - Media Specialist / Technology Coach
Lisa Miller - Media Specialist / Technology Coach
Trish Gelbaugh - Computer Lab Aide / Parent
Val Osborne - Media Clerk
Michelle Jaros - High School Computer Teacher
Steve Thomas - High School Computer Teacher
Jennifer Ellinger - Middle School Computer Teacher
Jeremy Badiner - Ryan Intermediate Teacher / MiChampion Grant Recipient
Margie Howe - Ryan Intermediate Teacher / MiChampion Grant Recipient
Lin Marklin - School Board Member / Parent
Lisa Anderson - Assistant Superintendent of Finance

District Mission Statement

It is the mission of the Gull Lake Community Schools District to educate every child to achieve his or her full potential.

Technology Mission Statement

The Gull Lake Technology Department believes that technology is a resource that enhances the teaching and learning experience by empowering students and teachers. Additionally, technology provides staff the tools needed to efficiently and effectively operate all district administrative and support requirements. It is the vision of the department to create an environment where students, teachers, and staff have safe, secure, and reliable access to all technology that invokes creativity and critical thinking as well as higher learning.

District Profile

Gull Lake Community Schools is located between Kalamazoo and Battle Creek covering nearly 155 square miles and serving the townships of Barry, Bedford, Charleston, Comstock, Cooper, Johnstown, Prairieville, Richland and Ross. The district includes two K-3 elementary schools – Kellogg, and Richland, the Thomas M. Ryan Intermediate School serving grades 4-5, Gull Lake Middle School serving grades 6-8, and Gull Lake High School serving grades 9-12. Pre-K classes are located in the Early Childhood Learning Center and the Administration and Gateway Academy (Alternative Education) is housed at the Hazel Wildermuth building.

Nearly 400 employees support our six schools including 171 certified teachers, certified support personnel and administrators. Gull Lake Community Schools has a student population of 2854 (spring count 2010). Approximately 12% of the student population is eligible for free or reduced lunch. Approximately 88% of our high school students pursue higher education after graduation.

School Buildings		
Kellogg Elementary 9594 North 40th Street Hickory Corners, MI 49060	Richland Elementary 9476 E M89 Richland, MI 49083	Thomas Ryan Intermediate 9562 E M89 Richland, MI 49083
Gull Lake Middle School 9550 E M89 Richland, MI 49083	Gull Lake High School 7753 N 34 th Street Richland, MI 49083	Early Childhood Learning Center 9500 North 40 th Street Hickory Corners, MI 49060
	Gateway Academy 11775 E D Ave Richland, MI 49083	Bedford Family Center 315 Hutchinson Road Battle Creek, MI 49037
Support Buildings		
Administration Building 11775 E D Ave Richland, MI 49083	Transportation Building 9500 N. 40 th Street Hickory Corners, MI 49060	Maintenance Building 11775 E D Ave Richland, MI 49083

Technology Plan Intent

Gull Lake Community Schools envisions Technology as a tool to assist students and staff to become self-directed and collaborative learners, able to ask questions, seek answers and apply the information found. The intent of Gull Lake Community Schools is not to teach technology solely as a subject area, but rather, use it to provide students with a fundamental resource, which targets critical skills and knowledge, required for success in the complex society of today and tomorrow. Self-directed and collaborative learners will understand basic technology operations and effectively utilize them to:

- Communicate.
- Search for information.
- Gather information.
- Collaborate with peers and authorities.
- Analyze information and make decisions.
- Compile results.

The intent of the Plan is also to integrate appropriate technology as a method and a tool to help students meet the expectations of the district K-12 curriculum. This tool will help staff improve instructional practices, communication and administration of the classroom, school and district. Further, technology will be used to increase parental communication and involvement. E-mail and website communications will help to increase both communication and involvement.

Summary of Technology at Gull Lake Community Schools

Technology has been a challenge in the district, due to funding and geographical factors, Gull Lake Community Schools is spread over 3 counties, with a distance of nearly 8 miles between the outer school buildings. The school buildings are grouped into three campuses, with Gull Lake Community High School, Gull Lake Middle School, Thomas M. Ryan Intermediate, and Richland Elementary on one, Kellogg Elementary and the Community Education/ Early Childhood Center on another, and the Wildermuth Administration building standing alone on the third campus.

The Gull Lake community passed a bond issue in September, 2004 funding a new high school, which allowed the district to move the middle school into the old high school building. The new high was completed in the summer of 2007. The Pre-K programs housed in the Wildermuth building were moved to the old middle school, and the Administration remains at the Wildermuth building. The bond provided 2.4 million dollars in technology funding, including electrical upgrades to existing facilities. The district was able to obtain the following technology goals:

- Replacement of all computers more than 2 years old
- At least two computers for each classroom
- One LCD Projector in each Middle School and High School classroom
- One Document Camera in each classroom
- Wireless Slate in each classroom
- Television Monitor in each K-5 classroom
- Telephone service in each classroom
- Wireless Internet connection in the High School
- All district facilities connected for data/voice/video
- Upgrade server capacity

Technology Updates Since 2007:

- Standard network drives district wide
- Email for all staff members
- Upgrade of groupwise to latest version
- Cable television in all classrooms
- Update of Symantec AV district wide
- LCD Projector in Ryan Intermediate classrooms.
- Destiny Library Solution
- Moodle Server
- Hall messaging monitors
- N-Computing boxes for elementary labs
- Smart tables in Special Education rooms
- Wasp Inventory System
- Verstatrans Transportation System
- Upgrade of office software for EFE classes
- Network copiers
- Alphasmart Neos
- Flip videos
- Examview
- Google Apps

Planned / Future Technology Updates:

- Continue workstation replacement program
- Complete wireless infrastructure in all district buildings
- Deploy Windows 7 desktop OS
- Replacement of Server Farm utilizing VMware
- Additional security cameras and storage
- One to One initiative for students
- TV streaming solution district wide
- Password restriction changes
- Implement a "guest" wireless access network

Overview

The vision that defines and drives our goals and objectives is that technology will assist students and staff to be self-directed and collaborative learners in the “inquiry-centered classroom of the future,” as well as provide an instructional and administrative tool. Our goals and objectives are designed to assist the Gull Lake Community School District achieve its District Mission which is “to provide a quality education that enables all students to achieve their potential as healthy, responsible, and productive members of society.” Technology will be used to assist in the attainment of district-adopted goals and objectives across the curriculum.

The goals and objectives in this plan should allow the District to implement technology that will inspire, enlighten and excite students and staff. This plan will help insure that appropriate technology is available to all students and staff, and that technology becomes the modern “pencil.” The aim is to infuse technology into the instructional and administrative areas within the district. Only our imagination will limit our achievements.

The following guidelines will aid in meeting the goals of this plan:

- Curriculum and student needs will drive the allocation and use of technology.
- Staff training will be a priority.
- Community access to the schools and technology systems will be facilitated.
- Safety and security in the facilities will be improved.
- A plan for the continuous purchase, placement, use, service/upkeep, evaluation, and replacement of technology will be designed and implemented based on curriculum, instructional and administrative assessments.
- District technologies initially and annually will be inventoried to determine their use and functionality.
- Classroom, school and district administrative functions, including internal and external communications, will be executed with the highest degree of efficiency, accuracy and timeliness through the use of technology.

Goals Curricular:

- **Goal 1:** To identify and provide for the district used K-12 Technology Standards, the resources to improve teaching and Learning.

- Support K-12 Curriculum through district used K-12 Technology Standards.
- Identify interdisciplinary uses of technology within the K-12 Curriculum Committees.

Step 1: Review grade level standards and course descriptions to ensure the identified technology skills are taught.

Step 2: Identify and purchase media and resources to meet curricular objectives.

Step 3: Continually monitor and modify K-12 technology standards based on state and national standards (NETS and METS).

- **Goal 2:** To integrate technology in the curriculum for the purpose of student academic achievement.

- Identify tools that effectively assess student achievement
- Encourage curriculum updates that include technology resources.

Step 1: Evaluate the integration of technology throughout the curriculum.

Step 2: Choose assessments by grades and/or departments that support the district technology standards.

- **Goal 3:** To deliver specialized courses through the use of technology.

Step 1: Provide access to online courses through E2020, MIVHS, and other online course offerings as needed for students.

Step 2: Develop classes utilizing onsite district Moodle Server.

Step 3: Provide distance learning experiences for all grade levels.

- **Goal 4:** To promote parental involvement and to increase communication with parents and community.

- To increase parent awareness of student progress through electronic communication.
- To improve means of providing the community with information
- To improve communication between departments and buildings.
- To provide learning opportunities for the community
- To establish, maintain, and increase collaborative efforts with local businesses to
- enhance technology experiences for students and staff.

Step 1: Continue communicating grades, attendance, account balance, etc. via email, student information system, and food service software.

Step 2: Promote parent communication through district web server, social networking accounts, and new student information system.

Step 3: Promote teacher usage of online components built into web system (blog, contact, calendar, rss feeds, etc.).

- **Goal 5:** Work with the local ISD in the development of technology applications and programs.

Step 1: Work on needed changes to new student information system (Pinnacle) to meet district, state, and federal requirements.

Step 2: Work on development of Tienet to integrate Special Education information with student information system.

Step 3: Work on developing professional development opportunities that utilize technology integration into the classroom (Moodle, Curriculum Delivery, etc.).

Step 4: Develop Data Tools and assessment components that integrate with student information system.

INFRASTRUCTURE

- **Goal 1:** To provide, maintain, and upgrade equipment needed to integrate technology into the curriculum.

- Maintain a process for evaluation, selection, and implementation of technology into the curriculum that best fits the district.

- Maintain and upgrade existing equipment.

- Monitor network usage (bandwidth, etc.)

- Continue ongoing purchase of equipment.

- Maintain telephone access and voice mail

Step 1: Develop a process for the purchase of media, software, and resources.

Step 2: Develop an evaluation tool for the evaluation of media, software, and resources.

Step 3: Develop a procedure and process for replacing and updating technology.

Step 4: Maintain an accurate inventory of existing equipment.

Step 5: Monitor network for utilization and optimization.

Step 6: Provide ongoing professional development for media, software, and resources (phones, multimedia equipment, etc.).

- **Goal 2:** To increase access to technology for all students and teachers.

- Upgrade and maintain the capabilities of the district wide network

- Establish a distance learning component within all buildings

- Sustain supplemental equipment that has proven to enhance the curriculum

- Provide a sufficient number of networked stations

- Encourage the use of assistive technology throughout the district

Step 1: Upgrade wireless network in all buildings.

Step 2: Upgrade bandwidth delivered to the district.

Step 3: Review national standards for most effective computer ratios.

Step 4: Maintain budget to purchase, distribute, and maintain computers.

Step 5: Identify, evaluate, and purchase new assistive technologies as they become available.

Step 6: Deploy a video streaming solution to all buildings.

PROFESSIONAL DEVELOPMENT

- **Goal 1:** To provide all staff with continuous opportunities for training in the use of technology.
 - To provide mandatory training during the school year for all technology needs that are required by the curriculum or classroom management needs.
 - To provide staff development in the integration of technology into the curriculum.

Step 1: Provide trainers.

Step 2: Provide budget for substitutes.

Step 3: Dedicate in-service days for technology.

Step 4: Establish district-wide PLC time dedicated for grade level or department specific training.

- **Goal 2:** Provide supporting resources that will be available to ensure successful and effective uses of technology.

Step 1: Continue to utilize local ISD opportunities for training opportunities.

Step 2: Continue to update and make available manuals/training sessions to staff.

Step 3: Provide access to Atomic Learning and United Streaming.

BUDGETARY

- **Goal 1:** To obtain adequate funding to support the goals and objectives of the Technology Plan

- Allocate funding for the implementation of the Technology Plan
- Develop a timeline for implementing the goals of the Technology Plan

Step 1: Review line items that deal with technology in the existing budget.

Step 2: Allocate funding for staffing (support, lab personnel, technicians, etc) as needed.

Step 3: Adjust financial needs yearly based upon needs to implement goals of technology plan.

Step 4: Work with Board of Education Finance committee to establish technology needs list and plan for acquiring adequate funding.

- **Goal 2:** To utilize organizational and governmental resources to supplement purchases needed in the Technology Plan.

- Apply for appropriate grants and other funding sources.

Step 1: MACUL grants / MiChampion grants.

Step 2: Gull Lake Foundation grants.

Step 3: Work with grant writer to assist with writing grants.

Technology Budget

	2011-2012	2012-2013	2013-2014
Personnel	\$ 158327.00	\$ 158327.00	\$ 158327.00
Contract Support	\$ 65000.00	\$ 65000.00	\$ 65000.00
Software	\$ 41000.00	\$ 41000.00	\$ 41000.00
Misc. Supplies/ Equip.	\$ 100000.00	\$ 100000.00	\$ 100000.00
Total	\$ 364327.00	\$ 364327.00	\$ 364327.00

Curricular Integration

Elementary students participate in a weekly scheduled computer lab time. In addition, grade levels are developing “integrated technology projects” which incorporate information literacy standards, content area standards, and the METS. Below is an overview of the programs students use during weekly computer lab time:

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
1st Trimester	<ul style="list-style-type: none"> •Star Testing (for EXCEL students) •Star Fall Website (Phonics) •Education City (Math) •October - AR Setup •November - Begin Type to Learn JR 	<ul style="list-style-type: none"> •Star Testing / AR (Setup in September) •Education City •Type to Learn III •Word Lessons (Build on skills from 1st Grade) 	<ul style="list-style-type: none"> •Star Testing / AR (Setup in September) •Destiny •Education City •Typing / Keyboarding lessons 	<ul style="list-style-type: none"> •Star Testing / AR (Setup in September) •Destiny •Education City •Typing / Keyboarding lessons 	<ul style="list-style-type: none"> •Star Testing / AR (Setup in September) •Destiny •Education City •Typing / Keyboarding lessons
2nd Trimester	<ul style="list-style-type: none"> •Star Testing /AR •Continue Star Fall Education City, typing •Introduction to Word Lessons (Start by end of Tri) •Digital Citizenship 	<ul style="list-style-type: none"> •Star Testing / AR •Continue Education City, Typing, and Word Lessons • Introduction to PowerPoint lessons (start by end of trimester) •Digital Citizenship 	<ul style="list-style-type: none"> •Star Testing / AR •Education City Typing / Keyboarding Lessons • Digital Citizenship 	<ul style="list-style-type: none"> •Star Testing / AR •Education City • Typing / Keyboarding Lessons •Digital Citizenship 	<ul style="list-style-type: none"> •Star Testing / AR • Education City •Typing / Keyboarding Lessons • Digital Citizenship

3rd Trimester	<ul style="list-style-type: none"> •Star Testing / AR •Continue Star Fall, Education City, Typing •Finish Word Lessons •Word Project- Type an Original poem using all of the features learned (or other document) 	<ul style="list-style-type: none"> •Star Testing / AR •Continue Education City, Typing, and Word Lessons •Finish PowerPoint lessons (start by end of trimester) •Non-fiction PowerPoint project (use online resource for research) 	<ul style="list-style-type: none"> •Star Testing / AR •Education City •Typing / Keyboarding Lessons •Integrated Technology Project 	<ul style="list-style-type: none"> •Star Testing / AR •Education City •Typing / Keyboarding Lessons •Integrated Technology Project 	<ul style="list-style-type: none"> •Star Testing / AR •Education City •Typing / Keyboarding Lessons •Integrated Technology Project
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Middle School students are scheduled to complete at least two 12-week technology classes which address the METS. In addition to basic operations, students learn to use technology to help them create, collaborate, and share their original work in appropriate ways. Topics that are covered include technology vocabulary; digital citizenship; word processing, spreadsheet, and presentation projects using Microsoft Office and Google Apps for Education; and applications that support differentiated learning (Photostory/other video-making software, Inspiration/concept mapping software). In addition to technology classes, middle school students also complete integrated technology projects in a variety of content areas (specifically ELA, science, and social studies) which incorporate information literacy standards, content area standards, and the METS. By the end of 8th grade, students will be able to demonstrate technology proficiency as a result of learning about and using technology in these classes.

9th– 12th Grade Technology Integration Overview Social Studies

9th Grade: Students research a Supreme Court case using academic databases and electronic and print reference and nonfiction sources made available by the district and Michigan Electronic Library. Students will produce a multimedia presentation to share with class. Students will use the Internet site Stocksquest to simulate researching, selecting and tracking stocks over a multi- week period.

10th Grade: Students will research a topic from the 1930 in United States History using print and electronic reference books, nonfiction and academic databases made available by the district and Michigan Electronic Library to create a radio broadcast to share with the class.

11th Grade: Students will create a variety of products such as resumes, timelines, and role plays, after researching notable people, events and time periods from World History. Students will use both electronic and print sources from the LMC, in addition to academic databases made available by the district and Michigan Electronic Library.

12th Grade: Students will participate in an online LAW class, which will provide experience managing coursework in an online learning environment using the learning management system, Moodle.

Students will be required to post coursework, create video and audio, research and present findings using all the resources made available through the district, the Internet and Michigan Electronic Library

Online Virtual Classrooms

Gull Lake Community Schools is offering classes in a virtual environment to students currently home-schooled, needing credit retrieval, and with Community Education. This partnership with an online provider (JST Inc.) will benefit the students who may not necessarily need the brick/mortar setting for academic achievement but rather an avenue to pursue their educational interests.

Seat Time Waiver Implementation Plan

DESCRIPTION

The mission of Gull Lake Community Schools is to educate every child to his/her full potential. The vision of the Gull Lake Community Schools, in partnership with all its stakeholders, is to create a culture of high expectations and accountability where each member of the school community is challenged and inspired.

In serving our students, it has become clear that learning options of all varieties assist in the ultimate success of students. We are blending seated options with online learning opportunities, community resource opportunities, and (hopefully), job shadowing opportunities. We already have successfully implemented our Gateway Academy (alternative students), Gull Lake Virtual School (100% on-line), and our Gull Lake Home School Partnership (previously un-enrolled). All our programs would benefit by the granting of our request for this waiver, particularly in negating rules and procedures that cause barriers to innovation and student academic success.

Students who will benefit from the program(s) include home school, private school, mobile families, discipline/behavioral issues, long-term suspended / expelled, alternative education, home-bound, special needs, gifted, struggling, rural, urban, and suburban.

COMBININGFACE TO FACE INTERACTION WITH ON-LINE LEARNING.

We will combine computer-based instruction, offline materials and teacher support in order to provide individualized instruction. We will meet or exceed all Michigan Content Standards and Benchmarks. The result...a collaborative partnership between students, teachers and parents focused on the success of each student.

ENSURING STUDENT SUCCESS.

1. Appropriate student placement will be attained through attention to student/family requests, learning style, competency level, counselor input, and history.
2. Student success and progress will be measured by initial and ongoing assessments to ensure mastery.
3. Struggling students will be identified through monitoring of student progress and success.
4. Interventions we will use to ensure success will include real time instruction, feedback, support, guidance, and alternative instructional strategies.
5. Student supports will include teacher support and instruction at an individualized level, dedicated, Highly Qualified instructors, core, comprehensive, and honors levels, multi-media tools, a program orientation, and program monitoring.
6. Teacher contact will range from daily (maximum) to weekly (minimum).

PROGRAM IMPLEMENTATION AND TRAINING.

1. The district has chosen (and will continue) its mentors based on interest and qualifications specific to this program. Mentors will be evaluated yearly. Professional development will be specific and ongoing.
2. Online teachers are experienced, highly qualified, virtual teachers trained to foster best student outcomes in the online environment. K12 (our partner) ensures viability in this area.
3. Central office commitment to this program brings to bear ALL resources that are available to our regular programs...no exception.
4. Number of students projected by program...Gateway Academy = 20 students, Gull Lake Virtual School = 100 students, Gull Lake Home School Partnership = 300 students.
5. Applications to be used are E2020, Power Speak, K12, Gennet, Study Island, Scantron Performance Testing, hotline and support website, Naviance – career counseling system, School Messenger – on-line communication, TurnItIn – anti-plagiarism tool, Online School/LMS, TotalView School, and Elluminate Live....to mention a few.
6. The facilitating staff members, as mentioned earlier, will be qualified, interested, and trained.

DATA COLLECTION AND EVALUATION.

1. Data will be collected through several sources...surveys, test results, interviews, and evaluations.
2. The program will be evaluated on its effectiveness (survey) and outcomes...is the program fulfilling its intended mission.

District Website Update

Gull Lake Community Schools launched its new Web site, utilizing the same URL address as the former site, in January of 2009. The project incorporated a new content management system as well as a total redesign of the style sheets throughout the site.

The content management system was customized to allow all teachers to become web editors in order to revise the content pieces on specific pages. Uniformity of the site is possible even with several web editors through the use of consistent fonts, colors, and style sheets. The site's design emphasizes student and building photos paired with brief news stories. Detailed PDF files are available for the user to download. Information, an interactive map, and navigation tools on the site were designed for parents, students, and members of the community. Staff forms and resources have been relocated to a shared drive on the network.

Staff training for Web site editors was delivered individually and in small groups.

Professional Development

The district provides and requires after school technology professional development to teachers and staff. Team 21, the district committee for technology integration in the classroom, recommends the content of professional development sessions based on teacher, staff, and building needs assessments. Making professional development in the area of technology a priority insures that time is allocated for both general technology use and curricular technology integration for all staff members. In addition to specific technology topics that are addressed in professional development sessions, the district also

provides “learning labs” or technology help sessions so that teachers can get answers to their specific technology-related questions. These “learning labs” will encourage self-directed learning related to technology. The district also plans to have sessions in which teachers model lessons they have created that effectively integrate technology into individual content areas of the curriculum, focusing specifically on Differentiated Instruction. The “teacher as trainer” model will hopefully help teachers begin to see technology as an integral part of the teaching process. Links on the district website provide teachers with documents, podcasts, and videos covering some of the professional development sessions that are held.

Personnel Skilled in Technology:
2010

Elementary Teachers: Richland Kellogg Ryan

Total Teachers 80/47 teachers responded = 59%

Percentage of Respondents at Elementary Level Who Deem Themselves Proficient in Technology on a scale of 1 – 5 (5 extremely proficient; 1 not at all proficient)

5 = 2 teachers

4 = 4 teachers

3 = 24 teachers

2 = 14 teachers

1 = 3 teachers

Middle School Teachers:

Total Teachers 40/30 teachers responded = 75%

Percentage of Respondents at Middle School Level Who Deem Themselves Proficient in Technology on a scale of 1 – 5 (5 extremely proficient; 1 not at all proficient)

5 = 1 teachers

4 = 5 teachers

3 = 14 teachers

2 = 6 teachers

1 = 1 teachers

High School Teachers:

Total Teachers 52/27 teachers responded = 52%

Percentage of Respondents at High School Level Who Deem Themselves Proficient in Technology on a scale of 1 – 5 (5 extremely proficient; 1 not at all proficient)

5 = 3 teachers

4 = 6 teachers

3 = 12 teachers

2 = 8 teachers

1 = 1 teachers

with documents, podcasts, and videos covering some of the professional development sessions that are held.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

Help Desk/Technology Dispatch Procedure

Technology Department Support Procedure

The following procedure/steps are in place for staff members to request help with district technology equipment. Each staff member has access to the district wide helpdesk system. A staff member can request assistance by logging in to the helpdesk system and creating a support request. Technology staff members then prioritize and attend to the requests as necessary.

Staff members can contact their building principal who can contact technology staff directly for immediate/emergency assistance.

Technology Department Remote Access Procedure

Technicians do not gain remote access to a workstation without a request for support. Prior to using remote access to assist with technical support, the technician is conversing or has communicated with staff requesting assistance as they initiate control of the workstation. If the request is submitted through email, the technician will only start remote access after confirming with the end user that they will be doing so.

After 4:00 p.m. and on non-school days, technicians may need to use remote access to complete service requests, install software, and perform updates; this could be done without prior confirmation. If someone is actively using such workstation, technology dispatch will exit promptly.

	HS	MS	RYAN	KELLOGG	RICHLAND	ADMIN
Desktops	348	256	172	86	105	16
Laptops	120	30	30			14
Projectors	75	37	26	3	3	2
Televisions				18	20	
Wireless Slate	55	35	26	17	20	
Document Camera	55	35	26	17	20	1
Printer (Networked)	6	4	4	3	3	2
Copier (Networked)	8	4	3	3	2	3
Smartboard	1	2	2	2	2	1
Smart Table	1	1				
Neo				30	30	

Alphasmart						
TiNavigator	1					
TiPresenter	7	4				
Classroom Clickers	6	4	2			

What does a 21st Century Classroom environment in Gull Lake Community Schools look like?

- Wireless connectivity (802.11n) in each of the district buildings
- Integration of new technologies (tablets, ipads, smartboards, etc. in classroom settings)
- Complete update of multimedia systems throughout district (projectors, sound, etc.)
- Teacher use of tools to communicate with students when away from class or as refresh of material (podcasts, blogs, online notes, etc.)
- Classroom response systems
- Increased access to hardware (carts, 1:1)
- Access from out of school to staff members to grades, student information, and network files.
- Improved communication and access for students through use of cloud computing (Google Apps)

Best Practices for 21st Century Learning

In December of 2012 Gull Lake Community Schools was notified that Ryan Intermediate School had been scientifically selected as a host site for 5th grade Mathematics Smarter Balanced Assessment Consortium Pilot. The Gull Lake Technology Readiness Survey responses and demographic population were both cited as reasons for our selection in the pilot. Since that time, staff members at Ryan Intermediate, Curriculum Department, and Technology Departments have worked to gather more information about this process. Plans have been initiated to ensure that devices are ready to host the computer based assessment in anticipation for the official rollout in the 2014-2015 school year.

Gull Lake Community Schools has also voluntarily opted to participate in the Spring 2013 Online Interim Assessment Pilot in Science and Social Studies being conducted by the Bureau of Assessment and Accountability. Gull Lake Middle School will pilot test 6th grade students in Social Studies and Science in the beginning of April. Gull Lake High School will pilot test students in the Sophomore Class within the subject of Biology this spring. Ryan Intermediate will pilot Science and Social Studies at 3rd, 4th, and 5th grades. Staff members anticipate attending webinars and planning sessions throughout the rest of this year to gain more information about this process. Gull Lake will also look to continue with pilot and practice opportunities in the 2013-2014 school years.

Our District Technology Coaches have applied to participate in the Southwest Michigan Consortium 22i Technology Readiness Infrastructure Grant (TRIG), Category 3 Activity 3 PD pilot this summer. This project provides teachers with both hands-on and online training on how to prepare students for the Smarter Balanced Assessment Consortium (SBAC) and Michigan Online Assessments. Participating districts will have in place a skilled team of professionals who are able successfully implement and support the elements of the SBAC online assessment mandate. Coaches will work with the teachers at the classroom level providing support and peer coaching.

These developments in assessment, along with progress in developing our technology infrastructure have positioned Gull Lake for the implementation of pupil academic growth assessment that will officially start in 2014-2015 school year.

Infrastructure:

- Upgrade Bandwidth to 100 megs
- Upgraded Firewall
- Upgraded Webfilter to accommodate more concurrent user connections and increased ability to filter applications.
- Upgraded hardware memory on existing machines
- Purchased wireless infrastructure throughout district
- Purchased iPads
- Purchased Macbook Airs
- Upgraded Moodle server to accommodate more classes online to prepare students for online experience.

Evaluation and Monitoring:

Gull Lake Community Schools will conduct an annual review and update of the District Technology Plan. Included in this evaluation will be discussions on current status of hardware and connections and recommendations for purchase, the looking at of district data and the impact that technology had on student learning. Continual effective integration techniques will be shared and discussed along with new trends in the technology realm.

The Technology Director will work with the curriculum department to oversee the implementation of any technology initiative and the review and adjustments required will be evaluated before being put in place.

The success of this plan will be measured by the successful infusion of technology into the classroom and improvement of student scores within the district assessments. Making changes as needed are critical in keeping the progress of a 21st Century Learning Environment moving forward.

Gull Lake Community Schools

Acceptable Use Policy

The Acceptable Use Policy of Gull Lake Community Schools is contained within the handbook at each individual school. Upon the parent/guardian acceptance signature of the handbook, the acceptable use policy is also agreed upon. An accepting signature is required on a yearly basis and network access will not be granted until an appropriate acceptable use policy signature is received.

The purpose of this policy is to clarify computer access for educational purposes for Gull Lake Community Schools' students. It is intended to protect the significant investment and to help create a positive learning environment. The use of District resources is to support the academic program and may include stand-alone computer use, networked computer use and/or access to the Internet and World Wide Web. As such, this access will:

- Assist in the collaboration and exchange of information.
- Facilitate personal growth in the use of technology.
- Enhance information gathering and communication skills.

In exchange for computer access at school, students understand and agree to the following:

A. The use of the computer resources is a privilege, which may be revoked by the District at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the student for other disciplinary actions.

B. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any materials which the District, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Students will not use their computer access to obtain, view, download, or otherwise gain access to such materials.

C. All information services and features contained on District resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form, is expressly forbidden.

D. District resources are intended for the exclusive use of their registered user. The student is responsible for the use of his/her access privilege. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.

E. Any misuse of access privileges will result in suspension of those privileges

and/or other disciplinary action determined by the District.

Misuse shall include, but not be limited to:

- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.
- Misrepresenting other users.
- Disrupting the operation of any resource through abuse of the hardware or software.
- Malicious use through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.
- Interfering with others use of the resource.
- Illegal installation of copyrighted software.
- Unauthorized down-sizing, copying or use of licensed copyrighted software.

F. The district cannot 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 (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system. While the computers are protected by virus-protection software, the School or its employees will not accept responsibility for damage to a student's home equipment that might be the result of a virus contracted at School. It is recommended that home computers be protected with up-to-date virus protection.

G. The student may transfer files from the information services and electronic bulletin board services. For each file received through a file transfer, the Student agrees to check the file with a virus-detection program before opening the file for use. Should the student intentionally transfer a file, shareware, or software, which infects the District's resources with a virus and causes damage, the student is liable for any and all repair costs and may be subject to other disciplinary measures by the District.

H. The Student may only log on and access the resources under the immediate supervision of a staff member.

I. The District reserves the right to log computer use and to monitor fileserver space utilization by users. The District reserves the right to remove a user account.

In consideration for the privileges of using the District resources, and in consideration for having access to the information contained through them, students release the District and its employees from any and all claims arising from use or inability to use the resources.

Gull Lake Community Schools Integration Project

Project Title: Inquiry Based PowerPoint Project

Subject/grade: Second

Project Overview:

Second grade students will select an animal to research. They will gather information from print and electronic sources to create a multi-slide PowerPoint presentation to organize, present and share with their peers. This collaborative project will blend Content Area Standards, Information Literacy Standards and Michigan Educational Technology Standards (specific standards are noted below).

Information Literacy Standards for 21st Century Learner:

1. Learners use skills, resources, & tools to inquire, think critically and gain knowledge.

2. Learners use skills, resources, & tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1.2. Organize knowledge so that it is useful.

2.1.4. Use technology and other information tools to analyze and organize information.

2.1.6. Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3. Learners use skills, resources, & tools to share knowledge and participate ethically and productively as members of our democratic society.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3. Use writing and speaking skills to communicate new understandings effectively.

3.1.4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6. Use information and technology ethically and responsibly.

METS/NETS:

CI: 1 Creativity and Innovation (use presentation software to learn create and convey original ideas or illustrate concepts.

CC: 1 Communication and Collaboration (work together when using digital tools

CC: 2 Communication and Collaboration (use a variety of developmentally appropriate digital tools to communicate idea

RI: 1 Research and Information Literacy (interact with Internet base resource

RI: 2 Use digital resources (online database/**KidsInfoBits** and graphic organizers/**Kidspiration**) to locate and interpret information related to a specific curricular topic, with assistance from teachers, school library media specialists, parents or student partners.

Activities (what will students do): Students will be guided to choose an animal to research from a list in KidsInfoBits, an academic database through Michigan Electronic Library. Information, both text and visual, gathered from this database, in addition to print material from the library, will be used to create a PowerPoint presentation which will become portfolio evidence of learning.

Resources (what will students need):

Printed materials –

Nonfiction books

Internet URLs –

Databases – KidsInfoBits (mel.org)

Software – Microsoft