

800 State Road, Harbor Springs, Michigan 49740

Harbor Springs

Public Schools

Technology Plan

2009 - 2012

Adopted and Amended April 2009

Harbor Springs Public Schools Technology Plan

Adopted April 2009

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Section 1 - Cover Page

Applicant	Legal Name of Applicant Harbor Springs Public Schools		District Code / School Code		
	Address 800 State South State Road				
	City Harbor Springs		Zip Code 49740	County Emmet	
	Telephone 231-526-4545		Fax 231-526-4544		
	Superintendent / PSA Director / Private School Official Mark Tompkins		Intermediate School District Char-Em		
	Technology Plan Start Date July 1, 2009		Technology Plan End Date June 30 th , 2012		

Technology Plan Contact	Name of Technology Plan Contact Bo Whitfield		Official Title Technology Director		
	Address 800 State South State Road				
	City Harbor Springs		Zip Code 49740		
	Telephone 231-526-4839	Fax 231-526-4832	Email Address mailto:bo@harborps.org		

Check if the same as the Contact <input type="checkbox"/> Technology Director	Name of Technology Director Bo Whitfield		Official Title Technology Director		
	Address 800 State South State Road				
	City Harbor Springs		Zip Code 49740		
	Telephone 231-526-4839	Fax 231-526-4832	E-Mail mailto:bo@harborps.org		

URL of the District Educational Technology Plan: www.harborps.org

Section 2 - Introductory Material

Harbor Springs Public Schools launched an ongoing Strategic Technology Planning process in 1991. The process committed HSPS to building a technology infrastructure that would best support learning and teaching. This infrastructure focuses on using both quality hardware and software. It also requires continuous attention to research, upgrades, staff development and support. The HSPS Staff, administration, community members and parents have worked hard to ensure that all students will have access to the most current technology equipment, instruction and resources.

The Harbor Springs School District is working toward achieving high results for all students. Desired results include:

- 100% of our graduates will earn a State-endorsed diploma
- 100% of our students will exhibit the district's outcomes at designated achievement levels
- 100% of our students, within six months after graduation, will be either placed in entry level or higher employment positions, enrolled in an institution of higher learning, or in an advanced training program
- The community will be involved in the district's educational process, events, and/or committees.
- 100% of the students and staff will perceive the environment in our school system as safe, nurturing, and intellectually stimulating

District Mission Statement

The Harbor Springs Public Schools are committed to providing a positive learning environment and a purposeful, diversified educational program designed to require that all students develop and demonstrate the skills necessary to be life long learners and productive citizens.

Technology Mission Statement

The Harbor Springs mission for technology is to provide an integrated, evolving tool and resource that promotes diversified thinking, creativity, communication and problem solving for all.

Technology Vision

The vision for technology in the Harbor Springs Public Schools is to enhance technology usage in all classrooms and educational settings, by increasing teacher training, and improved access to new technology equipment, with the result that technology is a seamless tool in the delivery of instruction and successful student achievement.

School Information - Introduction

Description and demographic data.

Harbor Springs Public Schools, with 1125 students and 70 teachers, is located in Harbor Springs MI, which is near Lake Michigan in the Northwest lower peninsula of Michigan. The district consists of 4 distinct physical buildings.

Blackbird Elementary (K-2)
421 East Lake St.

Shay Elementary (3-5)
175 East Lake St.

Harbor Springs Middle School (6-8)
800 South State Road

Harbor Springs High School (9-12)
327 East Bluff Dr.

Section 3 - Vision & Goals

Vision

Harbor Springs will work to be leaders in using technology to facilitate learning in the State of Michigan.

HSPS will:

1. Provide all students with equal access to a full range of information resources.
2. Integrate technology into the learning process of every student to enhance positive learning experiences.
3. Incorporate Michigan Educational and Technology Standards as defined by the Michigan Department of Education.
4. Invest in the technology and training.
5. Allow students to capitalize on their interests and skills in technology.

Goals - Broad Based / General

HSPS will use technology to facilitate known characteristics of an effective learning environment including:

1. Use current technology effectively.
2. Research equipment and software
3. Find sufficient resources to fund three year plan
4. Create a professional development plan that includes time, training and support.

District Technology Planning Team

The District Technology Resource Committee was first convened in the 1991-1992 school year. This committee is an ongoing body meeting bi-monthly to determine and plan district technology decisions and direction. From its inception in 1991, the DTRC has been an integral part of the district's curriculum reform efforts. The DTRC has continually functioned as a resource to aid other Subject Area Committees (SAC's) in their integration of technology into the curriculum as well as a clearinghouse for technical information and purchasing.

The current members are listed below:

Last Name	First Name	Title	Location
Blanck	Thom	Media Specialist	Shay, Blackbird, Middle School, High School
Davis	Tim	Parent and community member	N/A
MacDonald	Jan	Community member	N/A
Hammond	Linda	Elementary Teacher	Blackbird Elementary
Davies	Mike	High School Teacher / BST	High School
Scholten	Karey	Elementary Principal	Blackbird Shay
Holzschu	Kristie	Elementary Teacher	Shay Elementary
Whitfield	Bo	Technology Director	District Resource
Tompkins	Mark	Superintendent	District Resource
Nancy	Nagurka	Middle School Teacher	HSPS Middle School

Section 4 - Curriculum Integration

Goals and strategies, aligned with State standards, for using telecommunications and technology to improve teaching and learning.

1. The Harbor Springs Public School District will blend the Michigan Educational Technology Standards (METS) into all curriculum areas during the 09-10 school year using the Subject Area Committee format. These content specific curriculum committees will include all teaching staff and will include math, language arts, science, social studies, and arts/PE. State technology standards will be infused into these content area documents.
2. Teachers will use the phone and e-mail system to communicate with each other and parents on a regular basis. This communication will include information on classroom projects, activities, and student status in the class.
3. Based on data analysis (NWEA, MEAP data and gap analysis) specific instructional goals will be defined. Technology based instructional practices will be defined as part of the solution for data analysis gaps.
4. Teachers will seek opportunities to collaborate with other teachers in teams to design and implement technology projects based on state standards.
5. Teachers will be provided with on-going training to insure that they know how to use technology effectively, and that they know how to create and implement technology as a tool for instruction and student projects.
6. The district will improve the technology and telecommunications infrastructure of the campus.

Grade Specific Technology Goals

The Harbor Springs Public Schools continue to meet NCA accreditation standards. Instructional decisions will become increasingly more data driven in an attempt to improve student performance at all grade levels and in all subject areas. The following grade specific technology goals will or have been integrated into the curriculum and incorporated into instructional practices.

KINDERGARTEN

-
- Introduce parts of the computer (monitor, screen, hard drive, CD-ROM & floppy drives, printer)
 - Familiar with menu bar
 - Familiar with mouse (click/double-clicking)

- Beginning keyboarding (become familiar with letters, etc.)
- Beginning graphic design
 - Introduce composing, graphics, and printing (create picture and label with letters; i.e. draw a picture and letters in Kid Pix)
- Introduce the Internet

FIRST GRADE

- Use CD-ROMs
- Access programs from desktop
- Beginning keyboarding
 - Left/right position
- Beginning word processing
 - File menu: open, save, print
 - Keys: delete, return, arrow
 - Use mouse to insert cursor
 - Create a writing sample (create a picture and a sentence)
- Introduce the Internet

SECOND GRADE

- Use CD-ROMs for subject integration and to gather information
- Beginning keyboarding
 - Home row hand position
 - Key/finger accuracy
 - Five words per minute with 50% accuracy
- Beginning word processing
 - File menu: open, save, print, quit
 - Keys: delete, return, arrow
 - Font selection/size
 - Create a writing sample (i.e. two or more poems per student)
- Beginning desktop publishing
 - Type text
 - Choose graphic
 - Edit
 - Print
- Beginning use of the Internet

THIRD GRADE

- Use CD-ROMs for subject integration and to gather information
- Focus on keyboarding
 - Ten words per minute with 80% accuracy (score printed for portfolio)

- Know location of all keys, shift bar, and punctuation
- Beginning word processing
 - File menu: new, open, close, save, save as, print, quit
 - Edit menu: undo
 - Document menu: spelling and thesaurus
 - Tab key
 - Select network printer
 - Create a document (i.e. compose, edit, and print a letter)
- Beginning desktop publishing and graphic design using a publishing program
 - File menu: new, open, close, save as, print
 - Edit menu: undo
 - Reference menu: spelling
 - Add graphics
 - Change size of text
- Beginning multi-media program (i.e. PowerPoint)
 - Create text and insert image
 - Beginning knowledge and use of currently available software
- Use of the Internet to conduct research

FOURTH GRADE

- Use CD-ROMs for subject integration and to gather information
- Keyboarding
 - Ten words per minute with 85% accuracy (score printed for portfolio)
 - Reinforce home row and hand positions
- Word processing
 - File menu (reinforce third grade expectations)
 - Edit menu: cut, copy, paste and reinforce previous expectations
 - Justification and style
 - Set margins and tabs
 - Create folders and classify own documents
 - Create a document (i.e. compose, edit, and publish a creative writing story)
- Desktop publishing and graphic design using a publishing program
 - Text menu: font, alignment, style
 - Access templates
- Multi-media production
 - Organize and arrange information for a multi-media presentation (i.e. PowerPoint presentation of a report)
 - Create and import an image from a variety of sources
 - Create and use sound from a variety of sources
 - Knowledge and use of currently available software

- Use Internet to communicate and conduct research: access, signing on/off

FIFTH GRADE

- Use CD-ROMs for subject integration and to gather information
- Keyboarding
 - Twenty words per minute with 90% accuracy (score printed for portfolio)
 - Reinforce home row and hand positions
- Word processing
 - File menu (reinforce previous expectations)
 - Edit menu: copy, cut, paste, select all
 - Justification and style
 - Font type and size
 - Create a document (i.e. compose, edit, and publish a creative writing story)
- Desktop publishing and graphic design using a publishing program
 - Text menu: font, alignment, style
 - Use borders and color
 - Access templates
- Multi-media programming
 - Organize and arrange information for a multi-media presentation (i.e. PowerPoint presentation of a report)
 - Create and import an image from a variety of sources
 - Create and use sound from a variety of sources
 - Knowledge and use of currently available software
- Use Internet to communicate and conduct research

Sixth GRADE

General Computer Procedures

- How to create a new file
- How to save to a folder
- Use Find for finding lost files
- Using Spell Check
- How to search for images off the web

Microsoft Word

- Using custom bullets
- How to set up header
- How to use draw tools
- How to add text to shapes
- How to set up a chart
- How to insert pictures into Microsoft Word
- How to get images off Internet

Keyboarding

- Learn total keyboard without looking at keys
- Type between 15-30 words per minute

Basic PowerPoint Skills

- Create new slides
- Insert pictures

7th GRADE

Review of Basic MS Office Skills:

- Copy
- Paste
- Insert
- Font
- Size
- Justification
- Save as
- Header/footer
- Tables
- Bullets/numbering
- MS PowerPoint – 8-10 slide presentation with timing, sounds, transitions, and animations

Introduce Additional Computer Concepts:

- MS Publisher –each students creates a 4-page newsletter with text & pictures
- Use of template in Publisher
- Citing work/pictures from Internet
- Converting newsletter to website
- Hyperlinks
- Motion clips
- Sound files
- Creating a website from scratch – no template
- Writing for our class newspaper – *Ram's Review*

Keyboard Practice

- Micro Type Multimedia

8th GRADE

COMPUTERS 8 CURRICULUM

This class is an 8-week exploratory with 6 different units.

- Unit 1: **KEYBOARDING**
- Improve students' keyboarding skills utilizing Type to Learn and Microsoft Multimedia Typing programs.
 - Goal is to improve students' typing to 30 words per minute with 95% accuracy.
 - This unit is continuous across the nine weeks. Students work on keyboarding skills for the first 10 minutes of class each day.
- Unit 2: **WORD PROCESSING**
- Improve students' word processing skills and expanding knowledge of Microsoft Word program.
 - Introduce students to new features of Microsoft Word (i.e., text wrapping, inserting tables, footnotes, etc.)
 - This unit lasts approximately 1 week depending on students' prior knowledge.
- Unit 3: **DESKTOP PUBLISHING**
- Improve students' desktop publishing skills using Microsoft Publisher program.
 - Introduce students to new features of Microsoft Publisher (i.e., calendar making, business forms, etc.)
 - This unit lasts approximately 1 week depending on students' prior knowledge.
- Unit 4: **POWERPOINT PRESENTATIONS**
- Improve students' skill and knowledge of working with and creating PowerPoint presentation.
 - Introduce students to new features of PowerPoint (i.e., adding video clips, sound, transitions, etc.)
 - This unit lasts approximately 2 weeks depending on students' knowledge.
- Unit 5: **SPREADSHEETS**
- Introduce students to the Microsoft Excel program and the basics of spreadsheets.
 - Improve student knowledge of uses for spreadsheets and formatting, making charts, etc.)
 - This unit lasts 2 weeks.
- Unit 6: **DATABASES**

- Introduce students to the Microsoft Access program and the basics of databases.
- Improve student knowledge of uses for databases and features of Access (i.e., sorting records, searching for information, table formats, queries, creating forms & reports)
- This unit lasts for 2 weeks.

Textbooks: Hands-On Microsoft Office by Computers Literacy Press
Microsoft Office Basics by Thomson Learning.

Programs: Microsoft Word, Microsoft Publisher, Microsoft Excel, Microsoft Access, Microsoft Multimedia Typing, PowerPoint, and Type to Learn.

Harbor Springs High School Technology Curriculum

High school Goals and Objectives reflect district philosophy for continuation of skills established K-8. This approach is more holistic instead of specific. Technology is integrated into the 9-12 curriculum when appropriate for the lesson and technology is accessible. Teachers are encouraged to use CD-ROMs and the Internet to integrate with their class goals and objectives. There are several classes in which the curriculum does revolve around the continuous use of technology to deliver the curriculum. These classes include Advanced Computers, business classes, Computer-Assisted Drafting, and Visual Imaging. Business Department

Business technology (B.E.S.T. – Business Education Service Technology)

Accounting

Advanced Computers

Graphic Art and Practical Arts

High School Overview grades 9-12

Our goal is to incorporate technology into all areas of curriculum. Word processing, database manipulation, spreadsheet applications and basic programming will be integrated into student-required courses. The use of on-line resources will be integrated into curricular areas for the exchange of ideas. Student elective courses will provide additional technological skills, including CAD/CAM, advanced programming, computerized accounting, and multimedia information.

The high school integrated technology curriculum may involve the following components:

- I. Technology integration into all content areas.
- II. Advanced knowledge in word processing, research, and multimedia through the study of language arts.

Students will:

1. Produce word-processed documents.
2. Manipulate databases.
3. Understand and use on-line resources.
4. Publish documents on-line.
5. Learn, discuss, and model ethical, legal, and responsible uses of technology.
6. Learn spreadsheet applications.
7. Create multi-media projects.

8. Produce computer programs.
9. Manipulate spreadsheets.
10. Use content-specific software.

I.High School Integration into All Content Areas

Below are brief descriptions of how technology can be appropriately applied in specific curricular areas.

Language Arts	Mathematics	Social Studies	Science
Word processing, spell check, thesaurus, and grammar checking software used in writing process.	Spreadsheets to solve problems.	Atlas/map making	Database and telecommunications for research.
Database and telecommunications for research.	Graphing programs to discover concepts visually.	Telecommunications to use online resources.	Multimedia projects with graphics, text, and sound.
Outline/brainstorm software for writing.	Reinforce basic skills with computer software.	Multi-media projects with graphics, text, and sound.	Computer probes for measurement/analysis.
Multi-media projects with graphics, text, and sound.	Programming	Databases on compact disk.	Optical technologies for research and analysis.
Creation of timelines of events.	Probability simulations	Simulations.	Computer interface with lab instruments.
Desktop publishing of newspaper and yearbook on computer.	Special "work processors" with math symbols.		Gravity, projectile motion and other simulations.
Enhance photographs.	Statistics software.		Download and analyze data from weather satellite.
Video productions in Television Production class.			Troubleshooting to solve problems.
			Nationwide collaboration via telecommunications.

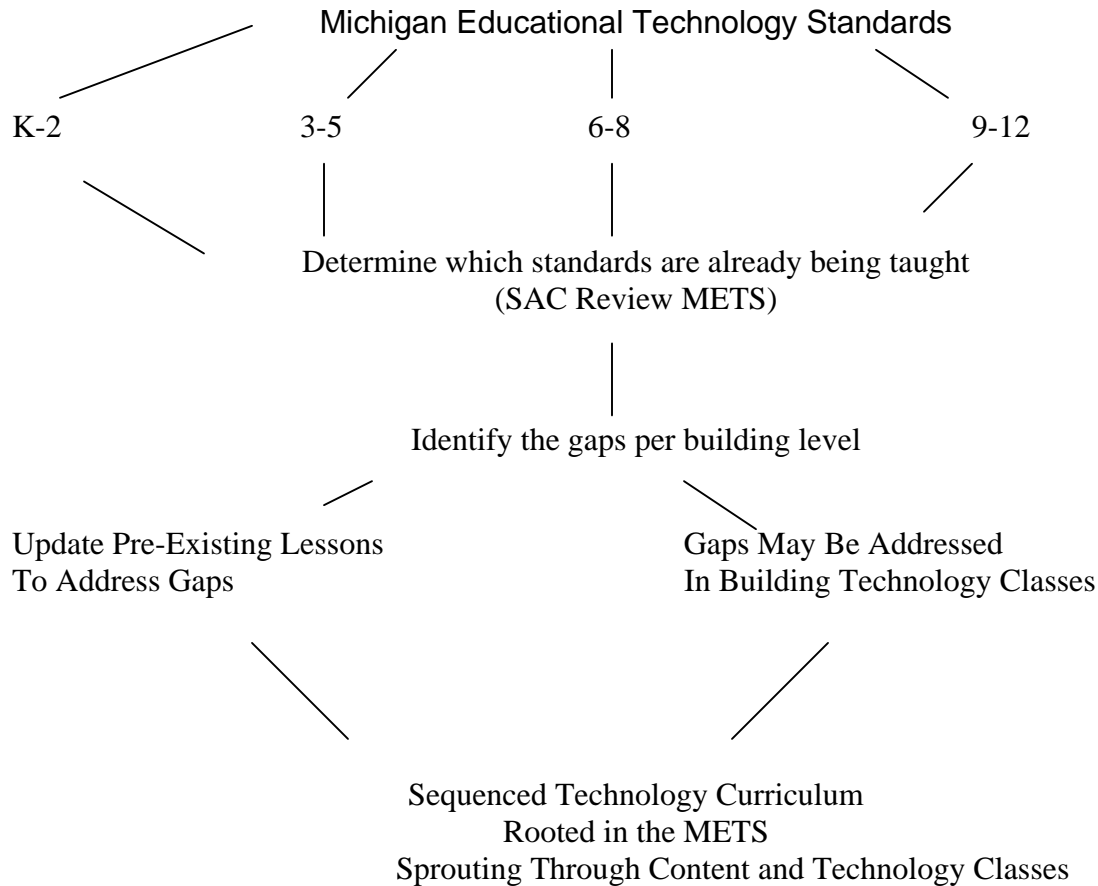
Arts	Physical Science	Business Education
Computer drawing with geometrical shapes or freehand.	Body fat analysis for physical fitness.	Computerized record keeping and accounting.
Design compositions.	Database for tracking of sports statistics.	Advanced work processing/publishing.
Critique artwork.	Computer interfaces to measure pulse in training.	Advanced database and spreadsheet applications.
Scanning images and enhancing on computer.	Automated timers.	Payroll, inventory management and other business simulations.
Animation.	Database and telecommunications for research.	Optical technologies for research and simulations
Enhance photography.		
Create multimedia portfolios.		
Database and telecommunications for/research.		

Foreign Language	Special Education	Industrial Technology	Media Centers
Foreign language work processors for writing.	Computer software for remediation.	Principles of technology.	Computerized card catalog.
Vocabulary review via computer.	Use technology as tool to accomplish required objectives.	Robotics.	Multiple databases on compact/video disk.
Introduction to languages via digitized voice.		Computer aided drafting/computer aided machining (CAD/CAM).	Telecommunications for research.
Compact disks with digitized speech.		Computerized diagnostic devices.	Multiple computer stations for teacher/student use.
Telecommunications for research.		Career exploration software.	Multimedia workstations.
		Monitoring and feedback devices.	
		Multimedia reports with graphics, text, and sound.	

Section 5 - Student Achievement

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

Student Achievement



1. Assess all staff to determine their needs in the use of technology to support all students, including those with special needs, and provide technical support and training for hardware and software specific to their needs.
2. Coordinate efforts among site staff, curriculum planning members, the district technology committee, and the Director of Technology to match curriculum needs with technology solutions.
3. The technology committee will routinely consider the recommendations for software and hardware.
4. Develop policies and administrative regulations providing for the coordination and maintenance of district-licensed software.

5. Develop evaluation criteria, guidelines, and a process for the review and adoption of technology based instructional resources.
6. Develop and adopt district standards for technology literacy.

Curriculum Integration Strategies	TIMELINE
Refine transition process from ES to MS and MS to HS for technology classes.	Annually
Study current and new BST programs to realign curriculum to meet new state requirements.	Annually
Complete initial implementation of curriculum mapping software, including training of all administration and staff.	Annually
Stay in tune with the ever-changing Michigan Curriculum Framework Technology Content Standards Benchmarks.	Ongoing
Monitor and make sure that the district stays at a level above the required benchmarks at all times.	Ongoing
Evaluate curricula to find more efficient and applicable uses of technology in the classroom.	Annually
Study the use of Distance ED learning centers in every building to increase the productivity of teachers and students alike.	Exploratory Basis
Implement wireless technologies in the classrooms, computer labs and media centers to enhance access to the technical resources provided to us through the local school network, the internet and on-line sources.	Fall 2005

Current Technology Strategies to support the curriculum are:

- Wide Area Network
- T-1 access to the Internet
- Phone and voice mail in each workspace.
- At least two computers in every class.
- Electronic attendance & grading programs on all classroom computers.
- Access to Curriculum standards and mapping software available on every classroom computer.
- Four computer labs in the High School.
- Three computer labs in the Middle School.
- 1 computer lab in Shay Elementary.
- 1 computer lab in Blackbird.
- District Web Site

New technology strategies to support the curriculum:

- Teacher based web sites built and maintained to reflect the current tasks and projects being conducted in each specific classroom.
- Web based student grading and performance information available to student parents via the school web site.
- Wireless access to the main campus network in the common areas and media centers.

Section 6 - Technology Delivery

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

- 1.The District will use the Internet, cable and satellite technologies to extend learning opportunities for staff and students.
- 2.The District will provide streaming video technology that can be downloaded and viewed at the students' convenience. (United Streaming, Vbrick)
- 3.The District will extend learning opportunities for on-line courses and other technology related curriculum that are not currently offered including Advanced Placement and Virtual courses.
- 4.Career and Technical Education

Section 7 - Parental Communications & Community Relations

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

- 1.District newsletters, student handbooks, school calendars and notification of special service programs are given to parents, local newspapers and available on our school website.
- 2.The Board of Education will be updated on a regular basis on current technology trends and district needs.
- 3.The HSPS Technology Plan and implementation will be presented to the community through the BOE, teachers, newspaper and the HSPS web site.
- 4.Teachers will use the e-mail system, voice mail, newsletters and PowerSchool parent communication module to keep parents informed of how technology is being used with students in their classroom.
- 5.Staff will be informed of technological advances at staff meetings, workshops and through updates from the district technology committee.
- 6.The school will use the web page and district marque to keep parents informed.

7. Teachers will invite parents to attend Open Houses at night that will display the various technologies that their students are using.

8. Teachers and students will demonstrate how technology is being used during Parent / Teacher / Student conferences held in the fall and in the spring.

9. The District Technology Resource Committee will be responsible for the development, maintenance, deployment and approval of all tech plans.

10. Parent and community members hold board positions on the district technology committee.

Section 8 – Collaboration

Strategies for developing the program, where applicable, in collaboration with adult literacy service providers

- This section is not applicable to the Harbor Springs School District. The Harbor Springs School District does not offer adult literacy programs at this time. We do not offer adult education, GED certification programs, or ESL.

Section 9 – Professional Development

During the course of this technology plan, Harbor Springs will conduct professional development based on a four step process:

- 1) Technology team in 09-11 **researches “best practices”** by reviewing professional literature, attending state and national conferences, and collaborating with tech professionals and teachers in Michigan. They will at the end of the school year, revise and update the equipment purchase plan based on this research.
- 2) Ongoing with technology team research, the district will engage in key subject area **curriculum work** during the 09-11 school year with a focus on math, social studies, language arts, science, and arts/PE. During this work, each committee will study and make technology integration recommendations to the board of education.
- 3) During the 11-12 school year, the district will purchase computers for classrooms and lab, and upgrade equipment including wireless access in all buildings, video projectors, and document cameras. A **“training center”** will be established in the district where this equipment is located. Teachers will be trained individually or in small groups in the use of this equipment, and application to the content areas. Teachers must pass basic proficiency standards prior to the equipment being installed in their classroom.

Ongoing support for teachers will be provided by technology team members and the technology director and staff on a on-call basis for teachers.

Section 10 – Supporting Resources

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

Professional Development:

- District Wide and Building Inservice Days.
- Arranged training sessions by building request
- Inservices from vendors of technological equipment
- Technology Tips in District Newsletter
- Hardware and software training tutorials (available in print, video and online)
- Conferences (e.g. MACUL)
- Intermediate School District and other Regional course/workshop offerings

Examples:

- Regional Technology Academy

- REMC After School Specials
- Leading the Future (for Administrators)

Communication:

- Informal Network of building level support
- District Technology Team
- Departmental Information Sharing

Additional Resources:

1. An acceptable use policy for Internet Access.
2. An Internet Code of Conduct and Code of Ethics Policy.
3. An Internet Use Agreement for users and parents.
4. A technology code of conduct policy.
5. A Harbor Springs Public Schools' Board of Education Computer Technology and Networks Policy. This policy covers:
 - Technology Privacy
 - Data management
 - Technology planning
 - Mail and delivery systems
 - Communication services
 - Acceptable use of the Internet
6. REMC and other competitive bidding support for technology purchases.

Section 11 - Infrastructure, Hardware, Tech Support, and Software

Identify telecommunication services, hardware, software, and other services needed to improve education or library services, and ensure compatibility amongst the components.

- 1) Technology Committee meetings have representation from each building.
- 2) Pilot technology solutions prior to implementation.
- 3) Technology standards guide technology support, purchases and use.

Current Network Status

- Anti-Virus Solution for all servers and workstations.
- Network Firewall
- Web Server
- District computer rooms – Two Buildings
- Main District file server.
- Middle School Lab file server
- High School Lab file server - 3
- Comprehensive network security.
- Internet Content filter, Children’s Internet Protection Act (CIPA) Compliant
- Variable on demand High Speed Internet Connection – Up to 10 MB
- E-Mail Solution / Server
- Unique network and e-mail addresses for all district employees.
- 3 Middle School computer labs
- 4 High School computer labs
- 2 Elementary (Shay) computer lab
- 1 Elementary (Blackbird) computer lab
- Power protection for all network devices.
- 22 Mini networks in teacher rooms.
- 11 Color laser printers
- Tape backup solution on main servers.
- Desktop publishing Lab with scanners / cameras / color printers / advanced applications / advanced computers.
- LCD projectors in main computer labs.
- LCD projectors in High School, Middle School and limited Shay classrooms
- PowerSchool through out the district with training.
- PowerSchool Grade Module throughout the district with training.

High School Technology Resources

- BST Lab - 26 Computers / 2 printers / 1 Scanner / 1 LCD Projector / 1 File Servers / 1 Photo copier
- 2 Media Center HS Labs - 50 Computers / 2 Printers / 1 LCD Projector
- Visual Imaging Lab - 22 Computers / 3 Color Printers / 1 Scanner / 6 Cameras / 2 DV Camcorders
- Student Active Directory with student login accounts and Server space.
- Admin Office - 4 Printers / 4 desktop Computers and 6 Laptops
- Woodshop Lab - 20 Wireless notebooks / 1 File server / 4 Printers
- Athletic and Coaches Offices – 5 Computers
- Teacher PC's - 26 computers
- Student PC's – 20 Computers located in classrooms, (1 - 2)
- 4 centralized network printer rooms
- Web Server - 1
- E-Mail Server
- Main Network File Server / 1 Printer
- Firewall
- VBRICK Server
- Print Server
- E-mail Spam filter Server
- Content filter
- Main / Central Network Core Switches
- Variable on demand High Speed Internet Connection – Up to 10 MB
- Media Center wireless computers – 12 laptops and 1 printer
- Science Center wireless computers & printer – 28 laptops
- Lunch Room Computers - 2 Computers / 1 Printer
- Chemistry Lab - 6 Computers in workgroup
- District PowerSchool Server running Windows Server 2003

Totals - 227 Computers / 21 Printers / 4 File Servers / 1 E-Mail Server / 1 Web Server / 1 Firewall / 1 Content Filter / 1 Router / 14 Network Switches / All Network User Accounts / 19 LCD Projectors / 2 Scanners / 8 Digital Camera's / 4 DV Camcorders

Middle School Technology Resources

- MS Media Center Lab - 24 Computers / 2 File Servers / 1 Printer / 1 Scanner
- MS Media Center Research Lab - 28 Computers / 2 File Servers / 1 Printer
- MS 7th Grade Lab - 24 Computers / 2 File Servers / 1 Printer / 1 Scanner
- MS/Shay Laptops - 18 Computers
- Teacher PC's - 14 Computers
- Student Active Directory with student login accounts and Server space.
- Accelerated Reader Mini Network - 10 Computers / 1 File Server
- Special Education Mini Network - 8 Computers
- Title Room Mini Network - 6 Computers
- Admin Office - 4 Computers / 2 Printers
- 20 Student PC's in classroom
- Weather Station and computer
- Network Hubs to support MS
- Wireless Link to MS research computer lab
- Teacher Work Room / 1 Network Photocopier / 2 Printers

•**Totals** - 120 Computers / 2 File Servers / 7 Printers / 3 Network Hubs / 8 Network Switches / 15 LCD Projectors / 2 Scanner

Shay Technology Resources

- Shay Computer Lab - 28 Computers / 1 Color Printer / B & W Laser / 1 Scanner
- Shay work room - Network Photocopier
- Media Center - Library system / 3 PC's /Server
- Teacher PC's - 20 Computers
- 22 Student PC's in Classrooms
- Special Education Mini Networks - 12 Computers / 1 Scanner
- Admin Office - 3 Computers / 2 Printers
- Lunch Room Computer - 1 Computer
- LCD Projector s - 12
- Network Switches to support Shay
- Student Active Directory with student login accounts and Server space.

Totals - 89 Computers / 4 Printers / 11 Network Switches / 2 Scanners

Blackbird Resources

- Media Center Computer Lab - 24 Computers
- Media Center - Library system / 2 Computer / 1 Printer
- Admin Office - 2 Computers / 2 Printers
- Teacher Computers - 16 Computers
- 28 Student Computers in Classrooms
- Special Education – 4 computers / Scanner
- Title – 2 Computers
- Lunch Room Computer - 2 computers
- Work Room - 1 Color Printer, 1 B & W Printer
- Network Switches to support Blackbird

Totals - 80 Computers / 5 Printers / 1 Network Switch / 5 Network Hubs / 2 Scanners

Administration Office

- 6 Computers
- 1 File Server
- 4 Printers
- 1 Network Switch

HSPS Board of Education

- 7 laptop computers
- 1 Wireless Access Point
- 1 Electronic Boardbook software subscription

District Technology Totals

Hardware Systems

16 Computers – Three generations of computers:

1. **Oldest:** 10+ years old, 100 computers used primarily in elementary classrooms as stand-alone computers. In poor condition – when they need repair the computers are scrapped.
2. **Middle Age:** Computer labs throughout the district, approximately 300 computers including 50 laptops, 5 years old. Approaching the end of their life-span. These computers are repaired and upgraded with new software when needed.
3. **Newest:** Purchased within three years, in good shape with latest software installed

37 Printers -

1. 20 printers are more than 6 years old and should be replaced in the near future.
2. The remaining 17 are network copy-machines, and network laser printers that are in good shape.

8 Scanners

18 File Servers

1. The district has a lot of servers. Ten are scheduled to be decommissioned in 2009. The plan is to run the district on approximately 9 servers or less; a simple flat network is the goal.
2. The majority of the servers are running Windows 2000 server; support for this product ended in 2005 and extended support in 2010. In 09-10 the district is planning an upgrade of server OS.
3. Consolidating servers will lower overall costs, simplify the network, and improve backup and recovery.

11 Network Hubs & 28 Network Switches

1. Most of the network electronics are relatively new HP ProCurve equipment. These switches carry a lifetime warranty.
2. When new switches are added in the future, they will be gigabit capable and have power over Ethernet capability.

Tape Backup Services for Main File Servers

1. Current data is backed up with a large number of tape drives that are manually changed with no off-site storage.
2. A new comprehensive backup and disaster recovery plan will be created
3. An automated backup solution will be installed with an off site storage plan.

Software Systems - Operating Systems and applications

- 1.Windows Server 2003
- 2.Windows Server 2007
- 3.Windows 2000 Advanced Workstation
- 4.Windows 2000 Advanced Server
- 5.Microsoft Internet Information Server
- 6.Microsoft Exchange Server 2000
- 7.Deep Freeze
- 8.WS FTP Pro
- 9.Microsoft Front Page
- 10.Microsoft Word
- 11.Microsoft Excel
- 12.Microsoft PowerPoint
- 13.Microsoft Access
- 14.Microsoft Outlook
- 15.Open Office
- 16.Microsoft Internet Explorer
- 17.Optimal Solutions Accounting Software
- 18.PowerSchool Student Management Software
- 19.PowerSchool Student grading Software
- 20.Adobe Illustrator
- 21.Adobe Photoshop
- 22.Adobe Premier
- 23.Adobe After effects
- 24.Adobe PageMaker
- 25.Pinnacle Impression DVD
- 26.Pinnacle DV500 DVD
- 27.Vector Works
- 28.Solid Edge
- 29.Mini CAD
- 30.MOIS
- 31.File Maker Pro
- 32.Arcserve TBU Software
- 33.Computer Associates E-Trust Antivirus
- 34.Ghost
- 35.SonicWall Firewall & Content Filter IOS
- 36.Barracuda Networks Spam Firewall

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

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

Software: Classroom and lab software needs to be audited annually to ensure that the latest versions and software patches are acquired, when feasible. Network infrastructure software, such as anti-virus and backup software, needs to maintain status as a line item in the annual budget to ensure that they are kept up to date and active. The District also needs to purchase enough licenses of workstation disk protection software to prevent any changes to the workstation software. It is also a goal to continue working towards standardizing the versions of software utilized in the District.

HSPS libraries are currently automated using Follett software.

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

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

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

Section 12 - Increase Access

Strategies to increase technological access for all students and all teachers

1. Teacher workstation will have a laptop, additional monitor, video projector, document camera, speaker, wireless mouse, dvd burner, Microsoft Office, Publisher, Adobe and digital photo editing.
2. Student computers in each room will be based on need, use and space.
3. In the enhanced classroom, wireless access, digital camera, video access, and smart board will be available.
4. The lab standard will consist of teacher workstation package and one computer per student, laser printer, video editing, optimal configuration and furniture.
5. The enhanced lab will include a smart board.
6. During the period of this technology plan, the district will retain the ratio of one computer for every two students but will upgrade 2/3rd of these machines (over 400 computers) in order to handle increase usage, internet access, and program applications.
7. Assistive technology is an important tool for special education. Special education teaching staff will attend professional development opportunities and work with ISD experts to acquire additional information on assistive technology in order to meet student needs.
8. The school will extend access to technology by offering open labs during normal school hours, afternoon hours and evening hours for students.
9. The school will provide teachers with laptops and appropriate software that can be used at home as they develop lesson plans, etc. that integrate technology into their curriculums.
10. The school will lower the computer to student ratio so as to increase access to technology during the school day for students.
11. The school will provide wireless laptops and wireless networks to increase access to technology.
12. The school will provide specialized hardware and software for mentally and physically challenged students and teachers on an as needed basis.

Section 13 - Budget & Time Table

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

HARBOR SPRINGS PUBLIC SCHOOLS TENTATIVE TECHNOLOGY BUDGET 2009-2012

Technology Need	Budget 2009-10	Budget 2010-11	Budget 2011-12	TOTAL
Professional Development	\$15,000	\$25,000.00	\$15,000.00	\$55,000
Software	\$15,000	\$15,000	\$40,000	\$70,000
Technical Support – Salaries & Benefits	\$100,000	\$100,000	\$140,000	\$340,000
Hardware	\$75,000	\$75,000	\$1,000,000	\$1,150,000
Server - Network	\$45,000	\$45,000	\$700,000	\$790,000
Infrastructure Dev. Wiring/Furniture	\$45,000	\$45,000	\$200,000	\$295,000
Totals				

\$295,000	\$305,000	\$2,095,000	\$2,700,000

HARBOR SPRINGS PUBLIC SCHOOLS
Funding Sources
2009-2012

Funding Sources

- (i) USF funds
- (II) Char Em Voc. Ed.
- (III) Cell Phone Tower Revenue
- (IV) Future: potential Bond
Refinance
- (V) General Fund

Section 14 - Coordination of Resources

State and local resources will be coordinated to implement activities and acquisitions of technological resources.

1. USF funding to reinvest in technology.
2. Funds from Cell Phone towers on the roof of the High School.
3. Continue application for Technology Grant.
4. Funding from the general fund.
5. The district will coordinate available state and local resources to implement activities and acquisitions prescribed in this plan.
6. Funding from general fund, New Construction / Technology bond, USF funds and other grants or donations will all be coordinated in their usage. Funds will be utilized to their optimum.

Section 15 - Monitoring and Evaluation

The District will integrate technology into curricula and instruction, which will increase the ability of teachers to teach and enable students to reach state academic standards.

* Success of this plan will be measured in several ways:

1. Number of new computers purchased
2. Number of training sessions attended by teaching staff
3. Attendance at state and national conferences by technology team
4. Survey data collected yearly from staff on use, integration, and strengths & challenges of technology usage and integration (2009 data will serve as baseline)
5. Yearly 8th grade assessment of student technology literacy
6. Number of teachers who successfully pass technology competency training prior to receiving new hardware/software
7. Review SAC (Subject Area Committee) curriculum documents for specific reference to technology usage and integration
8. Analysis of student achievement data
9. Analysis of typing skills performance of elementary students

* Unmet goals will be re-defined by technology team in conjunction with feedback from steering committee. Three questions are always asked in this work:

- 1) Where are we now?
- 2) Where do we want to be?
- 3) How will we get there?

Section 16 - Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of the technologies

1. Internet filtering and reporting allow us to track Internet usage and report on sites and users on an as needed basis.
2. Reporting is done on an as needed basis by IP address to allow us to view which computers are being used for what activities and by whom.
3. Server monitoring software allows users to be audited at any time to find out where they've been on the network and what they've been doing.
4. All E-Mail traffic is monitored and content filtered.
5. Firewall prevention systems are in place to prevent access to unauthorized sites on the Internet.

Harbor Springs Public Schools

STUDENT ACCEPTABLE USE POLICY AND AGREEMENT

1.0 INTRODUCTION

Computers are used to support learning and to enhance instruction. Computer networks allow people to interact, to share resources, and to communicate with others. The Internet carries these capabilities to people and resources around the world. With this freedom and flexibility come responsibility. To that end, the Harbor Springs Public Schools (HSPS) has developed this *Acceptable Use Policy (AUP)* for students.

We are excited about offering access to technologies such as the Internet. We feel that these tools will be a critical component of life long learning. Additionally, we look forward to working with parents and students to direct technology usage in a positive and productive manner. We request your help in the management of technology usage in our program.

2.0 PARENTAL INFORMATION

All students will have access to the Internet while attending the Harbor Springs Public Schools. While the school district cannot guarantee that students will be denied access to all undesirable Internet sites, it is our intent to reduce the likelihood of such access whenever possible. This will be attempted via filtering software, teacher oversight, and informing parents/guardians what constitutes appropriate computer usage.

Parents do have the option of denying Internet access and requesting alternative assignments not requiring direct Internet access. For this to occur, the parent must submit a written request to the appropriate Building Principal for their child.

3.0 CONDITIONS DEFINING ACCEPTABLE USE

Students are expected to use HSPS's technology resources for learning. In order to assist with acceptable student use, HSPS recognizes existing federal requirements for privacy and internet safety under CIPA (Children's Internet Protection Act). Filtering software is employed on all district computers. In addition, all students must adhere to the following conditions:

- Parents/guardians requesting that a student not participate in accessing the Internet, must advise the HSPS in writing.
- Students shall not erase, rename, or make unusable anyone else's computer files, programs, or disks.
- Accessing another person's materials, information, or files must be done with the permission of that person.
- Students will receive a user identification (user id) and a password from the designated teacher(s) and/or staff. The user id and password are to be treated as personal and confidential information.

- Attempts to discover or use another student or staff member's password are strictly prohibited.

- Students shall not modify or attempt to modify any settings, appearance, or configuration of any HSPS computer equipment.

- Students shall use school technology equipment for school related work only.

- Students shall not use a computer for unlawful purposes, such as illegally copying or installing software, or violating any software copyright laws.

- Students shall not copy, change, or transfer any software or documentation provided by the school district, teachers, or another student without permission from the superintendent or his/her designee.

- Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software (e.g. a computer virus or worm).

- Students shall not deliberately use the computer to annoy or harass others with inappropriate language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.

- Students shall remove HSPS technology equipment from school premises only with written permission of the superintendent or his/her designee.

- Students shall not download or post any material considered being objectionable. (e.g. including but not limited to pornography, The Anarchist's Cookbook or similar materials designed to give instruction on violating the law and the rights of others).

- Students shall use technology equipment in a fashion consistent with the directions from teachers and staff.

- Students shall subscribe to or use fee based on-line services only with the prior written approval of the superintendent or his/her designee.

- Students shall report illegal or unauthorized use of the technology resources to the supervising teacher or the most immediately available staff member.

4.0 DISCIPLINE

Violation of any of the above conditions will be cause for immediate disciplinary action. Disciplinary action may include denial of further technology resource access, suspension, expulsion, and/or involvement of external law enforcement agencies.

(a)Revised 07/14/05

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Harbor Springs Public Schools Staff Acceptable Use Policy

NETWORK & ACCESS AGREEMENT FOR STAFF MEMBERS

This agreement is entered into this ____ day of _____ 20__ between _____ hereafter referred to as Staff Member, and the Harbor Springs School District, hereinafter referred to as District. The purpose of this agreement is to provide electronic mail, Electronic Bulletin Board and Internet access for educational and administrative purposes to the Staff Member. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that Staff Members will comply with all Network and Internet acceptable use policies approved by the school district.

In exchange for the use of the District Internet resources either at school or away from school, I understand and agree to the following:

A. The use of the District Network 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 intentional placement 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 Staff Member for other disciplinary actions.

B. The District reserves all rights to any electronically stored files and may remove any material which the district, at its sole discretion, believes may be unlawful, obscene, pornographic, or abusive, or otherwise objectionable. Staff members will not use their District-approved computer account/access to create, obtain, view, download or otherwise gain access to such materials.

C. All information services and features contained on District or Network 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. The District and/or Network resources are intended for the exclusive use by their registered users. The Staff Member is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Staff Member's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges. Staff Members shall log off the computer whenever they are not using it, or lock it whenever they leave the area where the computer is running.

E. Any misuse of the account will result in suspension of the account privileges and/or disciplinary action determined by the District. Misuse shall include, but not be limited to:

1. Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without expressed consent.
2. Misrepresenting other users on the Network.
3. Disrupting the operation of the Network through abuse of the hardware or software.
4. Malicious use of the Network through hate mail, harassment, profanity, vulgar statements or discriminating remarks.
5. Interfering with others' use of the Network.
6. Extensive use for nonwork-related communication.
7. Illegal installation of copyrighted software.
8. Unauthorized downloading, copying or use of licensed or copyrighted software.
9. Accessing, downloading or creating any obscene or objectionable information, language, images or files.

F. The use of district and/or Network resources are for the purpose of (in order of priority):

1. Support of the academic/administrative program.
2. Telecommunications.
3. General Information.

G. The District and/or Network does not warrant that the functions of the system will meet all specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct, 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.

H. The Staff Member will delete old mail messages from the personal mail directory to avoid excessive use of the electronic mail disk space.

I. The District and/or Network reserves the right to log Internet use and to monitor electronic mail space utilization by users and will periodically make determinations on whether specific users of the network are consistent with the Acceptable-Use Policy.

J. The Staff Member may not transfer files, shareware, or software that would incur a financial obligation on the part of the District from information services and electronic Bulletin Boards without the permission of the District. The Staff Member will be liable to pay the cost or fee of any file, shareware or software transferred, whether intentional or accidental, without such permission.

K.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 on the Network to prevent further unauthorized activity. Personal information should not be stored on network resources.

L.Software registry will be maintained. Registration of all District software/equipment will be maintained by the District.

M.Staff shall make a good faith effort to monitor student Internet use. It is recognized that such monitoring is difficult and staff shall not be held responsible for inappropriate student Internet use.

N.The use of electronic means, including e-mail and internet usage, shall not be referenced in employee evaluations unless usage is in non-compliance with this Network and Access Agreement.

O.The Staff Member shall not remove District owned technology equipment and/or software from school premises without written permission of the Technology Director or the Building Principal or her/his designee.

P.Staff shall not obligate the District financially or legally by subscribing to or using fee based on-line services without the prior written approval of the Superintendent or her/his designee.

In consideration for the privileges of using the District resources, and in consideration for having access to the information contained on the Network, or by the Network, I hereby release the District, Network and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources.

Signature of Staff Member: _____

Date: _____

II. System Administrators

-System Administrators are responsible for supervision in the classroom during use of all electronic media, E-Mail and the Internet.

-System Administrators are responsible for auditing the users' electronic mail.

-System Administrators will be responsible for reviewing all audit trails created by the network's software and on each computer capable of accessing the Internet.

-System Administrators are responsible for determining and uncovering incorrect usage of the network and are also responsible for informing the user in question.